

## Safeguarding, Online and Safer Recruitment Policy

<b>Version</b>	1.6		
<b>Author:</b>	Elaine Highwood, Quality Manager; Dawn Wills, Safeguarding Officer		
<b>Approved by:</b>	Senior Management Team		
<b>Reviewed on:</b>	24.5.2022	<b>Next Review:</b>	1.9.2022
<b>Distribution to</b>	All		

Version	Review date	Next review Due	Comments	Reviewed by	Approved by
1.1		10.01.2016	Original version	Elaine Highwood	SMT
1.2	10.01.2016	10.2.2018	Changes of Safeguarding officers	Elaine Highwood	SMT
1.3	10.2.2018	29.1.2021	County Lines page 5; adding of useful contacts	Elaine Highwood	SMT
1.4	29.1.2021	29.1.2022	Inclusions of mental health, Staff training, additional DSL's; amendments to the list of safeguarding concerns and Networks	Elaine Highwood	SMT
1.5	1.9.2021	1.9.2022	Updates to include sexual harassment, sexual abuse and online sexual abuse 1 line with the KELSIE 2021	Elaine Highwood	SMT
1.6	24.5.2022	1.9.2023	Updates to contact details and training; section on peer-on-peer abuse and online safety;	Elaine Highwood	SMT

**This Policy should be read in conjunction with Runway Training's Bullying and Harassment Policy and Prevent Duty Policy**

**Authorising Officer:**

Oliver Trailor, Managing Director

**Signature:**



**Date:** 24.5.2022

## Introduction

Promoted during the sign-up process, this policy will form part the Induction Process for all learners and will be accessible through their learner handbooks, forming part of their Induction. Internal Stakeholders will be able to access the policy through the shared drive and all stakeholders will be able to access it through Runway's Website.

All staff will be made aware of the policy at Induction, and it will form part of Runway's Mandatory training, which includes training on how to implement the policy principles within their role. Additional training/updates will be given as and when needed. Staff confirm to HR their commitment to the policy, and this is recorded in their individual staff induction record.

This policy will be reviewed on a yearly basis or sooner if legislation/organisational changes impact on the content of this policy.

## Purpose

Runway believes young and vulnerable adults have rights as individuals, should be treated with dignity and respect and have a fundamental right to be protected from harm. Runway is fully committed to creating a safe learning environment that promotes well-being and security for all learners and all staff.

Runway has a comprehensive staff training programme in place commencing at staff induction to ensure all staff are fully aware of their responsibilities in safeguarding learners and responding to and reporting abuse or neglect of young or vulnerable adults. Safeguarding is the responsibility of all members of staff and associated partners.

The Safeguarding and Safer Recruitment Policy aims to:

- To seek to secure an on-going safe and secure environment for young or vulnerable adults by ensuring all staff are suitably trained in recognising and responding to signs of abuse
- To help deter, reject or identify people who might abuse young or vulnerable adults or are otherwise unsuited to working with them by having appropriate procedures for appointing staff.

This policy should be read and followed in conjunction with Runway Training's Child's Safety Policy, Prevent Policy and Referral Procedure and guidance on Prevent and the Channel Programme.

## What is Safeguarding?

Safeguarding in the broadest sense is our commitment to place the learner at the centre of our concerns and to build around the learner policies, procedures and practices that actively protect the learner from harm and ultimately aim to significantly reduce or eliminate the potential of harm to the learner's overall wellbeing.

Safeguarding looks at all types of harm or potential harm including but not limited to:

- Sexual abuse or inappropriate relationships (including sexual violence and sexual harassment)
- Grooming
- Physical and emotional abuse and neglect
- Domestic violence
- Upskirting

- Inappropriate parenting
- Inappropriate supervision by staff and volunteers
- Bullying, cyber-bullying and acts of violence and aggression from within the learner community
- Victimisation
- Self-harm and risky behaviour
- Unsafe activities and environments (criminal exploitation: county lines)
- Crime (including gangs)
- Exploitation
- Homelessness
- So-called 'honour-based' violence (FGM, forced marriages, breast ironing)
- Preventing radicalisation (see separate PREVENT policy), including extreme narratives
- Peer on peer / child on child abuse

## Safeguarding Contacts Details

Runway has a two Designated Safeguarding leads and four Deputy Safeguarding Leads/ Safeguarding officers who can advise on any concerns with regards to young or vulnerable adults.

