

Safeguarding Policy

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Approved and signed off by:


Name:	Michael Winship
Position:	Managing Director
Date:	V3 January 2026 (next review August 2026, unless required sooner)
Signature:	

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1 INTRODUCTION

Skills North East (SNE) is committed to providing a safe and secure environment in which both Learners and Staff can flourish, and this is reflected in our Safeguarding Framework. This policy has been written to provide sufficient guidance to ensure that this commitment is embedded into the culture and ethos of the company. It is thus essential that all staff are aware of their duties regarding safeguarding / Prevent and report any concerns promptly.

We will refer to Adults at Risk throughout this policy, but SNE approach is to acknowledge that some adult learners will feel vulnerable/at risk at different points in their lives. These learners may be outside what is recognised in statutory guidance as an adult at risk.

We believe that it is always unacceptable for a child or adult to experience abuse or discrimination of any kind and recognises its responsibility to safeguard the welfare of all children and adults at risk will be treated less favourably than others in being able to access services which meet their specific individual needs, and this is linked to our Equality and Diversity Policy.

SNE recognise that 'Safeguarding' is equally applicable to both children and vulnerable adults and unless specifically indicated makes no differentiation between them SNE is committed to a whole organisation approach to safeguarding and promoting the welfare of all its students, staff, volunteers, visitors, contractors, and partners.

Any reference in the policy to a child applies to all those aged under 18. SNE's legal duty includes the education and training of adults at risk. Any reference in the policy to an adult at risk applies to anyone over the age of 18 who may, for a variety of reasons, require community services and / or be unable to protect him or herself from significant harm or exploitation.

This policy has been developed to describe the responsibilities of everyone for the recognition and prevention of abuse and to clarify the actions to take when abuse is suspected or identified. Therefore, the aim of this policy is to ensure that we fulfil its responsibilities towards the protection, welfare and safety of both children and vulnerable adults.

The following policies demonstrate and support a shared commitment to safeguarding and promoting the welfare of its stakeholders:

- Bullying and Harassment
- Grievance
- Data Protection (GDPR)
- Equality and Diversity
- Public Interest Disclosure (Whistleblowing)
- Safer Recruitment
- Complaints
- IT Security and Information
- Health and Safety

2 SCOPE

This policy and its procedures will apply to:

- The board
- Employees of SNE
- Learners
- Contractors
- Employers providing an apprenticeship
- All other users of SNE, including volunteers
- All SNE Training activities

This policy applies to all SNE training activities, including face-to-face, blended, and online delivery. Safeguarding responsibilities remain consistent across all delivery modes.

SNE recognises that any member of staff irrespective of role can be the first point of disclosure for a Learner. Therefore, all staff should:

- Be aware of the signs that a learner has been neglected or abused (see appendix B for examples)
- Listen to learners who tell them about abuse
- Report concerns effectively and in line with SNE Safeguarding procedure.

Designated Safeguarding Lead is referred to as DSL and Designated Safeguarding Officer is known as DSO within this procedure.

This policy has been agreed, sponsored, and approved by the SNE Board.

Name	Role
Michael Winship	Managing Director with overall accountability for Safeguarding and Prevent.
Donna Allison	Designated Safeguarding Lead (out of hours contact)
Judith Hunter	Designated Safeguarding Officer (Apprenticeships)
Tracey Parkins	Designated Safeguarding Officer
Michelle Brookes	Designated Safeguarding Officer

3 CONTEXT

SNE acknowledges that children and adults at risk are amongst the most vulnerable in society. Therefore, adults in positions of trust have a duty to ensure that the rights of children and young people to protection from abuse are taken seriously and effective action is taken in response to any signs or abuse or neglect.

SNE has a legal duty of care for the health, safety, security and wellbeing 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 Directorate and Senior Management to ensure that this duty is always discharged.

- All complaints, allegations or suspicions of abuse or any disclosures must be taken seriously, and all colleagues must adopt a 'could happen here approach.'
- Absolute promises of confidentiality must not be given as the matter may develop in such a way that these might not be able to be honoured. This must be made clear at the outset to the individual who is making the disclosure, with reassurance that they are doing the right thing and information will only be passed on to those who need to know this to safeguard them and others.

If the complaint/allegation or disclosure comes directly from a learner, questions should be kept to a minimum necessary to understand what is being alleged. Leading questions must also be avoided.

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.

4 POLICY STATEMENT

We are fully committed to safeguarding the welfare of all stakeholders by taking all reasonable steps to protect them from harm and accept its corporate responsibility for the wellbeing and safety of its learners.

We recognise our responsibility and acknowledge that it is the duty of our workforce in its entirety to uphold British Values and Safeguard the welfare of all stakeholders by creating an environment that protects them from harm and reduces any potential risks of being exposed to violence, extremism, exploitation, or victimisation.

SNE will closely follow any locally agreed procedure as set out by the Local Authority and governmental direction within which we operate. SNE will promote the values of democracy, the rule of law, individual liberty, mutual respect, and tolerance for those with different faiths and beliefs. We will teach and encourage learners to respect one another and to respect and tolerate differences, especially those of a different faith or no faith.

It is our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will help support learners who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a learner is being directly affected by extremist materials or influences, we will ensure that the learner is offered mentoring and possibly through referral. Additionally, in such instances we will seek external support from the Local Authority and/or local partnership structures working to prevent extremism (see our Prevent Policy).

Our policy sets out, in detail, the roles and responsibilities of all parties in providing a safe working and learning environment whereby everyone is protected from abuse of any kind.

Employers hosting apprentices or learners off-site are required to provide written assurance that their staff have been subject to appropriate safeguarding checks and that safeguarding expectations are understood and embedded.

