

HS23 - Safeguarding and Promoting the Welfare of Children Policy

Introduction

Our policy can be summarised in one statement: **We have a duty of care**

Access Training (East Midlands) Ltd (hereafter referred to as Access Training) is committed to ensuring that every learner is happy, safe and secure. We want our learners to have the utmost confidence that our employees and associates are trustworthy, responsible and that their safety and wellbeing is a priority.

The Board of Directors are aware of their obligations under Health, Safety and Welfare of learners and are determined to prevent unsuitable individuals working with any learners, especially vulnerable groups.

Policy Aims

The aim of this policy is to outline how Access Training will:

- Promote a positive ethos where children and young people can learn, feel secure and be safe.
- Prevent unsuitable people working with children and young people.
- Promote safe practice and challenge poor and unsafe practice.
- Identify instances in which there are grounds for concern about a child or young person's welfare and initiate or take appropriate action to keep them safe.
- Contribute to effective partnership working all those involved with providing services for children and young people, including parents and any other stakeholder organisation.
- Recognise when children and young people are at risk and how to get the help they need when they need it.
- Have a whole organisational approach to Safeguarding.

The policy will be reviewed annually, unless an occurrence or new legislation / guidance suggests the requirement for an earlier date of review.

Safeguarding Statement

Access Training is committed to a whole organisation approach to safeguarding and promoting the welfare of all learners. We believe that all learners have an equal right to protection from abuse or exploitation, regardless of their age, race, religion, ability, gender, language, background or sexual identity and consider the welfare of Vulnerable Groups to be paramount.

We will take every reasonable step to ensure that all learners are protected where our staff and associates are involved in the delivery of our work. All suspicions and disclosures of abuse will be taken seriously and responded to swiftly and appropriately.

We enable all our staff and those who work with us to make informed and confident decisions regarding safeguarding. We expect everyone (staff, board, associates, and anyone working on behalf of the Company) to have read, understood and adhere to this policy and related procedures.

Safeguarding and Promoting the Welfare of Children are at the forefront and underpin all relevant aspects of process and policy development, with the aim that all systems, processes and policies should operate with the best interests of the learner at their heart.

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Child Protection / Promoting the Welfare of Children

Child protection is defined as safeguarding and promoting the welfare of children by:

- Protecting children from harm including mis/maltreatment inside and outside the home including online.
- Preventing the impairment of children’s health or development.
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care.
- Ensuring action is taken to enable all children to have the best possible outcomes.
- Taking into account the wider environmental factors affecting a child’s life which may be a threat to their safety or welfare. (Contextual Safeguarding)
- Providing help and support to meet the needs of children as soon as the problem emerges.

This policy has been produced in line with the “Keeping Children Safe in Education 2025” guidance for schools and colleges. [Click here for the KCSIE document](#)

Designated Persons

The Designated Persons for Safeguarding at Access Training are:

	Name	Job Title	Contact
Lead	Becky Dutton	Full Time Provision Manager	01159587257
Deputy	Corrina Hembury	Managing Director	01159587257
Deputy	Monique Marriott	Lead Trainer	01159587257
Deputy	Debbie Cox	Childcare Team Leader	01159587257

This policy is written to encompass children, young people and vulnerable adults. Whilst the types of abuse may be different the process is managed in the same way.

Key responsibilities

Board of Directors – will have overall responsibility for ensuring the organisation meets its obligations within this area. They will be responsible for the approval of relevant safeguarding policy and procedure. There is a designated Board member for Safeguarding who offers support and scrutiny to the organisation.

Managing Director and Human Resources – will be responsible for ensuring that safer recruitment practice is embedded and implemented across the organisation and that all staff have received appropriate training and development.

Lead Designated Person – will be responsible for ensuring our processes and procedures for the protection of learners are robust and consistently applied and that the organisation fulfils its legal duties in compliance with the appropriate legislation. They are responsible for referring cases to the appropriate external bodies such as the Police, Safeguarding Board or Channel programme.

