

THE BRITISH RACING SCHOOL

Safeguarding Policy

“Safeguarding is everyone's responsibility”

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By:	Lawrie Gillespie
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This Policy links to:

- Health and Safety Policy
- Safeguarding Policy & Procedures
- Child Protection Policy & Procedures
- Equality & Diversity Policy
- Anti-Bullying Policy
- Keeping Children Safe in Education 2025
- Working Together to Safeguard Children 2023
- Online Safety Policy
- CounterTerrorism and Border Security Act 2021

British Racing School Safeguarding Policy

1. Scope

This policy and all the procedures laid out in it applies to everyone that attends the school including ; trainees and their families, all staff and volunteers, contractors, visitors, all those on the apprenticeship in the work place, employers and their staff and all visitors to the BRS

2. Aims

The purpose of the British Racing School's (BRS) Safeguarding Policy is to provide a robust and secure framework for the BRS in safeguarding and to promote the welfare of trainees who attend the BRS and in the workplace whilst on the BRS apprenticeship programme. The policy aims to ensure that:

- all trainees are safe and are able to achieve the Every Child Matters outcomes. (Be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being)
- all concerns are reported no matter how low level they are considered to be.
- all trainees receive support to help prevent impairment of their mental and physical health or development.
- trainees and their parents or carers have confidence in the systems we have in place .
- other elements of provision and policies are in place to enable trainees to feel safe and adopt safe practices.
- staff, trainees, trustees, visitors, employers and parents are aware of expected behaviours and the BRS's legal responsibilities to its trainees.
- staff are trained to the appropriate level, receive regular updates and are aware of procedures for reporting concerns.

3. Ethos

Safeguarding at the BRS is considered everyone's responsibility and as such the school aims to provide a safe environment for every trainee, where they have the opportunity to achieve their potential. The BRS recognises the importance of ensuring that all trainees and staff feel safe, that they will be listened to and that appropriate action will be taken when concerns are raised. This will be done by, where necessary, working with other agencies (**Appendix 1**) and by providing activities and opportunities throughout the curriculum that will help equip our trainees with the knowledge, skills and ambition they need to succeed in modern Britain and to compete in the global labour market. This will include materials and learning experiences that will encourage our trainees to develop essential life skills and protective behaviours.

The BRS adopts a trainee centered approach which understands the needs and views of individual trainees.

In safeguarding and promoting the welfare and wellbeing of our trainees, the BRS will act in accordance with key statutory and non-statutory guidance:

- "Working Together to Safeguard Children" 2023
- "Keeping Children Safe in Education"
- "What to do if you are worried a child is being abused" 2015
- "Information Sharing" 2015 (Updated 2024)
- The Children Act 1989 and 2004
- The Local Authority Safeguarding Children Board Inter Agency Procedures
- The Health and Safety at Work Act 1974

- Management of Health and Safety at Work Act (amended 1994)
- The Human Rights Act 1998
- The Data Protection Act 2018 -GDPR
- Equality Act 2010
- Safeguarding Vulnerable Groups Act 2006 (Miscellaneous Provisions) Regulations 2012
- The Domestic Abuse Act 2021
- Protection of Freedoms Act 2012
- The Education Act 2002 and 2011
- The Counter Terrorism Act 2015(Prevent Duty for England & Wales 2016)
- The Counter Terrorism and Border Security Act 2019
- The FGM Act 2003
- The Serious Crime Act 2015 :the FGM Provisions
- All relevant Safeguarding Partnerships (SSPs) interagency safeguarding and child protection procedures.

For the purposes of this and all BRS safeguarding policies and procedures, the definition of safeguarding will be as laid out in “Working Together To Safeguard Children 2023

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

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children’s mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children’s Social Care National Framework.”

“Working Together To Safeguard Children 2023” HM Gov 2023

4. Roles and Responsibilities

Specific responsibilities for safeguarding at BRS are as follows:

Board of Trustees:

- the Chair of the Board is Julia Budd, who oversees all aspects of BRS business including Safeguarding.
- the board has a duty to ensure that the BRS meets its statutory responsibilities and that the school is a safe place to train .
- will ensure they facilitate a whole school approach to safeguarding as outlined in KCSIE 2025
- must oversee all policies and procedures relating to safeguarding.
- ensure there are effective Safeguarding policies, procedures and a code of conduct in place and they are available to all staff, and also publicly through the BRS website or other means.
- appoint a Trustee with specific responsibility for safeguarding (Stuart Small)
- ensure safeguarding will be an agenda item for all trustee meetings.
- undertake appropriate safeguarding training at induction and at regular intervals throughout the year.

Safeguarding Committee:

- consists of 4 trustees (Julia Budd, Lydia Hislop, James Passam and Stuart Small- Chair) the CEO (Andrew Braithwaite) and the Designated Safeguarding Leads/DSLs (Lawrie Gillespie, Sarah Hayde-Salter & Carol Bramhill)
- oversees and monitor all aspects of safeguarding.
- provides support and guidance for DSLs.
- must satisfy themselves that trainees are safe in all aspects of the training they receive.
- will conduct annual Safeguarding Review and findings reported to the board of trustees

Senior Management (SMT):

- Andrew Braithwaite (CEO), Duncan Gregory (Operations Director), Hetta Harris (Director of Education) and Carol Bramhill (H.R. Director)
- develop and ensure the implementation of a robust safeguarding policies and procedures
- manage all aspects of safeguarding.
- appoint a senior member of staff as the Designated Safeguarding Lead with suitable alternatives.
- to ensure DSLs are "given the additional time, funding, training, resources and appropriate supervision support they need to carry out the role effectively." KCSIE 2025
- to report any allegations made against BRS staff members direct to the Cambridgeshire LADO or the appropriate area LADO

Designated Safeguarding Lead (DSL) and Alternatives:

Lawrie Gillespie (Welfare Manager/DSL/Lead), **Sarah Hayde-Salter** (Workplace Support Manager/DSL) and **Carol Bramhill** (HR Director/DSL), whose responsibilities are:

- to be trained to Level 3 Safeguarding.
- to ensure that the BRS complies with current legislation in relation to safeguarding.
- to help develop and implement all aspects of BRS Safeguarding policies and procedures .
- to ensure the policies are reviewed as required, at least annually, and the procedures and

implementation are updated and reviewed regularly.