We are committed to reviewing our policies and good practice at least annually, unless there is a change to legislation, or if there has been a meaningful change within the organisation. The DSL is responsible for updating the policy with support from the Safeguarding team and the Managing Director

It is our intention to:

- Recognise that each provision may provide the only stability in the lives of learners who have been abused, or who are at risk of harm.
- Provide a nurturing environment where self-esteem and self-assertiveness are promoted for all Learners including those that are vulnerable.
- Establish and maintain an ethos where Learners feel secure and are encouraged to talk and are listened to.
- We will adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with adults at risk from applying for or securing employment, or volunteering opportunities within SNE.
- We will ensure that relevant employment and security checks are undertaken within our safer recruitment procedures, that all adults within SNE, who have access to learners, have been checked as to their suitability in line with statutory requirements and as outlined in KCSIE 2025 Part Three: Safer Recruitment. This will support in creating a culture that is safe and safeguards the welfare of learners
- Take the necessary steps to inform all stakeholders of relevant policies and procedures and Code of Conduct.
- Ensure that appropriate supervision is given, where required.
- Ensure that all stakeholders are protected from abuse, regardless of sex, race, disability, age, sexual orientation, religion or belief, gender reassignment, maternity, or because someone is married or in a civil partnership.
- To help promote an understanding that a Learner who is abused or who witnesses violence may be deeply affected and this may manifest itself in several ways and linked to Adverse Childhood Experiences (ACEs)
- Take all suspicions and allegations of abuse and risks of radicalisation extremely seriously and to respond to concerns with due speed and consideration.
- Provide appropriate technology to filter and monitor online activity to safeguard apprentices and staff from potentially harmful and inappropriate online material.
 - Recognise that online risks now include misinformation, disinformation (including fake news), conspiracy theories and harmful AI-generated content. SNE will educate and train staff and learners to identify and respond to such content appropriately and promote digital resilience.
 - SNE maintains annual accreditation for DfE Cyber Security Standards to ensure that AI and emerging technologies used for learning, assessment, or administration are appropriately risk-assessed for safeguarding impact.
 - All online safeguarding measures will comply with the Online Safety Act 2023, ensuring that learners are protected from illegal and harmful content across all digital platforms used for learning and communication accessed within an SNE setting.
- Develop and promote effective working partnership with other agencies and in accordance with organisations' procedures, where required, including Safeguarding Partners, the Channel multi-agency panel and the Police and Children's Services.

- Regularly review and monitor our policies and procedures to ensure our legal, moral, and social responsibilities are met.
- Comply with and maintain knowledge of all relevant legislation, codes of practice and appropriate guidance and any amendments.
- Have designated staff who support the safeguarding of learners within each location ,these are known as Designated Safeguarding Officers (DSO), they are in place to advise on and manage any concerns and referrals made and learners know there are responsible adults at risks within SNE whom they can approach if they are worried or in difficulty.
- Ensure that all personal information is confidential and should only be shared with the permission of the individual concerned, (and/or those with parental responsibility), unless the disclosure of confidential information is necessary to protect adults at risk from serious harm or to promote their welfare. In circumstances, information must be confined to those people directly involved in the professional work of each individual adults at risk or adults at risk at risk and on a strict “need to know” basis.
- All staff and Directors believe that SNE should provide a caring, positive, safe, and stimulating environment, which promotes the social, physical, and moral development of the individual learner.
- Everyone who works for SNE have a responsibility to safeguard and promote the welfare of our learners and respond to concerns, incidents, or disclosures and should speak with their Designated Safeguarding Lead to inform them of any safeguarding or adults at risk protection concerns without delay.

If our learners feel safe and supported under the coaching and mentoring of SNE colleagues it will help their development in ways that will foster security, confidence, and independence as they continue to progress and achieve.

5 CONTENT

Statutory Obligations

SNE fully recognises its responsibility for safeguarding and has a statutory duty under the following as well as adhering to other statutory guidance and bodies:

- Section 175 of the Education Act (2002)
- Care Act 2014
- Working Together to Safeguard Children 2023
- Keeping Children Safe in Education as amended versions (2025)
- Apprenticeships, Skills, Children and Learning Act 2009 (as amended) and the Education and Training (Welfare of Children) Act 2021.
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (2020)
- Sexual Offences Act 2003
- NPCC When to Call the Police (2020)
- Preventing and Tackling Bullying, DfE (2017)
- Prevent Duty guidance for further education revised (2023)
- Prevent Duty guidance higher education revised (2023)
- SNE Safeguarding Policies and Procedure

- Meeting digital and technology standards in schools and colleges, Filtering and monitoring standards for schools and colleges (2023)
- DfE Cyber Security Standards for Schools and Colleges (2024) and Generative AI: Product Safety Expectations (2024).
- Working with all statutory partners to ensure the safeguarding of Learners under SNE control.
- Children and Families Act 2014
- Online Safety Act 2023 – statutory requirements for protecting children and adults from harmful online content and ensuring compliance with digital safety standards in education settings.

SNE must have in place arrangements for carrying out its duties with a view to safeguarding and promoting the welfare of children, young people and adults at risk of harm or abuse. This policy sets out a framework for those arrangements and should be read in conjunction with the associated SNE policies and procedures listed, the web links provided, and various appendices attached, including our Safeguarding Procedures that link to the Local Authority Safeguarding Procedures.

This policy considers, amongst others, the following publications, including recent / relevant guidance and legislation in this area:

Keeping Children Safe in Education (KCSIE): Statutory guidance for schools and colleges (Department for Education, September 2025).

https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf

Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (Her Majesties Government, July 2018).

