

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.

Momentous Learning, part of 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 our 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.

We recognise that safeguarding is a shared responsibility, encompassing the protection of children and the promotion of their rights and welfare. Therefore:

- Safeguarding and promoting the welfare of children is everyone's responsibility.
- 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, 2024)

Safeguarding is an integral part of providing high-quality education and training. It is a collective responsibility that requires all staff to be vigilant in recognising, identifying, and responding to signs of abuse, neglect, exploitation, extremism and other safeguarding issues, 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.

We are 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, abuse, neglect and exploitation.

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, volunteers 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 2024' and the statutory guidance 'Working Together to Safeguard Children 2023'.

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 at risk, the primary legal frameworks are the Care Act 2014, which provides a comprehensive definition of adult abuse, and the Equality Act 2010, which protects individuals from discrimination. The Protection of Freedoms Act 2012 also plays a relevant role in safeguarding adult rights and freedoms. 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 are introduced to the Safeguarding and Prevent for Protection of Children and Adults at Risk Policy and related processes, to ensure that they understand their roles, responsibilities and are confident in implementing the policy (see Appendix 4 – Roles, responsibilities, and commitment to the policy).

All learners are introduced to our Safeguarding and Prevent procedures during the onboarding process and as part of induction.

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 a fundamental component of our educational programmes, integrated into all aspects of learning. Both learners and employers receive comprehensive information about safeguarding through our handbooks and initial training. Learners also complete an assessment to ensure their understanding of the content covered.

To empower learners to stay safe in all environments, we actively promote the Government's 'Run, Hide, Tell' campaign for emergencies and raises awareness of the resources available on the ACT Early website (<https://actearly.uk/>) to help prevent radicalisation and extremism.

Safeguarding, Prevent, and the protection of children and adults at risk are prioritised as key agenda items in our monthly team meetings. Additionally, we have dedicated quarterly safeguarding meetings to ensure ongoing focus and address specific concerns.

As part of their ongoing professional development (CPD), delivery staff receive comprehensive training on safeguarding and personal development topics such as health, exercise, well-being, sexual health and healthy relationships. This ensures they are equipped to address these important issues effectively with learners and contribute to their overall well-being.

We prioritise creating a supportive and inclusive learning environment where learners feel safe, valued, and heard. To foster this environment, we will:

- Establish open lines of communication: Encourage learners to talk openly about their concerns ensuring they feel comfortable approaching staff for support.
- Promote healthy development: Integrate discussions about adult responsibilities and expectations into our curriculum to help learners develop realistic attitudes.

- Build strong partnerships: Collaborate effectively with line managers, parents/carers (where relevant) and other relevant agencies to ensure comprehensive support for learners.
- Maintain high safeguarding standards: Adhere to strict safer recruitment practices, including background checks, to protect learners from harm.

5. Safeguarding and Legal Framework

We are committed to creating a safe and supportive learning environment for all individuals, including children and adults at risk. SON has a legal and ethical duty to safeguard the wellbeing of all learners. This includes addressing the 'Prevent' duty, which requires us to be vigilant in preventing individuals from being drawn into terrorism.

To fulfil this obligation, we adhere to the following legal framework:

- Keeping Children Safe in Education 2024
- Working Together to Safeguard Children 2023
- Counter-Terrorism and Security Act 2015
- Further Education Regulations 2006
- Children Act 2004
- Protection of Freedoms Act 2012
- Domestic Abuse Act 2021
- Mental Health Act 2007
- Disability Discrimination Act 2005
- Health and Safety at Work Act 1974

The following safeguarding legislation has also been considered when drafting this policy:

- What to do if you're worried a child is being abused (2015)
- The Safeguarding Vulnerable Groups Act 2006
- The Education and Training (Welfare of Children) Act 2021
- Children and Social Work Act 2017
- Prevent duty guidance: England and Wales (2023)
- Equality Act 2010
- Human Rights Act 1998 (HRA)
- Data Protection Act 2018

While independent training providers may not be subject to all of these laws in the same way as other organisations, we recognise our moral and ethical obligation to ensure the safety and well-being of our learners.

By following the guidance outlined in these documents, we aim to implement effective safeguarding practices that align with legal requirements and promote a safe and supportive learning environment. It is the intention of this policy, and supporting procedures, to ensure that appropriate action is taken to discharge these duties.

