Safeguarding and Prevent Policy

| Version 7.0 |

Policy Commencement Date	12/10/2026
Policy Version	7.0
Review by	12/10/2027
Document Controller	Jonathan Hall
Signature	*J.Hall*

Contents page

Content	Page
1. Introduction	3
2. Aims	4
3. Principles	4
4. Responsibilities	5
5. Risk Assessment	7
6. Communication	8
7. Guidance for Reporting Concerns	8
8. Reporting Allegations of Abuse against Members of Staff	9
9. Threshold Decision Making Guidance	10
10. Training Staff	11
11. Confidentiality	12
Appendix A - Safeguarding Team	13
Appendix B – Reporting Points of Contact	14
Appendix C - Safeguarding Reporting Form	17
Appendix D - SPT Safeguarding Reporting and Escalation Process	21
Appendix E - Safeguarding Threshold Guidance and Practical Examples	24
Appendix F – Key Terms and Practical Examples	29

1. Introduction

1.1 Staff Power Training (SPT) acknowledges that adults at risk are amongst the most vulnerable in society. Therefore, adults in positions of trust have a duty to ensure that learners and other individuals at risk are protected from abuse, neglect, exploitation and harm, and that effective action is taken in response to safeguarding concerns.

SPT recognises that safeguarding includes protecting learners from radicalisation, extremism and terrorism. The organisation is committed to fulfilling its duties under the Counter-Terrorism and Security Act 2015 and the Prevent Duty Guidance for Further Education Providers. Vulnerability to radicalisation will be treated as a safeguarding concern and managed through the safeguarding arrangements contained within this policy.

1.2 This policy forms part of our Safeguarding framework and is in place to ensure that anybody who has cause to encounter any of our learners who may be at risk knows what is expected of them and can safeguard others.

1.3 SPT has a legal duty of care for the health, safety, security and well-being of their learners and staff always when in the respective workplaces. This duty of care incorporates the duty to safeguard all learners from subjection to any form of harm, abuse, or nuisance. It is the responsibility of the Senior Management to ensure that this duty is always discharged.

1.4 For the purposes of this policy, safeguarding is defined within Appendix F.

1.5 SPT recognises that some adults may be at greater risk due to care and support needs, personal circumstances, mental or physical health conditions, learning difficulties, disability, social isolation, exploitation, domestic abuse, radicalisation, or other factors that may increase vulnerability.

1.6 The adult safeguarding duties under the Care Act 2014 apply to an adult, aged 18 or over, who:

- *Has needs for care and support (whether or not the local authority is meeting any of those needs).*
- *Is experiencing, or at risk of, abuse or neglect.*
- *As a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect.*

1.7 Care and support needs are the mixture of practical, financial and emotional support for adults who need extra help to manage their lives and be independent including older people, people with a disability or long-term illness, people with mental health problems, and carers.

1.7a Whilst SPT primarily delivers training to learners aged 19 and over, the organisation recognises that safeguarding concerns relating to children may arise through disclosures, observations or information shared by learners. In such circumstances, SPT will have regard to relevant safeguarding legislation and guidance,

including *Keeping Children Safe in Education (KCSIE)*, where appropriate, and will work with relevant safeguarding agencies to protect children from harm.

1.8 This policy will be reviewed at least annually, be made available to all staff and published on the SPT website.

1.9 This policy has been developed with regard to the following legislation, statutory guidance and sector requirements:

- Care Act 2014.
- Human Rights Act 1998.
- Counter-Terrorism and Security Act 2015 (Prevent Duty).
- Data Protection Act 2018.
- UK General Data Protection Regulation (UK GDPR).
- Equality Act 2010.
- Working Together to Safeguard Children.
- Keeping Children Safe in Education (KCSIE) (where relevant to concerns relating to learners' children or other children who may be at risk).
- The Prevent Duty Guidance for Further Education Institutions in England and Wales.
- Relevant guidance issued by local Safeguarding Adults Boards and safeguarding partners.

2. Aims

2.1 The primary aims of the policy/procedures are to:

- *Enable staff to meet their statutory responsibility to safeguard adults at risk whilst engaged with SPT.*
- *Promote the welfare of adults at risk.*
- *Provide a safe environment for adults at risk.*
- *Identify adults at risk who would benefit from early intervention and help or are in need or suffering/likely to suffer significant harm and take appropriate action to make sure they are safe.*
- Contribute to effective partnership working between all those involved in providing adults at risk with the support they require.

3. Principles

The principles underpinning SPT's approach to safeguarding adults at risk are set out below:

3.1 The welfare of the adult at risk is of paramount consideration, and in any conflict of interest, their well-being must be the focus of each action.

3.2 The safeguarding of adults at risk is everyone's responsibility. Everyone who meets adults at risk has a role to play. This involves, always, taking a learner-centred approach and acting in a way that is in their best interest. No single practitioner can have a full picture of a learner's needs and circumstances. If they are to receive the right help at the right time, everyone who meets them has a role to play in identifying concerns, sharing information and taking prompt action.

3.3 All staff should be aware that a learner may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, learners may feel embarrassed, humiliated or be being threatened. This should not prevent staff from showing professional curiosity and speaking to a member of the safeguarding team if they have concerns. It is also important that staff determine how best to build trusted relationships which facilitate communication.

3.4 All staff working with adults at risk should have access to and a clear understanding of the procedures set out in this document.

3.5 All members of staff will receive safeguarding training appropriate to their roles and responsibilities.

3.6 All staff employed by SPT will undergo pre-employment checks in accordance with the Safer Recruitment Policy and relevant legislation.

3.7 SPT is committed to the maintenance of accurate records which will be maintained in accordance with safeguarding, data protection and organisational requirements.