[Working Together to Safeguard Children 2023 \(publishing.service.gov.uk\)](https://assets.publishing.service.gov.uk/media/60300960/Working_together_to_safeguard_children_2023.pdf)

The Care Act (2014). Statutory guidance: Care and support statutory guidance updated June 2020 that provides a detailed guidance on all aspects of implementing the requirements contained in Part 1 of the Care Act (2014) to local authorities, the NHS, police, and other partner organisations. (Department of Health and Social Care)

https://www.legislation.gov.uk/ukpga/2014/23/pdfs/ukpga_20140023_en.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/365345/Making_Sure_the_Care_Act_Works_EASY_READ.pdf

The Prevent Duty:

The Prevent Duty: Departmental advice for schools and childcare providers (Department for Education. June 2015). (Revised Dec 2023)

[Prevent duty guidance: Guidance for specified authorities in England and Wales \(publishing.service.gov.uk\)](https://assets.publishing.service.gov.uk/media/60300960/Prevent_duty_guidance_Guidance_for_specified_authorities_in_England_and_Wales.pdf)

Safeguarding Vulnerable Groups 2006

[Safeguarding Vulnerable Groups Act 2006 - Explanatory Notes \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2006/16/pdfs/ukpga_20060016_en.pdf)

Mental Capacity Act 2005

[Mental Capacity Act 2005 - Explanatory Notes \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2005/9)

Meeting the digital and technology standards 2025 <https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges>

The Prevent Duty: An introduction to those with SG responsibilities September 2023

<https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/the-prevent-duty-an-introduction-for-those-with-safeguarding-responsibilities#:~:text=The%20Prevent%20duty%20requires%20all,from%20extremist%20ideologies%20and%20radicalisation.>

6 POLICY PRINCIPLES

We endeavour to safeguard learners at risk by:

- Valuing, listening to and respecting them.
- Adopting policies, guidelines, a code of conduct and behaviour for employees and volunteers.
- Sharing information about concerns with agencies which need to know and involving parents and children appropriately.
- Ensuring that the DBS, in accordance with their guidelines, checks all staff and volunteers with responsibilities for learners, including relevant non-delivery roles.
- Recruiting staff, associates, volunteers and contractors who are aware of our Safeguarding and Prevent policy and procedures.
- Providing all staff and volunteers with safeguarding training.
 - annual training (unless required sooner) on emerging online risks, AI safety, misinformation, and cyber security awareness, in line with KCSIE 2025.
- Ensuring that all learners at risk, are aware of our Safeguarding Policy and Prevent Policy and procedures.
- Ensuring that all staff and stakeholders are aware of their role and responsibilities in relation to safeguarding.
- Implementing effective and robust IT monitoring and filtering systems to safeguard apprentices and learners while they are online and using SNE's IT facilities. In addition, staff are trained to always remain vigilant and investigate/escalate concerns about usage by individuals/groups of apprentices/learners.
 - This includes monitoring for misinformation, disinformation, and malicious or AI-generated content that could place learners at risk of harm or exploitation.
- SNE recognises that learners with Special Educational Needs and Disabilities (SEND) may face additional barriers to reporting abuse and may be more vulnerable to harm. Staff must be trained to identify and respond to safeguarding concerns involving SEND learners, including those with communication difficulties, behavioural needs, or cognitive impairments. Safeguarding procedures must be adapted where necessary to ensure that learners with SEND are protected and supported effectively, in line with statutory guidance and individual support plans.
- Ensuring that virtual classrooms and digital platforms are monitored for inappropriate content, maintain professional conduct, and report any safeguarding concerns arising during online delivery. Staff and learners have a code of conduct issued at the start of employment/programme of learning.

We are committed to be alert to a learner who:

- is disabled and has specific additional needs.
- has special educational needs (whether they have a statutory Education, Health, and Care Plan)
- is a young carer
- is a looked after child (LAC)
- is an apprentice
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organized crime groups.
- is misusing drugs or alcohol themselves
- is at risk of modern slavery, trafficking, or exploitation
- is at risk of being radicalised or exploited
- is in family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is a privately fostered child.

We operate a culture of openness and transparency and embeds the principles of the '4 R's' (Recognise, Respond, Record and Refer) across all our services, ensuring that all staff, volunteers, subcontract partners, and contractors understand their responsibilities with regards to safeguarding.

7 RESPONSIBILITIES

Designated Safeguarding Lead (DSL) and Designated Safeguarding Officers (DSO)

We have a lead who has overall responsibility for issues related to safeguarding adults at risk and is supported by DSO's. The DSL is responsible for acting as a source of advice on adults at risk safeguarding matters, for coordinating action within the organisation and for liaising with health, children's services, adults at risk services, and other agencies about suspected or actual causes of abuse. The DSL will be assisted by the MD and DSO's. Designated members of staff who are as part of their role carrying out the role of DSO 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 learners.

The DSL reports to the SNE board and the MD has overall responsibility for safeguarding and Prevent at Board level, support by a Safeguarding link Board Member. The MD will ensure that resources, support, and all relevant training are available and in place for staff. The MD will support the Safeguarding and Prevent Team in meeting their responsibilities and will ensure that we meet these commitments. There is a clear and robust job description for the DSL and DSO, the DSL is responsible for reviewing the Safeguarding and prevent policy annually, or more frequently if there is a change to current legislation, along with any policies linked to the Safeguarding and prevent policy and processes and procedures that support the embedding and working practices of this policy.