DSL (Apprenticeships)	Dawn Wills	<a href="mailto:dawnwills@runwaytraining.co.uk">dawnwills@runwaytraining.co.uk</a>	T: 01732 402402 DD: 01732 906002
SMT DSL	Elaine Highwood	<a href="mailto:elainehighwood@runwaytraining.co.uk">elainehighwood@runwaytraining.co.uk</a>	T: 01732 402402 DD: 01732 449394
Deputy DSL (NEETS)	Leanne Selway	<a href="mailto:leanneselway@runwaytraining.co.uk">leanneselway@runwaytraining.co.uk</a>	T: 01233 221039 DD: 01732 449391
Deputy DSL (Traineeships)	Rebecca Bowen	<a href="mailto:rebeccabowen@runwaytraining.co.uk">rebeccabowen@runwaytraining.co.uk</a>	T: 01732 4002402 DD: 01732 927182
Deputy DSL (London)	Charlotte Allen	<a href="mailto:charlotteallen@runwaytraining.co.uk">charlotteallen@runwaytraining.co.uk</a>	T: 020 3973 5350 DD: 01732 902696
Deputy DSL (Aspirations)	Wendy McNally	<a href="mailto:wendymcnally@runwaytraining.co.uk">wendymcnally@runwaytraining.co.uk</a>	M: 07591 208310
Online Safety Co-Ordinator	Elaine Highwood	<a href="mailto:elainehighwood@runwaytraining.co.uk">elainehighwood@runwaytraining.co.uk</a>	T: 01732 402402 DD: 01732 449394

**For out of hours Safeguarding emergencies please contact:**

[dawnwills@runwaytraining.co.uk](mailto:dawnwills@runwaytraining.co.uk) or telephone: 07966511605

## Mental Health and Well-being

Runway Training recognises the importance of supporting the mental health and well-being of all learners and staff alike and as Children and vulnerable adults could be at risk as a result of mental health issues this should be considered during any engagement and appropriate actions taken if this is considered to be a safeguarding concern. Staff should also be aware that mental health problems could be an indicator that a child or vulnerable adult has suffered or is at risk of suffering, abuse, neglect or exploitation. Where Safeguarding concerns are highlighted staff should refer to the Safeguarding Officer/DSL.

## Sexual Abuse

Runway Training recognises the importance of mitigating the risk and remaining alert to sexual harassment, sexual abuse, online sexual abuse and peer on peer abuse. Runway Training will ensure that all staff have up to date training and will uphold standards and remain vigilant to early signs, remaining aware of the risks for learners and their peers and continue to create a culture of intolerance. Relationships, sex and health education will be included within the relevant curriculums to develop learner awareness and to raise learners awareness of the support available. Where Safeguarding concerns are highlighted staff should refer to the Safeguarding Officer/DSL.

## Peer on Peer Abuse

Runway Training recognises the importance of remaining vigilant to the fact that children/young people can abuse other children/young people. This can take the form of inappropriate behaviour that to the instigator can be seen as “harmless fun” such as banter, making jokes etc to the more obvious bullying, sexual/physical abuse and consensual and non-consensual photography. Staff should challenge all inappropriate behaviour between peers and not ignore or downplay actions that are in fact abusive. Where other Stakeholders have concerns, these must be raised with the DSL’s.