- To be available for staff in the BRS to discuss any safeguarding concerns.
- to provide advice and support to other staff on trainee welfare and child protection matters.
- to be the first point of contact for any safeguarding issues or concerns, and to ensure all staff are aware of procedures for reporting concerns.
- To report any allegations of abuse by adults in the workplace immediately to the appropriate area LADO
- To liaise with school nurse where safeguarding concerns are linked to mental health issues.
- to liaise with the three safeguarding partners (Local Authority, chief officer of police and Clinical commissioning groups) and work with other outside agencies.
- to refer to National Police Chiefs Council (NPCC) guidance- "When to call the police" when considering calling the police ,to keep detailed, accurate and secure written records of concerns and referrals.
- to liaise with local authorities and work with other agencies in line with "Working Together to Safeguard Children 2025."
- to cover issues of safeguarding, bullying and harassment, personal/cyber safety and welfare during foundation course induction.
- to ensure that all safeguarding issues raised are effectively dealt with and appropriate action is taken in a timely manner to safeguard and promote trainee's welfare
- to attend regular safeguarding team and committee meetings.
- To attend and record weekly DSL meetings
- to attend government WRAP training - Workshop to Raise Awareness of Prevent.
- to cover Safeguarding Policy and Code of Conduct during new staff induction and ensure that all staff have access to and understand the BRS safeguarding policy and Code of Conduct.
- to arrange training for both new staff at induction and regular updates for current staff.
- To ensure all new trustees receive appropriate safeguarding training at induction and at regular intervals throughout the year.
- to provide safeguarding report for all trustees meetings. These reports may also feature in the BRS Quality Improvement Plan (QIP).
- to liaise with SMT and keep them informed of issues, especially ongoing enquiries under Section 47 of the Children Act 1989 (Local Authority investigations) and/or police investigations.
- to complete a Safeguarding report/summary annually which will feed into the BRS Self-Assessment Report (SAR). If Self-Assessment highlights any areas for improvement, these will be included in an action plan which will be monitored by the Named Trustee for Safeguarding to ensure improvements are implemented.
- oversee the support BRS provides for trainees with mental health issues
- help staff to recognize trainees who show signs of mental health issues
- will take the lead responsibility for understanding the filtering and monitoring systems in place at the BRS.

All Staff:

- will be trained to Level 1 Safeguarding as a minimum.
- are required to be familiar with "Keeping Children Safe in Education 2025 (Part one) and to sign a register to say they have read it.
- to attend refresher training on a regular basis.
- to familiarise themselves with Code of Conduct (Appendix 2) and procedures for reporting all concerns.
- should be aware that young people may not be aware that they are being abused, exploited or neglected.

- In all cases if any staff are unsure they should contact the DSL or an alternate.
- report all concerns, no matter how low level, about trainees or staff according to procedure.

Workplace Instructors (WIs) Specific:

In addition to the points above the WIs will:

- cover safeguarding during enrolment of new apprentices in the workplace.
- monitor safeguarding in the workplace through regular contact with apprentices and use of the Safeguarding/Training Reviews on Onefile/Smart Assessor.
- ensure that all trainees are still aware of what action to take in the case of a safeguarding issue or any concerns they may have. (Who to report to and how to report , use of BRSSAFE What's App to 07793 017486)
- liaise with employers and safeguarding team when issues arise.
- report all concerns, no matter how low level, about trainees and their workplaces directly to the BRS safeguarding team

5. Giving Prominence to Safeguarding

It is important that Safeguarding is given prominence, meaning that anyone attending the BRS and parents and/or carers are aware of how we deliver this. This is done in a number of ways:

- Publicly, by publishing this policy on the BRS website .
- Regular Safeguarding audit by nominated Safeguarding Trustees
- Trainee handbook contains a section on Safeguarding.
- Induction of new courses and staff, covered by DSL
- Safeguarding Policy, code of conduct and most up-to-date version of Keeping Children Safe in Education which all staff are required to have read and signed to confirm they have read and understood it.
- Weekly welfare meetings
- Mid-course questionnaire contains specific questions on Safeguarding.
- Trainee Partnership meetings, Safeguarding covered as an agenda item .
- End of Course Questionnaire contains specific questions on safeguarding and referred to during the end-of -course interview with CEO.
- BRS One File/Smart Assessor system contains Safeguarding review which **must** be carried out for each trainee entering the workplace within 10 days of starting.
- BRS will continue to be responsible for safeguarding any trainees that are placed with an alternative provision provider

6. Recognising Concerns, Signs and Indicators of Abuse, neglect and exploitation.

Safeguarding is not just about protecting trainees from deliberate harm. It includes such things as trainee safety, bullying, racist abuse and harassment, online safety, amongst others.

Witnessing abuse ,neglect or exploitation is never easy and can have a damaging effect on those who witness it as well as the victim subjected to the actual abuse .

Abuse, neglect or exploitation can take place anywhere, at any time, in any family, institution or community, in person or by telephone or on the internet. It can also take place wholly online or technology may be used to facilitate offline abuse.

It is important **not** to take the stance of:

"IT WOULDN'T HAPPEN HERE"

Abuse, **neglect or exploitation** can be difficult to recognise as a trainee may behave differently or seem unhappy for a multitude of reasons, as they move through stages of their development or possible changes to family circumstances. However, it is important to understand the forms of abuse and their indicators .

Definition

"Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children."

The term "children" used above includes everyone under the age of 18 but the BRS has a Duty of Care to all trainees regardless of age.

Types of Abuse

Emotional abuse is a persistent emotional maltreatment of a person such as to cause *severe* and persistent adverse effects on the person's emotional development. It may involve conveying to the person that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on a person. These may include interactions that are beyond the person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the person participating in normal social interaction . It may involve serious bullying, causing individuals frequently to feel frightened or in danger, or the exploitation or corruption of young people or adults at risk. Some level of emotional abuse often goes "hand in hand" with other types of maltreatment, though it may also occur on its own.

Key Factors

- Development delay.
- Abnormal attachment to parent or carer.
- Low self-esteem.
- Lack of confidence.
- Inappropriate emotional response.

Sexual abuse involves forcing a young person or vulnerable adult or enticing a young person/ vulnerable adult to take part in sexual activities, including prostitution, whether or not the person is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or oral sex) or non- penetrative acts (e.g. masturbation, kissing, rubbing and touching outside the clothing) .They may include non- contact activities, such as involving young people ,or adults at risk, in looking at, or in the production of pornographic materials or watching sexual activities, encouraging young people/vulnerable adults to behave in sexually inappropriate ways or grooming a child in preparation for abuse {Including via the internet). Sexual abuse is not solely perpetrated by males; women can also commit acts of sexual abuse as can other children. While the media often promote "stranger danger", between 80 and 90% of cases involve a known adult. The internet has increased risk of non-contact sexual abuse and trainees must be alert to these dangers when online.

Key Factors

- Aggression.
- Withdrawn.

- Self-harming, including eating disorders.
- Promiscuity/precociousness.
- Inappropriate sexualised conduct.
- Sexually explicit behaviour.
- Reluctance to remove clothing e.g. during fitness training.