4. Responsibilities

4.1 Designated Safeguarding Lead (DSL)

- *The DSL has governance over safeguarding and Prevent matters across the business, and will ensure that resources, support, and all relevant training are available and in place for staff.*
- *The DSL will support the Safeguarding and Prevent Team in meeting their responsibilities and will ensure that SPT meet these commitments.*
- *The DSL is also responsible for reviewing the Safeguarding and Prevent Policies annually, or more frequently if there is a change to current legislation, along with any policies linked to the Safeguarding and Prevent processes and procedures that support the embedding and working practices of this policy.*
- *The DSL will be assisted by other designated members of staff who are suitably qualified and experienced, namely the Designated Safeguarding Officers (DSO).*
- *The DSL is responsible for acting as a source of advice on adult at risk safeguarding matters, for coordinating action within SPT and for liaising with health services, Adult Social Care and other agencies about suspected or actual causes of abuse.*
- *Liaise with the SPT senior leadership team to inform them of issues, especially ongoing enquiries, and police investigations.*
- *Have a key responsibility for raising awareness, within the staff, of issues relating to the welfare of adults at risk and the promotion of a safe environment for adults at risk.*
- *The DSL will be responsible for determining such action as is necessary under the Safeguarding procedures contained within this document.*
- *The DSL team will alert the DBS when a person has been dismissed or left due to risk to or harm that they presented, or may have presented, to a learner.*
- *Be aware of how to make referrals to* Adult Social Care and other relevant

safeguarding agencies *via the local authority multi-agency safeguarding units, along with the role they might be expected to play in such assessments.*

- *Will alert the police when a crime may have been committed.*
- *Foster strong links with relevant Safeguarding Agencies.*
- *Work with the DSOs to ensure that SPT collaborate with employers and other training organisations that provide apprenticeships and or work placements for adults at risk, to ensure that appropriate safeguarding arrangements are in place.*
- *The DSL will review safeguarding concerns, referrals, cases and near misses to identify trends, lessons learned and opportunities to improve safeguarding arrangements across the organisation.*
- *Act as the organisational Prevent Lead.*
- *Assess concerns relating to radicalisation and extremism.*
- *Liaise with Prevent and Channel partners where appropriate.*
- *Maintain awareness of local and regional Prevent risks.*
- *Monitor Prevent-related concerns and trends.*

4.2 Designated Safeguarding Officer (DSO)

- *Will liaise with DSLs to inform them of issues, especially ongoing enquiries, and police investigations.*
- *Will maintain a proper record of any safeguarding referral, complaint, or concern, even when that concern does not lead to a referral.*
- *Act as a source of advice, support, and expertise to staff on matters of safety and safeguarding.*
- *Liaise with relevant agencies following a referral to ensure it has been dealt with effectively and identify whether a resolution has been achieved.*
- *Will alert the police when a crime may have been committed.*
- *Foster strong links with relevant Safeguarding agencies.*
- *Work with the DSLs to ensure that SPT collaborate with employers and other training organisations that provide apprenticeships and or work placements for adults at risk, to ensure that appropriate safeguarding arrangements are in place.*

4.3 Staff Members and Associates

All staff, associates, agency workers and volunteers have a responsibility to contribute to a safe and supportive learning environment.

Staff will:

- *Understand and comply with the Safeguarding and Prevent Policy.*
- *Complete safeguarding and Prevent training required for their role.*
- *Recognise signs of abuse, neglect, exploitation, radicalisation, self-neglect and other safeguarding concerns.*
- *Report safeguarding concerns promptly to the DSL or DSO.*
- *Maintain accurate, factual and timely safeguarding records.*
- *Cooperate with safeguarding investigations and referrals where required.*
- *Treat safeguarding information appropriately and maintain confidentiality.*
- *Never promise confidentiality when receiving a safeguarding disclosure.*
- *Act in the best interests of learners and take appropriate action where they believe somebody may be at risk of harm.*
- *Recognise and report digital safeguarding concerns, including online abuse,*

exploitation, cyberbullying, financial scams, online radicalisation, inappropriate online communications and other forms of online harm.

- *Undertake Prevent training.*
- *Promote Fundamental British Values.*
- *Remain alert to signs of radicalisation and extremism.*
- *Report Prevent concerns in line with safeguarding procedures.*

Where the DSL is unavailable, safeguarding concerns must be escalated immediately to a DSO. Safeguarding concerns must never be delayed due to staff absence, annual leave, workload pressures or the unavailability of a particular individual.

5. Safeguarding and Prevent Risk Assessment

5.1 Risk assessment is an intrinsic part of the safeguarding process. It is used to assess and manage potential risk of abuse or neglect that might harm a person's wellbeing, in a similar way to how SPT manages health and safety, so that the specific needs of learners and adults at risk are appropriately considered.

5.2 A Prevent and Safeguarding Risk Assessment will be carried out and an action plan created, which will be managed by the DSL and will be reviewed as a minimum on an annual basis.

5.2a The Prevent and Safeguarding Risk Assessment will consider organisational, environmental, learner and operational risks, including risks associated with learner welfare, radicalisation, online safety, lone working, external speakers, work placements, partner organisations and changes to provision.

5.2b The risk assessment will be reviewed whenever there is a significant safeguarding incident, change in legislation, change in organisational activity, identified trend, or other circumstance that may affect safeguarding risk.

As part of its safeguarding arrangements, Staff Power Training will assess risks associated with:

- Radicalisation and extremism.
- Online influences and social media.
- External speakers and events.
- Local safeguarding concerns.
- Learner vulnerability.
- Emerging threats identified through local authority, police or Prevent guidance.

5.2c Actions arising from the risk assessment will be recorded, assigned to an appropriate owner and monitored to completion.

5.3 Every member of staff, associate or volunteer has a responsibility for ensuring that they have read and understand the risk assessment.

5.4 Learners will receive safeguarding and Prevent information during induction and will be informed how to report safeguarding concerns.