## Framework of Assessment of Need\*

Child's Developmental Needs: Illustrative indicators of a child in need

Pupils who are low achievers	Pupils with poor attendance and children missing education
Pupils with disabilities.	Pupils with mental health difficulties
Pupils with chronic health problems.	Pupils with developmental delay.
Pupils with communication difficulties.	Pupils experiencing loss/bereavement
Pupils with low self-esteem.	Pupils who present as tired/lethargic.
Pupils who are in a 'caring' capacity.	Pupils who are parents themselves.
Pupils at risk of engaging in under age sexual activities.	Pupils who may be/are engaging in substance misuse.
Pupils who present problems around personal hygiene/diet/dress.	Pupils who are unable to form appropriate peer relationships
Pupils who may be engaged in illegal employment/working hours	Pupils experiencing harassment and/or bullying.

Pupils who bully.	Pupils who are withdrawn.
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Carer/Parenting Capacity: Illustrative indicators of a child in need

Pupils whose carers show no interest/involvement in their education.	Pupils whose carers resist agreed professional partnership support.
Pupils living with high criticism, low warmth	Pupils whose carers are unable to provide a safe/secure environment.
Pupils living in inconsistent, transient, family situations.	Pupils who are under/over disciplined/stimulated.
Pupils who parents/carers/siblings have mental health problems.	Pupils living with domestic violence.
Pupils whose carers/siblings are involved in substance abuse.	Pupils whose carers have learning difficulties.
Pupils whose carers neglect to meet their basic personal/health needs	

Family and environmental factors: that may indicate a child is in need

Families who present persistent neighbourhood nuisance.	Families with low expectations of and/or opportunities for employment
Families living in social/cultural isolation.	Families living in temporary accommodation.
Families who are asylum seekers/refugees.	Families who are victims of harassment and racism.
Families who lack support networks.	Families where there is violence/crime.
Families where there is a high level of instability	Families living in areas of deprivation/ with poor community facilities

\*Source: [www.bathnes.gov.uk/services/children-young-people-and-families/child-protection](http://www.bathnes.gov.uk/services/children-young-people-and-families/child-protection)

It is important to note that “children may be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.”

## Procedure

In order to ensure appropriate action is taken in such circumstances Runway has adopted and utilised the principles of the 5 Rs model that has been implemented and followed across all operational activities.

**Recognition** is the responsibility of all employees involved in learner and client facing roles and involves the ability to recognise behaviour that may indicate abuse. Whether the abuse may occur on Runway premises, in the home or in any other setting in which the learner may find themselves, all those playing a role in meeting the learners' needs should be aware and informed so that possible abuse can be recognised, investigated and acted on seamlessly and effectively.

Signs and indicators of abuse in young or vulnerable adults may include direct disclosure. This isn't always easy to recognise as such, as it may be that the learner is struggling to find the words, is using language the abuser uses for particular actions and body parts, or the disclosure is wrapped in analogy or euphemism which is difficult to identify.

Staff should be aware of Kent County Lines and how London criminals are targeting children in Kent. They should be aware of signs and indicators that a young person may have become involved in a gang for example, staying out unusually late, poor behaviour, unexplained sums of money or possessions, unexplained injuries or graffiti style tags on possessions.

A learner or client may choose anyone in the organisation to disclose to (including Tutors, Assessors, administrative employees etc.) or indeed any of these may be the ones to spot concerning signs or behaviour in the learner or client. This is why all employees and volunteers are trained in how to recognise and respond to this situation and how to report a concern.

Recognising signs and indicators of abuse is also difficult, as any signs could have another explanation. It is vital that all employees complete their Safeguarding training, are able to spot signs, are not encouraged to overreact and assume abuse is occurring and know when to pass on concerns to the appropriate person.

**Response** is the primary responsibility of the employee that has been approached by the learner and appropriate response is vital.

No report about possible abuse or neglect should ever be ignored. In order to determine the most appropriate response you need to find if you are dealing with an allegation from a learner against an employee, another learner or another person outside the organisation.

Is the disclosure from an individual alleging abuse to themselves or another? Is this the reporting of a concern or suspicion? What is alleged to have happened?

Your role in the moment when you respond is to ascertain what you are dealing with and to listen. The learner or client may be very scared and emotional in telling this information, so you must stay calm, use effective empathic listening skills, and not let them know if you are feeling panicked, shocked or outraged at what you are hearing, as this may shut them down. You need to ask open questions (not leading or suggestive ones) and gather just enough information to know that it is a disclosure of abuse that needs to be passed on, and how immediate the danger or harm is to the individual.

