**Training Trust**

**Fast Facts**



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| Equality & Diversity: 1 | British Values |

**What are 'British values'?**

The government set out their definition of British values in the 2011 Prevent Strategy.  These were reinforced in September 2014. These new regulations will sit alongside the requirements of the Equalities Act, which also applies to all schools and colleges.

**According to Ofsted, 'fundamental British values' are:**

* Democracy
* The rule of law
* Individual liberty
* Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
* **Democracy**

Through teaching British values (democracy) to learners an understanding of how citizens can influence decision-making through the democratic process will be developed. This is often delivered through the strong learner leadership such as a learner voice/ class representative, ensuring that learners have full involvement of the democratic process of electing representatives and the decision making processes at the Training Trust.

* **The rule of law**

Learners should learn to appreciate that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.

Learners should also develop an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.

* **Individual liberty**

Through Spiritual, Moral, Social and Cultural (SMSC), the British value of individual liberty should promote understanding that the freedom to choose and hold other faiths and beliefs is protected in law. Learners should be encouraged to explore their own cultures and beliefs and develop understanding and respect of those of others.

* **Mutual respect and tolerance of those with different faiths and beliefs**

Learners should have an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour. They should also have an understanding of the importance of identifying and combatting discrimination.

* **Useful contacts for further Information, Advice and Guidance:**

[www.twinkl.co.uk/teaching-wiki/british-values](http://www.twinkl.co.uk/teaching-wiki/british-values)

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| Equality & Diversity: 2 | Harassment & Bullying |

* **What is Harassment & Bullying?**
* **Bullying:** something that is offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power, meaning to undermine or humiliate.

**Harassment:** is when unwanted conduct affects men and women, it may be related to sex, age, race, disability, religion, sexual orientation, nationality or personal characteristics.

* **Below are some examples of Harassment & Bullying:**
* Spreading malicious rumours, insulting someone by word or behaviour (particularly on the grounds of age, race, sex, disability, sexual orientation and religion or belief), copying information about someone and passing to others who do not need to know, ridiculing or demeaning someone, exclusion or victimisation, unfair treatment, misuse of power, unwelcome sexual behaviour including touching, standing too close and offering sexual favours, making threats deliberately undermining a competent worker by overloading or constant criticism, preventing individual from progressing.
* **What can you do?**
* Bullying and harassment are often clear cut, but people are unsure as to whether or not the way they are being treated is acceptable, if this applies to you there are several things you can consider:

Has there been a change in management or organisational style that you may need to get used to i.e. new manager, policies and procedures = new workload and targets from employees?

Can you discuss your worries with a supervisor, training manager, HR team etc?

Are you able to work out a compromise?

If you are still unsure or feel uneasy about the way you are treated, you can speak to you union rep, Citizens Advice or call the Acas help line – 08457 47 47 47 or source the internet for information on ‘workplace bullying

* **Useful contacts for further Information, Advice and**

**Guidance:**

<https://www.citizensadvice.org.uk/>

[www.equalityhumanrights.com](http://www.equalityhumanrights.com)

[www.acas.org.uk](http://www.acas.org.uk) – 08457 47 47 47

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| Equality & Diversity: 3 | Equality & Diversity |

* **What is Equality & Diversity?**
* **Equality** is ensuring individuals or groups of individuals are treated fairly and equally and not less favourably due to their race, nationality or national origin, gender including gender reassignment and transgender, disability or learning difficulty, religion or belief, sexual orientation or age, marriage and civil partnership, pregnancy and maternity.These are called protected characteristics

**Diversity** aims to recognise respect and value people’s differences to contribute and realise the full potential of everyone. Promoting equality and diversity should remove discrimination, bullying and harassment.

* **How can we promote Equality & Diversity?**
* We can do this by:

Treating everyone fairly and considering others' needs, requirements and feelings.

Ensuring equal access to opportunities, learning and progression.

Letting and helping people develop to their full potential.

* **What types of behaviour are discriminatory?**
* Direct discrimination – treating a person worse than someone else because of any of the protected characteristics
* Indirect discrimination – making rules or other practices which have a worse impact on someone with a protected characteristic than someone without one
* Discrimination arising from disability – treating a disabled person unfavourably because of something connected with their disability when this cannot be justified
* Reasonable adjustments – failing to make reasonable adjustments for disabled people
* Harassment – unwanted conduct which has the purpose or effect of violating someone’s dignity or which is hostile, degrading, humiliating or offensive to someone with a protected characteristic or in a way that is sexual in nature
* Victimisation – treating someone unfavourably because they have taken (or might be taking) action under the Equality Act or supporting somebody who is doing so
* Perception – people are protected from being discriminated against by someone who wrongly thinks they have one of the protected characteristics
* Association – people are protected from being discriminated against because they are associated with someone who has a protected characteristic, for example, the parent of a disabled child or adult or someone else who is caring for a disabled person
* **Remember – Always treat others as you would wish to be treated yourself**
* **Useful contacts for further Information, Advice and Guidance:**

