

Skills Office Network (SON) Safeguarding & Prevent for Protection of Children and Adults at Risk Policy

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1. Introduction

We want all our learners to be safe and feel protected.

Skills Office Network (SON) is committed to protecting all children, young people and adults at risk from any risk of significant harm. The fundamental principles of this policy are based on legislation and a moral duty to safeguard the welfare of SON apprentices, learners, staff and wider community. For the purpose of this policy, apprentices and learners will be referred to throughout as learners.

Safeguarding means protecting a citizen's health, wellbeing and human rights; enabling them to live free from harm, abuse and neglect (NHS England, 2023).

Those most in need of protection include:

- Children and young people
- Adults at risk, such as those receiving care in their own home, people with physical, sensory and mental impairments, and those with learning disabilities.

Safeguarding involves keeping children, young people and adults at risk safe from abuse and maltreatment, ensuring they have the best outcomes and are provided with safe and effective care, and that they are able to grow and develop happily and healthily without the risk of abuse or neglect. Adults at risk require just as much safeguarding as children and young people.

SON recognises that safeguarding encompasses the duties of child protection and promoting the rights and welfare of children. As such, it is:

- Everyone's responsibility to safeguard and promote the welfare of children.
- Everyone who comes into contact with children and their families has a role to play.
- Everyone working with children maintains an attitude of 'it could happen here.'

(KCSIE, 2022)

Safeguarding is an integral part of providing high-quality education and training. Safeguarding children, young people and adults is a collective responsibility. All our staff have a responsibility to recognise, identify and respond to signs of abuse, neglect, extremism and other safeguarding concerns, including those associated with our due regard to prevent people from being drawn into terrorism.

We believe that:

- Children, young people and adults at risk should never experience abuse of any kind.
- We have a responsibility to promote the welfare of all children, young people and adults at risk, to keep them safe and to practise in a way that protects them.

2. Purpose

The purpose of this Policy is to provide all employees, volunteers, partners and other stakeholders (including contractors) with a clear understanding of the issues around child protection and safeguarding adults at risk and to explain SON's processes and procedures if an allegation is made.

SON is committed to creating a culture of vigilance where learners' welfare is promoted and where timely and appropriate safeguarding action is taken for learners who need extra help or who may

be suffering or likely to suffer harm.

This Policy provides clear direction to all members of our community to ensure Safeguarding concerns, referrals and monitoring of actions are handled sensitively, professionally and in ways that promote the welfare of our learners and support their needs. The Policy also makes commitment to the development of good practice and sound procedures.

We recognise that the welfare of children, young people and adults at risk is paramount and that all learners regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity have the right to protection from all types of harm or abuse.

3. Scope

This Policy deals with the protection of children and adults at risk and is supported by the Staff Behaviour Code of Conduct, which sets out required standards and expectations. Children are young people (up to the age of 18) including learners, contractors, employees and visitors.

In respect of children, the policy is informed by the statutory guidance outlined in the Department for Education publication, 'Keeping Children Safe in Education' (September 2022) and the statutory guidance 'Working Together to Safeguard Children'.

Safeguarding and promoting children and young people's welfare is defined as:

- Protecting children from maltreatment.
- Preventing impairment of children's health and development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

For adults the key reference points are The Care Act 2014 (replacing the 2015 document 'No Secrets' (Adult Protection) which provides a definition of abuse of adults, the Equality Act 2010, and Protection of Freedoms Act 2012. Adults at risk (previously referred to as 'vulnerable adults') are those aged 18 or over that are identified as being vulnerable through social, medical or mental health conditions impacting on their learning.

A more detailed definition of children, young people and adults at risk is included in section 11. Policy Application and within Appendix 1 of this Policy.

4. Promotion of and Commitment to the Policy

The policy is published on Skills Office Network's website:

<https://www.skillsofficenetwork.co.uk/policies-and-procedures>

All staff, learners and employers receive an introduction to safeguarding during the onboarding process. All staff undertake mandatory Safeguarding and Prevent training during induction and the Safeguarding and Prevent for Protection of Children and Adults at Risk Policy is promoted, and the content disseminated to ensure that responsibilities and commitments to the policy are understood, and all parties are confident in implementing the policy (see Appendix 4 – Roles, responsibilities, and commitment to the policy).

All learners are introduced to SON Safeguarding and Prevent procedures during the onboarding process and within the induction process.

As part of the induction process all learners will be made aware of:

- Additional policies related to safeguarding, the prevention of extremism and radicalisation, complaints, bullying and harassment and equality, diversity and inclusion
- Their responsibility for their own and others' safety
- Online-Safety and Digital Resilience
- How to maintain own wellbeing and who to talk to if they have concerns
- How to report any instances related to Safeguarding and Child Protection including bullying and harassment, sexual violence and sexual harassment, radicalisation or contact with extremist groups
- Who to report concerns to, how to raise concerns and key contacts

Safeguarding is embedded within teaching and learning throughout the programme of study for all learners. The learner and employer handbooks also contain a summary of the Safeguarding and Prevent for Children and Adults at Risk Policy and learners undertake a piece of work related to the content.

Skills Office Network raises awareness of the Government **Run, Hide, Tell** campaign to further promote how to keep learners safe within and outside training and work environments and promotes the information and advice provided in relation to Preventing Radicalisation and Extremism on the Government's **ACT Early** website: <https://actearly.uk/>

Safeguarding, Prevent and the protection of children and adults at risk is an agenda item at each monthly team meeting and dedicated quarterly Safeguarding meetings are scheduled as part of the Skills Office Network Quality Assurance meetings plan.

5. Legislative Requirements

SON has a statutory and moral duty to ensure that we operate with a view to protecting, safeguarding, and promoting the welfare of learners receiving education and training at SON. SON's statutory responsibilities include the requirement to have due regard to the need to prevent people from being drawn into terrorism (Prevent Duty).

The policy is also informed by the following legal/statutory regulations:

- Revised Prevent duty guidance: for England and Wales: on the duty of schools and other providers in the Counter-Terrorism and Security Act 2015
- Children and Social Work Act 2017
- GDPR 2018
- Data Protection Act 2018
- Modern Slavery Act 2015
- Safeguarding Children and Young People from Knife Crime (Ofsted) 2019
- Education and Training (Welfare of Children) Act 2021
- Equality Act 2010

- Public Sector Equality Duty
- Human Rights Act 1998 (HRA)
- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2022
- Children's Act 2004

Further reference to Legal Framework can be found in Appendix 1 of this policy.

SON recognises that for learners, high self-esteem, confidence, supportive friends, and clear lines of communication with a trusted adult helps prevention.

SON will therefore:

- Establish and maintain an ethos where learners feel secure, are encouraged to talk, and are listened to.
- Ensure the learners know who they can approach if they are worried or are in difficulty. Curriculum staff will ensure that learners are aware of dedicated roles in this area.
- Include within the curriculum discussions which will help learners develop realistic attitudes to the responsibilities of adult life.
- Ensure that wherever possible every effort will be made to establish effective working relationships both with parents/carers (where applicable) and with colleagues from other relevant agencies.
- Follow safer recruitment practices when hiring staff, which includes a check of the list of those barred from working with children and adults at risk.