The Board

The SNE Board are responsible for ensuring we safeguard our learners in accordance with the statutory guidance set out in Part Two of KCSIE (2025) and related guidance or legislation. This includes that:

- A member(s) of the Board is appointed to oversee safeguarding matters and undertake appropriate training in this, supported by another member of the Board to act as their deputy.
- Ensure that this policy is reviewed as often as required to ensure any updates to KCSIE 2025, particularly in relation to online safety, AI, misinformation/disinformation, attendance, and safeguarding of learners in employer placements and alternative provision.
- SNE has a Safeguarding Policy and Prevent Policy and associated procedures in place that are in accordance with statutory requirements and local authority guidance and that these are published and reviewed annually or where required due to changes in policy, ensuring that any deficiencies or weaknesses regarding safeguarding arrangements are remedied without delay.
- Effective training is in place for all staff, appropriate to their roles, and it complies with the statutory requirements and takes account of local authority guidance.
- The Board receives and considers regular safeguarding update reports.
- SNE operates 'safer recruitment procedures' in accordance with statutory requirements and guidance.
- Allegations or concerns against staff are dealt with in accordance with statutory guidance and local authority procedures.
- SNE contributes to multi-agency working in line with statutory guidance.
- Ensure that staff have the skills, knowledge and understanding to keep safe our vulnerable learners.

Designated Safeguarding Leads

Members of staff who are also DSOs, receive training in safeguarding children and adults at and interagency working as required by the Local Safeguarding Partners.

They also receive refresher training annually as required by us. The team are required to keep up to date with developments in safeguarding children and adults at risk.

The appropriate DSO must be informed immediately in the following circumstances if:

- a) Suspicion that a learner is being harmed.
- b) There is evidence that a learner is being harmed.

The DSL will ensure records of concerns raised are recorded and supervise and support any referrals to Local Safeguarding Partners, Children's Services Social Care/Police if necessary.

Any member of staff or anyone who has knowledge of, or a suspicion that a learner is or has been suffering significant harm, or is at risk of significant harm, should discuss their concern with their DSO or the DSL. There should be no delay in communication once suspicion arises. The sharing of relevant information at the earliest opportunity within an environment of strict confidentiality is essential. All information from carers, members of the public and any of an anonymous nature must be acted upon and recorded appropriately.

- The DSL is responsible for ensuring the Safeguarding and prevent policy is available publicly and to parents and carers, that parents and carers are aware that suspected abuse referrals may be made, and our role in this.
- The DSL 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.

- Being aware of how to make referrals to safeguarding partners, children's social care and adult's social care for statutory assessments via the local authority multi-agency safeguarding units, along with the role they might be expected to play in such assessments
- The DSL will alert the police when a crime may have been committed.
- All DSLs foster strong links with Safeguarding Partners and Designated Local Authority Person
- The DSL team refer all cases of suspected abuse to the local authority, children's social care agency or, in the case of a vulnerable adult, to the local authority adult's social care
- Whenever possible the issue should be discussed with parents/carers except where to do so would jeopardise future enquiry or would not be conducive to the learners' welfare
- The learner should be kept informed of actions taken at all stages of the procedure and maximum support offered/provided to them. Where the learner is competent to give consent, their agreement to the referral should be sought.
- If consent is refused the referral should still be made if it is considered necessary to protect the learner from significant harm.
- A written report of all discussions and action must be recorded and all referrals and subsequent documents/files will be retained securely by the team in the SNE Cause for Concern Referral Logs folders.
- All DSOs liaise with senior management to inform them of issues, especially ongoing enquiries, and police investigations.
- All DSOs maintain a proper record of any safeguarding referral, complaint, or concern, even when that concern does not lead to a referral.
- All DSOs act as a source of advice, support, and expertise to staff on matters of safety and safeguarding.
- All DSOs liaise with relevant agencies following a referral to ensure it has been dealt with effectively and identify whether a resolution has been achieved.
- Referrals to Statutory Agencies, including verbal referrals, should be followed up with a completed referral form within 24hrs of the original contact.
- The DSL provides information monthly to the Board setting about how we have discharged our duties.

All Employees / volunteers are responsible for:

- All staff, supply staff and volunteers must have a full and active understanding of KCSIE 2025 Part One and or Annex A and all sections of the SNE Safeguarding and Prevent Policy – concerning child protection procedures, definitions, impact, indicators of abuse and referrals – to safeguard children at SNE effectively.
- All staff, teaching, supply, support staff and volunteers will be required to read the full SNE Safeguarding and Prevent Policy. All staff will be informed of the procedures in place to address and manage any safeguarding concerns, allegations about staff members including low-level concerns and recording of these.
- Staff should remain alert to safeguarding concerns arising from online misinformation, AI-generated manipulation, or cyber-enabled abuse.
- All Senior members and staff who work directly with children (e.g., teachers, teaching assistants, pastoral support staff) should also read Part Five and Annex A of KCSIE 2025.
- Providing a safe environment in which learners at risk of harm, abuse or neglect can learn in a safe environment.
- Being prepared to identify learners at risk of harm, abuse, or neglect, who may benefit from early help and understand the early help process and their role in it, together with the

completion or assisting with the completion of a risk assessment or support plan where required.

- Any concerns – whether about a child, young person, family, colleague or another professional, must be shared with the DSL.
- All staff have a duty to assist in the assessment of possible child abuse by sharing information and reporting concerns as outlined in this policy. Staff may have the one key piece of information that will help Children’s Services, Safeguarding Partners make the best decision about a child.
- When concerned about the welfare of a child, staff should always act in the ‘best interests of the learner’.
- Doing nothing is not an option.
- In the event of a disclosure being made an immediate verbal referral to relevant Children Service can be made. This will then be followed by a written referral within 24 hours.
- Never promise a learner that you will keep a secret, explain that if they tell you something you think may put them at risk of harm you will have to tell someone who can help keep them safe.
- It may be difficult or upsetting to report a concern and it is sometimes hard to accept that a child is being harmed, particularly if there is an existing relationship with the family or professional concerned. However, the needs of the child must always come first. It is the role of the DSL to support and listen to concerns.

