

**Guide to the  
Safeguarding and Wellbeing of all Apprentices  
including what is meant by 'Prevent' and how we  
can help protect young people from  
Radicalisation**



## **Safeguarding responsibilities**



Together Training (TT) Ltd is committed to safeguarding and promoting the welfare of all learners including children, young people and adults at risk (formerly referred to as vulnerable adults).

Employers also have a responsibility to the learners they employ and as such TT recognises that we have a duty to support you, your staff and your learners in understanding these responsibilities, and we will do this through giving guidance, support and training.

As the employer of an apprentice, it is important that you understand your responsibilities and what safeguarding means to you and your learner.

The following information should provide answers to some of the questions you may have. However, if they are not answered here, please do get in touch with us using the contact details provided at the back of this booklet.

## **What does safeguarding mean?**



Safeguarding learners has been around for a long while and is covered by a wide range of legislation, but was brought together by the Safeguarding Vulnerable Groups Act 2006. This legislation provides additional definitions for safeguarding adults at risk and this guidance covers children, young people and adults at risk.

Safeguarding is in place to promote the welfare of all learners by protecting them from all types of abuse.

Employers have a responsibility to provide a safe working and learning environment.

Safeguarding looks at keeping young people and at-risk adults safe from a whole range of potential harm and should be promoted by all staff.

Safeguarding also looks at preventative action and not just reactive.

Your TT Training Services Contract requires you to follow TT's policies and procedures in Safeguarding and the Prevent Duty, for all apprentices and trainees who are undertaking a TT Apprenticeship or Traineeship programme.

[Together Training | Policies](#)

## Why is safeguarding necessary for employed learners?



Training Providers of government funded training such as TT have a safeguarding duty and are required to ensure the safety and welfare of all learners (including children, young people and adults at risk). Under the new apprenticeship reforms (introduced from the 1st May 2017), employers delivering apprenticeships within their workplace are also responsible for the wellbeing and safety of all learners.

As part of our duty of care, we will talk to you about what you can do to ensure that your learners are not exposed to threats of danger or abuse.

It is the responsibility of employers to ensure that employees who work alongside learners are free from convictions, are of sound character and judgement, and will not pose any threat or danger to the learners. Further information can be found at our [website](#)

Should a concern arise, one of our [Designated Safeguarding Officers](#) will carry out further investigation and will provide appropriate support, advice or contacts to support the learner.

## As an employer, what are your responsibilities?

- To understand what is meant by safeguarding and promote the welfare and wellbeing of all learners
- To be aware of your statutory duties towards the welfare of children, young people and adults at risk
- To be familiar with TT guidance and
- To understand what is meant by PREVENT and the signs to look out for, which may indicate that a person is being radicalised.

## What constitutes a safeguarding concern?



A safeguarding concern may include one or more of the following:

Examples:

- Sexual abuse or inappropriate relationships
- Grooming
- Physical and emotional abuse or neglect
- Domestic violence
- Inappropriate behaviour by staff
- Bullying, cyber-bullying
- Self-harm, risky behaviour
- Unsafe activities and environments
- Being involved in crime
- Fear of crime
- Exploitation including financial abuse, sexual exploitation, forced marriage
- Immigration issues
- Potentially unsafe environments
- Homelessness or unsuitable housing
- Victimisation due to race, sexuality, faith, gender or disability Any form of abuse

Abuse is defined as behaviour towards a person that either deliberately or unknowingly causes that person harm, or endangers their life or their human or civil rights. It can be passive or active and can also be a one-off or something that is repeated, and it is important that you are aware.

## What should you do if you suspect or are told about harm?

- All staff working closely with young people or adults at risk learners should understand and be alert to the possibilities of harm or abuse of any kind.
- If any member of staff has a safeguarding issue brought to their attention, they must treat it as a matter of urgency and contact our Designated Safeguarding Team as soon as possible, by phone or using the [Contact list](#) email address.
- Staff should only inform and not investigate or offer advice. They can listen to the learner's concerns and then need to report the incident
- Remember the main priority for all of us is to protect learners from harm and to ensure that every measure is in place to protect them.

## TT Designated Safeguarding Team (DSOs)

Designation	Name	Contact Details
Designated Safeguarding Officer	Emma Doree	01923 812660 / 07920028361
Safeguarding Officers	Felicity Profit John McMahon Susan Lomas Dominique Dennemont	07825 682923 07500 126450 07500 126468 07500 126435
Designated Safeguarding Board member	Sarah Knowles	01923 812320 / 07887624964
Mental Health First Aider	Yasser Mahmood	07500 126460

All TT Learning Coaches receive regular training and support, plus advice and guidance to assist employers and learners.

TT also has a dedicated mental first aider who can offer further support and wellbeing resources.

