

# SAFEGUARDING POLICY AND PROCEDURE

## 1) Key Contacts – Raising a Concern

Any concerns or worries from Learners or those working with Learners should be reported to the Designated Safeguarding Lead (DSL). If the DSL is material to the concern or worry, then the information should be reported to the DDSL or Training Officer.

**We encourage all Learners to talk to us if they are worried about any aspect of their work, learning or life in general.**

If you are concerned that there is an immediate risk of serious harm, call emergency services on 999 or 101 without delay.

Designated Safeguarding Lead (DSL): Mark Vingoe (Chief Executive). 07939 296280.

[m.vingoe@theengineeringtrust.org](mailto:m.vingoe@theengineeringtrust.org)

Deputy Designated Safeguarding Lead (DDSL): Melvyn Parr (Head of Delivery). 07807 348696.

[m.parr@theengineeringtrust.org](mailto:m.parr@theengineeringtrust.org).

Training Officers: Learners can contact their Training Officer for all issues that may or may not be of a Safeguarding nature.

All ETT Staff have access to the 'Key Safeguarding & Prevent Contacts by Region' document found in the Policy & Procedure File on the Sharepoint. This holds contact details for Local Safeguarding Boards, Local Authority Designated Officer, Adult Safeguarding Boards and Regional further education (FE) and higher education (HE) Prevent co-ordinators.

## 2) Purpose & Scope

- a) To ensure all Learners are protected through the awareness, preventative, and reactive actions of all ETT Staff, Employers, Subcontractors, Colleges, or others associated with the delivery of our programmes.
- b) ETT has a legally obligation to safeguard the welfare of children and vulnerable adults who access our services and are committed to promote and safeguard the welfare of all our Learners regardless of age or situation.
- c) ETT will take a holistic approach to safeguarding, working with our college partners, business partners and sub-contracting partners to ensure we have a robust framework that protects learners and meets our legislative and statutory responsibilities.
- d) Safeguarding includes many aspects such as
  - i) Apprentice health, safety, and wellbeing
  - ii) Child protection
  - iii) Protection of adults at risk
  - iv) Bullying, harassment, and discrimination including racial abuse
  - v) Self-harm
  - vi) Abuse and neglect
  - vii) Domestic violence
  - viii) Safety from sexual exploitation, female genital mutilation and forced marriage
  - ix) Alcohol, drug, and substance misuse

- x) E-safety including all aspects of electronic communication
- xi) Financial exploitation
- xii) Protecting people from radicalisation and extremism
- e) This policy covers all apprentices regardless of location and covers all aspects of our apprenticeship programmes.
- f) Safeguarding is the responsibility of all ETT staff and they must take steps to understand their role in implementing this policy and procedure across all aspects of provision.
- g) The monitoring of IT usage is set out in our Information Technology Policy and our IT Systems Acceptable Use Policy & Procedure.

### 3) Procedure

- a) This policy and procedure details how ETT Staff, Employers, Subcontractors, Colleges, or others associated with the delivery of our programmes can report concerns, suspicions, and allegations of harm.
- b) Action must be taken wherever there is concern. Recognise and Respond.
- c) Safeguarding & wellbeing will be embedded throughout the curriculum, company training plan and assessor visits.
- d) A disclosure is when a person tells you that something has happened. Do not promise confidentiality and report as soon as possible to the DSL.
- e) A concern is when you, or someone working with the Learner, feels or identifies that something is not right but have not been told anything specific.
- f) Do not investigate any allegation that has been disclosed to you or any concerns that you might have.
- g) In all cases, report the disclosure or concern to the DSL immediately. The DSL, together with you, will investigate, seek advice and /or report the concern formally and seek further advice and support from third party agencies.
- h) Disclosures and concerns are to be reported to the DSL initially by phone then in writing using a 'Raising Concerns Form'.
- i) The DSL will work to gain the best possible outcome for the Learner and uphold the purpose, scope and principles set out in this Policy.
- j) If the DSL is material to the disclosure or concern, then report to the DDSL.

### 4) Principles

- a) Provide a physical and emotional environment that is healthy, safe, and secure, in which learners can achieve.
- b) Raise awareness of issues relating to Health and Safety within our organisation and within our partner organisations.
- c) Promote personal health, well-being, safety and safety online consistently throughout the learner's programme.
- d) Proactively protect learners at/from risk of abuse, neglect or radicalisation.
- e) Proactively raise awareness of Prevent to stop people from being drawn into terrorism, radicalisation, and extremism (more detail in the ETT Prevent Policy and Procedure)
- f) Everyone is treated with respect and courtesy by ETT Staff, Employers, Subcontractors, Colleges, and fellow apprentices, free from harassment or discrimination.
- g) Provide confidential information, advice, and guidance on a range of issues that a learner may face. Support learners and direct them to external agencies if specialist support is required.
- h) Provide ETT Staff with training and follow good safeguarding practices.