Deputy Designated Person – will be responsible for supporting the Lead Designated person to ensure our processes and procedures for the protection of learners are robust and consistently applied and that the organisation fulfils its legal duties in compliance with the appropriate legislation. They will also fulfil the role of the Lead Designated Person in the absence of the actual Lead Designated Person.

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All employees - will have a responsibility for completing their training, familiarising themselves with the appropriate safeguarding policies and procedures and for ensuring they understand their own role in the promotion of safeguarding and the appropriate action should they receive a disclosure. Safeguarding and learner conduct is covered as part of the induction process for all staff.

All staff complete the Education and Training Foundation (ETF) "Safeguarding in the Training and FE Sector" online qualification. Managers also complete the "Safeguarding and Safer Recruitment in FE" online qualification.

Children and Young People

Access Training believes:

- That all children, young people and vulnerable adults have the right to grow up in a safe and caring environment, which includes the right to protection from all types of abuse.
- Children and young people have the right to expect adults in positions of responsibility to do everything possible to protect these rights.

We believe, therefore, that regardless of whether or not we are in loco parentis we have a duty of care to:

- Learners (including school children) who take part in any activity organised by Access Training.
- Staff, including volunteers, who are asked to take part in any of these activities.
- Parents/guardians and carers of the learners that are placed in our care.

To ensure the Safeguarding of these individuals Access Training:

- Have suitably trained staff in place, all of whom (including volunteers) have undergone an enhanced check by the Disclosure and Barring Service to assess their suitability for working with children and young people.
- All staff have read and understand, at least part 1 of the government guidance on keeping children safe in education.
- Have mandatory safeguarding training (and annual refresher training) in place for all staff, along with a signposting list for easy access to expert advice and guidance. This list is available under "Safeguarding" on the staff site and a copy is held on reception.
- Ensure all staff, including volunteers, are aware of their responsibilities in respect of safeguarding.
- Ensure all employers, placements, activities and premises (including those on lease/loan) are adequately insured and provide a safe and healthy learning environment free of hazards.
- Require all staff to agree to abide by the company's Code of Conduct (HR38), Equality & Diversity (EO01), Harassment & Bullying (HR44) and Safeguarding policies at all times.
- Have a "zero tolerance" policy to all forms of abuse, intimidation and bullying (physical or emotional).
- Strictly forbid all staff, children and young people to consume alcohol or drugs whilst undertaking any activity regardless of age or consent.
- Ensure Safer recruitment policies are in place to ensure the safety of staff and learners.

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All staff know what to do if a learner tells them they are being abused, exploited or neglected. Staff know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a learner that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in their best interests.

All staff are able to reassure learners that they are being taken seriously and that they will be supported and kept safe. A learner should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a learner ever be made to feel ashamed for making a report.

Information Sharing

Whilst respecting privacy and data protection, Access Training cannot promise confidentiality in all circumstances. If we discover anything that we believe parents/guardians/local authority/social services/carers should be informed of we will do so, believing it to be in the best interests of the individual.

Access Training has clear powers to share, hold and use information for the purposes of learner safety.

Access Training are proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of learners, whether this is when problems are first emerging, or where already known to the local authority / social care team.

Vulnerable Adults

Definition of a Vulnerable Adult

A person aged 18 years or over who is or maybe in need of community care services by reason of mental or other disability, age or illness,
and

Who is or maybe unable to take care of themselves, or unable to protect themselves against significant harm or exploitation. This may include people with a learning disability, physical disability, mental ill health, profoundly deaf, visually impaired, deaf/blind, elderly and people with HIV/AIDS.

The Rights of an Individual

All individuals have a right to live free from abuse in accordance with the principles of respect, dignity, autonomy, privacy and equity. Any adult at risk of abuse, neglect or exploitation should be able to access public organisations for appropriate interventions which enable them to live a life free from violence and abuse.

It follows that all citizens should have access to relevant services for addressing issues of abuse, neglect and exploitation, including the civil and criminal justice system and victim support services.

The definition of 'abuse' has also been changed to clarify that harm can include children witnessing the ill-treatment of others and that this is particularly relevant when children see, hear or experience domestic abuse and its effects.