Neglect is the persistent failure to meet a young person's/vulnerable adult's basic and/or psychological needs and will likely result in the serious impairment of the individual's health or development. Neglect may *even* occur during pregnancy as a result of maternal substance abuse. Once a young person is born, neglect involves a parent or carer failing to provide adequate food and clothing, shelter (including exclusion from home or abandonment), failing to protect a young person/vulnerable adult from physical and emotional harm and danger, failure to ensure adequate supervision (including the use of inadequate caretakers), or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a person's basic emotional needs.

Key Factors

- Inadequate clothing for size or time of year/weather
- Underweight for age.
- Poor health.
- Emotionally needy.
- Persistently dirty with a body odour.
- Frequent absences.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a person.

Key Factors

- Bruising of various ages.
- Bite marks.
- Burns and scalds.
- If the injuries are unusual in appearance, cannot be explained or the explanation is not clear
- Old injuries or scars.
- Refusal to discuss injuries or inconsistent explanations.
- Talk of punishment which seems excessive.
- Reluctance to remove clothing which may be covering injuries, for example during fitness.
- Arms and legs kept covered.
- Parents or carers uninterested or undisturbed by an accident or injury.

Exploitation - including Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

CSE and CCE are characterised by children and young people receiving goods, favours or money in return for sexual and /or criminal activities. In all such exploitation the balance of power remains with the abuser(s) age, intellect and resources.

Gender, sexual identity, cognitive ability, physical strength, status and lack of resources are some of the factors which will determine targets for the abusers

CSE and CCE can affect both males and females. In fact, it is suggested that around a third of victims are male but warning signs are the same for all, e.g. appearing with unexplained gifts, poor sexual health,

violent mood swings and poor anger management, inappropriate sexualised behaviour (especially around strangers) .

CSE and CCE takes many forms and a range of coercive techniques are used for grooming as explained above.

If any staff member or trainee has any concerns regarding such abuse they must report it to DSL or Alternate who will involve the appropriate authorities or in an emergency dial 999/ 112.

Risk Factors

- Homelessness
- Those in care or care leavers(especially residential care)
- Those with learning difficulties
- Migrant children/ unaccompanied asylum-seeking young people
- History of or involvement in substance abuse
- Those disengaged from education
- Poor mental health
- Disrupted family life
- Domestic violence
- Parental drug/alcohol misuse
- History of physical or sexual abuse
- Those involved in gang culture

Warning Signs

- Appearing with unexplained, usually expensive, gifts. e.g. jewellery, phones, money
- Frequently in the company of older people, particularly boyfriends or girlfriends
- Self-harm
- Secretive behaviour
- Low-level crime
- Chronic tiredness
- Association with risky adults, inappropriate sexualised behaviour, especially around strangers
- Mood swings, poor anger control, changes in emotional well-being
- Poor sexual health
- Drug and /or alcohol misuse (often a method of increasing compliance)

These signs and factors alone may not show the exploitation has happened or is happening but a combination of some should lead to concerns.

Please note the Key Factors are by no means an exhaustive list and the presence or one of more is not proof that abuse is actually taking place or has taken place.

Abuse and Young People and Adults at Risk with a Disability, or Special Educational Needs (SEN)

Young people/adults at risk with a disability or SEN are at increased risk of abuse and those with multiple disabilities are at even more significant risk both of abuse and neglect. Parents of young people with a disability may experience multiple stresses . This group of young people and adults at risk may be particularly vulnerable to abuse for a number of reasons including:

- Having fewer social contacts than other young people.
- Receiving intimate personal care from a larger number of carers .
- Having an impaired capacity to challenge abuse.
- Having communication difficulties resulting in difficulties in telling people what is happening.
- Being reluctant to complain for fear of losing services.
- Being particularly vulnerable to bullying or intimidation .
- Being more vulnerable than other young people to abuse by peers.

It is important to remember that not all disabilities are visible and mental health conditions may cause barriers for reporting concerns

7. Prevent Duty

Extremism and Radicalisation are important aspects of safeguarding young people and adults at risk, as with any other concern, the risk of harm is raised when young people are vulnerable and is often noticed when they change their behaviour, clothing, appearance or attitudes.

Extremism:

"Vocal or active opposition to fundamental British values" and includes "Calls for the death of British armed forces"

The Prevent Strategy Govt. 2011

One aspect of Safeguarding young people and adults at risk from radicalisation is set out in "Promoting Fundamental British Values" (The Prevent Strategy Govt. 2011) This guidance sets out British Values as:

- **Democracy**
- **The Rule of Law**
- **Individual Liberty**
- **Mutual Respect and Tolerance of those with different faiths and beliefs.**

Extremism takes many forms and all ideologies are included in this area of safeguarding e.g:

- Islamic Extremism
- Right-wing Extremism
- Left-wing Extremism
- Animal rights Extremism

Radicalisation:

refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with other safeguarding risks, staff must be alert to changes in trainee behaviour which could indicate they need help or protection. It is important that staff recognise indicators that could make a trainee vulnerable to radicalisation:

Key Factors

- **Identity:** e.g. Trainee may appear to be distanced from their cultural or religious heritage, feeling discomfort about their place in society, have low self-esteem, may have disassociated themselves from their peer group and become involved with a new and different group of friends or may change their appearance.
- **Personal Circumstances:** e.g. Events affecting the trainee's country of origin may lead to a sense of grievance that could be triggered by personal experience of racism or discrimination or aspects of

Government policy.

- **Unmet Aspirations:** e.g. Trainee may have perceptions of injustice, a feeling of failure or a rejection of civic life.
- **Criminality:** e.g. Trainee could be, or have been, involved with criminal groups, imprisonment or experienced poor settlement in the past.
- **Special Educational Needs:** e.g. leading to poor understanding of the consequences of their actions or the awareness of the motivation of others, lack of social interaction or a tendency to show empathy with others.

Other more critical risk factors could include:

- Being in contact with extremist recruiters
- Accessing violent and extremist websites especially through social networking
- Possessing violent or extremist literature
- Using extremist narratives to explain personal disadvantage
- Justifying the use of violence to solve issues
- Significant changes to appearance and/or behaviour
- Joining or seeking to join extremist organisations

Terrorism:

“ Is an action that endangers or causes serious violence to a person/people; causes serious damage to Property; or seriously interferes or disrupts an electronic system “ KCSiE 2025

If any member of staff has a concern about a trainee they should adopt the following procedure :

NOTICE- Identify concern

CHECK- Speak to the DSL or Alternate

SHARE- DSL or Alternate will refer to the relevant Multi Agency Safeguarding Hub (MASH) who will in turn refer to the Channel Panel

The BRS will appoint a lead for Prevent (Lawrie Gillespie) who will be responsible for the BRS Prevent Risk Assessment , dealing with any concerns or referrals and liaising with any relevant outside agencies e.g. MASH, police etc.

8. Specific Safeguarding Issues

Some members of our communities hold beliefs that may be common within certain cultures but which are at odds with the law in Britain and as such the BRS has a duty to report any such concerns to the appropriate authorities.