6. Safeguarding and Prevent

Safeguarding is a fundamental aspect of our commitment to providing a safe and supportive learning environment. It encompasses a wide range of responsibilities, including:

- Physical and emotional well-being: Ensuring the health, safety, and emotional well-being of all learners.
- Appropriate care: Meeting the needs of learners with medical conditions, providing first aid, and offering personal care and emotional support as required.
- Online safety: Developing strategies to protect learners from online risks and promoting responsible digital citizenship.
- Security: Implementing appropriate measures to ensure the security of learners and the learning environment, considering local context.

Safeguarding is not limited to preventing deliberate harm, neglect, or failure to act. It extends to all aspects of a learner's experience, both on and off-site, including online. While safeguarding and child protection are interconnected, it's important to recognise that not all safeguarding issues may necessarily escalate to child protection concerns.

By addressing these key areas, we are committed to creating a safe and supportive learning environment for all learners.

This policy aligns with the Government's 'Prevent' strategy, which is a key component of the overall national counter-terrorism strategy, CONTEST. The Counter-Terrorism and Security Act 2015 requires education providers to be vigilant in identifying and addressing potential risks of individuals being drawn into terrorism.

places a duty on education providers to "have due regard to the need to prevent people from being drawn into terrorism".

The 'Prevent' strategy has three specific objectives:

- Early intervention: Identifying and supporting individuals at risk of radicalization.
- Challenging extremist ideologies: Countering extremist narratives and promoting tolerance and understanding.
- Supporting vulnerable communities: Building resilience and preventing the exploitation of vulnerable individuals.

By integrating the 'Prevent' agenda into our safeguarding policy, we are committed to playing a role in safeguarding our learners from the threat of terrorism and promoting a culture of tolerance and respect."

As required by The Prevent Duty, we aim 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.

Any allegation or suspicion of abuse or significant harm will normally be reported to appropriate authorities such as Social Care Services or Metropolitan Police Service (MPS).

All staff members have a duty and responsibility to report any concerns regarding safeguarding to a member of the Safeguarding Team. These concerns should be recorded on the Safeguarding Concern Form and followed up in accordance with our established procedures.

7. Recognising & Responding to Safeguarding & Prevent Concerns

Recognising Abuse, Neglect and Exploitation

It's crucial that staff members are vigilant in identifying signs of abuse, neglect, or exploitation within their daily interactions with learners. While some signs, like physical injuries, may be obvious, others can be more subtle.

All adults working with children, young people, and adults at risk must be able to recognise potential indicators of harm and know how to respond appropriately. This includes understanding how to share concerns with the appropriate persons and authorities and, when necessary, asking relevant questions to gather more information without leading the individual.

Safeguarding is a complex issue that often involves multiple factors. Abuse, neglect, exploitation, and other safeguarding concerns are not always isolated incidents but can be interconnected and overlap.

Technology plays a significant role in many safeguarding issues, both online and offline. Children and adults at risk are vulnerable to abuse and exploitation in both physical and virtual environments. This includes online harassment, misogynistic/misandrist messages, the non-consensual sharing of inappropriate content, and exposure to harmful materials.

Staff members must remain vigilant and exercise professional curiosity to identify cases where individuals may be in need of help or protection. This includes recognising potential signs of abuse or exploitation, both online and offline, and taking appropriate action.

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, neglect and exploitation. 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.
- Unexplained or persistent absences from education can be a potential indicator of abuse or neglect. Staff should be vigilant in identifying and addressing such concerns, including those related to domestic, violent, or sexual abuse and exploitation.

Prevent Concerns

All learners should be treated with respect and dignity, regardless of their beliefs or viewpoints. However, it is important to be aware that some individuals may be vulnerable to radicalisation and extremism.

Potential indicators of radicalisation may include:

- Changes in behaviour: Changes in dress, appearance, social circles, or interests.
- Extreme views: Expressing or advocating for extremist ideologies.
- Possession of extremist materials: Having materials or symbols associated with extremist groups.
- Dissemination of extremist content: Sharing or promoting extremist views or materials.

The above list are possible indicators only and is not an exhaustive list. It is important to note that these are just some potential indicators, and individuals involved in extremism can come from a wide range of backgrounds. Any concerns about radicalisation should be addressed promptly and in accordance with our safeguarding procedures.

