

Safeguarding Policy

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1. Introduction

This policy is to ensure that Learners and staff have a safe learning and/or working environment: that they feel safe; they know how to keep themselves safe and know the procedures to follow in the event of any concerns. This includes any concerns relating to the Prevent agenda. It applies to all staff, learners, visitors and stakeholders. WBTC has a statutory and moral duty to safeguard the welfare of children (under 18) and adults at risk (vulnerable) receiving education or training during their time at WBTC. We have a duty of care to all learners.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether this is within or outside the home, including online
- preventing the impairment of children's mental and physical health or development

- ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
- taking action to enable all children to have the best outcomes

Safeguarding is central to all WBTC does and this policy covers all matters connected with learners and staff having a safe learning and/or working environment, ensuring that they know how to keep themselves safe and that they feel safe. It pays particular regard to the welfare of young people under the age of 18 and to that of vulnerable adults.

2. Purpose

The purpose of this document is to outline the policy and procedures for safeguarding children and adults at risk at WBTC and aims to:

- Promote safe practices and challenge poor and unsafe practice
- Ensure that all staff are aware of the Prevent agenda and have an understanding that any concerns they have are raised in the same way that all safeguarding concerns are raised
- Ensure staff receive adequate training and supervision
- Identify instances in which there are grounds for concern about the welfare of a child or adult at risk and take action to ensure safety
- Take appropriate action to prevent unsuitable people from working with children, young people and adults at risk
- Develop a pro-active culture in which both learners and staff are aware of the actions they need to take to become and remain safe

In pursuit of these aims the Board of Trustees will approve and annually review policies and procedures relating to safeguarding with the aim of:

- Raising awareness of issues relating to the welfare of children, young people and adults at risk and the promotion of a safe environment for the young people and vulnerable adults learning within WBTC;
- Aiding the identification of young people and vulnerable adults at risk of significant harm and providing procedures for reporting concerns;
- Establishing procedures for reporting and dealing with allegations of abuse against members of staff;
- The safe recruitment of staff.

This policy and procedure must be seen in the context of supporting our learners by:

- Being healthy
- Staying safe; (this includes having due regard to the Prevent agenda and ensuring learners are not at risk of radicalisation)
- Enjoying classes and achieving their aims
- Making a positive contribution
- Achieving economic wellbeing
- Promoting British Values

Safeguarding children, young people and adults at risk covers more than child protection. Issues such as health and safety, dealing with bullying, E-safety, arrangements to meet the needs of children with medical conditions, providing first aid and other such requirements must also be taken into account.

3. Scope

This policy and its procedures apply to all staff, visitors, contractors and volunteers at WBTC.

This policy applies to all learners with particular reference to children and young people and with appropriate adaptations to the protection of adults at risk. The Children Act 1989 defines a child as a person under the age of 18. This is regardless of domicile, marital status or any legal orders in force. The Children Act 2004 also includes young people under 21 who have a learning or other disability or who have been looked after by a local authority after the age of 16 and vulnerable adults (an adult who does not have the mental ability to make their own decisions). Amendments to the Safeguarding Vulnerable Groups Act 2006, by the Protection of Freedoms Act 2012, adults are no longer deemed vulnerable because of their personal attributes, characteristics or abilities. An adult is considered 'vulnerable' if they receive a health, personal or social care service from a professional.

As part of safeguarding, WBTC has a Prevent Risk Assessment which should be read in conjunction with this policy (see Prevent Policy).

This document is to be read in alongside other policies which are designed to ensure the safety and protection of all individuals who access the building. The additional policies address the safety of the building, arrangements for safe evacuation of the building, procedures for dealing with incidents, first aid arrangements, staff training, mechanisms for protection of information and policies encouraging a focus on long-term health.

In respect of this policy the Board of Trustees recognises the classifications and signs of abuse in Appendix 1 as categories of abuse which relate to Child Protection as significant harm and form the basis of other causes of concern.

4. Safeguarding Legislation and Guidance

This policy has been developed in accordance with Safeguarding and Prevent legislation and guidance and the principles established by the Children's Act 1989 and Education Act 2002 and in line with government publications as follows:

- Keeping Children Safe in Education (DfE) 2025

https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf

- Working together to Safeguard Children (2018), updated 2023

https://assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working_together_to_safeguard_children_2023.pdf

- Generative artificial intelligence (AI) in education (August 2025)

<https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education>

- Positive environments where children can flourish
<https://www.gov.uk/government/publications/positive-environments-where-children-can-flourish>
- Framework for the Assessment of Children in Need and their families 2000.
- What to do if you are worried a child is being abused
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What to do if you re worried a child is being abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)
- DfES guidance 'Safeguarding Children and Safer Recruiting in Education'
<https://www.gov.uk/government/publications/safeguarding-children-and-safer-recruitment-in-education/safeguarding-children-and-safer-recruitment-in-education>
- Pan Berkshire Child Protection & Safeguarding Procedures.
<https://berks.proceduresonline.com/>
- Prevent Duty Guidance: for further education institutions in England and Wales
<https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-further-education-institutions-in-england-and-wales>
- Ofsted's review of sexual abuse in schools and colleges
<https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges>

WBTC takes seriously its responsibility under the Education Act 2002 to safeguard and provide the welfare of all learners; and to work together with other agencies when required such as CAAS (Contact, Advice and Assessment Service) pertinent to the region of its operation, to ensure adequate arrangements within WBTC to support those learners who are suffering any harm.

WBTC recognise that all members of Staff including Managers and Directors have a full and active part to play in protecting our learners from harm, and that learners' welfare is our paramount concern.

All Staff have a duty to provide a caring and positive, safe and stimulating environment that promotes the social, physical and moral development of the individual learner.

5. Statutory responsibilities and background/Equality and Diversity

The policy and procedure which follows has been drawn up in accordance with the requirements of the:

- Education Act 2011
- Department of Education's document 'Keeping Children Safe in Education'

WBTC acknowledges it has a statutory duty to assist Children's Services on child protection issues and to take all reasonable measures to ensure that risks of harm to children's welfare are minimised.

The Sexual Offences Act 2003, makes it an offence for a person over 18 (e.g. a tutor or other member of staff/contractor/volunteer/visitor) to have a relationship with a child under 18 where the person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if they do not teach the child.

The responsibility for protecting children does not rest with any one agency as Education, Children's Services, NSPCC, Police, Health Service, Probation Service and the Armed Services are all involved in child protection. **WBTC acknowledges that it is not the staff's role to investigate whether abuse has taken place** as only Children's Services, the Police and NSPCC have the statutory powers. WBTC does recognise however, that children have the right to be protected from harm and that it has a duty to act if there is a cause for concern and to notify the appropriate agencies so that they can investigate and take necessary actions. A failure to pass on information that might prevent a tragedy could expose WBTC's systems and procedures.

A member of the Board of Trustees is appointed as a link trustee for safeguarding and child protection issues. A member of Senior Leadership Team (SLT) is identified as the Director responsible for Safeguarding. A member of the SLT is the Safeguarding Lead and identified as the Designated Person (DP) whose role is to advise staff, liaise with appropriate external agencies and record and report cases for investigation.