[www.idea.gov.uk](http://www.idea.gov.uk)

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| Equality & Diversity: 4 | What is Discrimination |

* **What is Discrimination?**
* Discrimination is the unfair treatment of a person or group on the basis of prejudice or bias.
* **What types of discrimination are there?**
* **Direct Discrimination**: This is when someone is treated less favourable than someone else in the same or equivalent circumstances, i.e. refusing to give someone a job because of their colour, sex, beliefs etc, sexually harassing someone or bullying.

**Indirect Discrimination**: This is when certain groups are put at a disadvantage because they are unable to comply and there is no justifiable reason to do so, i.e. no wheelchair access to a building, a rule that says people must have short hair to work in a particular role.

**Victimisation**: This may be when someone is made to work late just because they complained or are a witness to someone who has complained

* **What does reasonable adjustment mean?**
* An employer should try to make reasonable adjustments to working practices so that someone with a disability should not be discriminated or disadvantaged in comparison to a non-disabled person.

Although this can be extremely difficult, generally it is any step that is taken in the circumstances, for example asking an employer of a small company to install many thousands of pounds worth of access equipment may not be reasonable but considered reasonable for a large multi-national company.

* **Explain what you would do if you thought you were being discriminated against?**
* **What could you do to ensure discrimination does not occur where you work?**
* **Useful contacts for further Information, Advice and**

**Guidance:**

[www.direct.gov.uk](http://www.direct.gov.uk)

[www.adviceguide.org.uk](http://www.adviceguide.org.uk)

[www.citizensadvice.org.uk](http://www.citizensadvice.org.uk)

[www.advicenow.org.uk](http://www.advicenow.org.uk)

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| Equality & Diversity: 5 | Cyber Bullying & Phishing |

**What is Cyber Bullying?**

* **Cyberbullying** is not a new phenomenon, but as mobile phone and internet use become increasingly common, so does the use of technology to bully.

**Cyberbullying** takes different forms, some of which are harder to detect or less obviously associated with bullying than others.

* **Threats and Intimidation –** Serious threats can be sent to both staff and learners by mobile phone, email and via comments on websites, social networking sites or message boards
* **Harassment or stalking –** Repeated, prolonged, unwanted texting, whether it is explicitly offensive or not, is a form of harassment. Online stalking (sometimes referred to as ‘cyberstalking’), where a person’s online activities are constantly monitored, can cause psychological harm and fear. Previously safe and enjoyable environments can be experienced as threatening and online activity may become a source of anxiety.
* **Vilification/defamation –** Posting upsetting or defamatory remarks
* **Ostracising/peer rejection/exclusion –** Social networking sites, such as Bebo and MySpace, provide a platform for young people to establish an online presence. It is possible for a group of learners to set up a closed group that could exclude someone which can be extremely hurtful.
* **Identity theft, unauthorised access and impersonation –** ‘Hacking’ into someone’s private account is not always a form of cyberbullying, but it is a serious issue and can be quite distressing.
* **Publicly posting, sending or forwarding personal or private information or images –** Once electronic messages or pictures are made public, containing them becomes very difficult.
* **Manipulation –** An often-under-considered form of bullying. Examples include putting pressure on someone to reveal personal information or to arrange a physical meeting.

Adults use manipulation to ‘groom’ children they have contacted online to meet up.

* **Is it against the law?**
* **Although bullying** is not a specific criminal offence in UK law, there are laws that can apply in terms of harassment or threatening behaviour: **Protection form Harassment Act 1997, Communications Act 2003, Malicious Communications Act 1988, Public Order Act 1986, Obscene Publications Act 1959, Computer Misuse Act 1990, Crime and Disorder Act 1998**
* **Useful contacts for further Information, Advice and Guidance:**

[www.cyberbullying.org](http://www.cyberbullying.org)

[www.chatdanger.com](http://www.chatdanger.com)

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

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| Equality & Diversity: 6 | Stereotyping |

* **What is Stereotyping?**
* In simple terms, it is when people assume that other individuals or groups of people will all be the same.

Below are a few stereotypical examples to help you understand:

1. Villains wear black and the good wear white.
2. Professors are old and mislay things.
3. Women with blonde hair are dizzy and sexy.
4. White people can’t dance.
5. Scientists are weak and nerdy.
6. Gay men all sing show tunes and work in interior design.
7. All Scottish are tight and aggressive.
8. Red heads have a fiery temper.
9. Females are no good at sports.