6. Safeguarding and Prevent

Safeguarding is not just about protecting children, young people and adults at risk from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:

- health, safety and well-being
- the use of reasonable force
- meeting the needs of learners with medical conditions
- providing first aid
- educational visits
- providing appropriate and agreed personal care and emotional support
- developing strategies for on-line safety and associated issues
- appropriate arrangements to ensure learners' security, with consideration of local context

Safeguarding relates to issues that occur on or off site and this policy is a mechanism to protect all learners from harm, in whatever form that may take.

We are aware that responsibilities around Safeguarding and Child Protection sit alongside each other. What is raised as a Safeguarding issue may or may not become a Child Protection issue.

This policy is also intended to incorporate the Government's 'Prevent' strategy. The prevent agenda is one of the 4 elements of CONTEST, the overall national counter-terrorism strategy. CONTEST

aims to stop people becoming terrorists or supporting terrorism and is split into four work streams that are known within the counter-terrorism community as the "four P's":

Prevent: to stop people becoming terrorists or supporting terrorism

Pursue: to stop terrorist attacks.

Protect: to strengthen our protection against a terrorist attack.

Prepare: to mitigate the impact of a terrorist attack.

Prevent is one of the four elements of CONTEST. The Prevent duty framework sits within the safeguarding policy and is a measure of the duty on education providers 'to have due regard of the need to prevent people from being drawn into terrorism' (Counter-Terrorism and Security Act 2015). The aim of Prevent is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism and it has three specific strategic objectives:

- Respond to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views.
- Provide practical help to Prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.
- Work with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with.

As required by The Prevent Duty, SON aims to:

- Work in partnership with, and actively engage with external partners including the police, Prevent co-ordinators, local support agencies, Channel & community groups.
- Ensure that all staff have undertaken appropriate training or development.
- Have clear policies in place with regard to risk assessment. This includes policies for internal and external events that may take place involving learners.
- Have sufficient support available for welfare and pastoral care according to the individual's requirements.
- Have policies in place for the use of information technology.
- Embed British Values into the curriculum across all programmes of study.

SON is not an investigating agency. Any allegation or suspicion of abuse or significant harm will normally be carried out by local Social Care Services or other agencies with statutory powers, such as the Metropolitan Police Service (MPS). All concerns should be taken seriously, recorded on the Safeguarding Concern Form and reported to the DSL, in line with our safeguarding procedures.

If ANY member of staff recognises a concern, they have both the duty and responsibility to make their concerns known to their line manager or a member of the Safeguarding Team.

7. Recognising & Responding to Safeguarding & Prevent Concerns

Recognising Abuse

It is important that staff members are able to recognise abuse or neglect in the course of their everyday work. Sometimes, the signs are very obvious such as broken bones or cuts and bruises. However, sometimes the signs are a lot less easy to spot.

All adults working with children, young people and adults at risk need to be alert to signs of abuse or neglect and know how to respond appropriately (including knowing who and how to share their concerns and, where appropriate, knowing how to ask relevant non-leading questions to see if there is a reasonable and consistent explanation for the signs observed).

Responding and Reporting

All allegations or suspicions of abuse must be reported in line with our safeguarding procedures, recorded on the Safeguarding Concern Form and reported to the Designated Safeguarding Lead (DSL).

- The learner must be informed that the information will be passed to someone else within SON and made aware of our process.
- A member of the Safeguarding Team will liaise with the learner as appropriate, ensuring that the matter is reported to the appropriate investigating agency, where appropriate. A written record of any discussions/referrals will be made.

Staff Awareness:

- Staff members are made aware of the signs of abuse and neglect so that they are able to identify cases of children/young people/adults at risk who may be in need of help or protection.
- Staff members working with children/young people/adults at risk are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.
- There are various expert sources of advice available for staff on the signs of abuse and neglect. Local Safeguarding Boards advise on useful material, and websites such as the NSPCC provide information, advice and resources.
- Types of abuse and neglect, and examples of specific safeguarding issues, are described in Appendix 6-10 of this policy.
- Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to a member of the Safeguarding Team who can contact adult or children's social care, where appropriate.
- A child (if under 18) going missing from an education setting is a potential indicator of abuse or neglect. Staff should act to identify any risk of abuse and neglect, including sexual abuse or exploitation and immediately notify the Safeguarding Team.

Prevent Concerns

Some learners may be vulnerable to radicalisation for the purpose of violent extremism. Concerns regarding radicalisation should be referred using the same procedure as for Safeguarding. Possible indicators that an individual is involved with an extremist group or cause could include:

- Changes in style of dress.
- Changes in appearance.
- Losing interest with friendship groups.
- Losing interest in activities not associated with a particular ideology.
- Behaviour becoming focused on an extreme idea or cause.
- Possession of material or symbols associated with an extremist cause.
- Attempting to disseminate radicalising materials or images.

(NB: There is no such thing as a ‘typical extremist’ and those involved in extremism come from a range of backgrounds and experiences. The above list are possible indicators only and is not an exhaustive list. Each concern should be addressed on its own merit and dealt with appropriately, in line with SON safeguarding procedures). A more detailed description of radicalisation with links to information and advice can be found in Appendix 10.

8. Reporting Safeguarding Disclosures

SON has a clear process in place to respond to disclosures and/or reporting of suspected and actual abuse. Our priority should always be to ensure the safety and protection of the child, young person or adult at risk.

Key points to remember when managing a disclosure situation:

- If a child, young person or adult at risk has approached you, make sure they know they have done the right thing.
- Listen carefully to their story and respect their rights.
- Do not make any judgements or communicate your personal views.
- Notify them that only the people who need to know will be informed. Never promise to keep a secret.
- Don’t try to solve the situation yourself or confront anyone.
- Remember to take all claims seriously.
- Do not interview or question (have open dialogue)
- Write up their narrative, using the Safeguarding Concern Report Form, giving as much detail as possible. Remember to include date and time, what was said and any names and locations.

- Don't disclose any information to non-relevant parties.
- Contact your DSL immediately and inform them of the situation using the report you made. The DSL will directly contact any child protection agency, the police or simply provide further advice.
- If the DSL is unavailable contact the Deputy Designated Safeguarding Lead (DDSL)
- If the DSL and DDSL are unavailable and you believe the situation to warrant further action, contact a child protection agency or the police.
- In cases where there is an immediate threat or danger, contact the police, social services or relevant agency immediately and follow the above procedure as soon as possible.

9. Allegations of Abuse Made Against Other Children/Young People

All staff should recognise that learners and colleagues are capable of abusing their peers and should put measures in place to minimise the risk of peer-on-peer abuse (referred to as child-on-child abuse in "Keeping Children Safe in Education (KCSIE) 2022". This type of abuse should never be tolerated or passed off as "banter" or "part of growing up".

We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously. Staff should also be aware of issues relating to peer-on-peer exploitation.