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Types of Abuse

It is important to understand the types of abuse that learners could face:

- **Physical abuse** - hitting, kicking, punching, restraining, scalding, burning, shaking, poisoning, misuse of medication, breast ironing / flattening, etc.
- **Sexual abuse** - involves forcing an individual to take part in sexual activities, including prostitution, physical contact, including penetrative or non-penetrative acts, involving individuals in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging individuals to behave in sexually inappropriate ways. Including -
 - **Child Sexual Exploitation (CSE)** – where children in exploitative situations and relationships receive something such as gifts, money or affection as a result of performing sexual activities or others performing sexual activities on them. This includes grooming children in preparation for abuse including via the internet.
 - **Child Criminal Exploitation (CCE)** – including children being forced or manipulated into transporting drugs or money through county lines (see below), working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.
- **Online / Cyber abuse** - involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others.
- **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.
- **Financial abuse** – theft, fraud, exploitation, pressure in connection with wills, property or inheritance, other misuse or misappropriation of property, possessions or benefits.
- **Neglect or acts of omission** - persistent failure to meet a child’s basic physical and/or psychological needs, failing to: provide adequate food, clothing and shelter; protect a child from physical and emotional harm; ensure adequate supervision; ensure access to appropriate medical care or treatment; or unresponsiveness to a child’s basic emotional needs.
- **Discriminatory abuse** – bullying and harassment based on the individual’s age, sex, disability, religion, race or ethnicity or sexual orientation.
- **Domestic abuse** – which includes psychological, physical, sexual, financial or emotional abuse, can be defined as a pattern of behaviour in any relationship that is used to gain or maintain power and control over an intimate partner. Anyone can be a victim of domestic violence, regardless of age, race, gender, sexual orientation, faith or class. Victims of domestic abuse may also include a child or other relative, or any other household member.

Important - For all types of abuse, “harm” can include the witnessing the ill-treatment of others and that this is particularly relevant when children see, hear or experience domestic abuse and its effects.

- **Modern Slavery** – Slavery and forced compulsory labour and human trafficking.
- **Honour Based Abuse** – where physical or domestic abuse is perpetrated in the name of so called “honour”. The honour code to which it refers is set at the discretion of relatives and those who do not abide by the “rules” are punished for bringing shame on the family.
- **County Lines** – when gangs and organised crime networks exploit children and young people to sell drugs. Often these children are made to travel across counties.

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- **Serious Violence** – signs of this include, increased absence, friendship with older / inappropriate individuals, significant decline in performance, signs of assault / unexplained injuries and unexplained gifts / new possessions. All staff are made aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.
- **Female Genital Mutilation (FGM)** - also known as female genital cutting and female circumcision, is the ritual removal of some or all of the external female genitalia. It is important to recognise the signs and symptoms of FGM such as;
 - Signs** – A family arranging a long holiday or break abroad or going “home” to visit family. Unexpected, repeated or prolonged absence from school, academic work suffering. (NSPCC website)
 - Indicators** – Difficulty walking, spending longer in the bathroom or toilet, appearing withdrawn, anxious or depressed, asking for help but not being explicit about the problem due to embarrassment and being reluctant to undergo normal medical examinations. FGM (unlike some other Safeguarding issues) must be reported by the staff member directly to the Police.
- **Child on Child Abuse** – is the abuse of children and young people by other children and young people (their peers). It can include many of the forms of abuse listed above including:
 - sexual harassment and violence
 - physical abuse
 - sexting (also known as youth produced sexual imagery)
 - Consensual and non-consensual sharing of nude and semi-nude images
 - “upskirting”
 - initiation / hazing violence and rituals

All staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed above, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

The risks associated with Child-on-Child abuse are minimised through the ground rules and policies set out around learner conduct and behaviour, however all staff working with learners are advised to maintain an attitude of “It could happen here”.

Allegations of Child-on-Child abuse will be treated in line with other Safeguarding issues and the Access Training Learner Behaviour Policy (LP10). Access Training recognises that children and young people with special educational needs or disabilities can face additional safeguarding challenges.