* **Why is it important to challenge stereotyping?**
* Stereotyping is lazy and restricts individual identity and sense of worth.

By not stereotyping, it helps to make people feel that they are being looked at and judged upon for their efforts and for whom they are which in-turn will help them to achieve and progress.

* **How do we overcome Stereotyping?**
* By being engaged in society, watching and listening to what goes on around us and by engaging in discussions with all sections of the community will help us to better understand individuals and their personal qualities
* **Useful contacts for further Information, Advice and Guidance:**

[study.com/academy/lesson/stereotyping-in-the-workplace-definition-examples-effects.html](https://study.com/academy/lesson/stereotyping-in-the-workplace-definition-examples-effects.html)

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| Health & Safety: 1 | Risk Assessments |

What is a Risk Assessment?

* A Risk Assessment is a careful examination of what, in your work, could cause harm to people, so you can assess if you have taken enough precautions or should still do more to prevent harm. Workers and others coming into contact with that area have a right to be protected from harm caused by a failure to take reasonable control measures.

Why do we carry out risk assessments?

* We carry out a risk assessment to ensure ourselves and others around us can go about our duties in a safe manner and free from harm.

What is a Hazard and what is a Risk?

* A **Hazard** is anything that may cause harm, such as chemicals, electricity, and working at heights, an open draw, and object on the stairs.
* A **Risk** is the chance, high or low that somebody could be harmed by these and other hazards, together with an indication of how serious the harm could be.

Do you know what the 5 steps to Risk Assessments are?

1. **Identify the Hazard**

Walk around look and talk to employees, think how and why people might be harmed, this will help you identify what a hazard might be.

1. **Decide who might be harmed and how**

Identify who might be harmed, you do not have to name each person but you can put people into groups for ease.

1. **Evaluate the risks and decide on precautions**

Having now spotted the hazards, you now have to decide what to do about them, the law requires that you must do everything that is ‘reasonably practicable’ to protect people from harm.

1. **Record your findings and implement them**

Put all your results into a risk assessment, sharing these with your staff and then put that into practice will make a huge difference on your working environment.

1. **Review your assessment and update yearly and/or if something changes**

At some point things will change and so should you, always keep on top of your working environment and be will to adapt to changes.

* Useful contacts for further Information, Advice and Guidance:

[www.hse.gov.uk](http://www.hse.gov.uk)

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| Health & Safety: 2 | Alcohol & Drugs |

* **So, what’s so bad about consuming drugs and/or alcohol?**
* The use of alcohol and/or drugs, especially at work will decrease the safety of themselves as well as others around them. It may increase the possibility of lateness and absenteeism, decrease productivity and performance, decrease morale and employee relations, increase bad

behaviour and discipline and decrease company image.

If caught with either of these at work, you could lose your

job!

* **What are the signs of alcohol and/or drug use?**

Sudden mood swings, unusual irritability and aggression, confusion, abnormal levels of energy and concentration, impaired performance, poor time keeping, deterioration in relationships with colleagues, customers and management.

⦁ **What are the government’s daily unit guidelines for**

**alcohol?**

* Men – 3-4 or less Units / day, Women – 2-3 or less Units / day

Men should have no more than 4 Units before driving and women no more than 3

1 Unit = ½ pint lager, 25ml spirit, 125ml glass of wine, 1 pint of 5% lager = 2.8 Units.

The amount of alcohol you can consume and breakdown depends on several facts:

Weight, gender, age, metabolism, diet – how much, when and type of foods consumed and current levels of stress. Everyone is different.

If caught drink driving you will receive a 12-month ban and up to £5,000 fine, if caught at work, you could lose your job.

⦁ **What are the classifications for drugs?**

⬥ Class A – ecstasy, LSD, crack, heroin, amphetamines

(prepared for injection) etc.

Possession – up to 7 years in prison, Dealing – up to life in

Prison

Class B – cannabis, amphetamines etc.

Possession – up to 5 years in prison, Dealing – up to 14

years in Prison

Class C – some painkillers, tranquillisers, ketamine, GHB

etc.