6. Communication

6.1 SPT staff members are the first line of defence in safeguarding. It's essential that they understand their roles and responsibilities, know how to recognise signs of abuse or neglect and are familiar with the procedures for reporting concerns. SPT actively promotes Fundamental British Values through learner induction, curriculum delivery, learner reviews, employer engagement, equality and diversity activities and organisational culture.

6.2 Communication with staff should be clear, consistent, and ongoing – this can be achieved through:

- *Regular training: Workshops, e-learning, and refresher courses will all be used to ensure that staff are up to date with the latest safeguarding policies and protocols.*
- *Accessible information: SPT will provide easy-to-understand guidance documents, flowcharts, and quick-reference materials.*
- *Using a range of digital communication tools: People have different communication and learning styles, it is vital that SPT uses multiple channels to communicate. This will be achieved by using emails, websites, a staff intranet, newsletters, noticeboards, and social media to reach as many people in each audience as possible.*
- *Open dialogue: SPT will encourage staff to provide feedback on safeguarding policies and procedures through regular meetings and established communication channels.*
- *Designated safeguarding representatives: SPT will ensure that all staff and learners know who they should turn to with any questions or concerns about any aspect of safeguarding.*

7. Guidance for Reporting Concerns

7.1 If you are concerned that a learner, learner's child or adult at risk within SPT has suffered maltreatment, you should follow these guidelines (Appendix D). It doesn't matter how insignificant the concerns may seem. A general principle of 'see something, say something' should be followed.

7.2 Safeguarding or Prevent concerns must be reported to the DSL or DSO immediately and, wherever possible, on the same working day. Where there is an immediate risk of harm, danger to life, or a crime is in progress, emergency services should be contacted by calling 999 before informing the safeguarding team.

7.3 Although SPT delivers training to learners aged 19 and over, a learner may disclose information that indicates a child is experiencing, or may be at risk of, harm, abuse, neglect or exploitation. Such concerns must be reported to the DSL or DSO in the same manner as any other safeguarding concern. The safeguarding team will determine whether referral to Children's Social Care or another appropriate agency is required.

7.3a Where a safeguarding or prevent concern relates to a child, the DSL or DSO will assess the information and determine whether referral to the relevant Children's Social Care authority is required. Referrals will normally be made to the local authority responsible for the area in which the child resides. Where there is an immediate risk of significant harm, emergency services will be contacted without delay.

7.4 What to do if you suspect, or are told, that a learner, learner's child or adult at risk is being abused.

- *You should not investigate the concerns; this is the job of the relevant authorities.*
- *Ask open questions using the T.E.D. approach (do not ask any questions that may be regarded as leading or closed): Tell me what happened? Explain to me what happened next? Describe to me anything else that happened?*
- *Listen carefully to what you are being told and don't pass any kind of judgement on any of the information that you are being given.*
- *Carefully record in writing what you have been told, or what has been observed, as soon as possible and pass on to a member of the safeguarding team.*
- *Do not promise confidentiality as this cannot be delivered.*
- *Do not contact the learner, adult at risk, child's parents, family members or carers.*
- *If there is any need for emergency medical treatment do not delay, contact a First Aider.*
- *Immediately inform a member of the safeguarding team (Appendix A).*

Prevent Concerns

Concerns regarding radicalisation, extremism or vulnerability to terrorism must be reported immediately to the Designated Safeguarding Lead or Deputy Safeguarding Lead.

Staff must not investigate concerns themselves.

All concerns will be assessed in line with safeguarding procedures and, where appropriate, advice may be sought from Prevent partners or a referral made to the Channel Programme.

8. Reporting Allegations of Abuse against Members of Staff

8.1 If you have concerns about the behaviour of another SPT colleague, do not dismiss these concerns. Where you have concerns, or a disclosure is made that indicates, that a member of staff poses a risk of harm (may meet the harm threshold) the process for reporting outlined below should be followed without delay.

8.2 An allegation may meet the harm threshold when a member of staff has:

- Behaved in a way that has harmed, or may have harmed, a learner, adult at risk or another individual.
- Possibly committed a criminal offence against, or related to, a learner, adult at risk or another individual.
- Behaved towards a learner, adult at risk or another individual in a way that indicates they may pose a risk of harm.

- Behaved, or may have behaved, in a way that indicates they may not be suitable to work with learners or adults at risk, including behaviour occurring outside the workplace or online (known as transferable risk).

8.3 If you are concerned that the harm threshold may be met, then follow this process:

- *Listen carefully to what you are being told and don't pass any kind of judgement on any of the information that you are being given.*
- *Carefully record in writing what the learner, adult at risk or child has told you, or what has been observed, as soon as possible.*
- *Do not promise confidentiality as this cannot be delivered.*
- *Immediately inform a member of the safeguarding team (as outlined in Appendix A).*

8.4 Concerns regarding staff conduct that do not meet the harm threshold should still be reported and considered appropriately. Recording and monitoring lower-level concerns may assist the organisation in identifying patterns of behaviour, emerging risks and opportunities for improvement.

8.5 Concerns relating to the conduct of staff, managers or safeguarding personnel may also be raised through the organisation's Whistleblowing Policy.

9. Threshold Decision Making Guidance

9.1 This guide seeks to support practitioners, partners and providers, working within the adult sector, to report and respond to concerns at the appropriate level and to have a consistency of approach across agencies. Guidance Threshold decision making can be complex, often an incident may consist of several types of abuse which must be factored into decision making.

9.2 The safeguarding threshold guidance (below) is a model that should be seen as a guide to managing risk for safeguarding concerns, it should be used in conjunction with practitioners own multi-agency procedures and has been produced to:

- *Offer consistency.*
- *Provide a framework that allows multi agency partners to manage risk.*
- *Assist in differentiating between quality issues and safeguarding risk.*

Rating	Action
Green	Non-reportable. Low risk with no immediate safeguarding concerns identified. Managed through routine support, signposting, advice or closure.
Yellow	Requires DSL management, monitoring, consultation or support. Medium risk or emerging safeguarding concern where further assessment is required.
Red	Reportable - High risk involving actual or potential significant harm, requiring immediate DSL action and consideration of external referral.