### 5) Learners

- a) ETT will work with Learners to equip them with the knowledge needed to safeguard themselves and each other, including risks posed at work, online or by peer-on-peer abuse.

- b) ETT will make Learners aware of the Safeguarding support they have from ETT as their Training Provider, within their business as an employee and within the colleges they attend as part of their programme.
- c) ETT will work with Learners regarding issues relating to their Health and Safety and regularly monitor students' perception of their safety.
- d) ETT will work with Learners to identify any issues that they face.
- e) ETT will give Learners the platform to comment or feedback about their programme, their work or their personal lives at regular intervals.
- f) ETT will protect students from radicalisation and forms of extremism leading to terrorism by:
  - i) being vigilant for the signs of radicalisation and encouraging them to have the confidence to report their concerns to their line manager or Training Officer.
  - ii) encouraging free and open debate but challenging extreme views and promoting the belief equality of opportunity and the celebration of diversity.

#### **6) Staff Recruitment**

- a) ETT complies with best practice in the recruitment and training of its staff, in line with legislative requirements.
- b) All staff undergo the appropriate pre-employment checks including DBS checks for their role and undertake mandatory safeguarding training appropriate to their role.
- c) Staff understand the principles of safe working practices and how to avoid situations that compromise themselves or Learners.

#### **7) Whistleblowing**

- a) If a staff member has a concern about another staff member, then they will refer this to the DSL. If the concern relates to the DSL, then this referral will be to the DDSL or a Trustee.
- b) Staff are encouraged to raise concerns about poor or unsafe practice and potential failures both within ETT, our partner businesses, our partner colleges, or sub-contractors.
- c) ETT encourages whistleblowing staff should feel empowered to raise concerns without the risk or reprisal.
- d) If a staff member feels unable to raise a concern or feels that their genuine concerns are not being addressed, they are encouraged to raise it with an appropriate agency e.g. Ofsted or The Local Safeguarding Children Board.

#### **8) ETT Staff**

- a) Staff promote all aspects of Safeguarding to Learners, so they know how to access support and advice.
- b) Staff are aware of, and alert to, signs and symptoms of abuse and know to whom they should report any concerns or suspicions.
- c) Staff can recognise when a Learner is not achieving their developmental potential, or when their physical or mental health is impaired.
- d) Staff can recognise when a Learner is displaying risky or harmful behaviour or is being neglected or abused.
- e) Staff are able to recognise when a reported incident may be a Safeguarding concern.
- f) Staff do refer concerns, even if in doubt, to the DSL who will refer to the appropriate authorities in order to adopt a multi-agency approach to any concern.
- g) Staff do, if concerned about the welfare of a Learner, always act in the best interests of that individual.
- h) Staff are aware of each area's Local Safeguarding Children Board (LSCB) and understand the referral process and where advice can be should found.

## 9) Individual responsibilities

- a) All staff, colleges, businesses, and sub-contractors
  - i) Contribute to creating a safe learning for all
  - ii) Are aware of this safeguarding policy and procedure; they recognise, respond and report any concerns that may be raised about the safety and welfare of a Learner.
- b) HQ Staff
  - i) Basic safeguarding knowledge with the ability to identify if an issue should be escalated to the DSL.
- c) Training Officers
  - i) Ensure that the learning environment is safe and that Safeguarding is embedded within the programme, the workplace and any other training environment.
  - ii) Respond to Safeguarding concerns and keep accurate notes. Escalate any concerns to the DSL.
  - iii) Work with the DSL to respond to Safeguarding concerns within the agreed timescales, carrying out assessments to determine the level of risk.
- d) Head of Delivery & Engagement (DDSL)
  - i) Have a responsibility at an operational level within the organisation, ensuring TO's are supported and directed in their duties.
  - ii) Report any concerns to the DSL
  - iii) Oversees the provision of resources and training for all staff.
  - iv) Ensures that sound arrangements for Safeguarding are in place across all partner colleges, partner businesses and sub-contractors.
- e) Chief Executive (DSL)
  - i) Main contact for outside agencies and the most senior 'go to' person in the organisation.
  - ii) Responsible for ensuring Safeguarding policy and procedure is robust and executed across the organisation.
  - iii) Reports to the Trustees regarding any issues of Safeguarding.
  - iv) Steers developments; monitors and reports on compliance and impact.
- f) Trustees
  - i) Oversee the Safeguarding provision at ETT.
  - ii) Trustee Nominated Safeguarding Lead point of contact for all.
  - iii) Provide challenge to the DSL to improve quality of provision.