Mental Health

BRS places great importance on trainees' mental health and wellbeing. BRS recognises that mental health problems can be a sign that a trainee has suffered or is at risk of suffering abuse, neglect or exploitation. The school has taken steps that will help trainees with mental health issues get the help and support they need and these include:

- BRS will appoint a mental health lead (Lawrie Gillespie)

- training for senior staff in Mental Health First Aid
- training for other staff in Mental Health Awareness
- clear procedures for reporting both mental health and safeguarding issues
- if staff have a mental health concern that is also a safeguarding concern, immediate action should be taken, following BRS reporting procedures and speaking to DSL

Children and the court system

Children are sometimes required to give evidence in criminal courts , either for crimes committed against them or for crimes they have witnessed . An appropriate guide is in place to support 12 -17 year olds.

Special measures were introduced through the Youth Justice and Criminal Evidence Act (YJCEA) 1999 and include a range of measures to support victims and witnesses (other than the accused) to give their best evidence and help reduce some of the anxiety of attending court.

The guide explains each step of the process, support and special measures that are available . For example there are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families and concise information on the dispute resolution service. This may be useful for some parents and carers . The Children and Family Court Advisory and Support Service (Cafcass) has been in place since 2001 and supports children and families throughout the whole court process. This body is independent of the courts, social services, education and health authorities and all similar agencies and will support children and young people during the following:

- Divorce and separation , if no agreement can be reached.
- Care proceedings.
- Adoption

Cafcass.gov.uk

Should any trainee require to attend court, for any reason, BRS will provide help and support and ensure they are made aware of the help and support available from these agencies.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. National Information Centre on Children of Offenders (www.nicco.org.uk/) provides information designed to support

professionals working with offenders and their children, to help mitigate negative consequences for those children .

BRS will support any trainee who discloses that a family member is in prison and will ensure they have access to the support available .

Children missing from education

All staff should be aware that Trainees going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding issues. This may include abuse and neglect, which may include sexual

abuse or exploitation and child criminal exploitation . It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risk of a child going missing in future . Staff should be aware that any trainee regularly absent from either the workplace or the BRS should be reported to the safeguarding team as this can be a warning sign of a range of safeguarding concerns , including sexual abuse, sexual exploitation or child criminal exploitation.

County Lines

Criminal Exploitation can also be known as "County Lines" and is when gangs and organised criminal networks groom and exploit young people (and vulnerable adults) to sell drugs. Often these young people are made to travel across counties and they use dedicated mobile phone "lines" (often on burner phones which are difficult to trace) to supply drugs. These "lines are highly organised and are worth thousands of pounds. The victims are often sexually abused and also used to transport or carry weapons.

The majority of victims groomed into working for gangs are 15- to 17-year-old boys but children as young as 7 or 8 have been safeguarded and girls are often targeted as they are perceived as less likely to be stopped by law enforcement .

Many victims are recruited over social media, with offenders luring them via images of cash, designer clothing and luxury cars, but vulnerable girls and women are being targeted by men who create the impression of a romantic relationship before subjecting them to CSE and /or CCE

If any staff member or trainee has any concerns regarding such abuse they must report it to DSL or Alternatwho will involve the appropriate authorities or **in an emergency dial 999/112.**

Serious Violence

The above listed Risk Factors and Warning Signs could also indicate that a young person has been approached by, or is involved with, individuals associated with criminal networks or gangs who may be involved in serious violent crime. If staff are concerned about this they should follow BRS safe guard ing procedures and report it toDSL's.

Exploitation and Online Safety

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites . Trainees could be groomed to share indecent images with others on the internet ; the prevalence of sexting is a significant risk factor and as such is dealt with in its own paragraph below . It is also important to remember that these devices can be used to carry out many forms of abuse and exploitation not just sexual

It is essential that BRS trainees are safeguarded from potentially harmful and inappropriate online material. This is reflected in the delivery of an Online Safety lecture soon after trainee's arrival at BRS and backed up by an appropriate filter on BRS IT system (monitored by Dolphin ICT) and BRS Online Safety Policy.

BRS recognizes that trainees may be at risk of abuse online as well as face to face or abuse may run concurrently both online and in daily life. Trainees may also abuse their peers online and any reported incidents or allegations will be dealt with in line with the Peer on Peer Abuse Policy.

Communication with trainees by mobile phone or other electronic devices must only be done using BRS equipment or BRS official social networking pages. Use of personal equipment or media is strictly forbidden. All staff will receive guidance on this as part of induction.

All staff required to use technology will receive online safety training.

Sexting

Sexting is a significant issue for young people and is when someone sends or receives a sexually explicit text, image or video on their mobile phone, computer or tablet. It can include sexual chat or requests for pictures of a sexual nature. It may be the intention for the image/text to be shared only with one person, but invariably these can end up being shared across the internet. These images/ texts can be part of the early stages of grooming.

Although sexting is a widespread phenomenon, it is illegal to send, create or be in possession of indecent images or videos of people under 18 years old. Therefore, if evidence of sexting comes to light, the BRS will report its concerns to the appropriate authority. Trainees will also receive further guidance as part of the induction process and curriculum.

Domestic Abuse

"Any incident or pattern of incidents of controlling or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality"
HM Gov 2013.

"Any incident of domestic abuse involving someone under the age of 16 will be dealt with as child abuse"
HM Gov 2013

Controlling Behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive Behaviour is: an act or pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim.

Trainees may suffer both directly or indirectly if they live in households where there is domestic violence.

Domestic violence/abuse:

- Can be psychological, physical, sexual, financial or emotional
- Can impact on young people through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own personal relationships.

Domestic violence/abuse is likely to have a detrimental effect on the health, development and wellbeing of a trainee and it will often be appropriate for such to be regarded as Children in Need under The Children Act 1989. If there is evidence of domestic abuse, the BRS will report its concerns to the appropriate authority and the police in order to help prevent further abuse taking place.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a trainee's welfare. The DSL (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

It should also be recognised that 16- and 17-year-olds could be living independently from their parents or carers, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the DSL (or a deputy) will ensure appropriate referrals are made based on the trainee's circumstances.

Honour Based Violence (HBV) including Forced Marriage & Female Genital Mutilation (FGM)

Forcing someone to marry is a criminal offence in England, Wales and Northern Ireland. The legislation is part of The Anti-Social Behaviour, Crime and Policing Act 2014.

The legislation criminalises the use of violence, threats, deception or any form of coercion for the purpose of forcing someone into marriage or leaving the UK with the intention of forcing that person to marry.

Honour based violence can be described as a collection of practices which are used to control behaviour within families or other social groups, to control perceived cultural and religious beliefs and/or honour. There is no specific offence of "honour based crime", but it encompasses various offences covered by existing legislation.