For further information on radicalisation and extremism, please refer to Appendix 10.

Responding and Reporting

Any allegations or suspicions of abuse must be reported immediately to a member of the Safeguarding Team. The reporting process will follow our established safeguarding procedures, and learners will be informed that their concerns will be shared with the appropriate persons or authorities.

A member of the Safeguarding Team will:

- Liaise with the learner: Ensure that the learner is informed about the steps being taken and provided with any necessary support.
- Report to appropriate authorities: Refer the matter to the relevant authorities, such as social services or law enforcement, as necessary.

- Maintain written records: Keep detailed records of all discussions, referrals, and actions taken.

8. Reporting Safeguarding Disclosures

When a child, young person, or adult at risk discloses an incident of abuse or other safeguarding concern, it is crucial to prioritise their safety and well-being.

Key steps to follow:

- Reassurance: Assure the individual that they have done the right thing by coming forward.
- Active listening: Listen carefully to their story without making judgments or expressing personal views.
- Confidentiality: Inform them that only necessary individuals will be informed and avoid making promises of secrecy.
- Avoid investigation: Do not attempt to investigate the situation yourself or confront anyone involved.
- Documentation: Write up their narrative, using the Safeguarding Concern Report Form, giving as much detail as possible, including dates, times, what was said and any names and locations.
- Immediate reporting: Contact the Designated Safeguarding Lead (DSL) or Deputy DSL as soon as possible to report the incident. They will provide further advice or directly contact any child protection agency or the police, as appropriate.
- Seek expert assistance: If the DSL and DDSL are unavailable or if the situation warrants immediate action, contact the appropriate child protection agency or law enforcement.

Remember: Every disclosure must be taken seriously, and appropriate action should be taken to protect the individual at risk

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) 2024”. 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 2024’ reports that child-on-child abuse is most likely to include (but not limited to):

- bullying (including cyberbullying, prejudice-based and discriminatory bullying) • abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

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

We have 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 2024' 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 tutor who is no longer employed by SON 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. We encourage 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.

In general, a child is defined as 'a person who has not yet reached their 18th birthday' (Working Together to Safeguard Children 2023). However, the Children Act 2004 extends this definition to include adults with disabilities up to the age of 25. The Safeguarding Vulnerable Groups Act 2006 further defines an 'adult at risk' as someone aged 18 or over who requires community care services due to mental or other disabilities, age, or illness and may be unable to care for themselves or protect themselves from harm or exploitation.

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 at risk 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 a wide range of 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. We 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. All staff are provided with the policy and related documents 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 – Safeguarding definitions

To ensure a consistent understanding of safeguarding, we have adopted the following definitions:

Whilst a child is recognised as ‘a person who has not yet reached their 18th birthday’ (Working Together to Safeguard Children 2023), SON refers to learners aged 16-18 as young people. In accordance with the Education Act 1996 and the Working Time Regulations 1998, ‘young people’ are defined as individuals aged 16 to 18, who have completed compulsory schooling but are not yet adults.

A1.1 Safeguarding in relation to children and young people

In relation to children and young people, we have adopted the definition from the Department for Education (DfE) guidance document: *Working Together to Safeguard Children 2023* which defines safeguarding and promoting the welfare of children and young people’s welfare 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.

The above statutory guidance states that Child protection is part of safeguarding and promoting the welfare of children and is activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

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 ‘vulnerable adult’ 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.

The act also lists some examples of conditions that could put an adult at risk, including:

- Physical disability
- Learning difficulty
- Sensory impairment
- Mental health needs, such as dementia or a personality disorder
- Long-term health conditions
- Misusing alcohol or substances to the extent that it affects their ability to manage day-to-day living.

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 DSL or 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 reported through our established safeguarding procedures.

The Public Health (Control of Disease) Act 1984 and the Health Protection (Notification) Regulations 2010 mandate the reporting of notifiable diseases to local authorities. This enables prompt investigation, risk assessment, and response to potential public health threats.

Key considerations:

- Identification and reporting: Staff should be aware of notifiable diseases and report any suspected cases to the appropriate authorities.

- **Local authority powers:** Local authorities have the authority to request actions to prevent or control the spread of infectious diseases.
- **School and workplace measures:** In the event of a notifiable disease outbreak, local authorities may require schools or workplaces to take specific actions, such as closing facilities or requiring individuals to stay home.