Do not lead or probe with questions – ask only completely open questions. Demonstrate interest and concern and take it seriously, even if you are finding it difficult to believe because it is so shocking, or perhaps it is an allegation being made against someone known to you. Finally reassure that they have done the right thing by telling you, as you will do what you can to help. Reassure the learner or client that they have done the right thing in reporting their concerns and that you will do everything you possibly can to help. Do not make unrealistic promises by agreeing to 'keep it quiet' but ensure that they are aware of who you have to tell and what might happen next, and that this is for their safety. Where a learner may have special educational needs and disabilities it is important that you seek advice in order to ensure that they are able to disclose safely and appropriately especially if they present communication difficulties. Therefore contact the Safeguarding Officer for guidance.

It is not your role to investigate the situation; you just need to be clear that it will be treated in confidence but recorded and passed on to the appropriate person. Ensure that testimony is recorded and reported, and that the complainant and subject of the complaint are treated in line with policy and guidance.

**Recording** of the testimony should be undertaken via the standard Safeguarding Report Form (Appendix 1) and must be completed by the employee who has taken the testimony and been approached by the learner.

You should record precisely what has been alleged, using key phrases and words the individual used. You are not expected to remember every detail of the conversation and therefore it is not recommended that notes or any other recording is made during the conversation but immediately afterwards.

You should also record your observations of the individual, as well as your interpretation of the facts as long as you clearly identify when you are doing so. This record should be passed on and reported as below to the appropriate person, who should store it securely and separately to learners' individual files. It should only be accessible to those who have responsibility over safeguarding matters.

**Reporting** of the testimony (via the Safeguarding Report Form) must take place as soon as possible to the designated Safeguarding Officer

Where the matter is reviewed and confirmed not to be a safeguarding issue or is more of a signposting or support need, the reporting employee will continue to deal with this in these cases.

However, where the case is confirmed as a safeguarding issue requiring a formal referral to an appropriate agency e.g. The Police, Adult Services, the responsibility for making this referral will sit with the Safeguarding Officer.

Where a formal referral is required you are within your rights to check that appropriate action has been taken, but it may not be necessary for the Safeguarding Officer to share the details of this with you due to the confidentiality of the individual concerned.

It is the duty of all staff to report incidents of concern whether they affect regulated activity or not. It is also the duty of staff to protect and assist learners when they wish to report. Although any reported incident will be kept confidential in line with policy and data protection, **staff cannot – and must not – promise confidentiality when harm is reported since the law requires that the police and social services and DBS are told.**

The person reporting and the person harmed will be protected. It is their legal right to remain anonymous to other staff and the public. However, the safeguarding officer has a duty to pass on the names and details of any child or adult who has been harmed to relevant authorities.

**Refer** – The Safeguarding Officer will decide if referral is appropriate and to which agency referral is to be made.

### **Allegations against staff**

Where allegations are made against Runway staff these must be taken seriously and be reported to the Apprenticeship Manager (or if the allegation concerns the Apprenticeship Manager it should be reported to the Managing Director). The member of staff concerned must not be informed of the allegation at this point. The Apprenticeship Manager will then refer the matter to the Managing Director who will decide if the incident is serious enough to be considered as a potential

safeguarding matter OR whether the allegation is less serious, in which case it should be dealt with under Runway's Code of Conduct and if appropriate Disciplinary procedures.

Where allegations are considered to be a Safeguarding matter these must be referred to the relevant Local Authority Designated Officer (LADO) and request that an emergency strategy meeting be convened to plan the process of investigation.

The Director will also need to decide whether for the duration of the investigation, the member of staff should continue in their work, be moved to other duties or be suspended in accordance with the terms of the Disciplinary Policy and Procedures. The LADO will be kept informed of all decisions taken by Runway Training in relation to the staff member.