FGM is the non-medical, partial or total removal of the female external genitalia or other injury to the female genital organs. This procedure is typically carried out on young girls but can be carried out later in life. FGM is illegal in Britain since 1985 and in 2003 it became an offence to take children abroad to have the procedure carried out.

Since October 2015 every professional has a mandatory reporting duty to notify police when they discover that an act of FGM has been carried out on a girl under 18 years old. Unless they have a good reason not to, staff should still consider and discuss any such case with the DSL or deputies who will involve Children and Young Peoples Services as appropriate.

Risk Factors

- low-level integration into UK society
- mother or sister who has undergone FGM
- girls who do not want to take part in evening PSHE (personal, social, health and economic) sessions
- visiting female elder from country of origin
- being taken on a long holiday to country of origin
- talk about a "special" procedure to become a woman

Child on Child Abuse

All staff should be aware that Trainees can exhibit or be vulnerable to Child on Child Abuse (sometimes referred to as Harmful Sexual Behaviours).

This type of abuse This may include, but not limited to:

- bullying (see BRS Anti-Bullying policy)
- physical abuse (as described on page 7)
- abuse in intimate personal relationships between peers.
- sexual violence (such as rape , assault by penetration and sexual assault, see KCSIE page 87)
- sexual harassment (such as sexual comments or innuendo, remarks, jokes and online sexualharassment, which may be stand-alone or part of a broader pattern of abuse).
- upskirting, which typically involves taking a picture under a person's clothing without them knowing ,with the intention of viewing their genitals or buttocks to obtain sexual gratification, or

cause the victim humiliation, distress or alarm. As of April 2019, upskirting is a criminal offence.

- sexting (see below)
- Hazing type violence and rituals could include activities such as harassment, abuse or humiliation used as a way of initiating a person into a group and could also include an online element.
- Radicalisation
- Gang association and serious violence (County Lines)
- technology can be used for bullying and other abusive behaviours

All trainees will be made aware of Child on Child abuse and the BRS approach to this at induction and BRS will explain that the law is in place for their protection rather than criminalise them. The BRS will be part of any necessary discussions with statutory safeguarding partners.

Please refer to Child on Child Abuse Policy on website.

Contextual safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the BRS. All staff, but especially the DSL (and deputies) should be considering the context within which such incidents and/or behaviours occur and any external factors that may contribute to concerns. This is known as contextual safeguarding. The BRS, as an organisation, is one of the contexts in which our trainees spend their time but not all risks that they face (or may already have faced) will happen (or have happened) at the school. Trainees will be affected by, and may be exposed to harm in, different environments such as schools, colleges, neighborhoods (gangs?) and the workplace.

The BRS will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

The BRS will seek information from previous educational establishments to help build a profile for each trainee so that any extra support required can be given or accessed. Information will be shared with relevant staff at pre-course meeting

Bullying

Trainees may be bullied for a number of different reasons including the protected characteristics : age, disability, gender reassignment, marriage and civil partnership, race, religion and belief, sex and sexual orientation all of which are included in The Equality Act 2010.

At the BRS we believe that all trainees have a right to attend the school and learn in a safe environment, free from harm by adults in the school or other trainees and all reports of bullying will be dealt with in accordance with procedures in the BRS Anti-Bullying policy.

Abuse and Young People and Vulnerable Adults with SEN and disabilities

Trainees with disabilities have exactly the same rights to be safe and protected from harm at the BRS and achieve the Every Child Matters outcomes as non-disabled trainees.

Trainees with a disability are at increased risk of abuse and those with multiple disabilities are at even more significant risk both of abuse and neglect. Parents of young people with a disability may experience multiple stresses. This group of young people/vulnerable adults may be particularly vulnerable to abuse for a number of reasons including:

- Having fewer social contacts than other young people.
- Receiving intimate personal care from a larger number of carers
- Having an impaired capacity to challenge abuse
- Having communication difficulties resulting in difficulties in telling people what is happening.
- Being reluctant to complain for fear of losing services.
- Being particularly vulnerable to bullying or intimidation.
- Being more vulnerable to abuse by peers than other young people.

It is not always easy to recognise when abuse has taken place or a situation that has taken place may develop to become abusive. Staff are not expected to be experts at recognising such situations, but do have a responsibility to act if they have concerns about the behaviour of an adult towards another young person or vulnerable adult. All staff have a duty to discuss any concerns they may have about the welfare of a young person/vulnerable adult with the DSL(s) or appropriate senior member of staff as soon as possible .

Gambling

The anticipation and thrill of gambling creates a natural high that can quickly become addictive. The internet has made gambling more accessible, allowing more and more people to do it in privacy or at home. This has also led to an increase in young people gambling.

Problem gamblers are more likely to suffer from low self-esteem, stress, anxiety and depression. Gamblers are also more likely to end up in prison for crimes such as theft or fraud.

The BRS operates in an industry heavily associated with gambling, however in no way does the BRS promote gambling. The BRS employs a sophisticated system (OpenDNS) which prevents online gambling and if staff have concerns about a trainee, they should report them according to BRS safeguarding procedures. The safeguarding team will help refer those involved to specialist help.

The Young Gamers and Education Trust (YGAM): [https:// www.ygam.org/](https://www.ygam.org/) or 0203 837 4963

National Problem Gambling Clinic: gambling.cnwl@nhs.net or 020 7381772

Gam Care: www.gamcare.org.uk or 0808 8020113

Gamblers Anonymous : www.gamblersanonymous.org.uk

The above list of Current Safeguarding Issues is not exhaustive and as new or updated policy guidance or legislation comes to light, the BRS will review and update its policy as appropriate and in line with the Suffolk Safeguarding Partnership and Local Authority to ensure the BRS is a safe place in which to learn and work.

What to do if you have a concern about a trainee

Unfounded allegations of abuse do sometimes occur. However, if a trainee indicates that they are being abused, or information is obtained which gives concern that a person is being abused, this should never be ignored but taken seriously and always acted upon.

There are a number of barriers that exist which prevent a young person or vulnerable adult from telling others about abuse. Some of the main barriers are that they may:

- be scared because they have been threatened
- think they will be removed from the School
- believe that they are to blame, or they may feel guilty
- think it happens to others
- feel embarrassed
- not want their abuser to get in trouble
- have communication or learning difficulties
- not have the vocabulary to describe what has happened
- be afraid that they won't be believed
- think they have already disclosed the abuse e.g. by dropping hints
- have told someone before and weren't believed, and so think what's the point in trying again?
- They may not: feel ready to disclose; know that they are being abused; or know how to tell someone that they are being abused

If a disclosure is made:

DO

- stay calm and listen carefully
- reassure the person that they were right to tell you
- inform the DSL(s) without delay
- take notes on what is said, not what you think has happened . Do not destroy any notes taken. They **must be signed and dated, stating the time and your position**, and attached to the form stated below.
- let them know that the information will be shared but only with those who need to know
- make a full written record of what has been said, heard and/or seen as soon as possible (form can be found on QF No.811 or from the DSL) This **must be signed and dated, stating the time and your position**. (These will be filed separately from other records in a secure cabinet in the admin office and keys held by DSLs) or fill out concern form on trainee's LOCKER profile. Recording the disclosure on Locker as a "Safeguarding Concern" will keep this confidential and only be visible to the relevant staff.