WBTC has a team of Designated Safeguarding Officers (DSO) consisting of the SLT Safeguarding Lead and Deputy Leads, all of whom have the ability to record and report information to the appropriate authorities.

The Safeguarding team will raise awareness of safeguarding issues relating to child protection, health and safety, bullying, cyber-bullying, security and the Prevent agenda in order to ensure that learners are being kept as safe as possible. The team will help with Staying Safe events and activities, embed awareness in the curriculum and be a point of contact for safeguarding issues which are not child protection issues.

All members of staff have a duty to ensure the welfare of the child, young person or vulnerable adult (as defined in Section 3) is the primary consideration above all others and to report suspected or alleged abuse to the Designated Safeguarding Officers for safeguarding issues. A common secure reference point will be located in the S drive for the collation of information causing concern about safeguarding which is not a child protection issue. This is to ensure that safeguarding concerns do not spiral out of control.

We maintain that all matters relating to child protection are to be treated as confidential and are shared as per the 'Information Sharing Advice for Practitioners' (DfE 2015) guidance.

There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection. Information will be shared with individuals within WBTC on a 'need to know' basis. **All staff are aware that they cannot promise a child to keep a disclosure confidential.**

6. Staff Responsibilities

All those working at WBTC must be familiar with and follow the procedures and protocols for promoting and safeguarding the welfare of children and know who to contact to express concerns about a child's welfare. This is discussed in the staff inductions and promoted through regular centre meetings and emails. Documents relating to safeguarding can be found on the staff drive and published on the website.

A summary document for staff (Appendix 1) highlights the key points, contacts and procedures relating to safeguarding for use on a day to day basis.

Tutors should ensure that Safeguarding topics are embedded throughout the curriculum and covered as part of the learners Onboarding.

All WBTC staff must be alert to, and aware of, the signs of abuse which may raise concerns about child protection. Abuse or neglect can be by inflicting harm, or by failing to act to prevent harm. Signs may include changes in behaviour or a failure to perform or develop as expected. However, recognising abuse can be difficult; therefore staff need to take notice of not only major incidents but also signals which cause concern. *All* such concerns should be recorded and discussed with the designated person to decide on which action to take.

Any member of staff can make a referral to Children's or Adult Social Services; however all reports should be documented following the WBTC processes. Designated Safeguarding Officers should be the ones to gather and examine all relevant testimony and information.

It is illegal for any member of staff to have a (sexual) relationship with a learner who is under 18. It is therefore clearly unacceptable for any member of staff to be in such a relationship, or to put themselves in a situation where such a relationship might develop. Staff must also take responsibility to protect themselves by avoiding situations, which could give rise to allegations of inappropriate behaviour. Socialising with learners in anything other than a work context (including via social media networks) is therefore not permitted.

It is recognised however, that, especially with adult learners social relationships may either pre-exist between staff and learners or could develop as a result of interaction. In all such cases, the relationship must be disclosed to the SLT Safeguarding Lead or the designated person, who will consider each situation on its own facts, and will provide advice as necessary.

It is also recognised that apprentices employed by WBTC are both staff members and learners, and that it is therefore quite possible that an apprentice will be in a peer group of learners, some or all of whom may be under 18. Friendships are likely to develop in this situation and any ensuing relationship which goes further than normal socialising in training within the course group must be disclosed to the SLT Safeguarding Lead.

It is the tutor's responsibility to monitor and follow up on absence in line with the Attendance

& Punctuality Policy.

If a learner is reported as missing to WBTC by a family member, police or external agency (including Channel) then the details must be obtained and passed to a DSO team member. No details must be released by the person receiving the telephone call in line with our Data Protection Policy. The DSO will then make contact with the person making the report and verify identity before providing information which may be required. Care must be taken not to disclose information to a family member where the learner may have left due to difficulties in the home, e.g. domestic abuse or forced marriage. The DSO will work with colleagues and learners at WBTC to help support the safe location and wellbeing of the learner.

7. Staff Recruitment

WBTC is committed to Safer Recruitment and exercise a Safer Recruitment Policy. The senior member of staff responsible for recruitment and training needs of staff is The Executive Director.

The Data and Compliance Manager is responsible for ensuring that all Enhanced DBS checks are undertaken, that all staff receive basic training in Safeguarding and are aware of WBTC's Safeguarding policies and procedures.

Inevitably, some staff will have started work before the DBS disclosure has been processed by DBS and their clearance received.

Line managers/heads must therefore maintain "heightened supervision" on these staff until the DBS has been received. This "heightened supervision" should reflect what is known about the person, their experience, the nature of their duties and level of responsibility. A formal risk assessment should be completed by the Line Manager and kept with HR.

8. Staff Training

It is the responsibility of the Data and Compliance Manager to ensure all staff are suitably trained and keep records associated with this.

Staff Inductions should include Safeguarding and Prevent, its importance and any relevant policies and procedures. All new staff must receive safeguarding awareness training and existing staff must attend a refresher session every year. In addition to this all staff will have a refresher on new guidance as it arises, such as Keeping Children Safe in Education and have to sign to confirm understanding. A system is in place to record all relevant training.

9. Keeping Children Safe in Education Part 1 – September 2025

All staff within WBTC must read and acknowledge the most up-to-date Keeping Children Safe in Education Guidance.

https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf

10. Early Help

Early help means providing support as soon as a problem emerges and may involve a referral to the Early Response Hub via the Contact, Advice and Assessment Service (CAAS). It requires strong partnership working, working with families rather than individuals. Any learner may benefit from early help, but staff should be particularly alert to the potential need for early help for any learner who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- 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 alcohol and other drugs 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, or
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit

11. Procedures where a child protection issue is identified

11.1 For cases not involving allegations against a member of staff

Guidelines for staff

Promises of confidentiality should not be given as the matter may develop in such a way that these cannot be honoured. If the complainant is about the learner themselves, questions should be kept to the minimum necessary to understand what is being alleged and leading questions should be avoided. Care must be taken in asking or interpreting responses to questions about indications of abuse as this could have an effect on the evidence which is put forward if there are any subsequent legal proceedings. Copies of reports, information etc., should be kept in a secured file with restricted access.

Such an allegation, suspicion or incident of abuse must be reported to the designated person as soon as possible and in any event within two hours of the initial report. If the designated person cannot be contacted within the timescale the report must be made to a DSO. If none of the above can be contacted it falls to someone in the SLT.

A full written record should be made **using the child's terminology** as soon as possible of the nature of the allegation and any other relevant information using the Safeguarding Referral or Welfare Concern form - available on the S Drive. In the report the following details will be required:

- the date
- the time
- the place where the alleged abuse happened
- the name of the complainant and, where different, the name of the child who has allegedly been abused
- the nature of the alleged abuse
- a description and diagram of any injuries observed (on a separate sheet of paper)
- the account which has been given of the allegation
- the account of the action taken by the staff member involved
- name of others present, both at the interview with the learner and, if known, at the time of the alleged abuse.