Common signs of abuse are listed at the end of this policy. [Click here](#)

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Mental Health

Whilst not directly a form of abuse, Access Training recognises that the mental health of an individual can be an indicator of abuse, neglect, exploitation or any other form of abuse. Only a mental health professional should make a diagnosis about an individual's mental health, but staff should be able to recognise changes in a learner's mental health and behaviour and use this to raise any concerns about an individual's safeguarding.

Learner entitlements

In order to promote a healthy and a safe environment, our learners will be entitled to the following:

- The right to make a disclosure to any member of staff and know that the disclosure will be dealt with quickly and sensitively.
- To learn in an environment free from bullying or harassment.
- To be made aware of some of the basic principles of safer learning and safeguarding relevant to the programme that the learner is completing.
- To be made aware of how to access support on personal health and safety issues either within Access Training or from outside agencies.
- To be provided with up to date information around personal safety issues.
- The opportunity to comment and feedback on the extent to which Access Training and their courses promote and maintain well-being and personal safety.
- Learn about interpersonal and communication skills that promote and establish a welcoming, safe and respectful environment.

Safer Recruitment

The organisation will comply with best practice in the recruitment and training of its staff. All staff will undergo the appropriate vetting and barring checks for their role (including online searches where applicable), and we will ensure that all staff have undertaken mandatory safeguarding training appropriate for their job role. Staff will understand the principles of safe working practices and will not put themselves in situations that compromise themselves or learners.

Policy HR01 Recruitment and Selection covers this in more detail.

Training

Access Training has a duty to promote safeguarding issues and measures to staff and partners and ensure they:

- Recognise their responsibilities and report any concerns about suspicious poor practice or possible abuse.
- Undertake annual training on safeguarding (including online safety training) appropriate to their responsibilities to raise awareness of current issues and legislation.

Prevent

The Government's national counter terrorism strategy CONTEST has four elements (often referred to as the "Four P's):

Pursue: to stop terrorist attacks.

Prevent: to stop people becoming terrorists or supporting terrorism.

Protect: to strengthen our protection against a terrorist attack.

Prepare: to mitigate the impact of a terrorist attack.



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Access Training has a detailed Prevent Risk Assessment which includes sections on Online Safety, Partnerships, Leadership, Staff training, Speakers and events, Welfare, Prayer and faith, Work based learners, British values and Centre security. It is risk rated using a RAG rating. The risk assessment is updated annually, unless the National Threat Level of the UK is changed.

The Prevent Risk Assessment is stored in the secure Safeguarding folder on the company drive. It is editable by the DSL and viewable by the management team.

Safeguarding against Extremism and Radicalisation

Access Training recognises the accepted governmental definition of extremism as: 'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

Access Training does not tolerate extremist views of any kind, whether from internal sources such as learners, staff or board members, or external sources such as employers, external agencies or individuals. (Prevent Duty 2015).

Any prejudice, discrimination or extremist views, including derogatory language, displayed by learners, staff or partner organisations will always be challenged and where appropriate dealt with in line with this policy.

As part of wider safeguarding responsibilities Access Training staff will be alert to:

- Disclosures by learners of their exposure to the extremist actions, views or materials of others.
- Learners voicing opinions drawn from extremist ideologies and narratives
- Attempts to impose extremist views or practices on others
- Learners accessing extremist material online, including through social networking sites
- Disclosures from partner agencies and employers of a learner's exposure to the extremist actions, views or materials of others

Access Training will closely follow any locally agreed procedure as set out by the Local Authority and/or agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

Confidentiality

All employees have a statutory obligation to safeguard confidentiality of personal information.

Access to personal information should be on a strict need-to-know basis when you are sharing information.

Children and vulnerable adults of all ages have equal rights to confidentiality.

Although, promises of confidentiality should not be given as the matter may develop in such a way that these cannot be honoured.

Whilst the previous statement is correct, The Data Protection Act 2018 and GDPR do not prevent or limit the sharing of information for the purpose of keeping children safe. This includes allowing practitioners to share information without consent.