If, the matter is to be investigated then the Director will advise the staff member that an allegation has been made against him/her and the matter has been referred to the Local Authority for investigation. To avoid prejudicing the investigation the details of the allegation should not be discussed prior to investigation and the staff member will be instructed not to discuss this with other colleagues. The staff member will be advised to take legal advice.

Once the investigation is completed, the Director will decide whether any further action is needed in relation to the information arising from the investigation. Depending on the outcome of the investigation it may be necessary to commence Runway Training's formal disciplinary policy and this much be conveyed to the staff member within seven days of the completion of the investigation.

## Recruitment Procedures

In order to ensure safer recruitment Runway Training will:

- Ensure that when a post is advertised the advertisement makes clear the organisation's commitment to safeguarding and promoting the welfare of young or vulnerable adults
- Ensure that the job description makes reference to the responsibility for safeguarding and promoting the welfare of children and young people
- Ensure that the person specification includes specific reference to suitability to work with or near young or vulnerable adults
- Obtain and scrutinise comprehensive information from applicants and take up and satisfactorily resolve any discrepancies or anomalies
- Obtain independent professional and character references that answer specific questions to help assess an applicant's suitability to work with or near young or vulnerable adults and follow up any concerns.
- Verify the successful candidate's identity
- Verify, where necessary, that the successful applicant has all the academic or vocational qualifications claimed
- Check his/her previous employment history and experience
- Conduct an enhanced disclosure criminal record check via the DBS
- Ensure new staff are familiarised with our Child Protection Policies and Safer Working Practices
- All staff are to receive training in Safeguarding and the Prevent Strategy

## Training

**Staff Training:** Designated Safeguarding Leads should have a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social



care and should complete appropriate DSL training as part of their responsibilities this training should be updated at least every 2 years. DSL's should be offered supervision and a counsellor is available if needed.

All other staff must undertake Safeguarding Training on a yearly basis.

**Learner Training:** All learners complete Safeguarding Training as part of their learning programme which is reviewed, re-enforced and embedded through their learner journey and are aware of who to report Safeguarding/welfare concerns to.

**Employer Awareness:** Employers are made aware of their duty of care to Runway learners in terms of Safeguarding and their legal responsibility to fulfil the prevent duty statement.

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## On-Line Policy

Runway Training works with young people and vulnerable adults as part of its activities and as such we believe that young people and vulnerable adults should never experience abuse of any kind and should be able to use the internet for education and personal development. To support this safeguards need to be in place to ensure they are kept safe at all times.

The purpose of this policy statement is to:

- ensure the safety and wellbeing of young people and vulnerable adults which is paramount when they are using the internet, social media or mobile devices
- provide staff with the overarching principles that guide our approach to online safety
- ensure that, as an organisation, we operate in line with our values and within the law in terms of how we use online devices.

## Legal framework

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect young people and vulnerable adults in England/Northern Ireland/Scotland/Wales. Summaries of the key legislation and guidance are available on:

- online abuse <https://www.getsafeonline.org/social-networking/online-abuse/>
- bullying <https://www.stopbullying.gov/cyberbullying/what-is-it>

## Responsibilities

The online world provides everyone with many opportunities. However, it can also present risks and challenges. As such we:

- have a duty to ensure that all young people and vulnerable adults involved in our organisation are protected from potential harm online
- have a responsibility to help keep young people and vulnerable adults safe online, whether or not they are using Runway Training's network and devices
- recognize that all young people and adults regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse

- recognise that working in partnership with vulnerable adults or young people and their parents, carers and other agencies is essential in promoting their welfare and in helping them to be responsible in their approach to online safety.