If the decision is taken to report the matter to Children or Adult Social Services, the DSO shall:

- contact the Contact, Advice and Assessment Service (CAAS) at West Berkshire Council or the police by telephone, keeping a written record of the date and time of the report and of the name/position of the person to whom the report was made
- confirm the telephone report in writing within 24 hours
- discuss with CAAS/police what action will be taken to inform the parents of the learner
- make a note of the conversation, sign and date it in black ink
- maintain communication with CAAS or police to ascertain what steps they will be taking and keep the learner and staff member informed
- ensure that the learner and member of staff are offered counselling
- notify the Executive Director within 24 hours that a suspected child protection case has been reported and keep them informed of progress
- Retain a copy of the report and any other relevant material for a period of seven years.

If an apprentice discloses information, or there is a suspicion of abuse whilst in the workplace, the member of WBTC staff should follow the company's Safeguarding Policy and Procedure in the same way as for any other learner.

See Appendix 2a&2b

11.2 For cases involving allegations against a member of staff

11.2.1 Low level concerns against staff and/or volunteers

The KCSIE states that, as part of the whole organisation's approach that we should ensure we promote an open and transparent culture in which all concerns about adults working in and on behalf of the organisation are dealt with promptly and appropriately.

A low level concern is when staff behaviour is inconsistent with the staff code of conduct including inappropriate conduct outside of work, it does not mean that it is insignificant, it

means the adult's behaviour does not meet the harm threshold and is therefore not considered serious enough to consider a referral to the LADO (Local Authority Designated Officer)

This enables all staff to share any concerns, no matter how small about their own or another member of staff's behaviour to the Designated Safeguarding Lead.

WBTC ensures that staff:

- understand the Code of Conduct
- are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour in themselves and others.
- recognise the importance of professional boundaries and when to report.
- are empowered to share any low level concerns with the Designated Safeguarding Lead.
- address unprofessional behaviour and support the individual to correct it at an early stage.
- identify concerning, problematic or inappropriate behaviour – including any patterns – that may need to be consulted upon with, or referred to, the LADO.
- deal with all concerns that are raised sensitively and proportionately.
- help identify any areas for development in the organisation's safeguarding system as well as any training needs.

It is important that any low level concerns are shared within 24 hours of becoming aware of the incident where it relates to a specific incident. Staff will be given the option of sharing the concern verbally in the first instance or by completing a Low Level Concern Form. Where it is communicated verbally, the Designated Safeguarding Lead will make an appropriate record of the concern following the discussion. As a result of the concern, the Designated Safeguarding Lead will:

- speak to any potential witnesses (unless advised not to do so by the LADO / other relevant external agencies, where they have been contacted);
- speak to the individual about whom the low level concern has been raised (unless advised not to do so by the LADO / other relevant external agencies, where they have been contacted);
- review the information and decide whether advice needs to be sought from the LADO
- Raise with the SLT representative to determine whether the allegation is as a result of poor performance or misconduct in which case the relevant processes will be followed.

11.2.2 For cases involving allegations against a member of staff

Guidelines for staff

It is important to differentiate between allegations, complaints and concerns.

Allegations as defined by KCSiE should be reported to the (LADO). Complaints or concerns

can be managed independently by WBTC under internal procedures.

Complaints could include:

- Breaches of the Code of Conduct
- Failure to follow policy, procedure or guidance
- Any breach of data protection or confidentiality
- Poor behaviour management
- Inappropriate use of social media
- Maladministration of medication

Concerns could include:

- Inappropriate use of language, shouting or swearing
- Discussing personal or sexual relationships with, or in the presence, of learners
- Making (or encouraging others to make) unprofessional comments which scapegoat, demean or humiliate children, or might be interpreted as such.

Any suspicion, allegation or actual abuse of a child by a member of staff must be reported to:

- The designated safeguarding lead within two hours of the initial concern arising; if they are not contactable within two hours, or is the subject of the allegation or complaint, the matter must be reported directly to the DSO.

On being notified of any such matter the designated safeguarding lead, as appropriate, must:

- notify the Executive Director
- take such steps as they consider necessary to ensure the safety of the learner in question and any other learner who may be at risk
- report the matter to the local Contact, Advice and Assessment Service (CAAS) in accordance with the procedure above
- ensure that a report of the matter is completed by the person who reported the original concern within 48 hours.

On being notified of the allegation the ELT will take into account:

- the seriousness of the allegation
- the risk of harm to the learner concerned or to other learners
- the possibility of tampering with evidence
- the interests of the member of staff concerned and the organisation
- make contact with the LADO

The SLT will then decide on the appropriate action(s) from the following options:

- False – there is sufficient evidence to disprove the allegation and take no action
- Malicious – there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive

- Substantiated - if there is sufficient evidence to warrant an investigation, to conduct such an investigation in accordance with the procedure in WBTC Staff Disciplinary Policy and Procedure, to suspend the member of staff immediately since the substance of the evidence/ the nature of the allegation is sufficient to make this desirable in the interest of the protection of learners and/or staff.
- Unsubstantiated: there is insufficient evidence to either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence

In all cases of accusations against staff, the member of staff will be offered access to counsellors and/or to an external counsellor.

Where it is subsequently found that an allegation was made with malice and aforethought, the organisation may wish to invoke disciplinary procedures against the accuser.

In the event of a police investigation being undertaken, the member of staff will be suspended and any internal investigation and/or disciplinary action may be postponed pending the outcome of the external investigation. At all times accordance with Keeping Children Safe in Education (2022) should be met.

Appendix 2a

12. Whistleblowing in Safeguarding Context

While WBTC has a separate whistleblowing policy, this is a summary that outlines the process when there is a concern that safeguarding issues have not been reported or followed correctly.

This does not replace the whistleblowing policy and should be read in conjunction with the policy.

Whistleblowing is a term that is used when staff want to report a concern within their organisation that involves their manager or a person senior to them in the organisation which may prevent them from following the normal reporting systems.

There are a limited number of areas that can be called whistleblowing, and the policy protects staff from being punished for raising concerns.

If you are concerned that any member of staff within WBTC is not following safeguarding processes or behaving in a way that is placing children at risk, you should in the first place make the Executive Director aware.

If your concern is about the Executive Director, you should raise this with the Board.

If you would prefer to raise your concerns outside of WBTC, then you are able to contact the NSPCC whistleblowing line on 0800 028 0285 or email help@nspcc.org.uk. For local matters you can contact with West Berkshire Council.

If you believe that a member of staff is harming a child (an allegation) and this has been reported to the Executive Director and no / insufficient action has been taken, or the

member of staff you have concerns about is the Executive Director then you contact the Board.

If you believe that a child is being abused by individuals outside of WBTC, you are able to make a referral to CAAS by calling 01635 503190 (office hours) or 01344 351999 (outside of office hours).

13. Definitions of Abuse

Young Person:

Physical Abuse 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/ young person.

Neglect is the persistent failure to meet a young person'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 as a result 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 care-givers); or
- ensure access to appropriate medical care or treatment

It may also include neglect of or unresponsiveness to, a child's basic emotional needs.

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not 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/ young person in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Emotional Abuse is the persistent emotional maltreatment of a child/ young person such as to cause severe and persistent adverse effects on their emotional development. It may involve conveying to children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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 / young person, though it may occur alone.

Prevention of Abuse WBTC will identify and provide opportunities for young people to develop skills, concepts, attitudes and knowledge to promote their safety and well-being, by addressing relevant issues in personal development and other areas of the curriculum.