Peer on peer abuse can manifest itself in many ways. "KCSIE 2022" reports that child-on-child abuse is most likely to include (but not limited to):

We will minimise the risk of peer-on-peer (child-on-child) abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards females, and initiation or hazing type violence.
- Ensuring our curriculum helps to educate learners about appropriate behaviour and consent.
- Ensuring learners know how to report concerns and worries, this can be done by talking to their designated tutor, the DSL or Deputy. The learner will be informed of this at induction, at initial review undertaken, at each progress review and the contact information is also on our website.
- Ensuring staff are trained to understand that a child or young person harming a peer could be a sign that the child or young person is being abused themselves, and that this would fall under the scope of this policy.

Where there is a specific risk or concern reported, the Safeguarding team will conduct a risk assessment to evaluate if there is a risk to learners or peers.

9.1 Allegations of abuse made against tutors or other staff

SON has a duty of care to all members of staff (including volunteers). Anyone facing an allegation should be provided with effective support, the allegation should be dealt with quickly, consistently and fairly and should provide effective protection for the learner whilst supporting the staff member.

SON follows the guidance from “Keeping Children Safe in Education 2022” for children under 18 years of age, where a member of staff may have:

- behaved in a way that has harmed a child/young person or may have harmed a child/young person.
- possibly committed a criminal offence against or related to a child/young person; and/or
- behaved towards a child/young person or children/young person in a way that indicates he or she would pose a risk of harm to children, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The Safeguarding Lead should be notified straight away, in line with SON reporting procedures. The safeguarding team will then respond to the allegation, in line with SON Safeguarding procedures. Allegations of abuse by staff will be dealt with under the Staff Disciplinary Procedure. Cases may well either not meet the criteria set out above or may do so without warranting consideration of either a police investigation or enquiries by local authority children’s social care services. In these cases, local arrangements are followed to resolve cases without delay. Where appropriate, an assessment of transferable risk to children with whom the person works should be undertaken. If in doubt SON will seek advice from the local authority designated officer (LADO). Where an allegation is deemed to be sufficiently serious, the LADO will be informed, and appropriate actions taken to ensure the safety of all parties.

Allegations against a teacher who is no longer teaching are referred to the police.

10. Relationships Between Staff and Learners

Staff are expected to make a clear distinction between what is professional and what is personal with regard to their relationships with learners. SON encourages staff/learner relationships to be friendly and supportive, however, this is in the context of a professional relationship. It is not the same as becoming a learner’s personal friend. Where there is an imbalance in power (as inevitable in the staff/learner relationship), staff need to be aware that all learners, regardless of age, are in the care of SON and this is not consistent with developing close personal/private relationships. Any sexual contact with a learner under 18 will lead to criminal prosecution under the Sexual Offences Act 2003.

Inappropriate attitudes, demeanour and language all require care and thought to guard against misinterpretation and accusations of grooming. Staff should be cautious in their communications

with learners so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as inappropriate. They should not give their personal contact details including personal e-mail, personal blogs and websites, home or personal mobile telephone numbers.

Where social contact is made through interests outside of work or through the learner's own family or personal networks, this should be notified to the line manager and recorded.

Behaviour by staff that puts learners at risk or is in breach of the boundaries separating professional from personal relationships will lead to disciplinary action under the Staff Disciplinary Procedure.

NOTE: Staff employed by external contractors are also expected to adhere to this guidance. They should not develop, or attempt to develop, personal relationships with SON learners, whether on SON premises, employers premises or on-line. If anyone observes inappropriate behaviour, they should ensure it is raised with a member of the Safeguarding team immediately.

11. Policy Application

The policy applies to all learners, governors, staff (including temporary staff) and volunteers working for SON in all locations where education and training is delivered to children, young people and adults at risk. It applies also to those situations where learners are in a workplace setting undertaking vocational training or studying for vocational qualifications. The policy also covers collaborative provision and staff employed directly by contractors supplying services on behalf of SON.

For most purposes, a child may be defined as 'a person who has not yet reached their 18th birthday (Working Together to Safeguard Children' 2018). However, the Children Act 2004 defines a 'child' as a person under the age of 18 years and also covers adults at risk with a disability up to the age of 25. An adult at risk is defined as 'a person aged 18 or over who is, or may be, in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him/herself, or unable to protect themselves against significant harm or exploitation' (Safeguarding Vulnerable Groups Act 2006).

However, it is important to be aware that following amendments to the Safeguarding Vulnerable Groups Act 2006, by the Protection of Freedoms Act 2012, adults are no longer deemed vulnerable because of their personal attributes, characteristics or abilities. An adult is considered 'vulnerable' if they receive a health, personal or social care service from a professional. Personal services would include, for example, help with financial matters, feeding, washing or dressing.

No matter what an individual's role is at SON, each person is highly likely to encounter children, young people and adults during the course of their normal working activities. Our staff are therefore in a unique position to be able to observe signs of abuse or neglect, or changes in behaviour which may indicate a person may be being abused or neglected.

Safeguarding encompasses issues such as learner health and safety, bullying, arrangements to meet medical need, provision of first aid, on-site security, access to and use of information technology.

We recognise the positive contribution that the Prevent strategy can make towards protecting learners from the emerging grooming issues surrounding radicalisation to violent extremism. We will continue to empower our learners to create communities that are resilient to extremism and protecting the wellbeing of those who may be vulnerable to being drawn into violent extremism or crime. SON will also continue to promote the development of spaces for free debate where shared values can be reinforced.

Our procedures for safeguarding reflect those of our Local Authority Safeguarding Children Board child protection procedures and are based upon the Local authorities Multi Agency Adult Protection Policy, Guidelines and procedures.

12. Policy Review and Access

The policy will be subject to annual review. The review will be initiated by our Designated Safeguarding Lead. The policy is available on the Skills Office Network website and for all staff via our internal portal and all staff are provided with the policy during their induction training. The commitment to and understanding of this policy is reinforced during staff 1-1's, team meetings Safeguarding meetings, training, updates and regular communications.

APPENDICES:

Appendix 1 - Legal framework

SON has a statutory duty to create a safe learning environment for all, but specifically in relation to children and adults at risk under the Children Act 1989, 2004, the Education Act 2002, The Further Education Regulations (2006), The Care Act 2014 and the Safeguarding Vulnerable Groups Act 2006.

The Counter-Terrorism and Security Act 2015 contains a duty on specified authorities to have due regard to the need to prevent people from being drawn into terrorism. Government issued guidance in March 2015 (under section 29 of the Act) for specified authorities, which they must have regard to when complying with the duty.

It is the intention of this policy, and supporting procedures, to ensure that appropriate action is taken to discharge these duties.

The policy will also enable SON to deliver actions and services with procedures which are in accordance with:

- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2022
- Protection of Freedoms Act 2012
- Mandatory Reporting of Female Genital Mutilation - Procedural Information 2020
- Controlling or Coercive Behaviour Statutory Guidance 2022

A1.1 Safeguarding in relation to children and young people

In relation to children and young people, we have adopted the definition used in the Children Act 2004 and the Department for Education (DfE) guidance document: *Working Together to Safeguard Children* 2018 (p7), which defines safeguarding and promoting children and young people's welfare as:

- Protecting children from maltreatment.
- Preventing impairment of children's health and development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

The above statutory guidance defines child protection as a part of safeguarding and the promotion of welfare. Child protection is the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

SON refers to our child learners as young people. A young person is defined in section 579 of the Education Act 1996 and regulation 1 of the Working Time Regulations 1998 (SI 1998/1833) as someone over compulsory school age but under the age of 18 years.