Safeguarding duties apply during all learning activities, including those scheduled outside standard office hours. Staff must ensure that learners have access to safeguarding support during evening or weekend sessions.

If a learner tells you something that causes you concern:

- Listen to the learner.
- Never promise the learner you will keep a secret, explain that if they tell you something you think may put them at risk of harm you will have to tell someone who can help keep them safe.
- Encourage the learner to talk, but do not prompt, or put words into their mouths, and do not ask leading questions.
- Do not ask the learner to repeat again and again.
- Explain what action you must take in a way that is age appropriate.
- As soon as you are able, write down what the learner has told you. Use the learner’s exact words if possible. Record the date, time and place and any other people present at the time.
- Report concerns without delay to the DSL/DSO
- Do not worry you may be mistaken; it is better to discuss your concerns with someone who has the experience and the responsibility to make an assessment.
- Do not confront an alleged abuser.
- Try to remain calm and not to appear shocked by what they are telling you.

If you have concerns about the behaviour of another colleague, do not dismiss these concerns. Action should be taken in accordance with the appropriate SNE policies. It is particularly important not to ignore or dismiss suspicions about another professional or colleague but approach the DSL with your concerns:

- Reporting to the DSL or the MD any concerns they may have about the conduct of colleagues in relation to Safeguarding and / or professional staff code of conduct.
- If a learner discloses a matter of concern to you it can be very upsetting, try not to take

these feelings home with you. Talk to the DSL it is important not to ignore these feelings and to offload.

Following the framework described in the Safeguarding referral procedure, know where to go and what to do if they have any safeguarding concerns.

- Attending safeguarding and child protection training and updates as required, on induction and an update at least once every year (or sooner if policy requires).
- Reading and familiarising themselves with associated SNE Policies and Procedures for staff and on the website for all external to SNE.
- Reading safeguarding updates, hot topics and associated guidance when published.
- Promoting awareness of safeguarding issues/support amongst learners, colleagues, and other stakeholders
- Wearing their staff ID badge always when working on or off SNE sites.
- Reporting to a DSL any learner welfare concerns that they may have or may need support with.
- Maintaining an appropriate level of confidentiality whilst at the same time liaising and sharing information with relevant professionals.

Learners

Learners are responsible for:

- Maintaining vigilance and a pro-active approach to the safety and welfare of themselves, their peers, and others on site
- Reporting any concerns to a member of staff or directly to a DSL with whom they feel comfortable discussing these concerns
- Abiding by the SNE learner code of conduct which is designed to safeguard all those on our sites or using our facilities, including the IT network
- Behaving in a way that does not compromise them or lead to allegations of a criminal or safeguarding nature

8 SAFER RECRUITMENT AND TRAINING FOR STAFF

SNE will select and recruit in accordance with the statutory guidance set out in Part 3 of KCSIE (2025), which details Safer Recruitment pay due regard to the Safeguarding Vulnerable Groups Act 2006 and the Protection of Freedom Act 2012. The recruitment policy and procedures ensure that all appropriate measures are applied in relation to everyone working in SNE, including staff, volunteers and staff employed by external partners/contractors. The Quality Director will ensure that a single central record is maintained of all pre-appointment checks.

DBS checks are undertaken in line with government guidance and current legislation, alongside appropriate references being obtained and ensuring qualifications are verified, online and including social media checks will be carried out by the recruiting team prior to agreeing any job role and any concerns raised to the Quality Director.

Newly appointed staff will have a job role induction in line with our probation policy over a 6- month period. We ensure that all employees are made aware of the standards expected of them and implements the appropriate support, training feedback to achieve these standards. Employees will be

made aware of the relevant Safeguarding and Prevent procedures as part of that induction program and will have access to our Safeguarding Policy through our Sharepoint site.

Individual / Group	Training	Frequency
All new staff and annual updating	<ul style="list-style-type: none"> Safeguarding Policy and Prevent Duty Policy - mandatory reading. Hot topics, Newsletter, videos and CPD Training events by the DSO team Training for; cyber security, AI awareness, misinformation / disinformation and emerging online harms. 	At induction and annual updating or at time of changes.
Senior Safeguarding Leads and Designated Safeguarding Leads	<ul style="list-style-type: none"> Identified essential reading. Specialism divided by the team to ensure full coverage DSL/DSO Training (2 years) 	Complete and appropriate updating.
Board and Senior Managers	<ul style="list-style-type: none"> Annual training and updating 	Annual and where required (e.g. legislation updates)
Staff Recruiters	<ul style="list-style-type: none"> Safer recruitment practices 	Annual and where required (e.g. legislation updates)

9 CONFIDENTIALITY

The Data Protection Act 2018 (DPA 2018) and General UK Data Protection Regulations (GDPR) do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children, young people, and adults at risk of harm, abuse, or neglect.

Colleagues should never promise that they will not tell anyone about an allegation or disclosure, as this may not be in the best interests of the child, young person, or adult at risk of harm or abuse. All suspicions, allegations and investigations will be kept confidential and shared only with those who need to know in accordance with UK GDPR DPA 2018 following government advice and guidance.

- Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately
- Consider safety and wellbeing

- Base your information sharing decisions on considerations of the safety and wellbeing of the individual and others who may be affected by their actions
- Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to date, is shared in a timely fashion, and is shared securely
- Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.
- Digital safeguarding records and AI-related incidents will be logged and stored securely in accordance with DfE Cyber Security Standards.

Use of Equipment

Our IT equipment (including computers, laptops, mobile phones, PDAs, etc.) must not be used to view, download, create or share (with colleagues or learner) illegal content, including abusive images of children or young people.

Learner Recruitment

When joining a programme, a detailed record of learner needs will be kept, and an Individual Learning Plan (ILP) prepared to ensure all the needs are planned for. All learners receive a learner handbook, detailing our support policies and key contacts. There is also follow up review points to capture their journey and do their needs are being met. Delivery staff will work closely with the designated employer contact (where applicable) ensuring a triparty support system is in place. The safety of all our learners is paramount and where a learner wishes to join a course from a referral agent or has disclosed behaviours or has Additional Learning Needs (ALN) or an EHCP (Educational Health Care Plan) that may be as a concern a risk assessment will be complete to assess course suitability and if the required support plan can be put in place prior to a course offer, this is to ensure that prior to agreeing learners with ALN and or disabilities can support fully with any controls or required additional needs.

10 EXTERNAL SPEAKERS AND EVENTS

An external speaker or visitor is used to describe any individual or organisation who is not a member of staff or learner working with us, or one of its contracted partners, who has been invited to speak to staff/learners.

The Prevent duty does not seek to ban any speakers or impinge on freedom of speech. What the duty does is ensure that the right processes are in place to manage events and speakers. This could mean:

- Ensuring a reasonable notice period for checks to be made, which could potentially be from an open source. This could include looking into instances where potential hate speech may have taken place at previous events.
- Processes or protocols to demonstrate how information about the speaker is used to decide about whether to allow their event to take place or not (risk assessed).
- A requirement for speakers to sign up to the organisation's Equality, Diversity, and Inclusion Policy.
- Evidence of the final decision made about whether to allow the speaker into the organisation, including the mitigation measures put in place.

For more information on this please refer to SNE's External Speaker Policy and Procedure (located within the policy folder on Sharepoint).

Anti-Bullying and Harassment

Our policy on bullying and harassment is set out in a separate policy Antibullying and Harassment Policy and acknowledges that allowing or condoning bullying or harassment may lead to consideration under safeguarding learners. All incidents of bullying and harassment, including cyber-bullying, cyber flashing, racist, homophobic, and gender-related bullying, will be dealt with in accordance with our anti-bullying policy. We recognise that Learners at risk with special needs and/or disabilities are more susceptible to being bullied. We maintain a log of bullying incidents in our programs. Our policy on bullying and harassment is explained at the induction process for new learners and their parents and carers.

11 COMMUNICATIONS

- When communicating with learners online, observe the same rules of behaviour as if speaking with them in person by being professional: polite, respectful, not swearing or saying anything (using the written word, images, or icons) that could be regarded as sexual innuendo, bullying or discrimination.
- Staff must adhere to the Online Safety Act 2023 requirements when using digital platforms, ensuring that communication channels are secure, monitored, and free from harmful or illegal content.
- Ask yourself whether the content of any online communication has a clear work purpose.
- When delivering sessions online, staff must adhere to the same professional standards as in-person delivery. Video calls should be conducted using approved platforms with appropriate privacy settings enabled. All communication should remain transparent and open to scrutiny.
- Do not use any text speak abbreviations or symbols / emoticons, even if you ordinarily use these in your personal life.
- Never disclose non-public and confidential information about us, our staff, associates, volunteers, or the young people with whom we are working.
- Do not say anything or re tweet any posts that could be deemed offensive, controversial, or socially inappropriate in any way.
- Contact with young people or adults at risk online should only be a recognised element of your work and done strictly for business purposes.
- Do not send any illegal or inappropriate content (written, images or icons), including sexting via mobile phones.

Openness and Scrutiny

- Always communicate with learners in a way that is open for others to see.
- Do not use private messaging facilities on social networks or apps; if it needs to be private, then do this email exchange or phone and note the conversation afterwards.
- Ensure there is always a record of such communication that would be open for others to check, if necessary.
- It should always be clear who the communication is from when we are communicating with a learner.

- There should be no use of anonymous apps, where the sender can remain anonymous.

Recording

- Only use social media and apps where there is a permanent record of what has been said and sent, thereby being open to scrutiny, e.g., the use of Snapchat is not appropriate.

Consent and Storage of Images

- If a learner does not give permission for photographs / videos to be taken, we will abide by this and we will not exclude a learner from completing activities if we do not have consent.
- All photographs and images of learners taken will be stored securely under our Data Protection Policy. If we keep hard copies of images, these will be stored securely in a locked cabinet or electronically in a restricted access folder.

12 RESPONDING TO CONCERNS

When dealing with safeguarding concerns, a person-centred approach should be adopted and in the case of adult safeguarding concerns the six principles as outlined in the Care Act 2014 should be followed which are empowerment, prevention, proportionality, protection, partnership, and accountability. We ensure and emphasise that everyone in the organisation understands and knows how to share any concerns immediately with the DSL or a DSO.

Safeguarding concerns arising during out-of-office hours delivery must follow the same reporting process. In urgent cases, staff should use emergency contact numbers provided in Appendix 3.

Remember, if an adult at risk tells you about abuse that happened a long time ago or some time has lapsed since it last occurred, it does not make it any less real and distressing for the learner. Abuse can be historic and relate to incidents that happened a long time ago. They must still be referred on to the DSO as per this procedure to see if any further support required. Allegations against a tutor/instructor who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

Safeguarding concerns may also arise through online interactions, misinformation, or AI-generated material (e.g., deepfakes, impersonation, or grooming). Staff must treat such incidents with the same seriousness as offline harm and report immediately to the DSL.

