Safeguarding Policy Statement

CT Skills is committed to safeguarding and promoting the welfare of all learners, employees, partners and volunteers. The safety and well-being of every individual is our highest priority.

We recognise that safeguarding is everyone's responsibility. All employees and partners are expected to identify concerns, share information appropriately, and take prompt action to protect children, young people, and vulnerable adults from harm.

CT Skills ensures that safeguarding and child protection are embedded across all policies, procedures, and training. We maintain the principle that "it could happen here" and expect all employees to understand their role, responsibilities, and reporting lines in keeping people safe

CT Skills is not an investigating agency**.** This responsibility lies with statutory bodies such as Social Care and Health services or the Police. We assess risks and issues within the wider community when considering the safety and well-being of our learners. To ensure we meet both local and national safeguarding requirements, we maintain a concerns tracker and Prevent Risk Register and Action Plan.

In response to identified risks, we provide a set of resources tailored to preventative education for learners. This includes guidance on staying safe, addressing issues such as knife crime, bullying, mental health and well-being, sexual harassment, healthy relationships, and consent.

The policy also complies with the ***Prevent Duty guidance: for England and Wales (2023)*** and ensures arrangements are in place to fulfil its statutory requirements and responsibilities

We ensure our policy is easily accessible to parents, carers, learners, and partner agencies via the CT Skills website.

What Safeguarding Means

Working Together to Safeguard Children (2026) defines safeguarding as:

- protecting children from maltreatment;
- preventing harm to health or development;
- making sure children grow up with safe and effective care;
- taking action to enable the best outcomes for every child.

Safeguarding also applies to adults at risk, ensuring they are protected from abuse, neglect, or exploitation.

The Prevent Duty

Prevent is part of the Government's **CONTEST strategy** and aims to stop people being drawn into terrorism. CT Skills has a duty to "have due regard to the need to prevent people from being drawn into terrorism."
The Prevent Duty has three main objectives:

- responding to the ideological challenge of terrorism and extremism;
- providing practical help and support to those at risk;
- working with partners to reduce risks of radicalisation.

Extremism is defined as vocal or active opposition to fundamental British values: democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. It also includes calls for violence against members of the armed forces.

If a learner is identified as vulnerable to extremism, they may be referred to **Channel**, a multi-agency programme that supports individuals at risk.

Legislative and Statutory Framework
CT Skills is committed to safeguarding children, young people, and adults at risk in line with the following legislation and statutory guidance:

- ***Children Act 1989*** – places a duty on local authorities to safeguard and promote the welfare of children in need.
- ***Education Act 2002 (Section 175)*** – requires schools, colleges, and training providers to safeguard and promote the welfare of children.
- ***Children Act 2004*** – strengthens arrangements for inter-agency cooperation and accountability in safeguarding.
- ***Care Act 2014*** – sets out the statutory framework for safeguarding adults at risk of abuse or neglect, including duties on local authorities and the requirement to establish Safeguarding Adults Boards
- ***Education and Training (Welfare of Children) Act 2021*** – extends safeguarding duties to certain post-16 education and training providers.
- ***Working Together to Safeguard Children (2026)*** – statutory multi-agency guidance on how organisations must work together to protect children from harm.
- ***Keeping Children Safe in Education (2025)*** – the statutory guidance requires all schools, colleges, and providers to meet their safeguarding responsibilities.
- ***Safeguarding Vulnerable Groups Act 2006*** – establishes the framework for vetting and barring individuals working with children and vulnerable adults***.***
- ***Counter-Terrorism and Security Act 2015 and Prevent Duty*** – places the Prevent Duty on specified authorities, including education and training providers.
- ***Online Safety Act 2023*** – strengthens protections for children and young people in online environments.

This policy should also be read with CT Skills' internal policies, including Employee Handbook, IT Security, Anti-bullying, Health & Safety, Whistleblowing, Allegation Management, Learner Attendance, Safer Recruitment, AI policy and the Safeguarding Disclosure Process.

Our Responsibilities
CT Skills understands that safeguarding is about:

- **minimising risks** wherever possible; and
- **responding effectively** when concerns arise.

We will:
- Make sure all employees, contractors, and volunteers know their safeguarding roles and responsibilities.
- Use safer recruitment practices, including DBS checks, to ensure suitability for working with learners.
- Provide ongoing training on safeguarding, online safety, Prevent, and how to respond to concerns.
- Have clear and accessible procedures for reporting concerns or allegations.
- Respond quickly and appropriately to all safeguarding and Prevent concerns.
- Promote awareness of online safety, radicalisation risks, and respectful behaviour.
- Provide a safe learning environment where learners feel able to speak up and ask for help.
- Review our safeguarding and Prevent policies annually, or sooner if needed.
- Work in partnership with statutory agencies such as Social Care, the Police, and Prevent teams when necessary.