Adults:

Physical Abuse This includes hitting, slapping, pushing, kicking, rough handling or unnecessary physical force either deliberate or unintentional, misuse of medication, restraint or inappropriate sanctions.

Sexual Abuse This includes rape and sexual assault or sexual acts to which the vulnerable adult has not consented, or could not consent to, or was pressured into consenting. Sexual abuse can occur between people of the same sex and it can also occur within a marriage or any long-term relationship. A relationship of trust should exist between a member of staff or a volunteer and the person for whom they are caring. It would be seen as a betrayal of that trust, and therefore abusive, for that member of staff or volunteer to have a sexual relationship with the person for whom they care.

Psychological Abuse This includes where they see, hear or experience its effects' in relation to domestic abuse, emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks.

Financial or Material Abuse This includes theft, fraud, exploitation, pressure in connection with wills, property, enduring power of attorney, or inheritance or financial transactions, or the inappropriate use, misuse or misappropriation of property, possessions or benefits.

Neglect and Acts of Omission This includes ignoring or withholding medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition, clothing and heating.

Discriminatory Abuse This includes racist, sexist, or other forms that are based on a person's disability and other forms of harassment, or similar treatment.

Self-Neglect This is not a direct form of abuse but staff need to be aware of it in the general context of risk assessment/risk management and to be aware that they may owe a duty of care to a vulnerable individual who places him/herself at risk in this way.

Other forms of Concern:

- Bullying
- Substance Abuse
- Domestic Violence
- Radicalisation & Extremism PREVENT

The Prevent strategy, launched in 2007, seeks to stop people becoming terrorists or

supporting terrorism. It is the preventative strand of the government's counter-terrorism strategy (CONTEST). Objectives of the Prevent strategy are to:

- respond to the ideological challenge of terrorism and the threat from those who promote it
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- work with sectors and institutions where there are risks of radicalisation that we need to address

If there are concerns that a learner is becoming radicalised and involved in an organisation which could ultimately harm the learner and the community, this concern needs to be reported to the Designated Safeguarding Officer and the Prevent Policy followed.

Forced Marriage

Forced marriages are marriage relationships conducted without the valid consent of both parties, where duress is a factor. If there are concerns that a learner is in danger of a forced marriage the Designated Safeguarding Officer will follow government guidelines and contact will be made with the 'Forced Marriage Unit'. Arranged marriage is an entirely separate issue and must not be confused with forced marriage.

Female Genital Mutilation (FGM)

The World Health Organisation definition of FGM: "All procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non – medical reasons."

FGM is illegal in the UK. Anyone who commits FGM faces up to 14 years in prison, a fine, or both. Also anyone found guilty of failing to protect a girl from risk of FGM faces up to 7 years in prison, a fine, or both.

Financial Abuse or Material Abuse

Including theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions or the misuse or misappropriation of property, possessions or benefits.

Child Sexual or Criminal Exploitation (CSE or CCE)

CSE or CCE is illegal activity by people who have power over children and young people and use it to sexually abuse them.

This can involve a broad range of exploitative activity, from seemingly 'consensual' relationships and informal exchanges of sex for attention, accommodation, gifts or cigarettes, through to very serious organised crime. Children and young people at risk of exploitation are some of the most vulnerable in our society. Many have experienced abandonment or have suffered from physical and mental abuse.

If you become aware of or suspect that a learner is being sexually exploited this needs to be reported to the DSO using the safeguarding procedures outlined.

Upskirting

Is a highly intrusive practice, which typically involves someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks (with or without underwear).

It can take place in a range of places. British Transport Police have seen a rise of reports on public transport.

The new law will capture instances where the purpose of the behaviour is to obtain sexual gratification, or to cause humiliation, distress or alarm.

Anyone, and any gender, can be a victim.

On-line Safety

There is growing concern for on-line safety. Risks include misinformation, disinformation (fake news) and conspiracy theories.

14. Child on Child Abuse

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Learners who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other learners, adult learners and staff are supported and protected as appropriate.

We believe that all learners have a right to attend WBTC and learn in a safe environment. Learners should be free from harm by adults in the learning environment, and other learners.

We recognise that children are capable of abusing their peers and this will be dealt with under our child protection policy and in line with KCSiE (2024) and we follow the "Sexual violence and sexual harassment between children in schools and colleges" advice provided.

We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

We will minimise the risk of child on child abuse by:

Prevention:

- Taking a whole company approach to safeguarding & child protection
- Providing training to staff
- Providing a clear set of standards, underpinned by the company's Code of Conduct policy and pastoral support system, and by a planned programme of evidence based content delivered through the curriculum.
- Engaging with specialist support and interventions.

Responding to reports of sexual violence and sexual harassment:

- Learners making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported.
- If the report includes an online element staff will be mindful of the Searching, Screening and Confiscation: advice for schools (DfE 2018) guidance.

Risk Assessment:

Following a report the DSL will make an immediate risk and needs assessment on a case-by-case basis.

The Risk assessment will consider;

- The victim, especially their protection and support.
- The alleged perpetrator, their support needs and any discipline action.
- All other children at the premise
- The victim and the alleged perpetrator sharing classes and space at WBTC

The risk assessment will be recorded and kept under review. Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform WBTC's approach to supporting and protecting learners.

Action: The DSL will consider:

- The wishes of the victim.
- The nature of the incident including whether a crime has been committed and the harm caused.
- Ages of the children involved.
- Developmental stages of the children.
- Any power imbalance between the children.
- Any previous incidents.
- Ongoing risks.
- Other related issues or wider context.

Options: The DSL will manage the report with the following options:

- Manage internally
- Early Help
- Refer to Children's Social Care
- Report to the police (generally in parallel with a referral to Social Services)

Ongoing Response:

- The DSL will manage each report on a case by case basis and will keep the risk assessment under review.
- Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim.
- The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on WBTC/Employer/College premises where appropriate.
- Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, WBTC will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in WBTC would seriously harm the education or welfare of the victim (and potentially other learners).
- Where a criminal investigation into sexual assault leads to a conviction or caution, WBTC will, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion. Where the perpetrator is going to remain at WBTC, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on premises. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.
- The victim, alleged perpetrator and other witnesses (children and adults) will receive appropriate support and safeguards on a case-by-case basis.
- WBTC will take any disciplinary action against the alleged perpetrator in line with behaviour policies.
- WBTC recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

Physical Abuse

While a clear focus of Child on Child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from learners to learners can also be abusive. These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police. The principles from the behaviour policy will be applied in these cases, with recognition that any police investigation will need to take priority.

WBTC will take the approach that sexual harassment and online sexual abuse are happening, even when there are no specific reports and ensure that the required approach is taken to enable our learners to feel safe to come forward and disclose any concerns or incidences so they can be dealt with accordingly. Sexual Harassment is covered and discussed during onboarding and throughout the learner's journey with us, increasing their knowledge and understanding of what sexual harassment and sexual violence is and how to report this.

15. What to do if you have concerns?

WBTC Guide

WBTC embraces the need to take action to safeguard and promote the welfare of young people and vulnerable adults receiving education and training.