A1.2 Safeguarding in relation to adults at risk

The legal and policy basis for responding to concerns regarding the safeguarding and welfare of adults at risk is different from that of children and young people under 18. *Working Together to Safeguard Children* 2018 only applies to children and young people until they reach the age of 18.

Government guidance in relation to adults is contained in the Care Act 2014 (which replaces the 'No Secrets' *Guidance on protecting adults at risk in care*).

Prior to the introduction of the Care Act in 2014, the 'No Secrets' statutory Guidance which covered adult safeguarding, used a broad definition of a 'adult at risk' as a person: "who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation".

The term 'adult at risk' has replaced 'vulnerable adult'. The term 'adult at risk' is detailed in the new Care Act 2014 and focuses on the situation causing the risk, rather than the characteristics of the adult concerned. An adult at risk of abuse or neglect (shortened to 'adult at risk') is defined as someone who has needs for care and support, who is experiencing, or at risk of, abuse or neglect and as a result of their care needs - is unable to protect themselves.

Appendix 2 - Liaison with outside agencies and confidentiality

We welcome inter-agency working to support the welfare of our learners and we note that the Data Protection Act and human rights law are not barriers to justified information sharing. We will share information with informed consent where appropriate but recognise that we may still share information without consent if, in our considered judgement of safety and well-being of the individual and others, there is good reason to do so.

Information sharing is mandatory through the Children Act 1989 Section 47 Investigations or during Child Death Reviews or if required to do so by Court proceedings.

External agencies involved in the protection of children, young people or adults at risk should approach through the Senior Management Team (SMT) so that there is a central record and protocols for information sharing are followed. If staff are approached by a social worker, or other care professional about one of their learners, they should inform the DSL or SMT as we need to check that they represent a recognised organisation.

Appendix 3 - Notifications of infectious diseases (NOIDs)

Concerns regarding NOIDs should be referred using the same procedure as for Safeguarding.

Notification of infectious diseases is the term used to refer to the statutory duties for reporting notifiable diseases. This statutory notification of infectious diseases has been a crucial health protection measure in the UK for over one hundred years. The purpose of notification is to enable the prompt investigation, risk assessment and response to cases of infectious disease and contamination that present a significant risk to human health.

Health protection legislation in England has been updated from 6 April 2010 to give public authorities modernised powers and duties to prevent and control risks to human health from infection or contamination.

The main feature of the legislation is to: extend the long-standing requirement on Registered Medical Practitioners (RMPs) to notify the proper officer of a local authority of individual cases of specified infectious diseases (notifiable diseases) by also requiring them to notify cases of other infections or of contamination which they believe present, or could present, a significant risk to human health.

The measures are contained in the Public Health (Control of Disease) Act 1984 (as amended) together with the Health Protection (Local Authority Powers) Regulations 2010 and the Health Protection (Part 2A Orders) Regulations 2010 and the Health and Safety at Work etc. Act 1974.

These powers enable a local authority to request or require action to be taken to prevent, protect against or control a significant risk to human health.

They allow local authorities to:

- require that a child or young person is kept away from school/college/workplace.
- require a Headteacher/Education Provider to provide a list of contact details of learners.
- disinfect/decontaminate premises or articles on request.

Following any reasonable grounds for suspecting or a disclosure from learners/staff in regard to notifiable diseases, the DSL/SMT should be informed and appropriate action taken.

A3.1 List of notifiable diseases

Examples of infections that should be notified under this provision are provided below for guidance.

- Acute meningitis
- Covid_19
- Diphtheria
- Food poisoning
- Malaria
- Measles
- Monkeypox
- Mumps
- Rubella
- Tetanus
- Tuberculosis (TB)
- Whooping cough

A full list available at: <https://www.gov.uk/notifiable-diseases-and-causative-organisms-how-to-report#list-of-notifiable-diseases>

Appendix 4 – Roles, responsibilities, and commitment to the policy

A4.1 Responsibilities of the SON Senior Manager Team

Our Operations Director (James Neilands) will:

- Ensure our Policy for safeguarding children, young people and adults at risk and associated procedures are in place and implemented to ensure the welfare of all learners.
- Delegate operational responsibility and implementation of procedures to a designated member of the Safeguarding team.
- Be responsible for receiving allegations against members of staff and volunteers and passing them on to the organisation that manages our HR.
- Receive immediate notification of any changes affecting the policy or procedures and ensure the policy is reviewed and amended as appropriate.
- If requested by the Local Authority Designated Officer, become the point of contact for communication with regard to an individual safeguarding matter concerning an allegation against a member of staff unless the Director has had the allegation made at themselves in which case the Chair of the Governing Body would be the point of contact.

A4.2 Responsibilities of the Designated Safeguarding Lead

The Designated Safeguarding Lead (Alison Ghariani) will;

- Ensure that child and adult at risk protection procedures are in place and are updated as appropriate and as advised and coordinate safeguarding practices across all provision.
- Oversee the referral of cases of suspected abuse or allegations to the relevant investigating agencies.
- Ensure that detailed and accurate written records are kept, even where that concern does not lead to a referral.
- Ensure that all such records are kept confidentially and securely.
- Maintain a centralised record of all safeguarding activity.
- Act as a point of contact for all SON learners on issues relating to safeguarding.
- Act as a focal point for staff concerns and liaison with other agencies and professionals.
- Lead a team of nominated Safeguarding and Prevent Duty Officers who act as points of contact for staff on child and adult at risk protection issues.
- Ensure that all staff and volunteers are aware of our policy for safeguarding children and adults at risk and referral procedures and know how to recognise any concerns.
- Ensure that staff receive appropriate training regularly (at least annually).
- Attend appropriate training as required to keep up to date with current knowledge and in fulfilling the role as the Safeguarding and Prevent Lead.
- Make known to every member of staff (including temporary and agency staff and volunteers) the names of the designated Safeguarding Duty Officers and their roles.
- Ensure the running and operation of the safeguarding operational team meetings.

A4.3 Responsibilities of Deputy Safeguarding Officers:

The nominated Deputy Safeguarding Officer (Matthew Smith) will:

- Act as a point of contact for staff on child and adult at risk protection issues.
- Act as a point of contact for all SON learners on issues relating to safeguarding.
- Know how to make an appropriate referral.
- Keep records of all contact and ensure these are passed on to the Designated Safeguarding Lead.
- Liaise with Social Services and Children's Services in accordance with the local Safeguarding Children Board procedures if contact via the DSL is not available.

A4.4 Responsibilities of the Management Team

All managers have a responsibility to ensure that staff in their team are informed of the policy and procedures and that their teams are managed with due regard to our commitment to safeguarding and promoting the welfare of children, young people and adults at risk.

A4.5 Responsibility of all Staff Members

The DSL will ensure that all new staff and volunteers are appropriately inducted on Skills Office Network's safeguarding policies, procedures, referral and reporting systems and that they know how to implement them.