Possession – up to 2 years in prison, Dealing - up to 14

years in prison

* **Useful contacts for further Information, Advice and Guidance:**

[www.drinkaware.co.uk](http://www.drinkaware.co.uk)

[https://www.nhs.uk/live-well/alcohol-support/calculating- alcohol-units/](https://www.nhs.uk/live-well/alcohol-support/calculating-%20%20%20%20%20%20%20alcohol-units/)

[www.talktofrank.com](http://www.talktofrank.com)

<https://www.gov.uk/government/publications/controlled-drugs-list--2>

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| Health & Safety: 3 | Working at Heights |

* **What is meant by working at heights?**
* To work at height means, to work in any place where if precautions were not taken, a person could fall and injure themselves, this would include, steps / ladders, towers, EWP’s (elevated work platforms), kick steps, mobile safety steps etc.
* **What extra precautions should you take when working at heights?**
* Remember, you may not be working at height as part of your regular routine and so accidents can occur very quickly and accidents from height can also have very severe consequences. You need to identify the task required and carry out a visual risk assessment and/or written if necessary. Make sure you are adequately trained and/or supervised if necessary on the equipment you are about to use.
* **Selecting the correct equipment’s?**
* If working at height cannot be avoided, ask yourself, is the equipment you are about to use appropriate for the task.

If you wish to step on something just to extend your reach, make sure the item you are about to step on is safe and fit for purpose i.e. you work in an office and cannot reach the top shelf in a cupboard, do not stand on a chair as it was not designed for this but instead stand on a kick step or small step. If you are going to be drilling a hole 30 feet up, then ladders would not be the right choice, instead choose an Elevated Work Platform such as a tower, scissor lift or self-propelled boom, but always ensure you have the correct training and supervision on whatever you decide to use.

* **Points to remember**
* Serious injury or death can result from a fall, even at low levels. You are at serious risk of back, neck or head injuries from falling at height.

Falls from height is the UK’s biggest related killer (HSE) with around 60-70 deaths per year and around 4,000 injuries and this does not take into consideration domestic accidents or deaths or those unreported.

**Useful contacts for further Information, Advice and Guidance:**

[www.hse.gov.uk](http://www.hse.gov.uk)

[www.helthyworkinglives.com](http://www.helthyworkinglives.com)

[www.wahsa.co.uk](http://www.wahsa.co.uk)

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| Health & Safety: 4 | Manual Handling |

* **What is Manual Handling?**

The Manual Handling Operations regulations define it as ‘transporting or supporting of a load (lifting, putting down, pushing, and pulling, carrying or moving) by hand or by bodily force.

* **What are the risks of Manual Handling?**

The risks of Manual Handling are injuries minor or major to yourself or others around you, which could result in time off work, loss of sight, limbs, etc, or even death.

* **What is the legal obligation around Manual Handling?**

The Manual Handling Operations regulations state that employers should have control measures in place to:

1. Avoid hazardous Manual Handling Operations so far as reasonably practicable
2. Assess any hazardous Manual Handling Operation that cannot be avoided.
3. Reduce the risk of injury so far as is reasonably practicable**.**

* **How should you assess risks for Manual Handling?**
* One way to help you assess Manual Handling activities is to remember **TILE**
* **Task -** does the activity involve twisting, stooping, bending, travel, pushing, pulling, precise positioning or sudden movement?
* **Individual -** does the individual require unusual strength or height for the activity, are they pregnant, suffering from ill health or is specialist training required?
* **Load -** is the load heavy, difficult to grasp/grip, sharp, hot, cold or likely to move or shift.
* **Environment -** are the space constraints, uneven, slippery, unstable, different floor levels, extreme hot or cold conditions, poor lighting, ventilation, windy or is there clothing or PPE that may restrict movement or that may be required to be worn?
* **Extra safety information on Manual Handling**

1. Ensure the object is light enough to lift

2. If possible, use a lifting aid or lifting equipment

3. Make sure the route is clear

4. Make sure you have somewhere to put the object

down

5. Keep the load close to you, feet shoulder-width apart, bend knees, back upright and straight.

* **Useful contacts for further Information, Advice and Guidance:**

[www.hse.gov.uk](http://www.hse.gov.uk)

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| Health & Safety: 5 | Use of PPE |

* **What is PPE?**
* PPE is all equipment including clothing to protect against the weather, which is intended to be worn or held by a person at work to protect them against risks to their health or safety, such as cloves, aprons, hard hats, protective footwear, ear defenders, hair nets etc.
* **What do the Regulations require?**
* The PPE at Work Regulations 1992 state that protective equipment is to be supplied and used at work wherever there are risks to health & safety that cannot be adequately controlled in other ways.
* In other words, PPE is a last line of defence, not the first!
* **Who supplies the correct PPE for the task in hand?**
* If you are legally regarded as an employee then your employer MUST supply you with the correct PPE in a condition that fits and is suitable for purpose, they must also replace damaged and/or missing items.
* **How do I know if it is suitable?**
* By carrying out a Risk Assessment it will help you to assess which PPE would give the best protection against the hazard.

When choosing which PPE to use, think, does it prevent or adequately control the risks? Does it fit correctly, or can it be adjusted? Is it user friendly? Will it affect my physical or mental ability and if so, how? If more than one item is to be worn, are they compatible together?