When a staff member or learner discloses concerns about a potential notifiable disease, the DSL/SMT should be informed immediately. Appropriate action will be taken in accordance with our safeguarding policies and procedures.

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

The 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 Green) 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.
- To stay informed about local threats and challenges, the DSL will maintain strong partnerships with relevant agencies and disseminate this information to staff and learners.

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

All staff members have a crucial role in safeguarding learners and promoting their well-being. To fulfil this responsibility, we ensure that:

- New staff receive comprehensive training: All new staff and volunteers undergo thorough induction on our safeguarding policies, procedures, referral systems, and reporting protocols. This includes undertaking mandatory Safeguarding, Prevent and EDI training courses which are updated on an annual basis. Training will also cover:
 - Whistle-blowing procedures and how to report concerns about misconduct or unethical behaviour.
 - Safe working practices: Promoting safe and professional behaviour in the workplace in line with the staff behaviour code of conduct.
- Safeguarding awareness is maintained: Staff actively participate in ongoing safeguarding training to stay informed about current best practices and emerging issues. Staff should maintain a high level of awareness and be proactive in spotting signs of abuse or neglect
- Concerns are reported promptly: Any suspected instances of abuse or neglect are reported immediately to a designated Safeguarding Duty Officer, and the Safeguarding Concern proforma is completed.
- Confidentiality is handled appropriately: Staff understand the importance of maintaining confidentiality while balancing it with the need to protect individuals at risk.
- Continuous improvement: We are committed to reviewing and updating our safeguarding policies and procedures to ensure they remain effective and aligned with current best practices.

A4.6 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
- 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 and Extremism

“Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK’s system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).” (Gov.UK, 2024)

Radicalisation 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.

A number of possible behavioural indicators are listed below. It is important to note that these are not definitive indicators of extremism or radicalisation. They can be red flags that warrant attention, therefore staff should use their professional judgement and discuss with other colleagues or external partners if they have any concerns.

Social Withdrawal and Isolation

- Decreased engagement with friends and family: Spending less time with loved ones and avoiding social activities.
- Joining exclusive groups or communities: Becoming involved in secretive or insular groups that promote extremist ideologies.
- Increased online activity: Spending excessive time online, particularly on extremist websites or forums.

Changes in Beliefs and Values

- Adopting extreme or rigid ideologies: Embracing ideologies that promote violence, hatred, or the overthrow of established systems.
- Rejecting mainstream media: Distrusting mainstream news sources and relying solely on alternative or fringe media.
- Conspiracy theories: Believing in unfounded or false theories that often reinforce extremist narratives.

Aggressive and Hostile Behaviour

- Increased anger and irritability: Becoming more prone to outbursts of anger or hostility.
- Intolerance of dissent: Refusing to consider opposing viewpoints or engaging in respectful dialogue.
- Threats of violence: Making direct or indirect threats of violence against individuals or groups.

Legal and Ethical Violations

- Breaking the law: Engaging in illegal activities, such as vandalism, property damage, or hate crimes.
- Disrespecting authority: Challenging or defying authority figures, such as teachers, law enforcement, or government officials.
- Ethical violations: Engaging in unethical behaviour, such as lying, cheating, or stealing.

For additional guidance on behaviour that could constitute extremism, and the aims of those behaviours please refer to the following link:

<https://www.gov.uk/government/publications/new-definition-of-extremism-2024/new-definition-of-extremism-2024#the-definition>