All staff have a responsibility to:

- Ensure they are aware of and follow the procedures in cases of suspected abuse.
- Be alert to signs of abuse and report their concerns immediately to a Safeguarding Duty Officer. A Safeguarding Disclosure proforma should also be completed.
- Ensure they do not promise confidentiality regarding information which might compromise the individual's safety or well-being or that of another.
- Undertake appropriate training in relation to safeguarding and promoting the welfare of children, young people and adults at risk on an annual basis and as required.

A4.6 Additional Expectations of all Staff Members

All staff members (including temporary staff) will undertake Safeguarding and Prevent training at induction and will be introduced to Skills Office Network's policies and procedures including whistle-blowing procedures, to ensure they understand the safeguarding systems and their responsibilities and can identify signs of possible abuse or neglect. The staff training will also include SON's responsibilities, protection procedures, online safety, safe working practice and external reporting mechanisms.

All staff members (including temporary staff) will receive appropriate ongoing training to ensure they are aware of a range of safeguarding issues (see definition of safeguarding) and are aware that behaviours linked to the likes of drug taking, alcohol abuse, and peer on peer abuse such as bullying, sexting and sexual harassment can put children, young people and adults at risk in danger.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify those at risk of being drawn into terrorism and to challenge extremist ideas.

All staff members (including temporary staff) will be made aware of SON's expectations regarding safe and professional practice via the code of conduct which is provided and discussed as part of the induction process.

All delivery staff will be trained to promote safeguarding and Prevent and provide health, sexual health, relationship education and other key theme topics as part of the delivery model. Knowledge of local threats are gained through partnership work and cascaded to the staff, apprentices, and learners.

A4.7 Contextualised Safeguarding

Managers, Assessors, Tutors and Designated Safeguarding Lead/Deputy must consider external factors when reviewing and dealing with safeguarding incidents and apprentice/learner behaviours. A knowledge of individual situations such as home life, social contacts and living environments can place the behaviour or incident into context, informing next steps to protect and prevent situations developing further.

Being proactive in understanding the wider context in which the apprentice or learner lives can help put safeguarding measures in place prior to incidents occurring, thus reducing threats and harm to the individual.

Contextual background will also help inform the referral process when working with external organisations. This could include child protection, abuse, preventing radicalisation, peer on peer abuse including sexual violence, sexual harassment and sexting, any number of safeguarding categories such as online abuse and bullying, drugs, gangs, child sexual exploitation, female genital mutilation (FGM) etc.

Appendix 5 - Linked policies and procedures

This policy links to the following policies and procedures:

- Employee Handbook
- Whistle Blowing Policy & Procedure
- Data Protection Policy and Data protection Guidelines (GDPR inclusive 2018)
- Staff Code of Conduct
- Anti-bullying and Harassment Policy – Learners
- Bullying and Harassment Policy
- Safer Recruitment Policy
- IT Acceptable Use Policy
- Staff Disciplinary Procedure
- Equality, Diversity and Inclusion Policy
- Modern Slavery and Anti-trafficking Policy
- Complaints Policy
- Health & Safety Policy
- eSafety Policy
- Teaching, Learning and Assessment Strategy
- Privacy Notices
- External Speakers and Visitors Policy

Appendix 6 - Understanding and identifying abuse and neglect

Abuse and neglect are forms of maltreatment – a person may abuse or neglect a child, young person or adult at risk by inflicting harm, or by failing to act to prevent harm.

Welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, including, via the internet. In the case of female genital mutilation, children may be taken out of the country to be abused. They may be abused by an adult or adults, or another child or children. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. Abuse and neglect can happen over a period of time but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being. These potentially traumatic events can result in adverse childhood experiences (ACEs), that have negative and long-lasting effects. There is an expanding body of research about the effects of ACEs well into adulthood.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children and adults at risk may be especially vulnerable to abuse, because they may have an impaired capacity to resist or avoid abuse.

They may have speech, language and communication needs which may make it difficult to tell others what is happening. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so you should also be alert to parent-child interactions which are concerning and other parental behaviours.

This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, you can respond to problems as early as possible and provide the right support and services for the child/adult at risk and their family. It is important to recognise that a warning sign doesn't automatically mean a child or adult at risk is being abused.

A6.1 Some of the following signs might be indicators of abuse or neglect:

- Behavioural changes – they may become aggressive, challenging, disruptive, withdrawn.
- Poor attendance and punctuality.
- Arriving with clothes which are ill-fitting and/or dirty.
- Consistently poor hygiene.
- Making strong efforts to avoid specific family members or friends, without an obvious reason.
- Not wanting to change clothes in front of others or participate in physical activities.
- Problems during lessons e.g. a sudden lack of concentration and learning or appearing to be tired and hungry.

- Talking about being left home alone, with inappropriate carers or with strangers.
- A reluctance to go home.
- Drinking alcohol regularly from an early age.
- Concerns for younger siblings without explaining why.
- Those who flinch at sudden movements.

Appendix 7 - Categories of abuse – Children

There are four main categories of abuse and neglect: physical abuse, emotional abuse, sexual abuse and neglect. Each has its own specific warning indicators, which you should be alert to. *Working Together to Safeguard Children* statutory guidance sets out full descriptions.

A7.1 Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained, such as: bruises or cuts; burns or scalds; or bite marks.

A7.2 Emotional abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners may be in a position to observe it, for example, in the way that a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunity to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong.
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder'.
- Parents or carers blaming their problems on their child.
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

A7.3 Sexual abuse

This involves forcing or enticing a child to take part in sexual activities, including prostitution whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic materials or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Some of the following signs may be indicators of sexual abuse of young people:

- Behavioural changes such as changes in quality of work or grades, substance abuse or self-harm.
- Physical signs such as eating more or less, stomach aches or problems walking or sitting.
- Emotional signs such as anxiety, depression, low self-esteem, crying or anger.

A7.4 Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation of young people:

- Appearing with unexplained gifts or new possessions.
- Associating with other young people involved in exploitation.
- Having older and/or numerous sexual partners.
- Suffering from sexually transmitted infections or become pregnant.
- Suffering from changes in emotional well-being.
- Misuse of drugs and alcohol.
- Going missing for periods of time or regularly come home late.
- Those who regularly miss education or training or don't take part in education.

A7.5 Neglect is a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is likely to result in the serious impairment of a child's health or development.

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

Some of the following signs may be indicators of neglect in young people:

- Living in a home that is indisputably dirty or unsafe.
- Arriving hungry or dirty.
- Arrive without adequate clothing, e.g. not having a winter coat.
- Living in dangerous conditions, i.e. around drugs, alcohol or violence.
- Being often angry, aggressive or self-harming.
- Not in receipt of basic health care.
- Parents who fail to seek medical treatment when their children are ill or are injured.

Additional information about types of abuse, definitions and signs can be found via the following:

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/>

<https://learning.nspcc.org.uk/research-resources/briefings/definitions-signs-child-abuse>

Appendix 8 - Categories of abuse – Adults

A8.1 Physical abuse

This includes hitting, slapping, pushing, kicking, rough handling or unnecessary physical force either deliberate or unintentional, misuse of medication, restraint or inappropriate sanctions.