# Our Prevent Duty - protecting children from radicalisation



All teaching and training providers have a responsibility to comply with the Prevent Duty, which is about safeguarding people and communities from the threat of terrorism. Part of this duty is to ensure that our learners have a good understanding of British Values and the risks and threats of radicalisation and extremism. This needs to form part of the curriculum and prepare learners for the world in which they will be working and for the services they will be providing.

In order for us to carry out our duty of care responsibilities effectively, we need to work closely with employers to safeguard our learners, and to provide additional information, support and guidance where it is required.

All TT staff receive Prevent training and if you have any questions or concerns please let your Training Consultant know, and they will be able to report these concerns to their local Designated Safeguarding Officer (DSO).

The Prevent duty is not about preventing learners from having political and religious views or concerns, but it is about supporting them to use those concerns or act on them in non-extremist ways. TT is committed to working alongside employers and doing all we can to help protect our learners from the risk of being radicalised.

## What is radicalisation?



Radicalisation can be defined as the process where someone is lead to adopt extreme political, social and religious ideals and aspirations. This can happen to anyone at any time; however one of the biggest platforms where it takes place is via the internet and social media. Young people in particular are so comfortable using social media that they may not be alert to the potential risks of sharing information about themselves online, or being drawn into extremist ideologies that go outside the mainstream attitudes of society and/or undermine contemporary ideas and expressions of freedom of choice.

The risk of radicalisation can affect anyone and is the product of a number of factors. Identifying this risk requires that we exercise our professional judgement and seek further support and advice if needed. It may be combined with other vulnerabilities or may be the only risk identified.

Potential indicators may include:

- Use of inappropriate language
- Possession of violent extremist literature
- Behavioural changes
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

However, if a learner does display one or more of these indicators this does not mean that the learner will necessarily be at risk of radicalisation, but they may be.

If you are unsure or have any concerns, please contact your learning Coach.

**Should you feel that your learner, yourself or any members of the public are in immediate danger, report this to the police immediately.**

## British Values and our role

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Ofsted requires all schools, colleges and training providers to 'promote the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs'.

At TT we recognise the positive contribution we can make towards helping our learners have a good understanding of these values and how they form an important part of our culture in modern Britain. We encourage discussions with learners and embed these values into all qualification areas that we deliver.

British Values are closely linked to equality of opportunity for all. At TT we promote inclusion, respect, fairness and the rights of individuals. We oppose and challenge prejudice, discrimination, harassment and unfairness of any kind, treat people as individuals and do all we can to support learners in reaching their goals.

Working together with employers is an important part of helping our learners gain an understanding of these values and relate to them in their every day lives.

The following fundamental British Values were first set out by the Government as part of the Prevent Strategy in 2011:

### Democracy

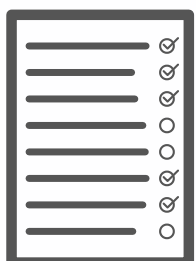
Democracy is the belief in freedom and equality between people. It literally means 'Rule by the people' and we typically do this by voting to elect representatives to speak on our behalf. Being a democratic country means that we can make our voice heard, debate and discuss issues safely, be involved in decision-making and bring about change through our voting.



Examples in the workplace might be: **knowing your views count; making decisions as a team; staff suggestion schemes and feedback questionnaires; electing staff representatives; collaboration and having an input into training decisions.**

### The Rule of Law

All people and organisations, including elected governments and officials, are subject to and accountable to the same laws. No-one is above the law and it should be applied equally and fairly to everyone. People are innocent until proved guilty and laws are there essentially to protect our rights.



Examples in the workplace might be: **having and adhering to policies and procedures to ensure a safe and professionally run working environment; everyone following the same rules equally; feeling safe and protected; knowing what is expected.**

## Individual Liberty

This is our individual right to express ourselves and our views in a way that is free from unjust control, coercion or the violence of others, including the government. Examples are freedom of speech and freedom of choice, although these still need to be within the law and contractual agreements.



Examples in the workplace might be: **choosing our hair style or work clothes (within company dress standards); being able to express our views responsibly; having the freedom to choose from a range of training and career path options.**

## Mutual Respect and Tolerance

Achieving mutual respect and tolerance in our culturally diverse society is possible when we can value our differences and recognise that we do not all share the same beliefs and values. We may not agree with another person's beliefs or opinions, but we can respect them and not try to impose our own.