DO NOT

- panic
- allow shock and/or distaste to show
- investigate - you may jeopardise any future prosecution
- ask leading questions. Stick to WHO, WHEN, WHERE?
- speculate, make assumptions or include your opinion in any notes taken
- make negative comments about the alleged perpetrator
- promise confidentiality . Explain whom you will have to share information with
- ask the trainee to repeat the disclosure to another member of staff
- **do nothing**, expecting someone else to deal with it
- do not discuss the issue with anyone other than the appropriate member of staff (DSLs)
- **delay referral**

If any staff members have concerns about a trainee they should, as stated, raise these without delay with the DSL but it is important to remember that ANY staff member can refer their concerns directly to Children's Services. If there is a risk of immediate serious harm to a trainee, a referral should be made to the relevant area child services/adult services team or in an emergency call 999/112.

If you are unsure what your next course of action should be, talk to the DSL and you can also seek advice from the MASH Professional Consultation Line on 0345 6061499 for Suffolk. If the concern is not about a trainee based in Suffolk contact can be made with the relevant area MASH

"The MASH consultation line is for you to discuss the most appropriate and effective way of providing or obtaining help and support for a child (or adult) you feel is at risk of abuse. This will include advice and guidance about making a referral where necessary."

What to do if you have a concern about a member of staff

If you have a concern about a member of staff then this should be referred to the CEO or a member of the SMT in his absence. Where concerns are about the Chief Executive this should be brought to the attention of the Chair of the Board of Trustees. They must then discuss the nature of the allegation with the Local Authority Designated Officer (LADO) in order for the appropriate actions to be taken.

All concerns, no matter how serious, should be reported to the CEO or a member of the SMT as stated above.

Action to be taken by CEO/Chair:

- refer to the LADO immediately and follow up in writing within 48 hours.
- consider safeguarding arrangements of the trainee to ensure they are away from the alleged abuser.
- contact the parents/carers if advised to do so by the LADO
- consider the rights of the staff member for a fair and equal process of investigation .
- ensure that any disciplinary measures are followed including whether to suspend the staff member pending the outcome of any investigation .
- act on the decisions made in any strategy meeting or evaluation meeting.
- advise the DBS (Disclosure and Barring Service) whether a member of staff has been disciplined or dismissed as a result of an allegation being founded.
- The CEO must ultimately be informed of all concerns including low level concerns and will make the final decision on how to respond. Where appropriate this can be done in consultation with DSL.

The above is a brief summary of actions please also refer to Allegations Against Staff Policy

Recruitment of staff

All job descriptions will state whether an enhanced DBS check is required for the position.

- **Selection.** For each role a detailed job description is created if an existing one is not available. All positions will be advertised appropriately and the advert will clearly state that applicants will be required to undergo a DBS check where appropriate. The Recruitment Manager will approve all adverts before publication. The selection of new staff will always be carried out by at least two members of staff, one of whom will have completed safer recruitment training. For positions which have regular contact with young people, those being interviewed should be asked specifically about their experience of dealing with young people and any concerns raised in their responses to such questions should be noted and taken into account in the selection of the successful candidate .
- **C.V.s** . a curriculum vitae will not be accepted without a completed application form
- **References.** At least two references will be taken up for any candidate selected for a position, irrespective of whether the job requires a DBS check. References will usually be obtained by the Line Manager responsible for the position. The Recruitment Manager holds the template to be used when requesting details of referees from a prospective new employee and generic letter to be used when writing to a referee.
- The BRS will conduct an online search for any shortlisted candidates.

- **Initiation of DBS Check** . The Recruitment Manager will initiate the DBS check process for any new member of staff whose position requires a DBS check. DBS checks will also be initiated for any new trustee .
- **Section 128**. This will be carried out for all trustees and senior management.
- **Single Central Register of Recruitment**. The Recruitment Manager is responsible for maintaining the single central register of recruitment and vetting checks.

For further information refer to Safer Recruitment Policy.

Induction of New Staff

- the details contained within will be complied with.

Briefing from Recruitment All new staff will undergo the standard induction process. Their identity will be checked during induction. All staff are subject to a minimum 1-month probation but some appointments are liable to 3 or 6 months' probation. Induction of new staff consists of:

- Office call with the Chief Executive Officer(CEO)
- Briefing from Operations Director. Given a copy of Staff Handbook, to read and sign to confirm that Manager to include confirmation of DBS check.
- Briefing with DSL to cover safeguarding and staff code of conduct. This will also include details of safeguarding training to be carried out.
- Given a copy of BRS Safeguarding Induction booklet to be read, completed and signed.
- Health and Safety induction from Health and Safety Advisor.
- Job-specific briefings and learning.
- Fire Safety briefing .

Part-time/occasional Staff

Part-time/occasional staff are to go through the same induction process outlined above for new full-time staff, with the exception that the office call with the Chief Executive may be undertaken by the Operations Director or the HR Director.

Training Staff

Training of staff is an essential component of the School's Safeguarding policy. The School is a member of SafeCIC and Suffolk School's Choice, organisations dedicated to child protection. They provide child protection training, risk assessments and child protection policies. Level 1 Safeguarding training will be provided for all staff and this will be undertaken at least every three years. The School's Welfare Adviser and Trustees also take this training, which can be either face-to-face or online. There will also be regular updates throughout the year delivered by the DSL or alternate, as and when required.

The DSL and alternatives will undertake training to Level 3 standard and this training to be renewed every two years to update their awareness and understanding of Safeguarding issues. This is delivered through links with Suffolk Safeguarding Children's Board. They will also have completed Common Assessment Framework training for dealing with disclosure issues. They also have access to regular updates through Suffolk CPD, Suffolk Safeguarding Partnership and NSPCC CASPAR amongst others.

Workplace Specific

"All those who come into contact with children and families in their everyday work..., have a duty to safeguard and promote the welfare of children"

HM Gov Department of Health.

It is important to remember that children refers to all those under 18 years of age.

Workplace abuse comes in many forms: violence, harassment, threatening or aggressive behaviour and bullying. These can have devastating results, with serious physical or psychological damage being common occurrences. Not only can this lead to loss of staff or, at the very least, poor staff morale, it can also lead to legal or financial implications if employees seek financial compensation for their grievances. It can also lead to loss of reputation as "word" gets around, often making it difficult to recruit staff. Robust and effective safeguarding procedures can therefore help all staff, not only young people. They can help maintain good staff morale, leading to a happier workforce which in turn can lead to better staff retention.