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Data Protection

Data Protection and compliance with the General Data Protection Regulation (GDPR) are addressed in the Access Training Data Protection Policy (Q25) and the GDPR Privacy Notice (Q10).

Learner Absence

The absence of a learner from Access Training is taken seriously. The tutor will call the learner if absent from their lesson. If the absences are persistent or more regular, then the learner's parent / guardian / carer will be involved, and a meeting arranged. Details of all absences and actions will be recorded on the learner registers and learner comments.

Online Safety

Online safety is categorised into these risk areas:

- Content - being exposed to illegal, inappropriate, or harmful content, for
- example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- Contact – being subject to harmful online interaction with other users, including harmful advertising or adults posing as children or young people.
- Conduct – personal online behaviour that increases the risk of or causes actual harm, such as sending explicit images, online bullying or cybercrime.
- Commerce – risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Filtering and Monitoring

Access Training is proactive in the filtering and monitoring of our IT network and the devices which use it. Filtering and monitoring is covered in greater detail in the Access Training e-Safety Policy (HS26)

Learners using their own devices (which aren't connected through the Access Training network) in training centres are also monitored and are bound by the same guidelines as when using Access Training devices. This is covered in more detail in the Learner Behaviour Policy.

Online safety is part of the mandatory training that staff receive for Safeguarding.

Distance Learning

The need for learners to work remotely has increased and more flexibility is planned into the curriculum for Full-Time Programmes to allow for more (or all) delivery to take place remotely.

Access Training recognises that there are increased risks to learners where more distance learning is taking place. Risks include;

- Being less able to see and recognise any signs of abuse.
- Heightened risk of domestic abuse
- Decreased communication
- Increased effects on mental health, either directly or through the mental health of a parent / carer / other.

To address this increased communication is put in place through either telephone call or message. Any lack of interaction with a learner should raise a safeguarding concern. Increased contact is in place with parents also (where appropriate).

Whilst this mainly applies to Full-Time Programme learners, it also applies to Apprenticeship learners who are not able to be seen one-to-one or at their employer.

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What to do if Abuse is Suspected – How to make a Referral (see the flowchart)

a. Below is a list of people who may be involved:

- An alerter is the person who has concerns or initially suspects or is made aware of potential abuse.
- The Designated Person/s responsible for investigating, seeking further advice and making decisions on a course of action.
- Learners may if they wish speak directly to the Full-time programme manager.
- The names and photographs of the Designated Persons are displayed throughout Access Training centres.
- If the person being reported by the alerter is a member of Access Training staff, see section (d) below.

b. What to do:

- Do not under any circumstances, discuss any concerns which another person might have brought to your attention, with the learner or your colleagues, before you have informed your line manager or the Designated Person(s) of your concerns. This is for your protection as much as for the protection of the learner.
- If you suspect abuse, or the learner in question makes you aware of any concern they might have; your first concern as an alerter must be the immediate safety of the learner, which in serious cases may need immediate action before taking the action described below. If you suspect the learner may have been abused, do not discuss this with the learner or your colleagues, speak to the Designated Person(s) or your line manager in the first instance and keep a written note of what you have seen or heard. If your manager is not available, speak directly to a Designated Person as detailed below. In some cases, (such as children still at school and on one of our programmes), it may be appropriate to talk to a teacher or head teacher from the child's school early in the process.
- Following discussion with your manager, (and in serious incidents having taken any immediate action which might be required), you need to write an account on the "online log" or "HSF22 - Safeguarding Alert Form". This form can be found on the company folder under "Forms" then "Health and Safety Forms" and completed electronically or handwritten. For full details of the information you need to submit see the "[record keeping](#)" section of this policy. It may be necessary for you to approach the learner for information. If a learner approaches you regarding abuse allegations or concerns about their safety you need to discuss their concerns with them and note any physical injuries they might have.
- In serious cases you may need to take immediate action. In all cases you will need to complete a report on the "online log" or "HSF22 - Safeguarding Alert Form". The Safeguarding Alert Form may be completed electronically and emailed to the Designated Person or may be handwritten and passed to them. It is essential that the online log or form, which can be found on the company folder under "Forms" then "Health and Safety Forms", is used and completed where appropriate using the prompts provided. Insufficient information may cause unnecessary delays. The Designated Person will make decisions on what to do next and if an outside agency might need to be approached. You, the alerter, and all appropriate persons will be kept informed of the outcome. Confidentiality must be maintained throughout where possible but there could be some instances where this is not appropriate. NB. The Quality Manager may be approached if it is thought that the concern would be best handled by a male, although this would not cause a delay in responding if unavailable.