A8.2 Domestic violence or abuse

This includes any of the indicators of abuse outlined in this document relating to psychological; physical; sexual; financial or emotional and so called ‘honour’ based violence.

In 2012, the Home Office announced changes to the definition of domestic and confirmed that it would also be widened to include those aged 16-17 and wording changed to reflect coercive control. In 2013 the title of the definition changed to ‘domestic violence and abuse’.

The Government definition of domestic violence and abuse is:

‘Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members¹ regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

- psychological
- physical
- sexual
- financial
- emotional

'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 a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.'

A8.3 Sexual abuse

This includes rape and sexual assault or sexual acts to which the adult at risk has not consented, or could not consent to, or was pressured into consenting. Sexual abuse can occur between people of the same sex and it can also occur within a marriage or any long-term relationship. A relationship of trust should exist between a member of staff or a volunteer and the person for whom they are caring, it would be seen as a betrayal of that trust, and therefore abusive, for that member of staff or volunteer to have a sexual relationship with the person they are caring for.

A8.4 Psychological or emotional abuse

This includes emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks.

A8.5 Financial or material abuse

This includes theft, fraud, exploitation, pressure in connection with wills, property, enduring power of attorney, or inheritance or financial transactions, or the inappropriate use, misuse or misappropriation of property, possessions or benefits.

A8.6 Modern slavery

Modern slavery can be defined as when an individual is exploited by others, for personal or commercial gain. Whether tricked, coerced, or forced, they lose their freedom.

This includes, but is not limited to: Human trafficking, Forced labour, Domestic servitude, Sexual exploitation, such as escort work, prostitution and pornography, Debt bondage – being forced to work to pay off debts that realistically they never will be able to.

A8.7 Neglect and acts of omission

This includes ignoring or withholding medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition, clothing and heating.

A8.8 Discriminatory abuse

Discriminatory abuse is the unequal treatment of an individual based on age, disability, gender and gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation.

This includes racist, sexist, or other forms of discriminatory behaviour that are based on a person's and other forms of harassment, or similar treatment.

A8.9 Self neglect

This is not a direct form of abuse, but staff need to be aware of it in the general context of risk assessment / risk management and to be aware that they may owe a duty of care to a vulnerable individual who places him/herself at risk in this way.

Additional information about types of abuse, signs and indicators can be found via the following:

<https://www.scie.org.uk/safeguarding/adults/introduction/types-and-indicators-of-abuse>

<https://www.scie.org.uk/publications/atagance/atagance69-adult-safeguarding-types-and-indicators-of-abuse.pdf?res=true>

Appendix 9 - Additional Safeguarding Issues

A9.1 - External Support and Guidance

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, NSPCC offers information for colleges and education providers on the TES website and also on its own website www.nspcc.org.uk Government guidance on the issues listed below is available via the GOV.UK website:

- bullying including cyberbullying
- child sexual exploitation (CSE) – see also below
- county lines
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – see also below
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation (prevent)
- sexting
- teenage relationship abuse
- trafficking

A9.2 Mental Health and Wellbeing

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child, young person or adult at risk has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health condition. Staff, however, are well placed to observe and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these experiences, can impact on mental health, behaviour and education.

If staff have a mental health or wellbeing concern that is also a safeguarding concern, action should be taken by speaking to the Designated Safeguarding Lead or Deputy.

Appendix 10 – Radicalisation

This is the process by which individuals come to support terrorism or violent extremism. There is no typical profile for a person likely to become involved in extremism, or when they move to adopt violence in support of their particular ideology. Although a number of possible behavioural indicators are listed below, staff should use their professional judgement and discuss with other colleagues or external partners if they have any concerns.

- Use of inappropriate language
- Behavioural changes – angry, mood swings, a new-found arrogance
- The expression of extremist views which are at odds with generally shared values
- Advocating violent actions and means.
- Possession of violent extremist literature.
- Association with known extremists.
- Seeking to recruit others to an extremist ideology.

Useful information and advice about Prevent, radicalisation and extremism can be found at:

<https://educateagainsthate.com/>

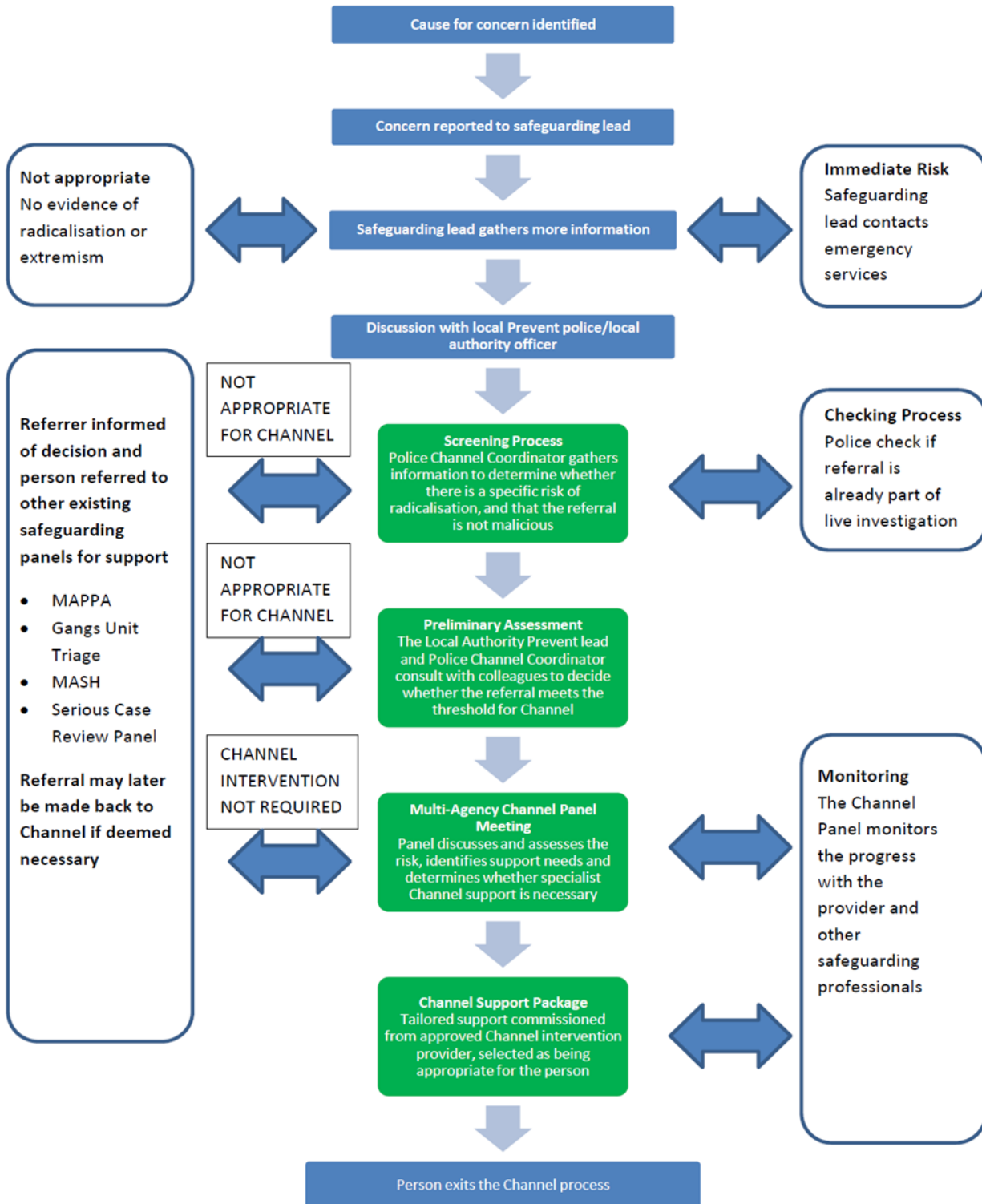
<https://actearly.uk/>

<https://www.manchestersafeguardingpartnership.co.uk/resource/prevent-radicalisation-extremism-resources-practitioners/>