BRS Role

BRS will play its part in Safeguarding in the workplace as follows:

- A Health and Safety Standards (HASS) check will be carried out on all yards prior to a trainee being placed there. This will be reviewed every 3 years.
- BRS will conduct a dynamic risk assessment for each individual trainee before their placement with an employer.
- BRS will run a dynamic risk assessment on each yard where trainees are placed. This will be updated as new information is received from partner agencies, WIs or trainees.
- BRS will liaise with BHA safeguarding team to ensure that relevant staff on each yard used have up to date safeguarding training
- Trainees will receive lessons in Equality and Diversity, Personal Safety, Online -Safety, Prevent Strategy during their time at BRS.
- Trainees will be given a copy of the Trainee Workplace Handbook, which includes a section on safeguarding, advice on how to deal with safeguarding situations and a list of useful contact details. This will also include contact information for BRS mentor and safeguarding leads.
- Also included in this are details of the BRS safeguarding **What's App** service, which provides round-the-clock contact with DSLs and also information on a variety of helplines
- Parents or carers will be encouraged to play an active role in their charges' transition to the workplace. e.g. finding accommodation, local amenities, etc.
- A Trainee Safeguarding Review will be carried out by Workplace Instructors (WI) within 10 days of any trainee commencing employment. This will also take place if a trainee moves to another yard.
- WIs will report any concerns, no matter how serious, to one of the BRS safeguarding team.
- The BRS Safeguarding team will offer help and support where possible to both trainees and employers.

- The BRS will deal with all Safeguarding matters as per procedures laid down in the BRS Safeguarding Policy.
- BRS will share information with the BHA Safeguarding team, where appropriate and, with trainee's permission, liaise closely with them during any investigations.
- The BRS will use any allegations against staff, no matter how trivial, as learning lessons, not just those which are concluded and found to be substantiated.

Employers' Role

- Employers taking on a BRS trainee should have a safeguarding policy in place. Those who do not have one may use the template provided in the BRS handbook This policy should apply to all staff, clients and sub-contractors.
- Employers should also have in place a Code of Conduct for all staff, clients and sub-contractors.
- Employers must also be aware of and adhere to the BHA Code of Conduct and safeguarding procedures
- Employers must agree to the HASS check carried out by BRS.
- Employers must agree to the action plan (if any) after the HASS check.
- Employers are encouraged to contact BRS safeguarding team if they need help with safeguarding issues.
- It is recommended that employers consider how they will enable protection for young people using their computers or Wi-Fi.
- Suspected or disclosure of abuse involving a BRS trainee must be reported to one of the BRS Designated Safeguarding Leads, whose details are available in the BRS handbook. **In an emergency call the police 999/112.**
- Employers should follow the procedures shown in the safeguarding template or in the BRSSafeguarding Policy.
- Guidance on specific issues may be obtained from one of the Designated Leads at the BRS.
- Allegations against a member of BRS staff should be reported to Andrew Braithwaite, the CEO of the BRS.
- Should the trainer offer accommodation, they have a duty to ensure that it is safe, secure andhabitable.
- Trainers should also ensure that trainees under the age of eighteen do not have to share with older staff members.

Appendix 1

A number of agencies assist the School in fulfilling safeguarding responsibilities. These are:

- **SafeCIC:** This organisation provides 'first line' general advice, guidance and training on safeguarding issues. Contact details are :
Telephone: **01379 788933**
email: rosiecarter.@safeCIC.co.uk
- **BHA:** Matt Mancini (Lead Safeguarding officer)
- e-mail: safeguarding@britishhorseracing.com
- **The relevant area Safeguarding Children Partnership**
- **Racing Welfare:** Racing Welfare has a nationwide network of welfare officers and a 24-hour help line. The number is: **0800 6300443**.
- **Racing Chaplain: Simon Bailey** Telephone **07877981498**
- **Suffolk Multi Agency Hub (MASH):** The Local Authority in Suffolk have established a MASH which brings together a team of multi-disciplinary professionals from partner agencies to deal with all safeguarding concerns. **This consolation line is not a point of referral** but will allow professionals who may be unclear on which course of action to take to access advice and to discuss the most appropriate and effecting way of obtaining help. The number is: **0345 6061499**.
- **Cambridgeshire Children and Young People's Services:** where there is a serious concern relation to a safeguarding issue this should be referred to.
Customer Service Centre on : 0345 045 5203
- **Local Authority Designated Officer (LADO):** There is now one central telephone number for LADOenquiries and referrals. The contact details are :

01223 727967 LADO@cambridgeshire.gov.uk

There is also a referral form, which ensures that basic information is captured.

IN THE CASE OF A SERIOUS ISSUE OR CONCERN THE POLICE SHOULD BE CONTACTED

Local Police: **Emergency: 999/112**

Appendix 2

BRS STAFF CODE OF CONDUCT 2025

Scope and Purpose

This guidance applies to all staff, volunteers and trustees and aims to help them all understand the standards of conduct expected of them. It provides guidance on how to reduce the risk of conduct which could be mistakenly interpreted as improper or conduct that may lead to allegations being made against a member of staff, volunteer or trustee.

Principles of the code of conduct:

1. The welfare and safety of our staff and trainees is paramount.
2. BRS aims to provide the highest level of experience to our trainees, clients and staff.
3. Staff must take responsibility for their own actions and act in a transparent and ethical way.

This document supplements but does not replace or supersede any established policies or procedures.