We will seek to keep children and young people safe by:

- appointing an online safety coordinator
- providing clear and specific directions to staff on how to behave online through our behaviour code for adults
- discourage, where possible, pupils from making video calls from their bedroom
- supporting and encouraging the young people and vulnerable adults using our service to use the internet, social media and mobile phones in a way that keeps them safe and shows respect for others
- supporting and encouraging parents and carers to do what they can to keep their young people safe online
- developing online safety agreements - see Appendix 2
- ensuring staff keep a record of the time, date, attendance and length of online learning sessions,
- developing clear and robust procedures to enable us to respond appropriately to any incidents of inappropriate online behaviour, whether by an adult or a child/young person
- reviewing and updating the security of our information systems regularly
- ensuring that usernames, logins, email accounts and passwords are used effectively
- ensuring that images of young people and adults are used only after their written permission has been obtained, and only for the purpose for which consent has been given, storing this information securely and in accordance with the Data Protection Act.
- providing supervision, support and training for staff about online safety
- examining and risk assessing any social media platforms and new technologies before they are used within the organisation.

If online abuse occurs, we will respond to it by:

- having clear and robust safeguarding procedures in place for responding to abuse (including online abuse)
- providing support and training for all staff on dealing with all forms of abuse, including bullying/cyberbullying, emotional abuse, sexting, sexual abuse and sexual exploitation
- making sure our response takes the needs of the person experiencing abuse, any bystanders and our organisation as a whole into account
- reviewing the plan developed to address online abuse at regular intervals, in order to ensure that any problems have been resolved in the long term.

## Guide for learners

Whichever learning programme you are undertaking you will more than likely use computers and the internet for study, communicating with your Teacher/Tutor, and possibly completing your assignments/assessments on-line (possibly through an e-portfolio) or participating in on-line conferencing. You will find that there are some great free learning resources and sources of information available to you and it is a quick and cheap way of communicating.

Unfortunately, there are risks involved with using the internet, they can be characterised by the four 'Cs':

- Content – this is content that may be unsuitable or potentially illegal.
- Contact – this may be unwelcome or inappropriate contact, it could be grooming or sexual contact.
- Conduct – this could be as a recipient or as an active participant – giving out too much personal information or the bullying of another person.
- Commerce – this could be phishing or other methods of identity theft.

**To ensure that you keep yourself safe whilst using the internet here are some useful pointers:**

- Never give out personal details to online friends that you don't know offline.
- Understand what information is personal: i.e. email address, mobile number, school name, sports club, meeting up arrangements, pictures or videos of yourself, friends or family. Small pieces of information can easily be pieced together to form a full picture of your personal life and daily activities.
- Think carefully about the information and pictures you post on your profiles. Once published online, anyone can change or share these images.
- It can be easy to forget that the internet is not a private space, and as result sometimes people engage in risky behaviour online.
- Don't post any pictures, videos or information on your profiles, or in chat rooms, that you would not want a parent or carer to see.
- If you receive spam or junk email and texts, never believe the content, do not reply to them or use them.
- Don't open files that are from people you don't know. You won't know what they contain—it could be a virus, or an inappropriate image or film.
- Understand that some people lie online and that therefore it's better to keep online mates online. Never meet up with any strangers without someone that you trust.

Our e-portfolio systems OneFile and e-assessor are protected by usernames and passwords, so only you, your Assessor, the Internal and External Verifiers and where it has been arranged your line manager can see your work; you should still respect the privacy of your clients and colleagues when presenting evidence, but anything you enter on the e-portfolio is as safe as it can be.

### **Video Conferencing:**

If at any time you are concerned about your safety, you should report it to your teacher as soon as you can. Your teacher will always check in with you at the start of the session but will be available before or after a session as well.

**Learner Camera Use Requirements:** In order to deliver the training via Teams/Zoom/WhatsApp it is likely that you will be asked your teacher to activate your camera. This is because of Safeguarding

requirements and also to check that you are engaging with your learning. Therefore you will be asked to follow the requirements below:

- Learners Camera's should be switched on during training and assessment sessions.
- Do not record the sessions – your teacher will do this and will tell you before hand
- Where learners are using the cameras in shared spaces a background effect should be used to prevent the disclosure of personal information / photographs / family members etc.
- Where learners are in a private setting eg a bedroom their background must be on.
- Learners should always be suitably dressed.