<https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-further-education-institutions-in-england-and-wales>

<https://www.et-foundation.co.uk/professional-development/safeguarding-prevent/legislation-guidance-resources/>

Appendix 11 – The Channel Process within SON (Prevent)



Appendix 12 – Safeguarding Disclosure Proforma

Safeguarding Disclosure Proforma

To be completed in full by ALL relevant staff members.

Part 1 – Information

Staff Member Information			
Staff member raising concern:		Job role:	
Staff member contact number:		Staff member email:	
Learner Information			
Learner Name:		Learner ID:	
Learner contact number:		Gender:	
Learner DOB:		Age:	
Learner Postcode:			
Please tick one:			
<input type="checkbox"/> I am reporting my own concerns. <input type="checkbox"/> I am responding to concerns raised by someone else (<i>record details below</i>)			
Name of person raising concern if not staff member:		Contact number(s)	
Designated Safeguarding Lead (DSL):		Date disclosure reported to DSL	

Part 2 – Incident / Disclosure details

Details			
Date of incident/disclosure:		Time:	
Other persons present at time of incident/disclosure:	Y/N	Location of incident/disclosure:	
Reason for concern (<i>please tick</i>)			
Disclosure by learner <i>Concern or risk of harm</i>		Summary of disclosure: <i>Details of the incident or concerns (include other relevant information, such as description of any injuries and whether you are recording this incident as fact, opinion or hearsay)</i>	
Disclosure relates to learner or another learner			
Disclosure is current			
Disclosure is historic			
Type of Concern	Mental / Physical / Emotional / Other		

Circle relevant concern(s)			
Name of other persons present:		Contact number(s)	
Notes of any difference in recollection of incident/disclosure:			
Attitude to concern			
Learner attitude towards our concern:			
Attitude of parent/carer/other support networks as reported by learner:			
Learner informed of duty of care to report concern:	Y/N		
Any additional comments:			
Declaration			
Signature:		Date:	

Part 3 – DSL Decision and Action *(To be completed by Designated Safeguarding Lead)*

Designated Safeguarding Lead (DSL) name:		Date disclosure received:	
Action taken by DSL:			
Rationale for decision making / actions taken:			
Follow up action by DSL:			
Feedback given to person reporting the concerns:			

Has information been sought or shared with Social Worker or another external agency?	Y/N
Name of agency:	
Named person:	

Contact details:	
Time/date of contact:	
Summary of information / advice received:	

Decision <i>(complete for all safeguarding concerns)</i>		
Internal referral <i>(complete 4a)</i>	Y/N	
External referral <i>(complete 4b)</i>	Y/N	
No immediate referral <i>(complete 4c)</i>	Y/N	
Decision clearly communicated to learner	Y/N	
Declaration		
Signature:		Date:

Part 4 – Referral and Follow Up

Part 4a – Internal referral <i>(complete if applicable)</i>	
Referral to:	
Person making referral:	
Date referral made:	
Notes:	

Part 4b – External referral action plan <i>(complete if applicable)</i>	
Referral to:	
Person making referral:	
Date of referral	
Information to be shared with agency:	
Response requested from agency:	
Person responsible for following up:	
Follow up on (date):	

Part 4c – Support and follow up communication with client/External agencies <i>(complete for all safeguarding concerns)</i>		
Contact date & time	Support and or follow up communication	Date action to be delivered by

Appendix 13

Mock Safeguarding Disclosure Proforma

To be completed in full by ALL relevant staff members.

Part 1 – Information

Staff Member Information			
Staff member raising concern:	Bob Smith	Job role:	Tutor
Staff member contact number:	07940000000	Staff member email:	bsmith@son.co.uk
Learner Information			
Learner Name:	Mia Khalol	Learner ID:	12345
Learner contact number:	07942000000	Gender:	F
Learner DOB:	04/05/04	Age:	18
Learner Postcode:	M7 4HS		
Please tick one:			
<input checked="" type="checkbox"/> I am reporting my own concerns. <input type="checkbox"/> I am responding to concerns raised by someone else (<i>record details below</i>)			
Name of person raising concern if not staff member:		Contact number(s)	
Designated Safeguarding Lead (DSL):	Angela Brown	Date disclosure reported to DSL	21/09/2022

Part 2 – Incident / Disclosure details

Details			
Date of incident/disclosure:	21/09/2022	Time:	11am
Other persons present at time of incident/disclosure:	N	Location of incident/disclosure:	Online / Zoom call
Reason for concern (<i>please tick</i>)			
Disclosure by learner <i>Concern or risk of harm</i>		Summary of disclosure: Mia had a discussion with parents at home last night, Sunday 20th September. She states that her parents want her to marry a partner chosen by them and are applying pressure for her to do so. Mia has refused and as she is 18 and has been made aware of all the support available to her. She is very informed about her rights and has also discussed the legal implications to her parents if they were to try and force her. She does not think that this will happen now as she made it very clear that she will not marry against her wishes. This student is travelling to Pakistan to visit family for a month in November, but she informed me	
Disclosure relates to learner or another learner	x		
Disclosure is current	x		
Disclosure is historic			

	that her parents have now accepted her decision and have stopped putting on pressure. She has a British Passport.		
Type of Concern <i>Circle relevant concern(s)</i>	Mental / Physical / Emotional / Other (Forced Marriage)		
Name of other persons present:	N/A	Contact number(s)	
Notes of any difference in recollection of incident/disclosure:			
Attitude to concern			
Learner attitude towards our concern:	Mia disclosed the information as part of a conversation about her upcoming holiday. Although she seemed upset that these were her parents' wishes she did express confidence that the matter is now resolved.		
Attitude of parent/carer/other support networks as reported by learner:	Mia stated that her parents have accepted her decision although they wish that Mia had a more traditional view.		
Learner informed of duty of care to report concern:	Y/N		
Any additional comments:			
Declaration			
Signature:	B. Smith	Date:	21/09/22

Part 3 – DSL Decision and Action *(To be completed by Designated Safeguarding Lead)*

Designated Safeguarding Lead (DSL) name:	Angela Brown	Date disclosure received:	21/09/2022
Action taken by DSL:	Discussed the concerns with Mia directly. She gave the same account and assurances that she had no concerns for her welfare at home if she does not/has not agreed with her parent's views. Provided signposts to provide further support and guidance to Mia around Forced Marriage. Discussed the concerns with the local forced marriage unit and passed on requested information regarding Mia and her upcoming visit to Pakistan.		
Rationale for decision making / actions taken:	To ensure that Mia has access to support and guidance and to take advice from external agencies to ensure that appropriate preventative action is taken.		
Follow up action by DSL:	Waiting for FMU for further update and guidance.		