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- Once a case has been passed to the Lead Designated Safeguarding Person, remember to keep them fully informed of any subsequent concerns or information.
- There is no need to complete another alert form for subsequent concerns regarding a learner you have referred previously unless any basic information has changed eg. address, telephone number etc. You may update your manager and email the Designated Person(s) giving specific details of your concerns which will be dealt with as in section 3.
- If you are notifying concerns regarding a learner not previously submitted by you; you need to complete an online log entry or “HSF22 - Safeguarding Alert Form”
- The Designated Person(s) will consider the information provided and may seek further information / clarification.

c. If you have concerns regarding someone in an organisation you are visiting:

- If your concern is regarding an individual in an organisation you are visiting who is not a learner, you should speak to your line manager. Following consultation with your manager – for low-level problems – you or your manager need to inform the manager of the organisation responsible for the individual’s care. Any more serious concerns should be passed to the Designated Person(s) to consider and take forward as appropriate. Following appropriate action, the Lead Safeguarding Designated Person may need to refer to a relevant outside agency. In some cases (for the individual’s immediate safety) it may be necessary to take immediate action before consulting with your line manager. Such instances are likely to be rare. For all cases, keep records of what you have seen, heard or had brought to your attention in case you are questioned later. File this information on the learner comments marked “confidential” and flagged up as Safeguarding.

d. If you have concerns regarding someone from Access Training:

- All allegations made against Access Training staff will be taken very seriously. If any Safeguarding allegation is made about a member of Access Training it must be reported to the Full Time Provision Manager immediately in line with any other safeguarding referral.
- In a case where the Full Time Provision Manager is the alleged, then the referral must be made to the direct line manager of the Full Time Provision Manager. In this example this is the Managing Director. If the Managing Director is the alleged then any referral must be made to a member of the Board of Directors. (Referrals should be made to the direct line manager of any individual member of staff accused)
- Safeguarding referrals must be made directly and immediately to the Full Time Provision Manager.

Low Level Concerns

Low level concerns are those that do not meet the harm threshold. It does not mean that these concerns aren’t significant, a low level concern is **any** concern, no matter how small, and even if no more than a ‘nagging doubt’, that an adult working on behalf of Access Training may have acted in a way that is inconsistent with the staff code of conduct.

Examples might include (but are not limited to):

- Being over friendly with young people;
- Having favourites;
- Taking photographs of young people on their personal mobile phones;
- Engaging with a young person on a 1:1 basis, behind closed doors or in a secluded area;
- Using inappropriate, intimidating, offensive or overly sexualised language.

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This kind of behaviour could be inadvertent or thoughtless. The behaviour may look to be inappropriate but may not be intended to enable abuse. It is important therefore that concerns are shared with the Designated Safeguarding Lead who will make a judgement about the level of seriousness and where necessary seek advice from the LADO. Concerns raised about non Access Training staff on the premises (such as contractors) will be shared with the individual's employer and may be escalated to the LADO if appropriate.

Low level concerns would be reported and recorded in line with any other safeguarding issue.

Record Keeping

Online log entries are stored securely on the server and are only accessible to certain staff / managers. Safeguarding Alert Forms will be stored in the Safeguarding File retained by the Lead Safeguarding Designated Person with details of any subsequent action. All cases will be numbered/listed and relevant documentation retained. Closed files and those of learners who have exited will be stored in secure archive storage.