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

<https://educateagainsthate.com/>

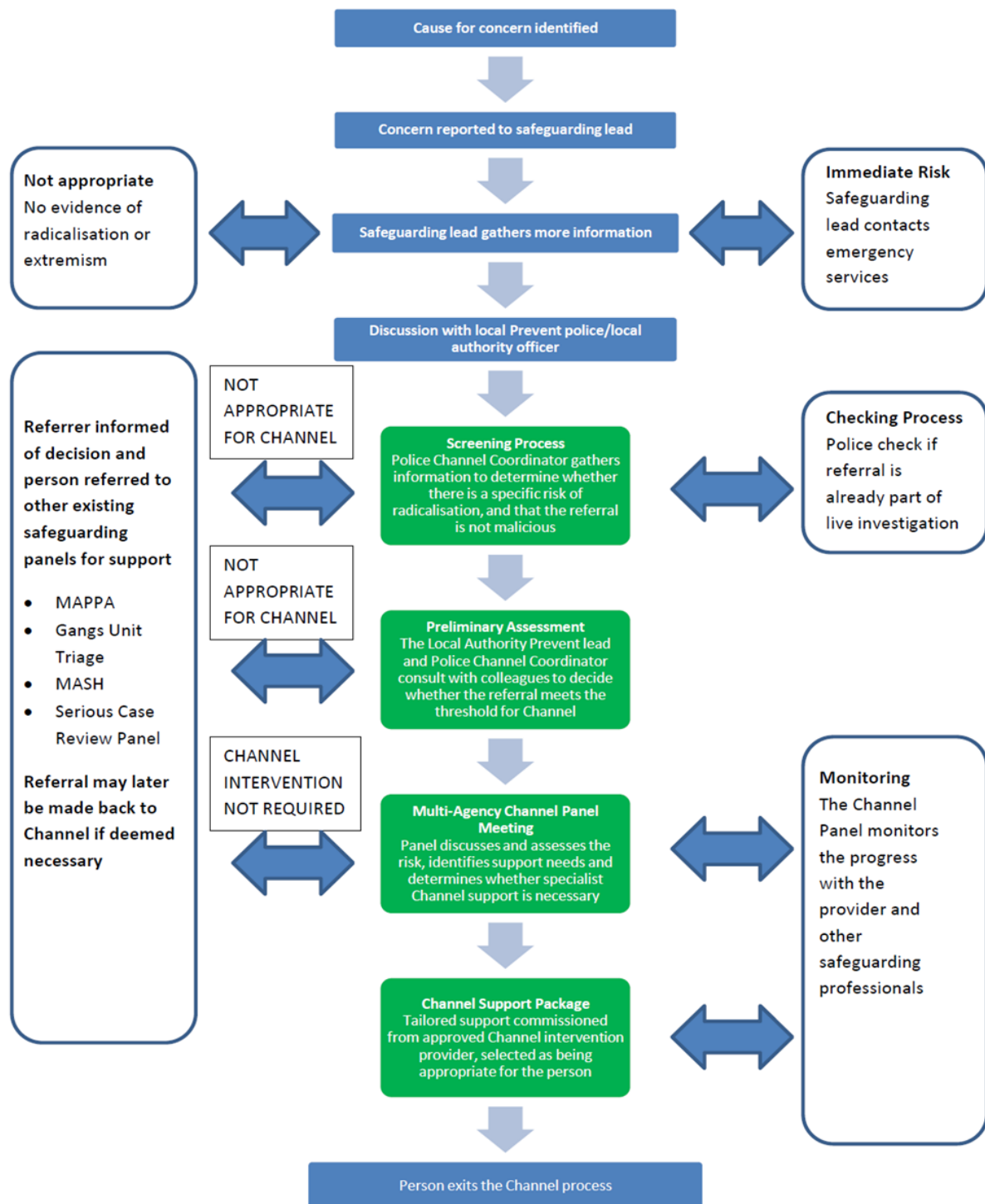
<https://actearly.uk/>

<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 Concern/Disclosure Proforma

Safeguarding Disclosure Form

To be completed in full by ALL relevant staff members.

Part 1 – Information

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

Part 2 – Incident / Disclosure Details

Details			
Date and time of Incident/Disclosure:		Location of incident/disclosure:	
Other witnesses/persons present Y/N		If yes, please provide name, contact and role/relationship:	
Reason for concern			
Concern of risk or harm Y/N		If yes, please state reasons why	
Physical or behavioural signs present Y/N		If yes, please describe.	
Please provide summary of disclosure/concern raised			
Have there been any historic or similar incidents that are relevant? Y/N		If yes, please provide details:	
Has the learner been informed of duty of		Summary of learner's attitude/response to incident:	

care to report concern? Y/N			
Any additional comments:			
Declaration			
Signature:		Date:	

Part 3 – DSL Decision and Actions *(To be completed by DSL/DDSL)*

DSL/DDSL reviewing concern:		Date received:	
Details of decision / action taken			
Rationale for decision / action taken:			
Follow up actions required:			
Has information been sought or shared with any external agency? Y/N		If yes, provide name of agency, contact name and details, time and date:	
Summary of information / advice received and any follow up actions			
Details of any follow up actions or communications including dates:			
Date Concern Closed:		Reason/Rationale:	
Additional Notes			
Declaration			
Signature:		Date:	

Appendix 13

Mock Safeguarding Concern/Disclosure Proforma

To be completed in full by **ALL** relevant staff members.