Safeguarding children, young people and vulnerable adults is preventative. It covers issues such as:

- Health & Safety
- Bullying
- E-Safety
- Child protection/protection of vulnerable adults is recognising and acting upon possible abuse

The Brook Traffic Light Tool can be a resource used to assess and respond to sexual behaviours in children and young people (Appendix 4). It enables professionals to make informed decisions that neither stigmatise nor criminalise young people but helps to identify harmful sexual behaviours that cause concern.

It is everyone's responsibility to:

- Recognise
- Respond
- Report
- Record
- Refer

Appendix 2

What kinds of abuse are there? (At risk of significant harm)

- Physical
- Emotional
- Sexual
- Neglect

Other causes for concern

- Bullying
- Substance Abuse
- Financial
- Domestic Violence
- Forced Marriage
- Extremism
- Radicalisation
- Child criminal or Sexual exploitation

What should cause concern?

- Unexplained injuries
- Pattern of injury
- Unrealistic parental expectations
- Continual self-deprecation – low self esteem

- Self-harm
- Neurotic behaviour
- Extremes of passivity or aggression
- Poor social development/isolation
- Lack of trust or fear of familiar adults
- Hunger, lateness, non-attendance
- Homelessness

See Appendix 1

How to talk to a learner who is disclosing abuse

- Listen carefully and stay calm
- Do not interview – question without pressure to ensure you have understood
- Do not put words into the learner's mouth
- Reassure by saying the learner has done the right thing
- Inform the learner that you must pass the information on but only to those who need to know
- Note the points carefully
- Make a detailed note of date, time, place and what was said

What you should not do

- Promise confidentiality
- Investigate the matter yourself
- Convey any sense of judgement or shock
- Discuss the situation with anyone else except the Designated Person

Action you should take if you suspect abuse

- Report to Designated Person
- Avoid excessive questioning of young person/vulnerable adult
- Make note of events
- Designated Person contacts CAAS
- Complete a written report for Designated Person
- Designated Person sends referral to Children/Adult Services
- Designated Person to support both staff and learner

If the decision is that the concern is not serious then you should:

- Discuss options with young person/vulnerable adult and seek advice of Designated Person/Line Manager
- Agree course of action with young person/vulnerable adult
- Monitor discuss and support

How you should protect yourself from risk

- Do not hold private meetings with learners
- Conduct one to one meetings with visual access
- Avoid any meetings with learners away from WBTC
- Avoid all unnecessary physical contact with learners
- When demonstrating use of equipment to learners respect limits of reasonable contact
- If administering first aid ensure other learners or another adult is present even when life is not threatened
- Do not enter into a sexual relationship with a learner who is under 18, or a

vulnerable adult, whether you teach them or not – this would be illegal under The Sexual Offences Act

- Do not use inappropriate language or gesture
- Inform your Manager if a learner claims to be attracted to you
- Do not use disparaging or sarcastic comments
- Be particularly careful when involved in extracurricular or residential activities
- Do not give or receive inappropriate gifts to/from learners
- Do not give personal communication information to learners (addresses, telephone number, email, Facebook)

Reporting forms can be found in Appendix 3.

16. Who to contact

Lead Designated Safeguarding Officer

Natalie Elliott

Natalie.Elliott@wbtc-uk.com

01635 35975

Deputy Lead Safeguarding Officer

Martyn Staines

Martyn@wbtc-uk.com

Safeguarding Officers

Tony Garraway

Tony@wbtc-uk.com

Lizzie Booth

elizabeth@wbtc-uk.com

Director Responsible for Safeguarding

Craig Mincher

Craig@wbtc-uk.com

Link Trustee

Neil Muir

Neil@wbtc-uk.com

- Contact, Advice & Assessment Service (CAAS) : **01635 503190** or email child@westberks.gov.uk or visit their website <https://info.westberks.gov.uk/article/34612/Contact-Advice-and-Assessment-Service-CAAS>
- Out of office hours Emergency Duty Team: **01344 351999**
- [The Local Authority Designated Officer \(LADO\) LADO@westberks.gov.uk](mailto:LADO@westberks.gov.uk) or 01635 503153

17. Responsibilities

Roles of Designated Staff Responsible for Safeguarding / Child Protection

- The senior member of staff responsible for recruitment and training needs of staff is the Executive Director.
- This member of staff is responsible for ensuring that all DBS checks are undertaken and for ensuring that all staff receive basic training in Safeguarding/child protection issues.
- The senior member of staff with overall responsibility for Safeguarding/ child protection is The DSL.
- This member of staff has a key duty to take lead responsibility for raising awareness with the staff of issues relating to the safeguarding of children, young people and vulnerable adults and the promotion of a safe environment
- The Director with overarching responsibility for Safeguarding is Craig Mincher.

The Designated Safeguarding Lead is to:

- Fully co-operate and work with the Safeguarding Team
- Be aware of the methods and requirements of inter-agency working
- Keep up-to-date with developments in child protection issues
- Oversee the referral of cases of suspected abuse or allegations to the Contact, Advice and Assessment Service (CAAS)
- Provide advice and support to all other staff on issues relating to child protection
- Maintain a proper and auditable record of any child protection or safeguarding referral, complaint or concern including cases where that concern does NOT lead to a referral
- Ensure that all data and information relating to Child Protection matters are stored securely
- Ensure that all parents and guardians of children and young people within WBTC are aware of the Safeguarding Policy
- Liaise with the local education authority and any other appropriate agencies
- Liaise with secondary schools which send pupils to WBTC to ensure that appropriate protection arrangements are made for those pupils enrolling
- Ensure that all other persons in partnership with WBTC, including volunteers, subcontractors and servicelevel agreement holders are aware of this policy and understand their obligation to protect and safeguard children, young people and vulnerable adults
- Report any deficiencies identified any other relevant agency to the Board at the earliest opportunity
- Have direct access to the Executive Director on a no notice basis

Specially Designated Staff Members (DSOs)

The designated staff members with responsibility for safeguarding issues are Martyn Staines (Deputy Designated Safeguarding Lead), Lizzie Booth and Tony Garraway.

These designated staff members are to:

- Report to the Designated Safeguarding Lead
- Know how to make an appropriate referral
- Be available to provide advice and support to other staff on issues related to child

protection

- Have particular responsibility to be available to listen to children and young people studying at WBTC or at a work placement
- Deal with individual cases, including attending any case conferences and review meetings as appropriate
- Receive child protection training and inter-agency working training as required by WBTC
- Undergo refresher training in Safeguarding / child protection at least every year

Duties of the Designated Governor

The designated member is responsible for liaising with the Director responsible for Safeguarding and senior staff member with lead responsibility over matters regarding safeguarding and child protection, including:

- Ensuring that WBTC has procedures and policies which are consistent with the West Berkshire Council procedures
- Ensuring that the WBTC trustees considers the company policy on safeguarding each year
- Ensuring that each year the trustees are informed of how WBTC and its staff have complied with the policy including, but not limited to, a report on the training that staff have undertaken

The designated member is further responsible for overseeing the liaison between WBC, the Police, Children's Services and any other agency defined by WBC in connection with allegations against the senior staff member with lead responsibility. This will NOT involve undertaking any form of investigation but will ensure good communication between the parties and provide information to assist enquiries.

To ensure that the designated member of the Board is supported in their duties they shall receive appropriate safeguarding training.