Our Commitment
CT Skills has **zero tolerance** of abuse, exploitation, extremism, or harmful behaviour. Safeguarding is everyone's responsibility. All concerns will be reported to the appropriate statutory agency. We will always share relevant information with Social Care, Police, or Channel to protect learners at risk.

Safeguarding arrangements at CT Skills are underpinned by the following key principles:
Shared Responsibility – Everyone who comes into contact with children, young people, or vulnerable adults has a role in safeguarding. All employees, learners, partners, and volunteers are responsible for identifying concerns, sharing information appropriately, and taking prompt action. We maintain an attitude of *"it could happen here"* at all times.
Child-Centred Approach – When concerns arise about a child's welfare, employees will always act in the best interests of the child. CT Skills ensures that learners' views and voices are heard, and their wishes and feelings are taken into account when decisions are made about actions and support, particularly in cases of peer-on-peer abuse or sexual harassment.
In addition, all adult safeguarding activity is guided by the six statutory principles:

- **Empowerment** – supporting individuals to make their own decisions and give informed consent.
- **Prevention** – acting early to stop harm before it occurs.
- **Proportionality** – providing the least intrusive response appropriate to the risk.
- **Protection** – offering support and representation for those in greatest need.
- **Partnership** – working with communities and agencies to prevent, detect, and respond to abuse or neglect.
- **Accountability** – ensuring transparency and responsibility in all safeguarding actions.

Online Safety
The use of technology is a key component of many safeguarding issues, including child sexual exploitation, radicalisation, sexual predation, cyberbullying, and online abuse. Online harms also extend to misinformation, disinformation, conspiracy theories, fraud, and risks linked to emerging technologies such as generative AI.

The Online Safety Act 2023 places a legal duty on online platforms and service providers to protect children and young people from harmful content. While this law regulates technology companies, CT Skills also recognises its responsibility to teach learners how to use technology safely, critically, and responsibly.

The scope of issues within online safety is considerable and includes:

- exposure to illegal, inappropriate, or harmful content;
- harmful interaction with other users, including grooming, exploitation, or bullying;
- misuse of personal data or digital footprint;
- online behaviour that increases the likelihood of, or causes, harm to self or others.

CT Skills has an Online Safety Policy to protect learners, employees, partners, and volunteers. This policy recognises that online safety covers not only the internet but also all forms of electronic communication, including mobile phones, gaming, messaging apps, and devices with wireless technology. Learners are supported to understand that while the internet provides access to a vast amount of information and opportunities, not all material is reliable, accurate, or safe. Critical thinking, digital literacy, and resilience are therefore essential in navigating online spaces.

Awareness of online safety is promoted throughout the year in a range of ways, including factsheets, workshops, resources, 1-to-1 meetings, and events such as Online Safety Week and Safer Internet Day. Content covers how to recognise and respond to risks, evaluate online information, and make safe and responsible choices when engaging with digital platforms.

Learners can access advice and guidance from their Handbook, Online Safety signposting links, and any CT Skills employee. All learners are expected to adopt an attitude of "Safeguarding is Everyone's Responsibility", ensuring that they look after themselves and others online, and report concerns promptly to employees.

Regular training is provided for all employees on online safety, safeguarding, sexual and criminal exploitation, radicalisation, and digital harms. This includes understanding the role of filtering and monitoring systems, the limitations of these tools, and how to escalate online safety concerns. Training is refreshed regularly to reflect emerging risks, including cyber resilience and the safe use of AI.

Vetting of Visiting Speakers

CT Skills may invite speakers in from the wider community to help and support learners to widen their understanding of career opportunities, and to provide motivation through sharing of speakers' experiences. As part of our duty of care under Safeguarding and Prevent statutory guidance Revised 2023, we are required to have clear procedures in place to ensure that any visiting speakers invited by CT Skills are suitable and appropriately supervised.

CT Skills will;

- Ensure all visiting speakers have a nominated point of contact
- Conduct proportionate searches of the person/organisation to establish whether they have demonstrated extreme views or actions
- Ensure visiting speakers are always accompanied and are not left unsupervised with learners at any point
- View material prior to delivery to vet and agree content

CT Skills will ensure that speakers do not advocate or incite hatred, violence, or call for the breaking of law. We will be mindful of the risk of causing offence to or seek to avoid insulting other faiths or groups, within a framework of positive debate or challenge.

If in doubt of the suitability of a speaker, the decision will be referred to the CT Skills Safeguarding Governance Board.

Relationships with Young People Aged 16-17

It should be noted that, whilst a young person can consent to sexual activity once they reach the age of 16, the Sexual Offences Act 2003 makes it a criminal offence for a person to engage in any kind of sexual activity with a person under 18 where the adult is in a position of trust. This applies to employees and learners even if they do not work together directly.