## 10) Promotion, Engagement & Training

- a) This Policy is published on the ETT website.
- b) Staff receive regular training in relation to this policy.
- c) Safeguarding (including this policy) is included within the training programme of every learner.
- d) Promoted periodically at reviews with apprentices to check knowledge and understanding of the policy and its contents.

## 11) Prevent

- a) See ETT Prevent Policy & Procedure (below).

## 12) Sub-contractors

- a) ETT will ensure that any contractor has relevant and sufficient policy and procedure in place in relation to Safeguarding.

## 13) Other Agencies

- i) ETT will work together with the Local Safeguarding Board and other relevant agencies.
- ii) ETT will refer to appropriate agencies e.g. the Police, Social Services or Local Safeguarding Children Board, Local Authority Designated Officer as necessary.
- iii) ETT will inform the Education and Skills Funding Agency and Ofsted if the organisation becomes subject of a Safeguarding enquiry.

# PREVENT POLICY & PROCEDURE

## 1) Key Contacts – Raising a Concern

Any concerns or worries from Learners or those working with Learners should be reported to the Prevent Lead. If the Prevent Lead is material to the concern or worry, then the information should be reported to the alternative contact or Training Officer.

**We encourage all Learners to talk to us if they are worried about any aspect of their work, learning or life in general.**

If you are concerned that there is an immediate risk of serious harm, call emergency services on 999 or 101 without delay.

Prevent Lead & Designated Safeguarding Lead (DSL): Mark Vingoe (Chief Executive). 07939 296280. [m.vingoe@theengineeringtrust.org](mailto:m.vingoe@theengineeringtrust.org)

Deputy Prevent Lead & Deputy Designated Safeguarding Lead (DDSL): Melvyn Parr (Head of Delivery). 07807 348696. [m.parr@theengineeringtrust.org](mailto:m.parr@theengineeringtrust.org).

Training Officers: Learners can contact their Training Officer for all issues that may or may not be of a Safeguarding or Prevent nature.

**DfE's Counter Extremism Division investigates extremism concerns and allegations related to adults working in or connected to the education sector (from early years to HE). Log any concerns directly or speak to the regional Coordinator for the South East.**

<https://report-extremism.education.gov.uk/>

**Contact: Alamgir Sheriyar**

**Email: [alamgir.sheriyar@education.gov.uk](mailto:alamgir.sheriyar@education.gov.uk)**

**Telephone: 07468 714 372**

## 2) Purpose

Engineering Trust Training (ETT) aims to create and maintain a safe, healthy, and supportive learning and working environment for our Learners and staff. We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for apprentices. We further recognise that if we fail to challenge extremist views we are failing to protect our apprentices from potential harm. As such, the Prevent agenda, will be addressed as a safeguarding concern.

## 3) Definitions

- a) Ideology – a set of beliefs.
- b) Radicalisation – the process by which a person comes to support terrorism and forms of extremism that may lead to terrorism.
- c) Safeguarding – the process of protecting vulnerable people, whether from crime, other forms of abuse or from being drawn into terrorism-related activity.
- d) Terrorism – an action that endangers or causes serious violence, damage or disruption and is intended to influence the government or to intimidate the public and is made with the intention of advancing a political, religious or ideological.

- e) Vulnerability – describes factors and characteristics associated with being susceptible to radicalisation.
- f) Extremism – vocal or active opposition to fundamental British Values, including democracy, the rule of law, Individual and mutual respect and tolerance of different faiths and beliefs.
- g) British Values - are detailed within the Prevent Duty and include democracy, the rule of law, Individual and mutual respect and tolerance of different faiths and beliefs.