18. Review

This policy will be reviewed every year. It shall remain in force until any alterations are formally agreed.

19. Appendix 1 – Further information on signs of abuse

Physical Abuse

PHYSICAL SIGNS	BEHAVIOURAL SIGNS
• Unexplained bruises and welts on the face, throat, arms, buttocks, thighs or lower back in unusual patterns or shapes which suggests the use of an instrument. • Unexplained burns, especially burns found on the palms, soles of the feet, abdomen or buttocks. • Scald marks: immersion burns producing 'stocking' or 'glove' marks on hands and feet or upward splash marks, which may	• Behavioural extremes (withdrawal, aggression or depression) • Unbelievable or inconsistent explanations of injuries • Fear of parents being contacted • Flinching when approached or touched • Truancy or running away from home

suggest hot water has been thrown over a child. • Human bite marks. • Broken bones	
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Emotional abuse

PHYSICAL SIGNS	BEHAVIOURAL SIGNS
• Eating disorders including obesity or anorexia • Speech disorders (stammering) • Nervous disorders (rashes, hives, facial tics, stomach aches)	• Fear of parent being approached • Fear of making mistakes • Developmental delay in terms of emotional progress • Cruel behaviour towards children, adults or animals • Self-harm • Behavioural extremes, such as overly compliant/demanding, withdrawn/aggressive, listless/excitable

Sexual abuse

PHYSICAL SIGNS	BEHAVIOURAL SIGNS
• Torn, stained or bloody underclothes • Pain or itching in genital area • Bruises or bleeding near genital area or anus • Sexually transmitted infections • Pregnancy • Discomfort when walking or sitting down	• Self-harm • Sexual knowledge or behavior that is beyond their age/developmental level • Sudden or unexplained changes in behavior • Avoidance of undressing or wearing extra layers of clothing • Truancy • Regressive behavior

Neglect

PHYSICAL SIGNS	BEHAVIOURAL SIGNS
• Height and weight significantly below age level • Poor hygiene (lice, body odour etc.) • Inappropriate clothing for weather conditions • Indicators of prolonged exposure to the elements (sunburn, chapped extremities, insect bites) • Constant hunger, sometimes stealing food from others	• Erratic attendance • Chronic hunger or tiredness • Having few friends • Assuming adult responsibilities

Child sexual exploitation

PHYSICAL SIGNS	BEHAVIOURAL SIGNS
• Tiredness or mood swings • Bruising • Sexually transmitted diseases • Pregnancy	• Sudden decline in academic performance, punctuality and attendance • In possession of expensive goods • Goings to places they cannot afford

	• Age in-appropriate clothing • Inappropriate sexualized behavior • Secretive • Deterioration in mental well-being • Mixing with older people • Misuse of drugs and alcohol
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Child criminal sexual exploitation and county lines

PHYSICAL SIGNS	BEHAVIOURAL SIGNS
• See sections on physical and sexual abuse • Carrying weapons • Have been the victim or perpetrator of serious violence (i.e. knife crimes) • Exposed to techniques such as 'plugging', where drugs are kept internally to avoid detection • Found in accommodation they have no connection with often referred to as a 'trap house or cuckooing' or a hotel room where there is drug activity; owe a 'debt bond' to their exploiters • Have their bank accounts used to facilitate drug dealing	• Self-harming • Persistently going missing from education or home and constantly being found out of area • Deterioration in mental well-being • Unexplained acquisition of money, clothes or mobile phones • Excessive receipt of texts / call or having multiple handsets • Relationships with controlling older individuals or groups • Significant decline in academic performance • Gang association or isolation from peers or social networks • Involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs

Female genital mutilation

PHYSICAL SIGNS	BEHAVIOURAL SIGNS
• Difficulty walking, sitting or standing • Bladder or menstrual problems • Severe pain or bleeding • Infections such as tetanus, HIV, Hepatitis B and C	• Abroad for a prolonged period • Unusual behavior after period of absence • May talk of a 'special procedure' or 'special occasions to become a woman' • Spending longer periods in the bathroom • Reluctance to undergo normal medical examinations

Forced marriage

PHYSICAL SIGNS	BEHAVIOURAL SIGNS
• Cut or shaved hair as a form of punishment for being disobedient	• Absence from education • Failure to return from a visit to country of origin • Self-harm or attempted suicide • Running away from home • Early marriage of siblings • Sudden announcement of an engagement to a stranger