**Learner Behaviour Requirements:** During your online sessions professional behaviour will be expected at all times:

- Be polite and respectful to the tutor and other learners
  - Be patient if the technology doesn't always work
  - Be punctual to any live sessions
  - Keep your microphone on 'mute' unless you want to say something

Access to on-line conferencing such as Teams and Zoom will be accessed using your email address. For more information about the privacy overview of these platforms and other video conferencing tools please see the link below:

<https://www.saferinternet.org.uk/blog/video-conferencing-children-safeguarding-and-privacy-overview>

**Guide for Tutors:** As with the information above for learners it is important that all users remain vigilant. Learners may need to contact you before or after the session if they need to speak to you privately. However, where you use Video Conferencing for communicating with your learners you do need to be aware of the risks involved and to put the relevant mitigating processes in place:

- There should be a notice on the calendar invitation/introduction email stating that the calendar invitation should not be forwarded on unless Runway is contacted first for approval (this will avoid unauthorised access to the Teams Training)
- in your introduction email please ensure there is a disclaimer about email addresses informing attendees that their email addresses will be visible to other learners
- within the introduction to the session you should remind the learners about respecting privacy etc.
- If you are sharing your screen double check that the tabs you have open in their browser are appropriate eg have you left a OneFile portfolio open that it not related to the learner you are working with for a learner to see
- When making a recording of the training / assessment session you **must** get learner approval at the start of every session – this should be repeated and recorded as part of the session.
- If are working with a group of learners you may want to disable the chat for your learners. Learners can still message you but will not be able to chat to each other.
- If at any time during a 1:1 session you feel uncomfortable with something said or done, you should consider ending the session and report your concern to your manager and Safeguarding officer.

- To stop students re-joining a Teams call without the teacher, **you** must click End Meeting

**Social Media/Communication:** Any communication with other learners or our staff should be on a professional level only. It is not appropriate for learners and staff to have a social relationship during or after the course, whether by phone, social networking or any other contact. This is to protect you and our staff from invasion of privacy, abuse, and accusations of inappropriate behaviour

Source: [nspcc.org.uk](https://www.nspcc.org.uk)

## Useful Contacts

Organisation	Phone	Organisation	Phone
DAVVS (Domestic abuse)	01892 570536	Victim Support	0808 168 9276
The Survivors Trust (Sexual Abuse) <a href="https://www.thesurvivorstrust.org/find-support">https://www.thesurvivorstrust.org/find-support</a>	08088 010818	Child Sexual Exploitation Early Help	03000 419 222
Sexual Abuse Support <a href="https://sexualabusesupport.campaign.gov.uk/">https://sexualabusesupport.campaign.gov.uk/</a>	N/A	Kent Adult Social Services	03000 416161
East Kent Rape Line	0800 458 2818	Kent Safeguarding Children's Board	03000 411111
		LGBT Counselling <a href="mailto:fred@metrocharity.org.uk">fred@metrocharity.org.uk</a>	020 8305 5009
<b>Homeless Help</b> Porchlight Salvation Army The Salvation Army  The Bridge Trust YMCA/YWCA	0800 5677699 01892 523849 01892 523849  01732 368363 01892 542209	NSPCC Advice Line (FGM)	0800 0283550
		Operation Willow (CSE)	101
		Tonbridge Police	101
		Tunbridge Wells Police	101
		FGM	101
Young Minds (up to 25 yrs) <a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a>	0808 802 5544 9.30- 16.00	Crimestoppers	0800 555 111
MIND (13-24 years) <a href="http://www.mind.org.uk">www.mind.org.uk</a>	0300 123 3393	Anxiety UK – <a href="http://www.anxietyuk.org.uk">www.anxietyuk.org.uk</a>	08444 775 774 9.30-5.30
National Drugs Helpline	0800 776600		

## Appendix 1

### SAFEGUARDING REPORT FORM

This form is to be used to record incidents or safeguarding concerns (such as abuse) in young or vulnerable adults.