List of information required when submitting a referral to the "online log"

- Learner Name
- Name of manager with whom discussed (if applicable)
- Name of organisation for whom the learner works for or is on placement with
- Address and contact number of organisation / placements
- Date of alleged incident or concerns notified
- A clear and comprehensive summary of the incident.
- Date of alleged incident or concerns notified
- Details of this incident and any action taken. Specific records should include:
 - A clear and comprehensive summary of the concern
 - Details of how the concern was followed up and resolved
 - A note of any action taken, decisions reached and the outcome
- Is the learner in any immediate danger? Yes / No
If answer to above is "yes" then do not leave the learner alone. Contact the safeguarding lead immediately.

Any other relevant information – Look at each point and answer as fully as possible

- Has there been any previous involvement with Social Services / Prevent team by the individual or the family?
- Give details of any siblings stating their ages and whether they live within the household
- Is anyone else in the household affected?
- If the concern includes suspected violence, abuse or inappropriate sexual acts, include name, address, relationship, age, job status of the alleged attacker and the location of the act. For adults state the type of abuse
- Are there, or has there been contact with the Health Service, counsellors or referral agencies.
- Any previous history of incidents e.g. self-harm, suicidal, homelessness, being abused – give details
- Confidentiality (the need to pass on information explained to the learner)

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Informing the ESFA about serious safeguarding / prevent incidents

Access Training must inform the ESFA if it is / has been itself (or a subcontractor) the subject of a safeguarding / prevent investigation by the local authority or the police. The Chair / Managing Director or Lead Designated Safeguarding Person must email the information below to enquiries.EFA@education.gov.uk

Access Training must report;

- The institution name
- The nature of the incident
- Confirmation that the incident is / scheduled to be investigated by the local authority / police.

The main issues the ESFA needs to be notified about, where funded learners are concerned, are those that result in police investigations.

No information will be asked for that could be used to identify individuals or that would impact on data protection

Common Signs of Abuse

Physical Abuse

- Unexplained recurrent injuries or burns
- Improbable excuses or refusal to explain injuries
- Wearing clothes to cover injuries, even in hot weather
- Bald patches
- Fear of medical help or examination
- Self-destructive tendencies
- Aggression towards others
- Fear of physical contact - shrinking back if touched
- Admitting that they are punished, but the punishment is excessive (such as a child or young person being beaten every night to 'make him or her study')
- Fear of suspected abuser being contacted

Sexual Abuse

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child or young person's age
- Medical problems such as chronic itching, pain in the genitals, venereal diseases
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming insecure or clingy
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a relative or family friend
- Becoming worried about clothing being removed

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Sexual Abuse (continued)

- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra-good' or perfect; overreacting to criticism

Emotional Abuse

- Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-depreciation ('I'm stupid, ugly, worthless, etc')
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ('I deserve this')
- Neurotic behaviour (rocking, hair twisting, hair/blanket sucking, self-mutilation)
- Extremes of passivity or aggression

Neglect

- Constant hunger / Emaciation
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Untreated medical problems
- No social relationships
- Compulsive scavenging
- Destructive tendencies

HS23 - Safeguarding and Promoting the Welfare of Children Policy

Title	Code
Safeguarding and Promoting the Welfare of Children Policy	HS23
Publication Date / Date of Update	Version Number
November 2025	4.9
Originator	Checked for Impact Assessment
Name: Duncan Hembury / Becky Dutton	Assessor(s): Duncan Hembury
Date: 22.10.25	Date Assessed: 18.11.25
Date of next Review: November 2026	
Authorised by Managing Director	Authorised by Board of Directors
Name / Signature: Corrina Hembury	Name / Signature: Will Nixon
Date: 05.12.25	Date: 05.12.25
Associated Policies	
HR01 – Recruitment and Selection LP10 – Learner Behaviour Policy IT01 – IT Policy Q10 – GDPR Privacy Notice Q25 – Data Protection Policy HS26 – eSafety Policy HS33 – Lockdown Policy Prevent Risk Assessment (Saved in the company Safeguarding folder)	
Associated Forms	
HSF22 – Safeguarding Alert Form PSF02 – Learner Code of Conduct Form	

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Flow Chart for a Referral