#### 4) Principles

- a) ETT has adopted the Prevent Duty in accordance with legislative requirements. However, we endeavour to incorporate the relevant duties so as not to:
  - i) stifle legitimate discussions, debate or Learner engagement activities; or
  - ii) stereotype, label or single out individuals based on their origins, ethnicity, faith and beliefs or any other characteristics protected under the Equality Act 2010.
- b) ETT does:
  - i) ensure Prevent is a fundamental part of our delivery
  - ii) provide a clear structure to inform our response to safeguarding concerns
  - iii) embed British Values into the delivery and ways of working
  - iv) recognise current practice which contributes to the Prevent agenda
  - v) consistently identify areas for improvement
  - vi) understand that Prevent happens before any criminal activity takes place by recognising, supporting and protecting people who might be susceptible to radicalisation.
- c) The national Prevent Duty confers mandatory duties and responsibilities on a range of public organisations, including training providers, and seeks to:
  - i) respond to the ideological challenge of terrorism and aspects of extremism, and the threat we face from those who promote these views
  - ii) provide practical help to prevent people from being drawn into terrorism and violent extremism and ensure they are given appropriate advice and support.
  - iii) work with a wide range of sectors where there are risks of radicalisation which needs to be addressed, including education, criminal justice, faith, the internet and health.

#### 5) Objectives

- a) Follow any locally agreed procedure as set out by the Home Office and Local Authority for safeguarding individuals vulnerable to extremism and radicalisation.
- b) Maintain contact with the Prevent Regional HE/FE Co-ordinator.
- c) Work to eradicate any myths and assumptions that can lead to some young people becoming alienated and disempowered.
- d) Encourage Learners to challenge or question any radical influences in all parts of their life.
- e) Adopt positive teaching techniques both by our Training Officers, in-company mentors, and our college partners to develop Learners in relation to behaviour and welfare topics. These aim to build resilience to extremism and promote fundamental British values as part of each Learner's development.
- f) Ensure all our staff are equipped to recognise extremism and are skilled and confident to challenge it
- g) Keep up to date with developments and good practice and keep our Prevent Policy under review.

#### 6) Leadership and Values

- a) ETT creates and maintains an ethos that upholds core values of shared responsibility and wellbeing for all Learners and staff whilst promoting respect, equality and diversity and understanding. This is achieved through:
  - i) promoting core values of respect, equality and diversity, democratic society, learner voice and participation.
  - ii) building staff and apprentice understanding of the issues and confidence to deal with them through staff training, discussions, and research.

#### **7) Teaching and Learning**

- a) ETT will provide a curriculum that promotes British Values, knowledge, skills and understanding, to build the resilience of Learners by undermining extremist ideology and supporting the learner voice. This will be achieved through:
  - i) embedding British Values, equality, diversity and inclusion, wellbeing and community cohesion throughout the curriculum, company training plan and assessor visits.
  - ii) developing social and emotional skills within the learning programme.
  - iii) teaching, learning and assessment strategies that explore controversial issues in a way that promotes critical analysis and pro-social values.
  - iv) working with colleges to ensure the curriculum includes Prevent and British values.
  - v) encouraging discussion.

#### **8) Apprentice Support**

- a) ETT will ensure staff take preventative and responsive steps, working with our partner organisations including employers, colleges and subcontractors. This will be achieved through:
  - i) regular and effective contact with our Learners
  - ii) building meaningful relationships with Learners that promotes openness and discussion, supporting them with problem solving and concerns
  - iii) recognising factors that may increase risk to an apprentice, i.e. vulnerability, disadvantage or hardship, and implementing early risk management strategies
  - iv) ensuring that apprentices are aware of and know how to access support
  - v) supporting 'at risk' apprentices through safeguarding and crime prevention processes.

#### **9) Promotion, Engagement & Training**

- a) This Policy is published on the ETT website.
- b) Staff receive regular training in relation to this policy.
- c) Prevent (including this policy) is included within the training programme of every learner.
- d) Promoted periodically at reviews with apprentices to check knowledge and understanding of the policy and its contents.

#### **10) Roles and responsibilities**

- a) The Chief Executive is the Prevent Lead and Designated Safeguarding Lead, with responsibility for ensuring that our Prevent Strategy is implemented and that any concerns are shared with the relevant organisations, in order to minimise the risk of our apprentices becoming involved with terrorism.
- b) All staff have a responsibility to:
  - i) promote British Values, to create an environment of respect, equality and diversity and inclusion;
  - ii) attend Prevent training (part of Safeguarding Training) in order to have the skills to recognise those who may be vulnerable to radicalisation, involved in violent or non-violent extremism, and to know the appropriate action to take if they have concerns;
  - iii) report any concerns around extremism or radicalisation via the safeguarding reporting channels;



- iv) support the development of staff and apprentice understanding of the issues around extremism and radicalisation through activities such as training, awareness, and discussions.