Key Responsibilities

Safeguarding is everyone's business. CT Skills takes all welfare concerns seriously and encourages learners to talk about anything that worries them. We share an objective to help keep children safe by contributing to providing safe environments to learn and develop. Acting in the best interests of children and vulnerable adults to protect them online and offline, including when they are receiving remote education; Identifying who may need early help, and who are at risk of harm or have been harmed. This can include, but is not limited to, neglect, abuse (including by other children), grooming or exploitation.

Taking timely and appropriate safeguarding action for those who need extra help or who may be suffering, or likely to suffer, harm. This includes, if required, referring in a timely way to those who have the expertise to help, Using safe recruitment processes and managing allegations that may meet the harm threshold and allegations/concerns that do not meet the harm threshold, referred to as low-level concerns.

Board of Directors – will have overall responsibility for ensuring CT Skills meets its obligations. There is a designated Board member for Safeguarding who offers support and scrutiny and are responsible for the approval of relevant safeguarding policy and procedures

Chief Operating Officer and HR Manager – will be responsible for ensuring that safer recruitment practice is embedded and implemented across the organisation and that all employees have received appropriate training and development.

Lead Designated Person – will be responsible for ensuring processes and procedures are robust and consistently applied and that CT Skills fulfils its legal duties in compliance with the appropriate legislation. Responsible for managing Safeguarding and Wellbeing Champions, resources and processes in addition to referring cases to the appropriate external bodies.

Deputy Designated Person – will be responsible for supporting the Lead Designated person to ensure our processes and procedures for the protection of learners are robust and consistently applied. They will assume the role of the Lead Designated Person in the absence of the DSL

Safeguarding and Wellbeing Champions -will act as the Safeguarding Ambassador across the business responsible for assisting the Designated Safeguarding Lead in ensuring safeguarding and Prevent procedures are robust and consistently applied. They will support employees in engaging with learners on wellbeing and protection matters, undertake regular training, and promote best practice. In the absence of the DSL, they may assume relevant safeguarding responsibilities as required.

All employees - will have a responsibility for completing their training, familiarising themselves with the appropriate safeguarding policies and procedures and for ensuring they understand their own role in the promotion of safeguarding and the appropriate action should they receive a disclosure.

All employees complete the TES Global safeguarding and safer recruitment training. In addition, managers complete the NCFE Level 2 for Safeguarding Young People & Prevent Duty qualification

Designated Persons

The Designated Persons for Safeguarding and Wellbeing can be contacted at **Safeguarding@ctskills.co.uk**

Role	Name	Job Title
Designated Safeguarding Lead	Stevie Wray-Marriott	Partnership Manager and Designated Safeguarding Lead
Deputy	Emma Gundel	Lead IQA & Deputy Designated Safeguarding Lead
Champions	Mandy Amatt Deanne Swarbrook Lisa Robinson	Safeguarding and Wellbeing Champions

Recruitment

CT Skills adhere to the company Safer Recruitment Policy which is designed with the aim of safer recruitment and selection of employees to provide a safe learning environment for young people and vulnerable adults.

Training

Training on Safeguarding Essentials and the Prevent Strategy will be provided so that, as a minimum, all employees, learners, partners, and volunteers have knowledge and understanding of the following:

- Definition, main forms and recognising abuse
- Responding to allegations of abuse
- Exemplifying British Values
- Encouraging learners to respect other people with regard to the protected characteristics set out in the Equality Act 2010
- Recognising factors that make people vulnerable to being drawn into terrorism
- To challenge extremist ideas and be aware of what action to take

- Understanding when to make referrals to the Channel programme and where to get additional advice and support
- Codes of conduct expected by employees, contractors, and volunteers

Record Keeping
A confidential record will be kept of all cases referred to the Safeguarding Team, including details of cases referred to the Local Authority or the police. These written records will be kept securely for a period of six years via a restricted site on CT Skills Staff Portal system.

Information Sharing
Personal information about learners is treated with respect and confidentiality. Consent will be sought to share personal information. However, information can be shared without consent when:

- Asking for consent will increase the risk of harm to a young person or vulnerable adult or;
- A delay in sharing information may increase the risk of harm to a young person or vulnerable adult

More information can be found at: Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers (2024) providing safeguarding services to children, young people, parents and carers.

Monitoring and Review
CT Skills' Safeguarding Policy and Procedures are reviewed annually, or sooner if required by changes in legislation or organisational needs. The review will consider relevant safeguarding guidance. CT Skills reserves the right to make any necessary amendments to ensure ongoing compliance and best practice.