* **Name 5 items of PPE that are relevant to your job, why they might be worn, what protection they give and from what?**
* **What should I do if I am unsure about an item of PPE?**
* An employer, supervisor, issuing body or manufacturer should supply instructions on correct use of the equipment; if you are still in any doubt you should ask to be shown how to use each item and explain fully its purpose and how it will protect.

When buying any items of PPE look for a CE mark, this signifies that the item satisfies basic safety requirements.

* **Useful contacts for further Information, Advice and Guidance:**

[www.hse.gov.uk](http://www.hse.gov.uk)

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| Health & Safety: 6 | Visitor Security |

* **What is visitor security?**

Visitor security is the procedure that is in place within an organisation that helps to deal with visitors safely and securely. Visitor security is about receiving visitors into a place of work so that there is a record of who is in the building in the event of an emergency, access is only granted to those who are authorised to be in the building and all visitors leave the premises at the end of their visit.

* **What procedures need to be followed when receiving visitors?**

Many organisations will have a sign in/out book where details of all visitors are recorded and will include information such as, their name, the company they work for, who they are there to see and the time that they arrive and leave. Some organisations will also ask for car registration details if they have their own car park.

Generally, there will always be a specific person or team that will greet and welcome visitors, identify who they are, why they are there and ask them to sign in. They may then lead them to where they need to be or offer them a drink and a seat whilst they wait for the person they are there to see.

Procedures also need to be followed when a visitor leaves If they have signed in they must sign out and in many organisations, a visitor will be escorted to the door to ensure that they leave safely and security is not put at risk.

* **Why is it important to have procedures for visitors?**

It is important to have security procedures in place to ensure that all staff members deal with visitors in a standardised way, that all visitors receive the same level of service or assistance and to help maintain the security of property, confidentiality of information and safety of staff and other visitors.

Visitor procedures help to minimise the potential risk to an organisation that, without them, could lead to theft, fraud, threats to physical safety and many other issues that could arise with anyone being able to gain access to the premises.

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| Health & Safety: 7 | Emergency First Aid |

* **What is Emergency First Aid at Work?**
* People around you either at work or not can be taken ill or suffer from injury at any time.

Emergency First Aid is simply your immediate action whilst you are waiting for an ambulance or more qualified medical response to arrive.

* **What does your employer need to do?**
* The Health & Safety (First Aid) regulations 1981 require employers to provide adequate and appropriate first aid equipment, facilities and people so employees can be given immediate help should they need it.

Adequate and appropriate depends on the circumstances and needs of employees.

* **What should go into a First Aid box?**
* There is no mandatory list of items for a first aid box, again it depends on the needs of the employees, and you should refer to appropriate websites for further advice.
* **What training can you obtain?**
* Emergency first aid at work - one-day training course.

First aid at work – three-day training courses

These courses can be supplied through Training Trust and you should speak to your liaison officer for further information.

* **What should you do if you are not trained and someone is injured or becomes unwell around you?**
* If you are not trained in this area, you must first raise the alarm and seek help from someone who might be trained as quickly as possible as they will be best to assess the situation and decide on what treatment is required.

If no one is around to help, you must call the emergency services and explain what has happened and what you see. They will be able to talk you through what to do next while the emergency services are on their way.

If someone more qualified does respond they will want you to tell them exactly what happened and what you saw as this will help them, they may also want you to help them carry out their emergency first response

* **Useful contacts for further Information, Advice and Guidance:**

[www.hse.gov.uk](http://www.hse.gov.uk)

[www.sja.org.uk](http://www.sja.org.uk)

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| Safeguarding: 1 | PREVENT |

**What is PREVENT?**

The office for Security and Counter-Terrorism (OSCT), in the Home Office, works to counter the threat from terrorism. Their work is covered in the government’s counter-terrorism strategy CONTEST which is primarily organised around the following four key principles:

* PURSUE: to stop terrorist attacks and acts of terrorism
* **PREVENT: to stop people becoming terrorists or supporting terrorism**
* PROTECT: to strengthen our protection against a terrorist attack or acts of terrorism
* PREPARE: to mitigate the impact of a terrorist attack or acts of terrorism

The **PREVENT** principle has the following three national objectives:

* **Objective 1:** to respond to the ideological challenge of terrorism and the threat we face from those who promote it
* **Objective 2:** prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
* **Objective 3:** work with sectors and institutions where there are risks of radicalisation which we need to address

**The Training Trust’s contribution to PREVENT**

The Training Trust has a responsibility to protect young people and vulnerable adults deemed to be at risk of any harm under the **Safeguarding agenda**. This is extended to all those who may be vulnerable to radicalisation.