9.3 Responses must be proportionate and directed at preventing vulnerability and risk and promoting the wellbeing of adults at risk of abuse. This guidance has been agreed by the Sunderland Safeguarding Adults Board (SSAB) and will be used by all agencies, in the public, private and voluntary sectors that provide adult services.

10. Training for Staff

10.1 All SPT staff (including associates) commencing employment with SPT are required to complete relevant training in relation to their role (as detailed below). SPT will ensure that all employees are made aware of the standards expected of them and implement the appropriate support to achieve these standards.

Individual/Group	Training	Frequency
All Staff	Safeguarding & Prevent Policy; Risk Assessment review	At induction
General Office Staff & Delivery Team	Safeguarding Awareness	Every 12 months
	Prevent Awareness	Every 12 months
Recruitment/Departmental Managers	Safer Recruitment	Every 12 months
DSO/DSL	Prevent Awareness	Every 12 months
	Prevent Referrals	Every 12 months
	Designated Safeguarding Lead Training	Every 2 years

10.2 Furthermore, SPT is committed to ensuring that staff understand and work in accordance with local safeguarding arrangements, Adult Safeguarding Board guidance, Prevent requirements, organisational procedures and relevant statutory guidance.

10.2a SPT will ensure that safeguarding and Prevent training includes awareness of online safety, digital safeguarding risks, online exploitation, fraud, radicalisation and the safe use of digital communications.

10.3 The DSL will analyse safeguarding and Prevent concerns, referrals, near misses and outcomes at least annually to identify trends, assess the effectiveness of controls and inform policy reviews, staff training requirements and future safeguarding and Prevent risk assessments.

11. Confidentiality

11.1 The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information where it is necessary to protect an individual from harm or to manage safeguarding risk. Information will be shared on a need-to-know basis and in

accordance with legal, safeguarding and organisational requirements.

11.2 Staff must never promise absolute confidentiality when a safeguarding concern is disclosed. Information may need to be shared with appropriate individuals or agencies where this is necessary to protect a person from harm or to facilitate safeguarding action.

11.3 Safeguarding concerns, allegations, referrals and investigations will be treated confidentially and shared only with those who have a legitimate need to know, in accordance with legislation, statutory guidance and organisational procedures.

11.4 Where possible, individuals will be informed when safeguarding information is shared; however, consent is not required where delaying or withholding information could place an individual or another person at increased risk of harm.

Appendix A - Safeguarding Team

Name	Role	Location	Contact details
Jonathan Hall	Designated Safeguarding Lead (DSL)	Head Office - Sunderland	07483117179 / Jonathan.hall@staffpowergroup.com
Lee Johnston	Designated Safeguarding Officer (DSO)	Head Office - Sunderland	07534388829 / lee@staffpowergroup.com
Liana Berzina	Designated Safeguarding Officer (DSO)	Head Office - Sunderland	07377289071 / liana@staffpowergroup.com

If you have any concerns, contact a member of the safeguarding team or use the email below. Learners should also be made aware of this email address.
The Safeguarding e-mail address: safeguarding@staffpowergroup.com

Appendix B – Reporting Points of Contact

Buckinghamshire Safeguarding Adults Board
Email :- bsab@buckinghamshire.gov.uk
Online Referral form: - Report a Concern - Buckinghamshire Safeguarding Adults Board

East Midlands
Derby Safeguarding Adults Board
Derby City Council
Contact Derby City Council:

- telephone: 01332 642855
- outside office hours telephone: 01332 786968

Online Referal:- Make a safeguarding referral - Derby Safeguarding Adults Board

Derbyshire Safeguarding Adults Board
Contact Number:- 01629 533190
Adult Safeguarding Referral - Self

Amber Valley (Ripley, Alfreton, Belper)
Email asch.bsambervalley@derbyshire.gov.uk
Bolsover (Clowne, Whitwell)
Email asch.bsbolsover@derbyshire.gov.uk
Chesterfield
Email asch.bschesterfield@derbyshire.gov.uk
Erewash (Long Eaton, Ilkeston)
Email asch.bserewash@derbyshire.gov.uk
High Peak (Glossop, Buxton, Matlock)
Email aschbs.highpeak@derbyshire.gov.uk
North East Derbyshire (Clay Cross, Dronfield, Eckington)
Email asch.bsnortheast@derbyshire.gov.uk
South Dales (Ashbourne, Swadlincote, Shardlow, Willington, Hilton, Etwall)
Email asch.bssouthdales@derbyshire.gov.uk

Leicestershire and Rutland Safeguarding Adults Partnership

Leicestershire Referrals
Report a concern about an adult | Leicestershire County Council

Rutland Referrals
Safeguarding - concerns about adults | Rutland County Council

Leicester City Referrals
Contact 0116 454 1004

Lincolnshire Safeguarding Adults Partnership
Adults safeguarding - 01522 782155 (Monday to Friday, 8am to 6pm)

Emergency Team – 01522 782333

North Northamptonshire Adult Partnership
Customer Sevices – 0300 126 3000
Referral Form:- Safeguarding referral - Customer Portal - Introduction

West Northamptonshire Safeguarding Children Partnership
0300 126 7000
Referral Form:- Instructions | Complete an adult safeguarding notification

Nottingham City Safeguarding Children Partnership
Referral Form: Adult Social Care Safeguarding Referral Form - Nottingham City Council

Nottinghamshire Safeguarding Children Partnership
Contact:- safeguarding1.adults@nottscc.gov.uk.
Referrals:- Members of the public - report abuse or neglect | Nottinghamshire County Council