Examples in the workplace might be: **being considerate towards our colleagues; understanding customers' needs so that we can give them the best service; respecting individual and cultural differences and not judging or stereotyping.**

These organisations also offer free advice and support



**Childline** - "A safe place to talk - Online, On the Phone, Anytime"  
Call free on 0800 1111 or get in touch online <https://www.childline.org.uk>



**NSPCC** - Contact their helpline if you are worried about a child  
<https://www.nspcc.org.uk/what-you-can-do/report-abuse>



**Mind** - Offer information and support on a range of subjects that affect mental health <https://www.mind.org.uk/information-support/guides-to-support-and-services>



**Samaritans** - "Whatever you're going through, call us free any time, from any phone" Call free on 116 123 <https://www.samaritans.org/how-we-can-help-you>



**Shelter** - Offer help with housing or homelessness advice and support  
Free Helpline for Expert Housing Advice - 0808 800 4444 Free Emergency Helpline - 0808 164 4660 [https://england.shelter.org.uk/get\\_help](https://england.shelter.org.uk/get_help)



**Refuge** - Offer emotional support and help women escape abuse  
Free 24-Hour National Domestic Violence Helpline - 0808 2000 247  
<http://www.refuge.org.uk/get-help-now>

Our Apprentices are provided with opportunities to develop their understanding of a wider 'global curriculum' to support them in taking a greater positive role within the world of work, delivering proactive leadership and supporting others.

### Curriculum Aims

To provide learners with opportunities to develop their understanding and application in the workplace - relating specifically to:

- Safeguarding
- Prevent
- Fundamental British Values
- Well-being
- Career Guidance

### Methodology & Approach

Sessions are to be delivered during Progress Review Meetings and other appropriate support sessions/calls and made referenced to on an on-going basis during the catch-up 8 weekly call. Each session is geared towards promoting a holistic level of understanding around key areas of well-being, fundamental British values and safeguarding and how these can impact on the learner's behaviours, knowledge and skills within their workplace and extended lifestyles.

The learning outcomes are intended to be applied generically across the different apprenticeship programmes but made specific when relating to examples within the workplace. Questions should be used as prompts to open up discussions and to check that learners have completed their induction training and started to relate this to their apprenticeship. The question prompts below are a guide and not a definitive list, these should be adapted based on the conversation and outcomes as the session progresses. Learners/assessors/skills coaches can capture this discussion within their visit sheet and learners could also add notes within the progress review. It would also be excellent practice to link aspects of the Global Learning Programme as evidence to their apprenticeship standards or assignment briefs where appropriate to demonstrate a holistic approach and provide context and relevance to their apprenticeship programme. Links are included for extra research and exploration where required and are linked to appropriate relevant content to support the development of delivery & learning. These are not prescriptive and should be added to and shared centrally to enhance and support provision over time.



Issue	Website	Link/telephone number
Safeguarding	Please refer to our 'Safeguarding Reporting Services' Contact list at the back of this booklet	Your local area MASH (Multi Agency Safeguarding Hub) for advice and guidance or contact UKTD's Designated Safety Officers who will advise.
Useful links for Prevent and Channel	See Local Authority / Prevent Coordinator	<a href="http://www.lta.gov.uk/about">www.lta.gov.uk/about</a> <a href="http://www.gov.uk/government/publications/channel-guidance">www.gov.uk/government/publications/channel-guidance</a> or contact your UKTD Designated Safety Officer
Internet safety	See link	<a href="http://www.saferinternet.org.uk">www.saferinternet.org.uk</a>
Any apprenticeship issues	Gov.uk	<a href="http://www.apprenticeships.org.uk">www.apprenticeships.org.uk</a> <a href="http://www.gov.uk/topic/further-educationskills/apprenticeships">www.gov.uk/topic/further-educationskills/apprenticeships</a>
Tools and guidance for Business	Gov.uk	<a href="http://www.gov.uk/browse/business">www.gov.uk/browse/business</a>
Employment issues	Gov.uk ACAS	<a href="http://www.gov.uk/browse/employing-people">www.gov.uk/browse/employing-people</a> <a href="http://www.acas.org.uk">www.acas.org.uk</a>
Help resolving employment issues	ACAS Helpline	<a href="http://www.acas.org.uk">www.acas.org.uk</a> 0300 123 1100
Pay & work rights issues	Gov.uk Helpline	<a href="http://www.gov.uk/pay-and-work-rights">www.gov.uk/pay-and-work-rights</a> 0800 917 2368
Health and safety issues	HSE Information: Health and Safety at work.	<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>
Tax guidance	HM Customs and Revenue	<a href="http://www.hmrc.gov.uk/">www.hmrc.gov.uk/</a>
Data Guidance	Information Commissioner's office	<a href="http://ico.org.uk">http://ico.org.uk</a>
Discrimination	Gov.uk Discrimination	<a href="http://www.gov.uk/discrimination-your-rights/types-of-discrimination">www.gov.uk/discrimination-your-rights/types-of-discrimination</a>