**SAFEGUARDING INFORMATION**

**Confidential Help Line: 07931 707 394**

**Confidential Email:** [**safeguarding@trainingtrust.org.uk**](mailto:safeguarding@trainingtrust.org.uk)

**Senior Designated Person: Mark Durham**

**Deputy Designated Person: June Gray**

**Useful Contact Telephone Numbers**

**Childline: 0800 1111**

**Samaritans: 08457 90 90 90**

**Child Protection Teams: 9.00 a.m-5.00 p.m.**

**Redbridge: 020 8708 3885**

**Waltham Forest: 020 8496 2310**

**Newham: 020 3373 4600**

**Barking & Dagenham: 020 8227 2265**

**Child Protection Teams: after 5.00 p.m.**

**Redbridge: 020 8708 5825**

**Waltham Forest: 020 8496 3000**

**Newham: 020 8552 9587**

**Barking & Dagenham: 020 227 6122**

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| Safeguarding: 2 | Radicalisation & Extremism |

* **What is Extremism?**

**⬥** The accepted Governmental definition of extremism is:

*‘Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs and/or calls for the death of members of our armed forces, whether in this country or overseas’.*

* **What is Radicalisation?**
* The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
* **How can Radicalisation happen?**

**⬥** Radicalisation happens when a person’s thinking and behaviour becomes significantly different from how most of the members of their society and community view social issues and participate politically. Only a small number of people radicalise and they can come from a diverse range of ethnic, national, political and religious groups.

What influences individuals to follow a path of using or supporting violence to seek change can be difficult to determine, but there can be several factors. The radicalisation process is unique to each person who undergoes it and, in most cases, will not cause serious harm. In exceptional circumstances, however, the decisions made by a person radicalising can result in a serious and lethal act of violent extremism.

* **What does Radicalisation look like?**
* There are some common elements in the experiences of most people who have become radicalised in the UK, regardless of their beliefs or motivations.

Most individuals begin the radicalisation process in one of the three key areas: ideology, social relations or criminal activity.

This normally means that a person’s behaviour will noticeably change in one area first, and not across all three areas at the same time but change in these areas can happen very quickly.

As people start to become radicalised, they will often pull away from normal mainstream activities and friendship groups. There may be conflict with family and friends over political or ideological views. At the same time, some people will start to interact more often with smaller, tight-knit networks of people who share their specific beliefs.

**Other potential signs may be:**

* Changes in living or employment situation, exposure to hateful attitudes and actions, either as a victim or as an offender,
* Displaying joy at overseas events that harm their community, family or friends.
* An increase in personal issues such as health problems, addiction, anger or social problems.
* Negative changes in friendship and/or personal relationships.
* Dropping out of School, college or university.
* Becoming increasingly secretive around online viewing habits.

It should not be assumed that any one of these problems will lead a person to radicalise, but intervention and assistance from immediate family and the community to help with any of these types of issues can be particularly effective in preventing the radicalisation process.

* **What should I do if I have concerns about someone?**
* If you have any concerns about an individual, please speak with our Senior Designated Person at The Training Trust. Alternatively, other contact information is listed below.

Mark Durham (Senior Designated Person): [markdurham@trainingtrust.org.uk](mailto:markdurham@trainingtrust.org.uk)

June Gray (Deputy Designated Person):

[junegray@trainingtrust.org.uk](mailto:junegray@trainingtrust.org.uk)

Dedicated Safeguarding email: [safeguarding@trainingtrust.org.uk](mailto:safeguarding@trainingtrust.org.uk)

Dedicated mobile number: 07931 707 394

Police (urgent): 999

Police (non-urgent): 101

Crimestoppers: 0800 555 111

Anti-Terrorism Hotline: 0800 789 321

* **Useful contacts for further Information, Advice and Guidance:**

https://www.gov.uk/search/all?keywords=extremism&order=relevance[www.bbc.co.uk](http://www.bbc.co.uk)

[www.safe.met.police.uk](http://www.safe.met.police.uk)

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| Safeguarding: 3 | Sexual Consent |

* **What is Sexual Consent?**

Consent is when a person gives permission for something to happen. Giving consent means that you know what is going to happen and are comfortable with it.

* **Sex and consent:**

When it comes to sex, consent is a legal requirement. This means that if consent isn’t given, then the law is broken. Anyone involved in sexual activity must consent to it; freely, readily, and without any pressure whatsoever. Sexual activity includes touching, oral sex and intercourse. This law is designed to make sure that people have freedom over their own bodies and can make their own decisions about sex.