South Yorkshire
Barnsley
Contact: 01226 773300 – daytime.
01226 774466 – emergency out of hours team.
Online advice (not referral) :- Safeguarding adults enquiry - Requestry
Doncaster
Out of hours:- 01302 796000
Advice and Guidance:- 01302 737063
Email :- SAH@doncaster.gov.uk
Referral :- Online Adult Safeguarding Concern
Rotherham
Homepage – Rotherham Safeguarding Adults Board
Telephone:- 01709 822330
Referral Form : Report suspected abuse or neglect of an adult | Instructions – Rotherham Metropolitan Borough Council
Sheffield
Sheffield Adult Safeguarding Partnership
Referral:- Sheffield Adult Safeguarding Partnership - Professionals - report an adult safeguarding concern
Email :- asc.howdenhouse@sheffield.gov.uk

North East
Sunderland Safeguarding Adults Board
0191 5205552
safeguarding.adults@sunderland.gov.uk
Online referral form:
https://adultsportal.sunderland.gov.uk/web/portal/pages/safeguarding

Newcastle Safeguarding Adults Board
0191 278 8377 (Monday - Friday, 08:00-17:00); 0191 278 7878 (Evenings and Weekends)
ASCPadmin@newcastle.gov.uk
Online referral form: newcastle-digital.oncreate.app/w/webpage/1553GBHNT1?context_record_id=13011871&webpage_token=67b4bad88abad710d02f671e62ed426006ab8dfacd466b17f3017796a97c8e68

Teesside Safeguarding Adults Board
01642 065070 (Monday - Thursday 08:30-17:00, Friday 08:30-16:30); 01642 524 552 (At any other time)
adultaccessteam@middlesbrough.gov.uk
****If you are worried about someone: In an emergency, please call 999. If there is no immediate risk, call the police on 101.****

Prevent and Counter-Terrorism Contacts

Emergency: 999

Police Non-Emergency: 101

Anti-Terrorism Hotline: 0800 789 321

ACT Early: www.actearly.uk

Regional Co-Ordinators

North East and Yorkshire

Contact: Chris Sybenga
Email: chris.sybenga@education.gov.uk
Telephone: 07384 456640

East Midlands

Contact: Sam Slack
Email: sam.slack@education.gov.uk
Telephone: 07384 452156

Eastern England

Contact: Dave Layton-Scott
Email: david.layton-scott@education.gov.uk
Telephone: 07384 452155

Appendix C – Safeguarding/Prevent Reporting Form

This form may be completed by:
• The person identifying or reporting the safeguarding/prevent concern; **or**
• A Designated Safeguarding Lead (DSL) or Designated Safeguarding Officer (DSO) on behalf of the reporting person where the concern is raised verbally, by telephone, in person, or where the reporting person requires assistance.
Where the form is completed by a DSL or DSO on behalf of another individual, the name of the original reporting person should be recorded in Part A.

Part A - Reporting Person Details

Field	Details
Name	
Job Title / Role	
Contact Number	
Email Address	
Date of Report	
Time of Report	

Part B - Individual Details

Field	Details
Name of Individual Concerned	
Date of Birth (if known)	
Address (if known)	
Contact Number (if known)	
Relationship to SPT	Learner
Adult at Risk?	Unknown

Part C - Type of Safeguarding / Prevent Concern
Tick all that apply:
☐ Physical Abuse
☐ Psychological / Emotional Abuse
☐ Sexual Abuse
☐ Financial Abuse
☐ Neglect
☐ Self-Neglect
☐ Domestic Abuse
☐ Discriminatory Abuse
☐ Exploitation
☐ Criminal Exploitation
☐ Modern Slavery
☐ Radicalisation / Prevent
☐ Online Safety Concern
☐ Welfare Concern
☐ Safeguarding Near Miss
☐ Other (please specify)

Part D - How Was the Concern Identified?
☐ Direct Disclosure
☐ Observation
☐ Third-Party Information
☐ Allegation
☐ Incident Witnessed
☐ Other

Part E - Immediate Risk Assessment
Is there an immediate risk of harm?

☐ Yes ☐ No
☐ Unsure
If yes, provide details:
_____
_____

Were emergency services contacted?
☐ Yes ☐ No
If yes, provide details:
_____
_____

Part F - Details of Concern
Please provide a factual account of the concern.
Record what was seen, heard, disclosed or reported.
Do not include assumptions, opinions or conclusions.
Where possible, record the exact words used by the individual.
_____
_____
_____
_____
_____
_____
_____

Part G - Actions Taken
Please detail any action taken before submitting this report.
_____
_____
_____
_____

Part H - Witnesses (if applicable)
Name Contact Details
n/a

Part I - Additional Information
Please record any relevant contextual information.

Reporter Declaration
I confirm that, to the best of my knowledge, the information contained within this report is factual and accurate. I understand that safeguarding information must be handled confidentially and only shared on a need-to-know basis.
Name: _____
Signature: _____
Date: _____

DSL / DSO USE ONLY
Part J - Safeguarding / Prevent Assessment

Date Received:

_____

Reviewed By:

_____

Role:

☐ DSL

☐ DSO

Threshold Assessment

☐ Green - Non-Reportable

☐ Yellow - Requires Consultation

☐ Red - Reportable

Rationale:

_____

_____

_____

Does this concern indicate vulnerability to radicalisation?

☐ Yes ☐ No ☐ Further Information Required

Part K - Safeguarding / Prevent Referral

Referral Required?

☐ Yes ☐ No

Agency Referred To:

☐ Adult Social Care ☐ Children's Social Care

☐ Police ☐ Prevent

☐ NHS / Health Services ☐ Other

_____

Referral Date:

_____

Reference Number:

_____

_____

Part L - Outcome

☐ No Further Action ☐ Internal Support Provided

☐ Monitoring Required ☐ External Agency Involvement

☐ Ongoing Safeguarding Case

Outcome Details:

_____

_____

_____

Part M - Case Closure

Case Closed:
☐ Yes ☐ No
Closure Date:

_____

Lessons Learned / Follow-Up Actions:

_____

_____

DSL / DSO Signature:

_____

Date:

_____

_____

Appendix D – SPT Safeguarding Reporting and Escalation Process
Stage 1: Safeguarding Concern Identified

A safeguarding concern may arise through:

- Observation.
- Disclosure.
- Allegation.
- Welfare concern.
- Safeguarding Near Miss.
- Prevent concern.
- Digital safeguarding concern.
- Information received from a third party.