Feedback given to person reporting the concerns:	Mia has been updated of the actions taken and will also advise her parents of the discussions that have taken place.
--	--

Has information been sought or shared with Social Worker or another external agency?	Y
Name of agency:	Forced Marriage Unit
Named person:	Tom Hawkins
Contact details:	+44 (0) 20 7008 0151
Time/date of contact:	2pm 21/09/22
Summary of information / advice received:	Discussed disclosure from Mia. Provided additional information to Tom. Agreed that no immediate risk of harm or danger to Mia. He has advised that he will be back in touch tomorrow to provide additional information and next steps.

Decision <i>(complete for all safeguarding concerns)</i>		
Internal referral <i>(complete 4a)</i>	N	
External referral <i>(complete 4b)</i>	Y	Detailed above and in 4b
No immediate referral <i>(complete 4c)</i>	N	
Decision clearly communicated to learner	Y	And learner will be kept updated.
Declaration		
Signature:	A. Brown	Date: 21/09/2022

Part 4 – Referral and Follow Up

Part 4a – Internal referral <i>(complete if applicable)</i>	
Referral to:	
Person making referral:	
Date referral made:	
Notes:	

Part 4b – External referral <i>(complete if applicable)</i>	
Referral to:	FMU
Person making referral:	Angela Brown
Date of referral	21/09/2022
Information to be shared with agency:	Detailed above in part 3

Response requested from agency:	Waiting follow up details with next steps on 22/09/22
Person responsible for following up:	Angela Brown
Follow up on (date):	22/09/22

Part 4c – Support and follow up communication with client/External agencies <i>(complete for all safeguarding concerns)</i>		
Contact date & time	Support and or follow up communication	Date action to be delivered by
21/09/2022	Signposted learner for guidance and support. Contacted FMU for guidance – awaiting advice on next steps.	22/09/2022

Appendix 14 – Safeguarding Contacts and Process Map

Overall strategic responsibility: Director of Operations – James Neilands – 07887 513 944

Responsibility for Safeguarding learners:

- **Designated Safeguarding Lead** – Alison Green - 0191 466 1614
- **Deputy Designated Safeguarding Lead** – Matthew Smith - 0191 466 1615

Safeguarding Contact Email: staysafe@logicaltraining.co.uk

Overall responsibility for Safer Recruitment and Staff Allegations: Director of Operations

SON Safeguarding Committee & Governance Board: Meets quarterly.

See Safeguarding Reporting Process Map below:

Procedure for Responding to Safeguarding Concerns

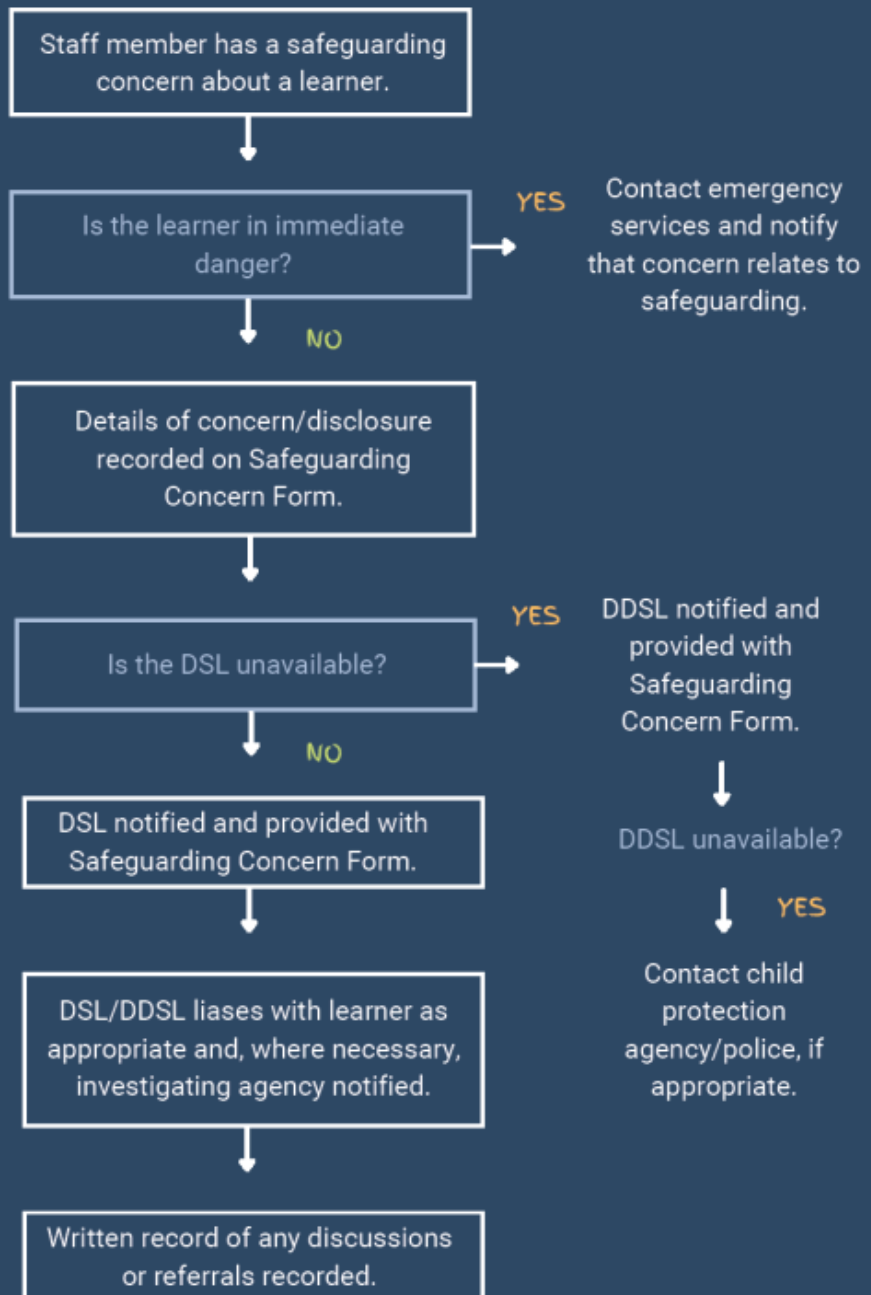
All learners and staff introduced to Safeguarding and Prevent procedures as part of onboarding.




DSL
Alison Green
0191 466 1614
alison.green@skillsofficenetwork.co.uk



DDSL
Matthew Smith
0191 466 1615
matthew.smith@skillsofficenetwork.co.uk



Refer to Safeguarding Policy for additional detail.

Version Number	4
Approved by (Director Name)	James Neilands
Director Signature	
Date	March 2024