There are some important things to remember when thinking about consent to sex. Consent can only be given when there is a genuine choice. This means the people involved must agree by choice and must have the freedom and capacity to make that choice. Freedom means the person is not pressured or manipulated into saying yes, and capacity means they fully understand and are able to make a clear decision. Being pressured or made to feel bad or unsafe means that consent has not been given as the person has not had a genuine choice. Similarly, if someone is drunk they cannot give consent, as they do not have capacity.

Consent cannot be assumed and it is important to know that consent is not about listening out for a “no”. Consent is about listening and asking for a “yes” to what is happening. Sometimes people do not consent to sexual stuff but do not use the word “no”. They might be worried or scared to say it.

Instead, they might use body language to communicate that they are not into it.  Stopping kissing or touching, staying very still or avoiding physical contact can all be signs of non-consent. [Don’t ignore these signs](https://www.disrespectnobody.co.uk/consent/signs-to-spot/)- it’s always best to ask a partner if they are okay. If they are happy with what is happening and if they want to carry on.

* **Video**:

Have you seen the video comparing sexual consent to making someone [a cup of tea?](http://www.consentiseverything.com/)It’s a funny and light-hearted way of showing that just as you wouldn’t force someone to drink tea if they didn’t want it – it is also wrong to force someone to have sex if they don’t want it.

* **Consent and Nudes:**

According to the law, young people under the age of 18 cannot consent to a nude image of themselves being taken or shared with another person. However, from talking to young people we know that sometimes they do send ‘nudes’ to others. Young people tell us that they send nude selfies sometimes as part of a relationship or to peers, for fun or to feel good about themselves.  Pictures or videos are sometimes shared in a consensual way - both people may feel comfortable and want to take and send the image.

However, there have been situations when nudes are shared without consent. Images might be shared through posting on social media, sending as part of a group chat or showing other people the image. Understandably, sharing nude images without consent can cause a lot of stress, embarrassment and anxiety for the young person involved. Sharing a nude image of someone else without them knowing is never okay and is against the law - whether you know the young person in the image or not.

Think before you share and remember that you can always take a stand. Telling an adult confidentially can help resolve the situation and make sure that the young person involved is supported. [Reporting directly to the social media website/app](https://www.thinkuknow.co.uk/14_plus/help/Contact-social-sites/) can also help to remove the image if it has been posted online. If you need advice or someone to talk to about what you have seen, you can always speak confidentially to [Childline](https://www.childline.org.uk/)at any time of the day

* **Useful contacts for further Information, Advice and Guidance:**

<https://www.trainingtrust.org.uk/safeguarding/>

Cup of tea video: <http://www.consentiseverything.com/>

Contact social media sites: <https://www.thinkuknow.co.uk/14_plus/help/Contact-social-sites/>

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| Safeguarding: 4 | Gambling |

**Gambling Protection and UK Helplines**

**Overview:** Gambling can be an enjoyable pastime for many, but for some, it can lead to harmful consequences. In the UK, there are multiple support options available to assist individuals struggling with gambling addiction or those who need guidance on safer gambling practices.

**Key Facts:**

* **Gambling Addiction** is a recognised mental health issue affecting individuals' financial, emotional, and social well-being.
* **1.4 million** adults in the UK are estimated to be problem gamblers, with many more at risk.
* **Help is available** for those who need it, including helplines, support groups, and self-exclusion programs.

**UK Gambling Helplines and Support Services:**

1. **Gambling Helpline:**

* **Contact**: 0808 8020 133 (Freephone, 24/7)
* **Website**: [www.gamcare.org.uk](https://www.gamcare.org.uk/)
* **Services**: Provides confidential advice and support for anyone affected by gambling. Offers free counselling, self-help tools, and online forums.

1. **GambleAware:**

* **Contact**: 0808 8020 133 (Freephone, 24/7)
* **Website**: [www.gambleaware.org.uk](https://www.gambleaware.org.uk/)
* **Services**: Offers free, confidential support, and information about problem gambling. Provides links to local and national treatment and support services.

1. **Gamblers Anonymous UK:**

* **Contact**: 020 7283 6273
* **Website**: [www.gamblersanonymous.org.uk](https://www.gamblersanonymous.org.uk/)
* **Services**: A self-help support group for those recovering from gambling addiction. Offers local meetings, resources, and a fellowship of people who share their experiences.

1. **National Gambling Treatment Service:**

* **Contact**: 0800 028 1330 (Freephone)
* **Website**: [www.begambleaware.org](https://www.begambleaware.org/)
* **Services**: A comprehensive network of treatment services in the UK, including counselling and therapy for problem gambling.

1. **Self-Exclusion Schemes:**

* **GamStop** (National Self-Exclusion Scheme)
* **Website**: [www.gamstop.co.uk](https://www.gamstop.co.uk/)
* **Services**: Allows individuals to self-exclude from all UK gambling websites for a period of their choosing (6 months to 5 years).