Examples may include:

- Domestic abuse.
- Self-neglect.
- Mental health concerns.
- Homelessness or housing instability.
- Financial exploitation.
- Modern slavery.
- Online harm.
- Radicalisation.
- Concerns relating to a learner's child.

All safeguarding concerns should be reported, even where uncertainty exists. Professional curiosity should be applied and concerns should not be investigated by staff.

Stage 2: Immediate Risk Assessment

If there is:

- Immediate danger to life;
- Immediate risk of serious harm;
- Serious crime in progress;
- Medical emergency;

Staff should contact:

Emergency Services: 999

before informing the safeguarding team.

Following emergency action, the concern must be reported to the DSL or DSO immediately.

Stage 3: Reporting the Concern

The concern must be:

- Reported to the DSL or DSO immediately.
- Recorded using the Safeguarding Reporting Form.
- Logged within organisational recording systems where applicable.

Where the DSL is unavailable, concerns must be escalated to a DSO.

Safeguarding concerns must never be delayed due to absence, annual leave, workload pressures or the unavailability of a particular individual.

Stage 4: Initial DSL / DSO Review

The DSL or DSO will:

- Assess available information.
- Determine risk level.
- Identify immediate safeguarding action.
- Decide whether additional information is required.
- Determine whether the concern becomes a safeguarding case.

The concern will then be assessed against the Safeguarding Threshold Guidance.

Stage 5: Threshold Assessment

Green – Safeguarding Concern

Low-level concern or identified vulnerability.

Examples:

- Financial hardship.
- Housing instability.
- Welfare concerns.
- Low-level wellbeing concerns.

Action:

- Record concern.
- Signpost support.
- Monitor where appropriate.

Yellow – Safeguarding Referral Consideration

Medium risk or emerging safeguarding concern.

Examples:

- Repeated homelessness.
- Domestic abuse disclosure.
- Deteriorating mental health.
- Online exploitation concerns.
- Repeated welfare concerns.

Action:

- DSL review.
- Further safeguarding assessment.
- Consider referral to appropriate agency.

Red – Safeguarding Case

High-risk situation involving actual or potential significant harm.

Examples:

- Modern slavery.
- Serious exploitation.
- High-risk domestic abuse.
- Serious self-neglect.
- Immediate mental health crisis.
- Prevent referral threshold.

Action:

- Immediate DSL action.
- External agency referral consideration.
- Safeguarding case opened.
- **Stage 6: External Referrals**

Where appropriate, the DSL or DSO may refer concerns to:

- Adult Social Care.
- Police.
- Prevent.
- Mental Health Services.
- Domestic Abuse Services.
- Relevant Support Agencies.
- Children's Social Care (where concerns relate to a learner's child).

Where concerns relate to a child, referrals will normally be made to the local authority responsible for the area in which the child resides.

Stage 7: Safeguarding Case Management

Where a safeguarding case is opened:

- Actions will be recorded.
- Responsibilities assigned.
- Risk monitored.
- Support arrangements reviewed.
- Outcomes documented.

Cases will remain open until all actions have been completed and the matter is formally closed.

Stage 8: Learning and Continuous Improvement

Safeguarding concerns, referrals, cases and near misses may be reviewed to:

- Identify trends.
- Identify emerging risks.
- Capture lessons learned.
- Improve safeguarding arrangements.

Inform future risk assessments and training

Appendix E – Safeguarding Threshold Guidance and Practical Examples

1. Purpose

The purpose of this guidance is to help staff recognise, respond to and report safeguarding concerns. It is not possible to list every circumstance that may give rise to a safeguarding concern. Staff should always seek advice from the Designated Safeguarding Lead (DSL) if they are unsure whether a concern meets a safeguarding threshold.

Staff should remember that safeguarding is often about identifying patterns, vulnerabilities and risks rather than waiting for evidence of actual harm.

The examples below are intended as guidance only. Professional curiosity, sound judgement and timely reporting remain essential.

2. Welfare, Wellbeing and Safeguarding

Not every concern is a safeguarding concern. Some issues will be managed through pastoral support, welfare interventions, learner support arrangements, health and wellbeing services, or standard organisational procedures.

A concern is more likely to become a safeguarding matter where there is actual or potential risk of:

· Abuse or neglect.
· Physical, emotional or psychological harm.
· Exploitation.
· Self-neglect.
· Radicalisation.
· Criminal exploitation.
· Sexual exploitation.
· Domestic abuse.
· Significant vulnerability.
· Harm to a child.

Where staff are unsure whether a concern should be treated as a safeguarding matter, they must consult the DSL.

3. Mental Health and Emotional Wellbeing

Many learners experience periods of stress, anxiety, low mood or emotional difficulties. These experiences do not automatically constitute safeguarding concerns.

Safeguarding concerns may arise where:
· A learner discloses self-harm.
· A learner expresses suicidal thoughts.
· There is a significant deterioration in emotional wellbeing.
· A learner appears unable to keep themselves safe.
· Mental health difficulties increase vulnerability to abuse or exploitation.

· A learner's behaviour suggests they may be experiencing significant psychological distress.

Staff should provide reassurance, listen appropriately and report concerns to the DSL.

Staff must not attempt to conduct mental health assessments or provide counselling beyond the scope of their role.

4. Alcohol and Substance Misuse

The use of alcohol or other substances is not automatically a safeguarding concern.

However, safeguarding concerns may arise where alcohol or substance misuse:

· Places an individual at risk of significant harm.
· Impairs a person's ability to protect themselves.
· Contributes to neglect or abuse.
· Results in unsafe behaviours.
· Creates risks to children or vulnerable adults.
· Increases vulnerability to exploitation or criminal activity.