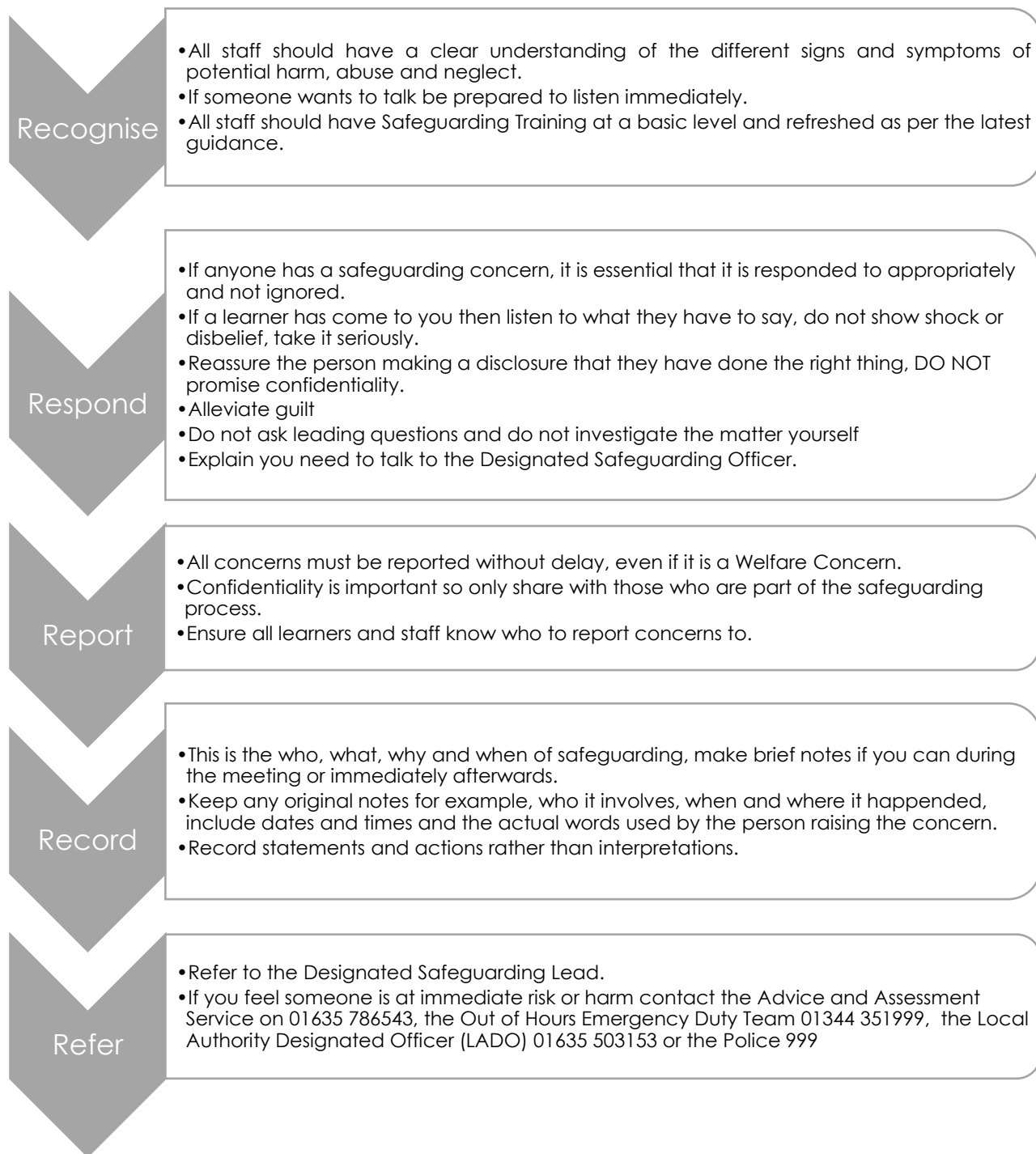
Grooming

PHYSICAL SIGNS	BEHAVIOURAL SIGNS
See section on sexual abuse	- Spending increasingly prolonged time online - Having older boyfriends or girlfriends - Secretive about who they are talking to online or what sites they are visiting - Possession of electronic devices such as mobile phones or webcams that parents have not provided - Engaging less with usual friends - Using sexual language you would not expect them to know - Going to unusual places to meet people - Using of drugs and/or alcohol - Going missing from home or education

Radicalisation

PHYSICAL SIGNS	BEHAVIOURAL SIGNS
Out of character changes in dress, behaviour and peer relationships	- Showing sympathy for extremist causes - Glorifying violence - Evidence of possessing illegal or extremist literature - A sudden disrespectful attitude towards others - Increased secretiveness, especially in relation to internet use - Unwillingness or inability to discuss their views - Increasingly judgmental or argumentative - Advocating messages similar to illegal organisations such as 'Muslims against crusaders' or other non-prescribed extremist groups such as the English Defence League or Incell

20. Appendix 2 – What to do if someone makes a disclosure – ‘The 5 Rs’

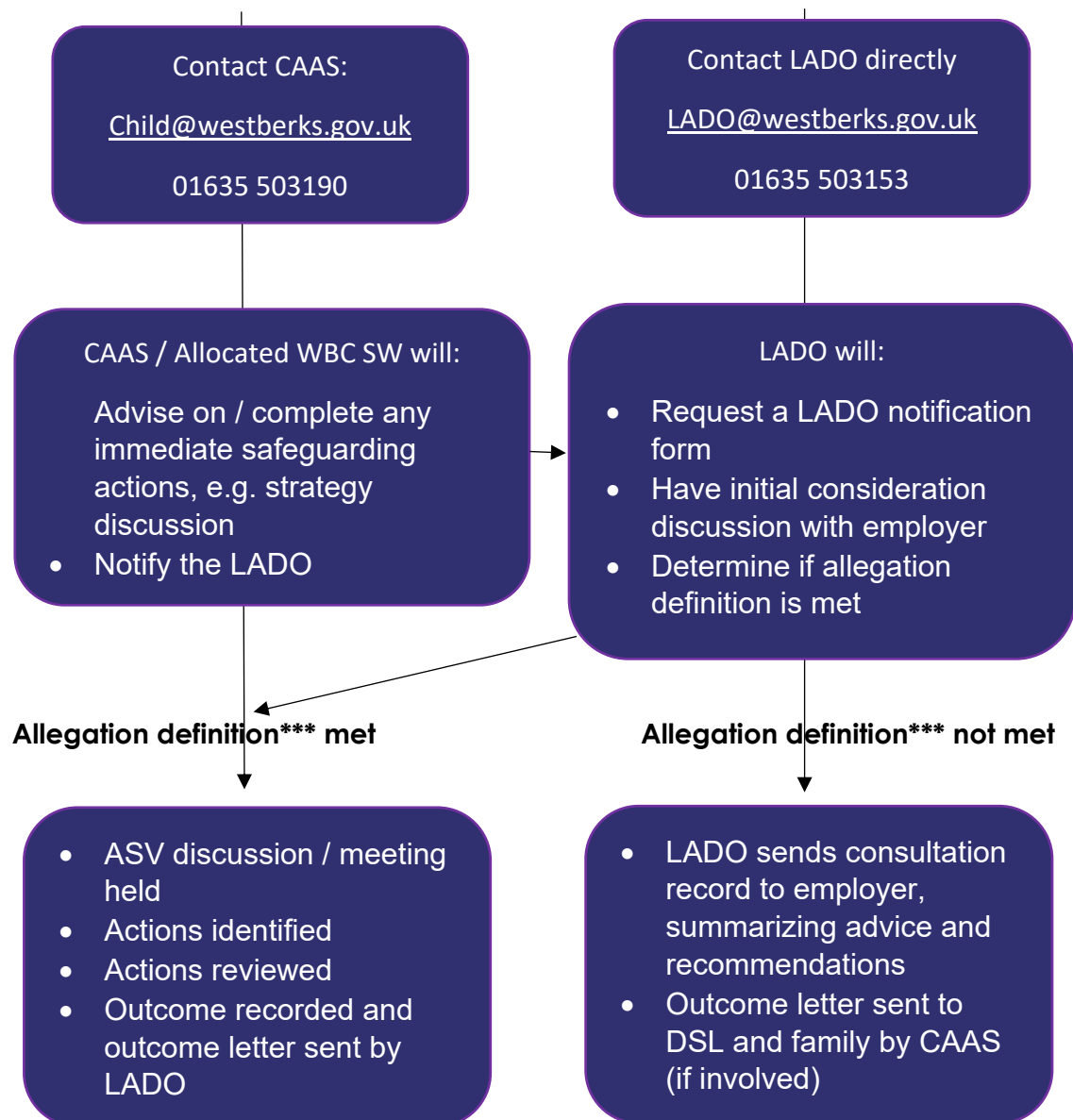


21. Appendix 2a - Allegations against staff or volunteers procedure (ASV)

Designated Officer (LADO) Notification Process

Allegation of harm* to a child

Concern about adult's conduct **



Out of hours allegations / concerns: Contact Emergency Duty Services – 01344 351999