Name of member of staff completing report:	
Date and time of referral:	
Name of learner:	
Learner's date of birth:	
Learner's address:	
Name of person reporting alleged abuse/concern:	
Details of abuse or alleged concern (when and where it happened, dates, time, who is allegedly responsible):	
Description of harm/injuries observed:	
Names and details of any other person(s) present at the time of abuse or disclosure:	

Other relevant information incl names and contact details of family members, siblings, social worker etc:

Signed by person completing form:

Signed by person making the complaint or allegation:

Contact name and details of contact if referral made to Children's Services/Chanel Co-ordinator

Date of referral:

Details of action taken with an external agency and/or reference given:

**OR**

Details of other action taken and reason for non-referral:

Signed by nominated person:

Date:

## Appendix 2

### Exemplar Camera Agreements:

#### Kickstart Learner Agreement

As all teaching for Kickstart learners is via Teams, we have created a learner agreement for both Runway Training staff and all learners to adhere to. This agreement is in place in order to safeguard learners and staff and ensure the best teaching outcomes. Below are the details of the agreement:

- I will attend promptly to all Teams meetings and only leave when told to do so.
- I will let my Kickstart tutor know if I am not able to make a session as soon as possible.
- If for any reason during my Kickstart session I leave the group, I will log back into the group as soon as possible.
- I will have the camera for the duration of all Teams calls
- I will use a background effect on my video where safeguarding issues might arise (for example, when working from a bedroom, when family members are around etc). A background can still be used even if not in these circumstances.
- I will use my microphone to contribute to discussions. I will contribute as much as possible to ensure that I and my group members get the most out of each session.
- I will turn off my microphone during times when I am not contributing, to help reduce background noise for all learners
- I will make arrangements to have the technology to access Teams and any other sites required of the session (e.g. Jam Boards and Padlets). If I do not have this at home, I will use technology available to me in my place of work.
- I will contribute to Jam Boards/ teaching materials when asked and initial my work
- I will send all additional work set by my tutor in their preferred form (email/via Teams) and within an agreed timescale. If an extended deadline is needed, this should be requested from your Kickstart tutor ahead of time.

Signed .....

Date: .....

#### Recording permission

Sometimes, it might be that your Runway tutor wants to record all/part of a Kickstart session. This may be for training purposes, to share with other Kickstart groups and/or for marketing purposes. During this time, you may choose to turn your camera off for anonymity. All recordings will be stored securely in accordance with UK GDPR requirements.

Do you consent to the recording of sessions for the reasons above? Yes/No

Signed ..... Date: .....



**Traineeship Learner Agreement – excerpt from Traineeship Learner Agreement:**

**Online groups (or if my class moves to online):**

- I am aware that in order to fully access the course, I need to have use of a laptop or desktop computer with a fully functioning camera and microphone.
- Where learners are using the cameras in shared spaces, a background effect should be used to prevent the disclosure of personal spaces / photographs / family members etc.
- Where learners are in a private setting e.g., a bedroom their background must be on.
- Learners should always be suitably dressed.
- If for any reason during my Traineeship session I leave the group, I will log back into the group as soon as possible.
- I will have the camera on for the duration of all Teams calls. I understand that whilst this is due to safeguarding, it is also important for the dynamic of the session.
- I will use my microphone to contribute to discussions. I will contribute as much as possible to ensure that I and my group members get the most out of each session.
- I will turn off my microphone during times when I am not contributing, to help reduce background noise for all learners.
- I will make arrangements to have the technology to access Teams and any other sites required of the session (e.g., Jam Boards and Padlets). If for whatever reason, my equipment fails to work, I will notify the teacher as soon as possible so that alternative arrangements can be made, or support organised.
- I will contribute to Jam Boards/ teaching materials when asked and initial my work.

Signed ..... Date: .....

**Recording permission**

Sometimes, your teacher may need to record all/part of a Traineeship session. This may be for training purposes, to share with other Traineeship groups and/or for marketing purposes. During this time, you may choose to turn your camera off for anonymity. All recordings will be stored securely in accordance with UK GDPR requirements.

Do you consent to the recording of sessions for the reasons above? Yes / No

Signed ..... Date: .....