Examples may include:

· A learner regularly attending training whilst intoxicated.
· A learner disclosing dependency on alcohol or substances.
· A learner reporting domestic abuse linked to substance misuse.
· Concerns that a child may be affected by a parent's alcohol misuse.
· A learner undertaking safety-critical duties whilst under the influence.

Immediate action may be required where alcohol or substance misuse presents an immediate danger to an individual or others.

5. Domestic Abuse

Domestic abuse can affect learners of any age, background or gender and may include physical, emotional, psychological, sexual, financial or coercive control.

Safeguarding concerns may arise where:

· A learner discloses abuse by a partner, former partner or family member.
· Staff observe injuries or behaviours consistent with abuse.
· A learner appears fearful, controlled or isolated.
· Abuse is reported within the learner's household.
· Children may be exposed to domestic abuse.

Staff should never investigate allegations themselves and must report concerns to the DSL.

6. Concerns About Learners' Children

The organisation may become aware of concerns about a learner's child through disclosures, observations, training discussions, reviews, workplace visits or information received from employers and partner organisations.

Examples may include:

· Concerns relating to neglect.
· Domestic abuse within the home.
· Unsafe living arrangements.
· Inappropriate supervision.
· Substance misuse affecting parenting capacity.
· Emotional harm to a child.
· Physical abuse or suspected physical abuse.
· Sexual abuse or exploitation.
· Concerns about a child's welfare or safety.

Staff are not expected to investigate concerns.

Any information suggesting that a child may be suffering, or may be at risk of suffering, significant harm must be reported immediately to the DSL.

7. Attendance and Engagement

Attendance concerns are not automatically safeguarding concerns. However, sudden or unexplained changes in attendance or engagement can indicate underlying risks.

Safeguarding concerns may arise where absence or disengagement is linked to:

· Mental health concerns.
· Domestic abuse.
· Substance misuse.
· Homelessness.
· Exploitation.
· Criminal activity.
· Online harms.
· Financial hardship.
· Other significant vulnerabilities.

Staff should consider the broader context and report concerns where risk factors are identified.

8. Online Safety and Digital Safeguarding

Online activity forms part of everyday life and can create safeguarding risks.

Safeguarding concerns may include:

· Online grooming.
· Sexual exploitation.

· Criminal exploitation.
· Radicalisation.
· Coercion or blackmail.
· Sharing of indecent images.
· Cyberbullying.
· Online harassment.
· Online fraud targeting vulnerable learners.
· Exposure to harmful or illegal content.

Any disclosure or concern suggesting a learner is at risk through online activity should be reported to the DSL.

9. Financial Exploitation and Economic Abuse

Safeguarding concerns may arise where a learner is being financially exploited or subjected to economic abuse.

Examples may include:

· Coercion to hand over wages or benefits.
· Financial control within an abusive relationship.
· Criminal exploitation involving debt or coercion.
· Fraudulent activity targeting vulnerable individuals.
· Pressure to participate in criminal activity for financial gain.

Concerns should be reported to the DSL for assessment.

10. Criminal Exploitation

Some individuals may be manipulated, forced or coerced into criminal activity.

Indicators may include:
· Unexplained money or possessions.
· Sudden changes in behaviour.
· Association with concerning individuals or groups.
· Evidence of coercion or intimidation.
· Fear of particular individuals.
· Missing periods of time with no explanation.

Staff should report concerns promptly to the DSL.

11. Radicalisation and Extremism

Safeguarding concerns may arise where an individual is vulnerable to being drawn into terrorism or extremist activity.

Indicators may include:
· Expressing support for extremist ideologies.

· Increasing isolation.
· Changes in behaviour linked to extremist influences.
· Accessing extremist content.
· Attempts by others to recruit or influence the learner.

Any concern should be referred to the DSL, who will consider appropriate Prevent procedures.

12. Professional Curiosity

Staff should remain professionally curious and seek to understand the wider circumstances surrounding a concern.

Individual concerns that appear minor in isolation may indicate greater vulnerability when viewed collectively.

Staff should:
· Observe.
· Record.
· Report.
· Seek advice when unsure.

It is always appropriate to raise a concern with the DSL where there is uncertainty.

13. Key Principle

Staff are not expected to decide whether abuse, neglect, exploitation or significant harm has occurred. Their responsibility is to recognise concerns, record relevant information and report concerns promptly to the Designated Safeguarding Lead.

Appendix F - Key Terms and Practical Examples

1. Safeguarding

Safeguarding is the measures taken to protect the health, wellbeing, human rights and safety of individuals, enabling them to live free from abuse, harm, neglect and exploitation.

SPT is committed to promoting the welfare of learners, preventing harm, and responding appropriately where concerns are identified.

Practical Example

A trainer notices a learner attending training while appearing intoxicated, presenting with poor personal care, and disclosing concerns about their living circumstances. The trainer reports the matter to the safeguarding team so the learner's welfare can be assessed.

2. Adult at Risk

An adult aged 18 or over who has needs for care and support and is experiencing, or is at risk of, abuse or neglect and may be unable to protect themselves from the risk of, or experience of, harm.

Practical Example

A learner has significant mental health difficulties and requires support to manage their daily living. Information is received that another individual may be financially exploiting them. Due to their care and support needs and inability to protect themselves from harm, they may meet the definition of an adult at risk.

3. Abuse

Abuse is a violation of an individual's human and civil rights and may consist of a single act or repeated acts. Abuse may be physical, psychological, emotional, financial, sexual, discriminatory, organisational, neglect, self-neglect or exploitation.

Examples of abuse may include:

- Not caring for an adult properly (neglect).
- Controlling or pressuring an adult to give away money or property (financial abuse).
- Threatening, humiliating or harassing an adult (psychological abuse).
- Hurting an adult and causing injury (physical abuse).
- Sexual activity or contact without consent (sexual abuse).
- Treating an adult unfairly due to disability, religion, race, age, sex, gender identity or sexual orientation (discriminatory abuse).
- Self-neglect or behaviours that place an individual at significant risk.
- Exploiting an individual for personal, financial, sexual, criminal or other gain.