Part 1 – Information

Staff Member Information			
Staff member reporting concern:	John Smith	Job role:	FS Tutor
Learner Information			
Learner Name:	Ayla Moon	DOB:	11/03/1998
Please tick one:			
<input checked="" type="checkbox"/> I am reporting my own concerns. <input type="checkbox"/> I am responding to concerns raised by learner or someone else <i>(record details below)</i>			
Name of person raising concern (if not staff member):	N/A	Contact number(s) (if not learner):	
Date concern raised (if not staff member):		Date disclosure reported to DSL:	

Part 2 – Incident / Disclosure Details

Details			
Date and time of Incident/Disclosure:	15/04/2025	Location of incident/disclosure:	Teams
Other witnesses/persons present Y/N	N	If yes, please provide name, contact and role/relationship:	N/A
Reason for concern			
Concern of risk or harm Y/N	Y	If yes, please state reasons why	Potentially being financially exploited by family member
Physical or behavioural signs present Y/N	Y	If yes, please describe.	Learner has repeatedly attended sessions wearing the same clothing, which is visibly unclean Reports of feeling tired, cold, and hungry during morning classes Disclosed she hasn't been able to afford food recently.
Please provide summary of disclosure/concern raised	Ayla has increasingly presented with poor hygiene and low mood. During a one-to-one support session, she mentioned she had not eaten properly for several days and that her "sister looks after all the money." She seemed reluctant to talk further but did say that she "doesn't really get a say" in how money is spent. She also shared that she sleeps on a sofa and has no heating. She did not appear aware that this may be a safeguarding concern.		
Have there been any historic or similar	Y	If yes, please provide details:	Previous tutorials noted concerns about Ayla's tiredness and concentration.

incidents that are relevant? Y/N			
Has the learner been informed of duty of care to report concern? Y/N	Y	Summary of learner's attitude/response to incident:	Learner was surprised but accepted support, saying "I suppose it would be good to talk to someone." Gave consent to speak to the safeguarding team.
Any additional comments:	Possible referral to Adult Social Care or local support services.		
Declaration			
Signature:	J Smith	Date:	15/04/2025

Part 3 – DSL Decision and Actions *(To be completed by DSL/DDSL)*

DSL/DDSL reviewing concern:	Sarah Roberts	Date received:	15/04/2025
Details of decision / action taken	Initial safeguarding discussion held with learner. Learner confirmed that her full apprenticeship wage is paid to her sister to help cover her household costs and she does not have access to her own money. Consent obtained to refer to Adult Social Care for further support. Contact made with local support charity for adult learners experiencing hardship.		
Rationale for decision / action taken:	Evidence of neglect and possible financial abuse; learner is a vulnerable adult and requires external assessment and support.		
Follow up actions required:	<ul style="list-style-type: none"> Referral made to Stockport Adult Social Care (submitted 15/04/2025) Referral to Stockport Homes' hardship support (submitted 26/04/2025) Tutor to maintain regular check-ins with learner 		
Has information been sought or shared with any external agency? Y/N	Y	If yes, provide name of agency, contact name and details, time and date:	Stockport Adult Social Care Contact: Safeguarding Duty Team Referral submitted 15/04/2025, acknowledged same day
Summary of information / advice received and any follow up actions	ASC advised to monitor welfare and update with further concerns. David allocated a social worker and first home visit arranged for 17/04/2025.		
Details of any follow up actions or communications including dates:	16/04/2025: Hardship referral acknowledged 17/04/2025: ASC home visit confirmed		

Date Concern Closed:	27/04/25	Reason/Rationale:	Support now in place; learner reports improvement in home conditions and access to food and spending money. Tutor has reported improvement in general appearance and wellbeing. Monitoring to continue via pastoral check-ins.
Additional Notes	Tutor to follow up weekly and report any changes.		
Declaration			
Signature:	S. Roberts	Date:	27/04/2025