13 ONLINE SAFETY, AI AND DIGITAL RESILIENCE

SNE recognises that learners increasingly interact online and that emerging technologies such as generative AI can present both opportunities and risks.

Our approach to online safety aligns with the Online Safety Act 2023, which sets out duties for education providers to prevent exposure to harmful content and to implement robust reporting and removal processes for online risks.

The organisation will:

- Maintain compliance with the DfE Cyber Security Standards.
- Educate staff and learners on misinformation, disinformation and AI safety.
- Ensure filtering and monitoring systems protect learners across all devices and delivery modes.
- Record and review any digital safeguarding incidents.

Safeguarding during online delivery includes ensuring learners are protected from harmful content, cyber-enabled abuse, and AI-generated risks. Staff must remain vigilant during virtual sessions and escalate any concerns immediately to the DSL.

14 MAKING A REFERRAL

For instant advice and guidance, contact a member of the Safeguarding Team:

Name	Role	Email	Telephone
Donna Allison	Designated Safeguarding Lead (Head Office + out of hours)	da@sne.org.uk	0191 2504590 07399 465847
Judith Hunter	Designated Safeguarding Officer (Head Office - Apprenticeships)	judith@sne.org.uk	0191 2504590 07399 465832
Tracey Parkins	Designated Safeguarding Officer (Head Office)	tp@sne.org.uk	0191 2504590 07399 465845
Michelle Brookes	Designated Safeguarding Officer (Doncaster)	michelle@sne.org.uk	07917 102164

The Safeguarding Team will request that you complete a Cause for Concern form (see appendix 3) so that all factual details can be logged for further review, with any necessary action applied. If this is specifically linked to a Prevent referral, please ensure that the appropriate referral form is used (see Prevent Duty Policy).

For safeguarding issues occurring outside normal hours, staff should contact the Safeguarding Team via the appropriate contact number or use emergency numbers listed in Appendix 3. Immediate risks should be escalated to emergency services (999).

(both referral forms are saved within the SNE policy folder on Sharepoint)

The Cause for Concern form should then be sent to safeguarding@sne.org.uk This email address can be utilised for any general queries for both staff and learners.

This is a shared and monitored inbox managed by Head Office Safeguarding Staff.

If learner chooses to disclose, you should never:

- Take photographs of injuries.

- Examine marks or injuries solely to assess whether they may have been caused by abuse (there may be a need to give appropriate First Aid)
- Investigate or probe, aiming to prove or disprove possible abuse.
- Make promises to the individual about confidentiality or keeping secrets.
- Assume that someone else will take necessary action.
- Jump to conclusions or react in any way to what the individual is disclosing.
- Speculate or accuse anybody.
- Confront another person allegedly involved.
- Offer opinions about what is being said or about the people allegedly involved.
- Forget to record what you have been told – what may seem insignificant to you could be extremely important in supporting external agencies to decide whether abuse has occurred or is indeed likely to occur.
- Remember: IF ANY STEP IN THE PROCESS IS NOT RECORDED, THEN IT IS ASSUMED THAT IT DID NOT HAPPEN!
- Fail to pass the information on to the designated safeguarding team.
- Ask the individual to sign a written copy of the disclosure or a statement.

Where learner at risk has communication difficulties or uses alternative/augmented communication system, you may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in the same manner as for vulnerable adults.

If the learner has personal needs, their requirements should be discussed prior to commencement of program and additional support plan implemented. We will respect personal privacy and dignity, ensuring that young people and adults are supported in meeting their own physical care needs, wherever this is possible.

If it is determined by the DSO that the concern is not a safeguarding one but rather the learner needs support services, then this should be discussed with the learner.

The DSO is responsible for following up any referrals made to social care teams to ensure that action has been taken. This should be done within 3 working days of having made the referral if social care has not been back to the DSO to confirm their actions. A record of actions being taken must be made by the DSO.

If there is concern that the action is not sufficient to safeguard the Learner, then the DSO must discuss with the DSL and escalate, if necessary, with social care or the police. The safeguarding team under local authority will have procedures to follow in this instance.

The DSL/DSO should refer to the local authority once all the information is collected and judged to be needed.

Abuse Requiring Immediate Response

If you suspect, there is a risk of abuse or a danger to life you must contact the DSL/DSO immediately. If medical attention or police emergency action is required, then:

- The emergency services should be contacted on 999 immediately. The DSL/DSO team should be informed without delay.

- The DSL/DSO team should contact the relevant social care and/or police service.
- The DSL/DSO must consider if it is safe for the adult at risk to return home or to a potential abusive situation, seeking advice from social care or police, as required.
- Managers in the police or social care agencies will then advise about how to proceed to ensure the immediate wellbeing of the learner.
- The adult at risk should remain with staff if they are in immediate danger or in need of medical attention.

All colleagues have been given a copy of the Safeguarding and Prevent Policy and associated procedures which are accessible on Shared Drive and the website.

If no action has been taken after 48 hours, the DSL involved should utilise the escalation process with the social care team under the respective local authority.

Staff must also be aware that if they feel the referral has not been dealt with, no action has been taken, or that senior management is trying to disregard the referral, they should follow the procedures as set out in the Whistleblowing Policy.