Practical Example

A learner reports that a family member is taking control of their bank account and preventing them from accessing their own money. This may be an example of financial abuse and should be reported as a safeguarding concern.

4. Modern Slavery and Human Trafficking

Modern slavery is a form of abuse and exploitation that may take a number of forms

including human trafficking, forced labour, debt bondage, domestic servitude, criminal exploitation, sexual exploitation and situations where an individual is controlled, coerced, threatened or deceived for another person's gain.

Staff Power Training recognises that learners may be at risk of modern slavery both within and outside the workplace. Any concerns that a learner may be experiencing exploitation, coercion, forced work, restricted freedom, withholding of wages, control of identity documents or other indicators of modern slavery will be treated as a safeguarding concern and reported in accordance with this policy.

Practical Example

A learner discloses that their employer is withholding their wages, retains their identification documents and threatens them if they leave their employment. This may indicate modern slavery or labour exploitation and must be reported immediately as a safeguarding concern.

5. Prevent

Prevent is part of the UK's counter-terrorism strategy, CONTEST. Its purpose is to safeguard individuals from being drawn into terrorism, radicalisation and extremist activity. Staff Power Training recognises that radicalisation is a safeguarding issue and all Prevent concerns will be managed through the safeguarding arrangements contained within this policy. Concerns relating to radicalisation will be assessed by the DSL and may result in consultation with Prevent partners or referral to the Channel Programme where appropriate.

Practical Example

A learner begins expressing support for terrorist violence and regularly accesses extremist content online. This should be treated as a safeguarding concern and reported to the safeguarding team for assessment.

6. Channel

Channel is a voluntary multi-agency safeguarding programme designed to support individuals who may be vulnerable to being drawn into terrorism or extremist activity. Referrals may be made following assessment of a Prevent concern.

Practical Example

Following assessment of a Prevent concern, the DSL consults with Prevent partners and makes a referral to the Channel Programme to access additional support for the learner.

7. Radicalisation

Radicalisation is the process by which a person comes to support terrorism or extremist ideologies associated with terrorist groups.

Practical Example

A learner becomes increasingly isolated and begins promoting extremist narratives that encourage violence against others. While this does not automatically mean they have been radicalised, the concern should be reported and assessed.

8. Extremism

Extremism is vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. SPT also includes within this definition calls for the death of, or violence towards, members of the armed forces.

Practical Example

During training, a learner repeatedly promotes hatred towards groups of people and encourages others to support violence against them. This behaviour should be reported as a potential safeguarding and Prevent concern.

9. Fundamental British Values

Fundamental British Values are the principles that support an inclusive, safe and respectful learning environment and help protect individuals from discrimination, intolerance, extremism and radicalisation.

Practical Example

Respecting the right of others to hold different beliefs or opinions. A learner makes a negative comment about another person's religion. The tutor challenges the behaviour appropriately, reinforces expectations around respect and tolerance, and uses the opportunity to promote understanding of different faiths and beliefs.

10. Safeguarding Concern

A safeguarding concern is any observation, disclosure, allegation, incident, behaviour, welfare issue or piece of information that indicates a learner, adult at risk, learner's child, member of staff or other individual may be at risk of harm, abuse, neglect, exploitation, radicalisation or another safeguarding-related risk. Safeguarding concerns may also include welfare issues such as homelessness, rough sleeping, risk of eviction, severe financial hardship, food poverty or other circumstances that place a learner at increased risk of harm, exploitation or abuse.

A concern does not need to be proven before it is reported.

Practical Example

A learner tells a tutor they are experiencing domestic abuse at home. The tutor has no evidence beyond the disclosure but must still report the matter. This is a safeguarding concern.

11. Safeguarding Referral

A safeguarding referral is the formal reporting or escalation of a safeguarding concern to the Designated Safeguarding Lead (DSL), safeguarding team, local authority, police, Adult Social Care, Prevent team or another appropriate agency for assessment and action.

Practical Example

Following assessment of a safeguarding concern, the DSL refers the matter to Adult Social Care because the learner appears unable to protect themselves from ongoing abuse.

12. Safeguarding Case

A safeguarding case is a safeguarding matter that has been formally recorded and is being assessed, investigated, monitored, managed or supported through the

organisation's safeguarding processes. A case remains open until all necessary actions have been completed and the matter has been formally closed.

Practical Example

A learner discloses domestic abuse. The concern is reported, support is offered, referrals are made and follow-up actions are recorded. All records relating to the matter form part of the safeguarding case until closure.

13. Safeguarding Near Miss

A safeguarding near miss is a safeguarding-related event, action, omission, situation or set of circumstances that had the potential to result in harm, abuse, neglect, exploitation, radicalisation or another safeguarding risk, but where harm was avoided by chance, early intervention or other mitigating factors.

Near misses should be reported and recorded in the same way as safeguarding concerns so that risks can be identified and prevented from recurring.

Practical Example

A learner reports that another individual attempted to obtain their personal information for exploitative purposes. The learner recognised the risk and refused to provide the information. No harm occurred, but the matter should still be reported as a safeguarding near miss.

14. Digital Safeguarding and Online Safety

Digital safeguarding refers to the protection of learners, staff and other individuals from harm when using digital technology, online platforms, social media, email, messaging services and internet-enabled devices.

Digital safeguarding risks may include online abuse, cyberbullying, harassment, financial exploitation, fraud, identity theft, online radicalisation, coercion, inappropriate communications, sharing of harmful content and other forms of online harm.

Practical Example

A learner reports that they have been manipulated into sending money to an individual they met online and are now receiving threatening messages. This should be reported as a safeguarding concern and assessed by the safeguarding team.