This policy should be read in conjunction with the following, all of which are accessible on the document CLOUD;

- CT Skills Employee Handbook
- IT Security Policy
- Anti-bullying Policy
- Health, Safety and Environmental Policy
- Whistleblowing Policy
- Allegation Management Policy
- Learner Attendance Policy
- Learner Handbook
- Safer Recruitment Policy
- Safeguarding Disclosure Process

Subcontracted provision
All organisations delivering training on behalf of CT Skills (subcontractors) will be made aware of this policy. If the organisation has its own safeguarding & prevent procedures these will be reviewed by the Designated Safeguarding Lead for appropriateness. If they do not meet the required standard, subcontractors will need to abide by CT Skills policies and procedures for Safeguarding & Prevent.

Annexe -1

Types of Abuse

It is important to understand the types of abuse that learners could face:

• **Physical abuse** – may involve hitting, kicking, punching, restraining, scalding, burning, shaking, poisoning, misuse of medication, breast ironing / flattening, etc.

• **Sexual abuse** - involves forcing an individual to take part in sexual activities, including prostitution, physical contact, including penetrative or non-penetrative acts, involving individuals in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging individuals to behave in sexually inappropriate ways. Including - Child Sexual Exploitation (CSE) – where children in exploitative situations and relationships receive something such as gifts, money or affection as a result of performing sexual activities or others performing sexual activities on them.

• **Online / Cyber abuse** - involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others.

• **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 abuse** – theft, fraud, exploitation, pressure in connection with wills, property or inheritance, other misuse or misappropriation of property, possessions or benefits.

• **Neglect or acts of omission** - persistent failure to meet a child's basic physical and/or psychological needs, failing to: provide adequate food, clothing and shelter; protect a child from physical and emotional harm; ensure adequate supervision; ensure access to appropriate medical care or treatment; or unresponsiveness to a child's basic emotional needs.

• **Discriminatory abuse** – bullying and harassment based on the individual's age, sex, disability, religion, race or ethnicity or sexual orientation.

• **Domestic abuse** – which includes psychological, physical, sexual, financial or emotional abuse, can be defined as a pattern of behaviour in any relationship that is used to gain or maintain power and control over an intimate partner. Anyone can be a victim of domestic violence, regardless of age, race, gender, sexual orientation, faith or class. Victims of domestic abuse may also include a child or other relative, or any other household member. Important - for all types of abuse, "harm" can include witnessing the ill-treatment of others and that this is particularly relevant when children see, hear or experience domestic abuse and its effects.

• **Modern Slavery** – Slavery and forced compulsory labour and human trafficking.

• **Honour Based Abuse** – where physical or domestic abuse is perpetrated in the name of so called "honour". The honour code to which it refers is set at the discretion of relatives and those who do not abide by the "rules" are punished for bringing shame on the family.

• **County Lines** – when gangs and organised crime networks exploit children and young people to sell drugs. Often these children are made to travel across counties.

• **Child criminal exploitation (CCE)** including children being forced or manipulated into transporting drugs or money through county lines (see below), working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

• **Serious Violence** – signs of this include, increased absence, friendship with older / inappropriate individuals, significant decline in performance, signs of assault / unexplained injuries and unexplained gifts / new possessions. All employees are made aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

• **Female Genital Mutilation (FGM)** - also known as female genital cutting and female circumcision, is the ritual removal of some or all of the external female genitalia. It is important to recognise the signs and symptoms of FGM such as; A family arranging a long holiday or break abroad or going "home" to visit family. Unexpected, repeated or prolonged absence from school, academic work suffering. (NSPCC website) - Indicators – Difficulty walking, spending longer in the bathroom or toilet, appearing withdrawn, anxious or depressed, asking for help but not being explicit about the problem due to embarrassment and being reluctant to undergo normal medical examinations. Where a regulated professional discovers that an act of FGM appears to have been carried out on a girl under 18, the

mandatory reporting duty applies, and a report must be made directly to the police in accordance with statutory guidance

• **Child-on-Child Abuse** – is the abuse of children and young people by other children and young people (their peers). It can include many of the forms of abuse listed above including: sexual harassment and violence or physical abuse or sexting (also known as youth produced sexual imagery) or consensual and non-consensual sharing of nude and semi-nude images of "upskirting" or initiation / hazing violence and rituals

Key Safeguarding References and Resources

Our safeguarding policy is guided by the most up-to-date statutory requirements and recommended resources, including:

- Keeping Children Safe in Education (KCSIE) 2025 – Statutory Guidance
- Working Together to Safeguard Children (2026)
- https://www.gov.uk/government/publications/prevent-duty-guidance
- DfE Guidance on Generative AI in Education
- Lucy Faithfull Foundation – "Shore Space" Confidential Support for Young People
- https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice
- http://www.legislation.gov.uk/ukpga/1989/41/contents
- https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty
- http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/
- http://www.nhs.uk/conditions/social-care-and-support-guide/pages/vulnerable-people-abuse-safeguarding.aspx
- http://forwarduk.org.uk/
- https://ceop.police.uk/safety-centre/
- http://www.saferinternet.org.uk/
- http://www.karmanirvana.org.uk/