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@momentouslearning.co.uk

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

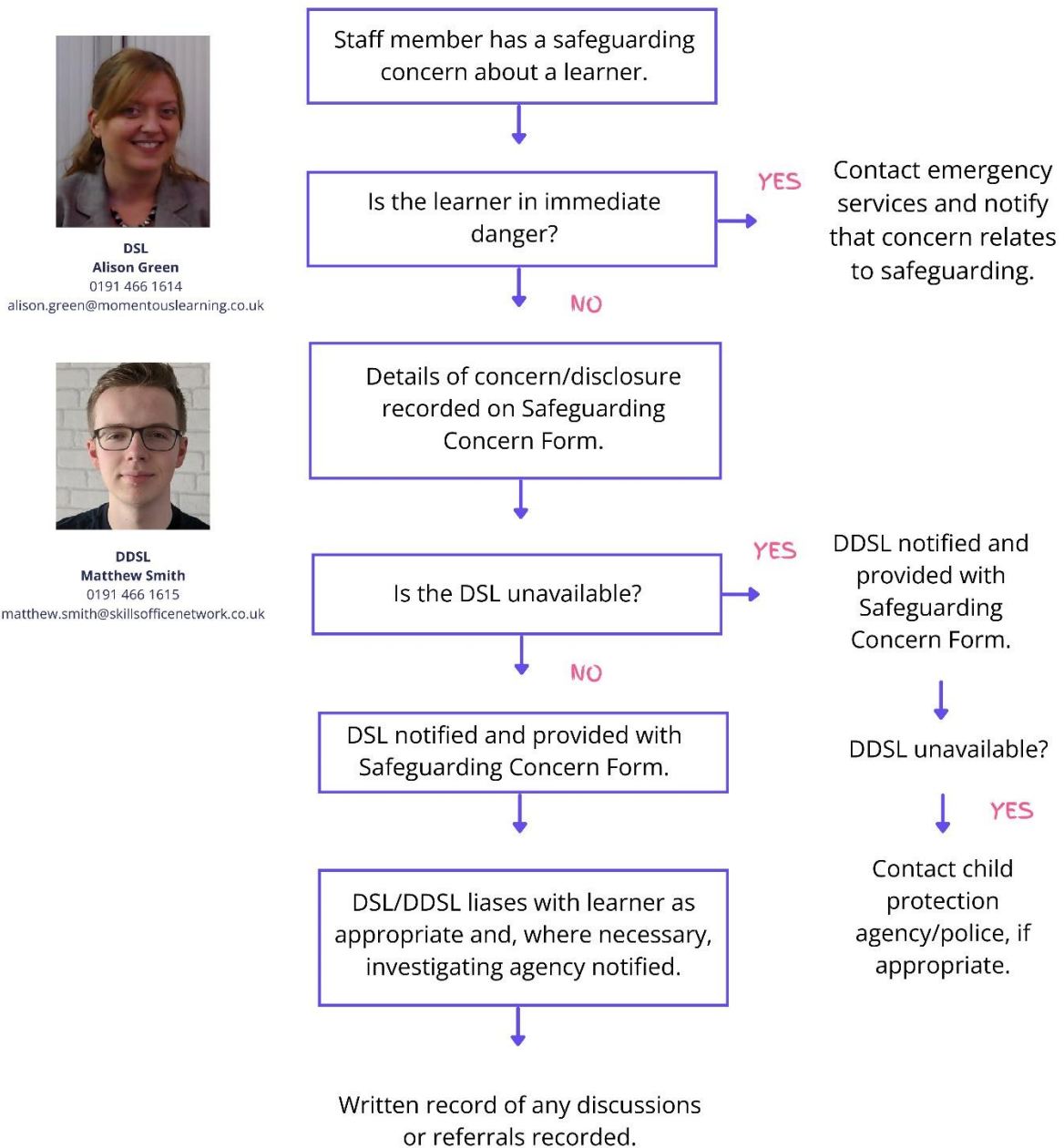
SON Safeguarding Committee & Governance Board: Meets quarterly.

See Safeguarding Reporting Process Map below:

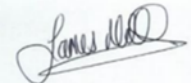


Procedure for Responding to Safeguarding Concerns

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



Refer to the [Safeguarding Policy](#) for additional information.

Approved by (Director Name)	James Neilands
Director Signature	
Date	April 2025