*E.g. alleged physical harm, sexual harm to a child

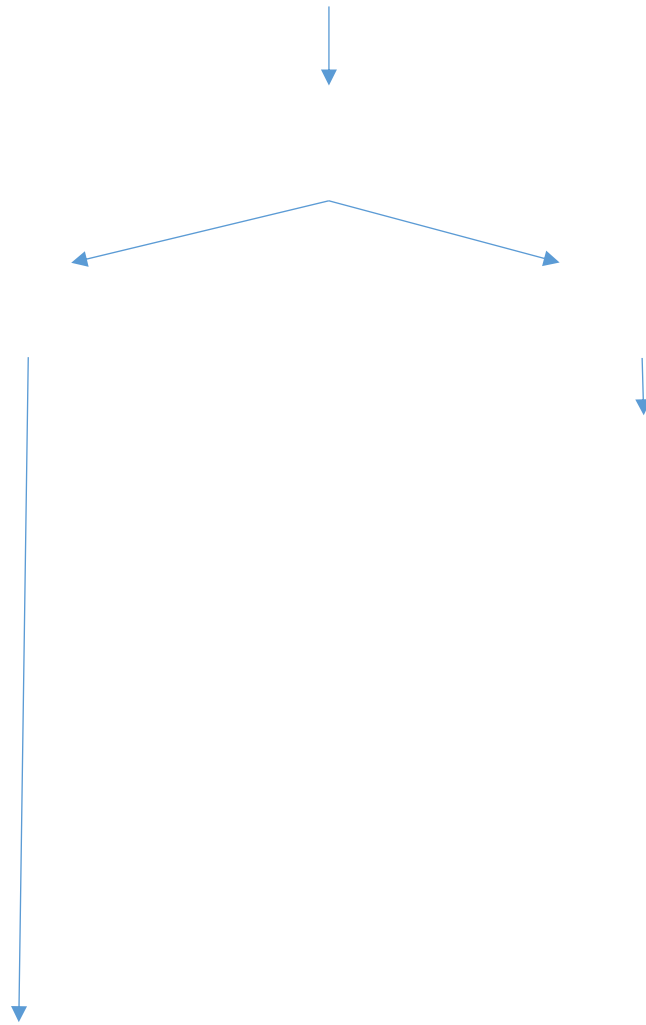
**E.g. inappropriate conduct; non-recent allegations; concerns in private life

***E.g. Definition in Working Together to Safeguard Children, 2018

22. Appendix 2b - Actions to take if you think a young person is being abused

Member of staff has a concern

Is anyone at immediate risk of harm?



23. Appendix 3 - Forms

SAFEGUARDING INCIDENT REFERRAL - CONFIDENTIAL

This form should be completed to report an incident of abuse or suspected abuse

- ☐ Dealt with internally and resolved
- ☐ Copied to WBTC Designated Lead Safeguarding Officer
- ☐ Scanned to confidential safeguarding file on s-drive
- ☐ Contacted CAAS

DETAILS OF VULNERABLE PERSON						
Name						
DOB		Age		Gender		
Address and contact number						
ABUSE/INCIDENT						
Brief factual outline of abuse/incident						
Any previous referrals: Yes / No						
Date of abuse/incident				Date reported		
Abuse setting	Workplace		Own home		WBTC	
	Residential care		Public place		Other	
Type of abuse	Physical		Sexual		Psychological	
	Financial		Emotional		Neglect	
	Discriminatory		Institutional		Domestic	
	Drug/Alcohol		Peer on Peer		Cyber	
Residence Type	Family home		Supported housing		Residential care	
	Own home		other		Child Criminal and Sexual Exploitation	
User Group	Learning Disability		Mental Health		Young Person	
	Physical & Sensory		Other		Adult	
Case Status	Open to social worker		Open to team		Not known/ closed	

Religion	Christian		Catholic		Buddhist	
	Hindu		Muslim		Sikh	
	Jewish		None		Other	
Ethnic Origin	White British		White Irish		Other White	
	Black Caribbean		Black African		Other Black	
	Indian		Pakistani		Bangladeshi	
	Chinese		Other Asian		Mixed White & Black Caribbean	
	Mixed White & Black African		Mixed White & Asian		Mixed White & Chinese	
	Other		Arab		Gypsy or Irish Traveller	
Language Spoken			Is an interpreter/signer required?			
ALLEGED PERPETRATOR DETAILS (If applicable)						
Name			Age (if known)		Gender	
Address						
Is alleged Perpetrator	Relative		Friend		Stranger	
	Paid carer		Institutional abuse		Statutory Agency/ professional	
	Other					
Was alleged Perpetrator living with vulnerable person at time of abuse				Still living with vulnerable person?		
Urgent Action taken						
WHAT PROFESSIONALS HAVE YOU CONTACTED IN RELATION TO THIS INCIDENT						

Name	Profession	Organisation (CAAS, Police, GP)	Phone Number

DETAILS OF THE PERSON COMPLETING THIS FORM

Name	Job Title	Date

ACTION TAKEN BY DESIGNATED SAFEGUARDING OFFICER, where applicable

Signed: Date:

Case ongoing:

☐

Case closed:

☐

West Berkshire CAAS

Contact Details

Professionals Telephone number: 01635 503190 (Please do not give this number out to clients)

Client Telephone number: 01635 503090

Email: child@westberks.gov.uk

Fax: 01635 519740

Emergency Duty Services (EDS)

The Emergency Duty Team is available when Children's Services are closed (outside office hours)

Telephone: 01344 351999

SAFEGUARDING INCIDENT UPDATE FORM

DETAILS OF VULNERABLE PERSON					
Name					
Date of Birth		Age		Gender	

Address and contact number(s)		
UPDATE/ OUTCOME		
DETAILS OF PERSON COMPLETING THIS FORM		
Name	Job Title	Date
SIGNATURE: DATE:		

RECORD OF LEARNER WELFARE CONCERN

Learner Name:	Date concern identified:
----------------------	---------------------------------

Learner's phone number:		Learner's age:	
Tutor/Training Consultant:		Course/Employer:	
Person raising the concern/Job role/Involvement with learner:			
Details of welfare concern, including relevant dates and times etc. :			
Actions taken and by whom:			
Is there a need to escalate to Safeguarding incident status? i.e. a risk of harm to learner. TICK relevant box.		Brief details, if for Safeguarding escalation:	
Yes	No		
Staff member completing form name:		Signature:	Date:
Safeguarding Officer name:		Signature:	Date:

24. Appendix 4 – Brook Traffic Light Assessment

This is intended to be used as a guide only. Please refer to the guidance tool at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> for further information. Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains. Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

Behaviours: age 13 to 17

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?	What is an amber behaviour?	What is a red behaviour?
Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices	Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.	Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur
What can you do?	What can you do?	What can you do?
Green behaviours provide opportunities to give positive feedback and additional information.	Amber behaviours signal the need to take notice and gather information to assess the appropriate action.	Red behaviours indicate a need for immediate intervention and action. exchange
Green behaviours	Amber behaviours	Red behaviours
- solitary masturbation - sexually explicit conversations with peers - obscenities and jokes within the current cultural norm - interest in erotica/pornography - use of internet/e-media to chat online - having sexual or non-sexual relationships - sexual activity including hugging, kissing, holding hands - consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability - choosing not to be sexually active	- accessing exploitative or violent pornography - uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, - withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing - concern about body image - taking and sending naked or sexually provocative images of self or others - single occurrence of peeping, exposing, mooning or obscene gestures - giving out contact details online - joining adult- only social networking sites and giving false personal information - arranging a face to face meeting with an online contact alone	- exposing genitals or masturbating in public - preoccupation with sex, which interferes with daily function - sexual degradation/humiliation of self or others - attempting/forcing others to expose genitals - sexually aggressive/exploitative behaviour - sexually explicit talk with younger children - sexual harassment - non-consensual sexual activity - use of/acceptance of power and control in sexual relationships - genital injury to self or others - sexual contact with others where there - is a big difference in age or ability - sexual activity with someone in authority and in a position of trust - sexual activity with family members - involvement in sexual exploitation and/or trafficking - sexual contact with animals - receipt of gifts or money in exchange