1. Staff must wear (or where this is not possible, due to the job role, must carry) their staff Identification badge and lanyard at all times whilst on BRS premises to identify themselves as a member of staff.
2. Be aware of visitors seemingly having no business on the premises. **NO BADGE? ASK!**
3. Be alert to members of the public/staff approaching, videoing or taking photographs of trainees especially if using their own equipment. Report any such behaviours immediately.
4. If you consider any such behaviours to be dangerous or criminal you may call Social Services "Customer First" on **0808 8004005** or **if in an immediate danger call 999/112.**
5. Staff are required to comply with all BRS Policies and Procedures
6. Staff must record and report all concerns about trainees, staff, contractors or members of the public including all low level concerns.
7. Staff must treat all the trainees and colleagues with equal dignity and respect.
8. Staff must give constructive feedback rather than negative criticism.
9. Never reduce trainees to tears as a form of control.
10. Staff must never administer medication unless trained to do so.
11. Staff must be polite and friendly but don't forge close personal relationships with trainees or have favourites.
12. Where possible all contact with trainees should be made using official BRS devices
13. Communications between learners and staff, by whatever method, should take place within clear and professional boundaries. This includes the wider use of technology such as mobile phones, text, e-mails, blogs, social media etc. All communications are required to be transparent and may be open to scrutiny and on BRS accounts.
14. Avoid physical contact unless absolutely necessary e.g. Legging up, first aid or other emergencies.
15. Physical contact should only take place when it is necessary in relation to a particular activity. It should take place in a safe and open environment and at all times the learner should be made aware of why the contact is necessary and appropriate for the activity that is being undertaken.
16. Staff must not transport trainees in their own personal vehicles.
17. If a trainee needs to be transported in a BRS vehicle they must be accompanied by at least one other trainee or staff member
18. Staff must be excellent role models for trainees, this includes not smoking, drinking alcohol or using abusive language in the company of trainees in any work related environment.
19. Staff must never make sexually suggestive remarks even in fun.
20. Do not accept swearing, bullying or other inappropriate behaviours either from colleagues or members of the public when trainees are involved or in close proximity.
21. Never allow swearing or inappropriate language by trainees to go unchallenged.
22. Recognise that caution is required especially when dealing with sensitive moments e.g. when dealing with bullying, bereavement or abuse.
23. All staff represent BRS, whether in the office, classroom, external event or meetings. Staff are, therefore, expected to present an appropriate impression at all times and should dress and present themselves in clothing that is appropriate to their role
24. In some roles within BRS, staff will be provided with and are required to wear uniform and/or Personal Protective Equipment. Examples of inappropriate clothing may be attire that is:
 - revealing or sexually provocative
 - offensive or likely to cause embarrassment
 - displays contentious/ discriminatory slogans
25. Never allow allegations, observations or disclosures to go unchallenged, unrecorded or not acted upon.

This list is not exhaustive. Some specific posts and activities may need more detailed guidance. If any staff member has any concerns about the appropriateness, or otherwise, of any practice or concern, they should contact the DSL or alternates.

Appendix 3

THE BRITISH RACING SCHOOL SAFEGUARDING YOUNG PEOPLE POLICY STATEMENT AND IMMEDIATE ACTION GUIDE

(To be displayed in all 'collective' offices, hostel and yard)

Designated Safeguarding lead: Lawrie Gillespie

Designated Safeguarding Lead Alternative: Sarah Hayde-Salter and Carol Bramhill

The British Racing School recognises that all young people have a right to protection from abuse. We take our responsibilities to protect and safeguard the welfare of young people seriously.

We will:

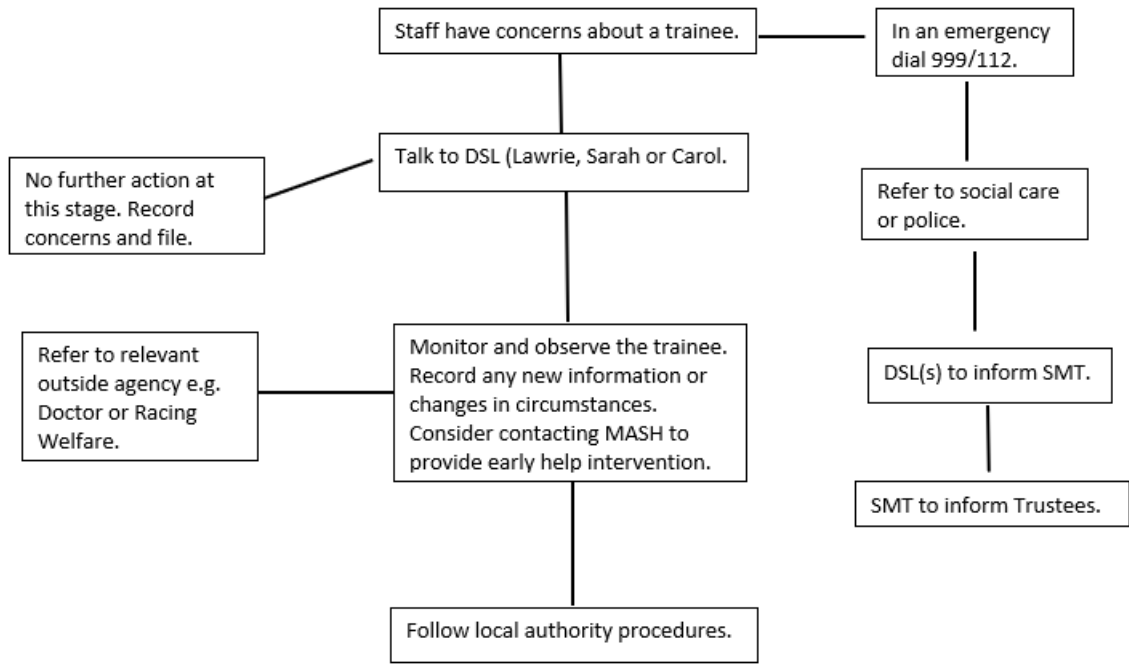
- Appoint a Trustee and a member of the Senior Management Team (SMT) with responsibility for safeguarding and nominate a Designated Safeguarding Lead and Alternates .
- Ensure we practise safer recruitment in checking the suitability of all staff who have contact with young people.
- Raise awareness of Safeguarding issues with trainees and equip them with skills they need to stay safe.
- Respond swiftly and appropriately to all suspicious or allegations of abuse and provide parents and trainees with the opportunity to voice their concerns.
- Have a system for raising concerns about a young person's welfare and possible abuse.
- Provide ongoing training for all staff on safeguarding and ensure they are aware of the School's policy and procedures.

ISSUE	ACTION BY MEMBER OF STAFF INITIALLY AWARE OF ISSUE	ACTION BY DESIGNATED SAFEGUARDING LEAD
Complaint by/Concern of welfare of a trainee (because you have seen, been told, anonymous allegation, or disclosure)	<ol style="list-style-type: none"> 1. Keep calm, consider who else can hear, listen carefully, do not ask leading questions. Do not offer confidentiality. 2. Do not investigate. 3. Write down all that you are told and sign, date and time this. 4. Inform DSL or Alternative 5. Do not delay. In an emergency dial 999/112. 	<ol style="list-style-type: none"> 1. Inform Cambs Social Services Customer Service Centre on : <u>0345 045 5203</u> <u>LADO@cambridgeshire.gov.uk</u> Or relevant area LADO 2. If of a serious nature contact the police. In an emergency dial 999/112
Allegation or Concern about the behaviour of a member of staff.	Actions as above but inform Chief Executive or Chair of Board of Trustees at <u>chair@brs.org.uk</u> (if Chief Executive involved). In an emergency dial 999/112.	<p>ACTION BY THE CHAIR OF THE BOARD</p> <ol style="list-style-type: none"> 1. Inform relevant Local Authority Designated Officer. 2. If of a serious nature contact the Police. In an emergency dial 999/112.

DATED: November 2024

SIGNED(Chief Executive

Trainee Concern Flow Chart



At any point in the process, DSLs may seek advice from the Safeguarding Trustee.

DSLs may contact MASH consultation line for advice.

If relevant DSLs may inform BHA.