**Betfilter** (For blocking gambling websites)

* **Website**: [www.betfilter.com](https://www.betfilter.com/)

**Support Options for Family and Friends:**

* **Support for loved ones**: Individuals who are affected by a family member or friend’s gambling problems can access advice and support through many of the above services.
* **GamCare’s “Support for the family”** offers free sessions specifically designed for those impacted by another person’s gambling.

**Gambling Protection Tools:**

1. **Reality Checks and Time Limits**: Many gambling websites offer tools to set time and deposit limits, helping players control how much they spend.
2. **Deposit Limits**: UK gambling sites regulated by the UK Gambling Commission offer players the option to set daily, weekly, or monthly deposit limits.
3. **Time-Outs**: Temporary breaks (ranging from a few hours to several weeks) can be activated to help individuals take a step back from gambling.
4. **Exclusion Options**: Platforms like GamStop allow individuals to block themselves from gambling sites for extended periods.

**Legal Protection:**

* **UK Gambling Commission**: Regulates gambling services in the UK and ensures that operators adhere to strict standards, including promoting responsible gambling and protecting consumers from harm.

**Important Reminder:** If you or someone you know is struggling with gambling, help is always available. Don't hesitate to reach out to any of the listed helplines and support services.

**Gambling is a Risk -** Play Responsibly!

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| Safeguarding: 5 | Safeguarding Procedures |

* **What is safeguarding all about?**

**⬥** All young people & vulnerable adults have the right to live

free from abuse of any description.

* **What is Training Trust’s role in this?**

**⬥** Training Trust will investigate all forms of abuse whether

reported or suspected, with a prompt response. This response will be to:

* take the matter seriously
* act in a timely, sensitive and confidential manner
* act as co-ordinator between agencies if appropriate
* promote human rights
* support the rights of individuals
* be effective in providing or negotiating solutions
* be sensitive to an individual’s identity
* **What are our Safeguarding procedures?**

**⬥** Our priority is your welfare and protection.

You can arrange to speak to our Designated Safeguarding

Officer or one of the deputies. You can contact them

confidentially using the mobile phone helpline or email

address. Details are provided at your induction. Ask your

Liaison Officer if you do not have these details.

Alternatively speak to any member of staff with whom you

are working with.

Once you have disclosed to a member of staff

they have a duty to pass this information on to either the

appropriate Designated Safeguarding Officer or outside

agency, including the Police, if necessary.

Staff cannot keep information that may mean you are at

risk of harm confidential; they have a duty of care for your

well-being and safety.

* **What should you do if you feel you or someone you**

**know is or has been a victim of abuse?**

* Abuse of any type must be challenged however there are different ways this can be done.

You should encourage them to speak to our Designated Safeguarding Officer or a member of our staff for advice and guidance. They will be able to either help directly or be able to liaise with external agencies, if appropriate.

**Useful contacts for further Information, Advice and Guidance:**

Training Trust Confidential Help Line – 07931 707 394

Training Trust Confidential email – [safeguarding@trainingtrust.org.uk](mailto:safeguarding@trainingtrust.org.uk)

Training Trust Liaison Officers/Assessors

Childline – 0800 1111

Samaritans – 116 123

Local Safeguarding Boards – Details on Safeguarding

Information Card

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| CPD: 1 | CPD for Career Progression |

* **What is CPD?**

CPD stands for Continuing Professional Development and is the term used to describe the learning activities professionals engage in to develop and enhance their abilities.

CPD is a holistic approach towards the enhancement of personal skills and proficiency throughout a professional’s career.

CPD is a commitment to ongoing lifelong learning. CPD encourages looking forward and identifying opportunities to learn something new, refresh existing knowledge, improve skills, or simply keep up to date with the latest developments within a particular profession or industry.

In practice, CPD can mean everything from taking a training course or attending an educational event to studying for new qualifications or learning new aspects of a job.

* **How does CPD contribute to career progression?**
* Engaging in CPD activities ensures that both academic and practical qualifications do not become outdated or obsolete and allows for individuals to continually ‘up skill’ or ‘re-skill’ themselves regardless of their occupation, age, or educational level.

Continuing Professional Development is an ongoing process of frequently improving skills and competencies to enhance workplace performance and future career prospects.

* **Useful contacts for further Information, Advice and**

**Guidance:**

<https://cpduk.co.uk/explained>

<https://www.apprenticeships.gov.uk/employers/understanding-apprentice-progression>

<https://www.instituteforapprenticeships.org/occupational-maps/>

Progression charts specific to your apprenticeship – supplied by Training Trust