Allegations of abuse made against a staff member

All allegations of abuse made against a member, or members of staff, associates, volunteers or contractors will be managed in line with Safeguarding and employment policies and procedures. The procedures apply to a wide range of allegations, including those that indicate a person may be unsuitable to work with adults at risk in their present position or in any capacity. It is essential that any concerns for the welfare of an adult at risk arising from abuse or harassment by a member of staff, volunteer, or contractor should be reported immediately to the DSL.

We recognise that our staff are in a position of trust with the learners in our care and acknowledge that it could be considered a criminal offence to abuse that trust. Broadly speaking, a relationship of trust can be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of their activity. It is vital for all of those in positions of trust to understand the power this can give them over those they care for and to understand their responsibility.

It is essential that any concerns for the learner at risk arising from abuse or harassment by a member of staff are reported immediately to the DSL.

The procedures are, therefore, to be followed in respect of allegations that a member of staff has:

- Behaved in a way that has harmed, or may harm, an adult at risk.
- Possibly committed a criminal offense against, or related to, an adult at risk.
- Behaved towards a learner at risk in a way that indicates they might pose a risk of harm.
- Behaved towards a learner at risk in a way that indicates they are unsuitable to work with adults at risk (including transferable risk where the behaviour has occurred outside of the learning environment).

We will also support the person the allegation has been made against, ensuring they are treated fairly and with impartiality as detailed in our Disciplinary policy and procedures. They will include any support from the other agencies involved and manage any media interest. We will take a view as to whether Disciplinary procedures need to commence before any investigation by police or social care has concluded but we will most likely take the lead from these bodies at all stages of the process and involve the relevant DSL, Senior Managers and HR team.

Any allegation against any members of the senior team should be directly referred to the MD.

When an allegation is made, against a member of staff, the member of staff to whom the allegation has been made known will immediately inform the DSL and MD

The initial enquires should establish:

- That an allegation has been made?
- What is alleged to have occurred?
- When and where the incident/s are alleged to have occurred?
- Any other parties who may have been involved?
- Any other persons present?

It is important to establish as much of the above information as practical in order to assist with on-going enquiries.

False or malicious allegations will be dealt with in line with SNE Policy.

These may include:

- Adult at risk Safeguarding Investigation – this will assess whether the adult needs protection or in need of services – led by social care.
- Criminal investigation – led by the relevant police force.
- A Disciplinary Investigation – in line with our disciplinary procedures

In the first two instances above, social care and / or the police will lead on investigations. Our DSL will notify the Disclosure and Barring Service (DBS) where:

- We have permanently removed a member of staff, volunteer, delivery partner or contractor from regulated activity. We think that the person has either:
- Engaged in relevant conduct, satisfied the harm test or
- Received a caution for, or been convicted of, a relevant offence.

For most cases, the DBS only has the power to bar a person who is, has been, or might in the future engage in regulated activity. The MD, as the Accounting Officer, holds responsibility to ensure SNE meets its statutory and legal requirements and delegate authority to the Designated Safeguarding Lead in handling allegations of abuse made against a member of staff in line with our current policy. The MD is there to provide direction and support if required. If the allegation concerns either DSL then the matter would be referred directly to the MD.

Where the allegation is found to be of a malicious nature, unfounded and with no further action to be taken, the individual the allegation was made against will be supported back into work and their team environment by the management team, with an agreed support plan put in place. The following definitions should be used when determining the outcome of allegation investigations:

- Substantiated: there is sufficient evidence to prove the allegation.
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
- False: there is sufficient evidence to disprove the allegation.
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

Support for the Referrer

We will fully support and protect staff who, in good faith (without malicious intent), make a referral about a colleague who may be abusing a learner at risk and reports their concern about a colleague's practice. This support may take the form of counselling or moving the person reporting the abuse/potential abuse to another workplace temporarily whilst the incident is investigated. Our Whistleblowing procedures can be followed if they feel their concerns are not being acted upon appropriately.

However, all staff have a duty to safeguard and promote the welfare of vulnerable adults. To investigate concerns robustly, it may not be possible to maintain complete anonymity, but the interests of the referrer will be protected when concerns are raised.

Following a referral, staff may be involved in the assessment and management process led by the relevant social care team, may be invited to take part in any strategy meeting or may attend an initial Case Conference. Where there is a criminal investigation, they may be required to cooperate with the police. In all these circumstances, they will be offered sufficient time to prepare and attend meetings with the support of their line manager.

They will also receive appropriate senior management support, and the DSL will continue to provide support and guidance as required/appropriate.

Records will be kept of every concern raised and they will be detailed in terms of what actions have been taken, whether an external agency has been involved and is leading on any investigation, and what the outcome has been, so that the file can be closed and then stored for legal purposes on the secure system.

Low Level Concerns

SNE prides itself on creating an open, transparent, and honest culture where all concerns will be listened to and dealt with promptly. When we receive a low-level concern, we will treat this in the same way we would any other concern and refer to our code of conduct, disciplinary policy and safeguarding policies.

Anyone who has a low-level concern should report this to their manager; senior manager, director, or to the DSL. A written record will be made of the allegation and appropriate investigations will be made into the allegations. Written notes will be saved in case there are future concerns raised which show a

potential pattern of behaviour. Actions such as training might be deemed to be appropriate courses of action, but also more formal sanctions might be imposed depending on the situation.

15 APPENDIX 1 DEFINITIONS

TERM	Explanation
Abuse	<p>Any actions that inflict harm, injury, suffering or distress to another person.</p> <p>The Care Act 2014 identifies ten types of abuse:</p> <ul style="list-style-type: none"> Physical abuse Domestic violence or abuse Sexual abuse Psychological or emotional abuse Modern slavery Discriminatory abuse Organisational or institutional abuse Neglect or acts of omission Self-neglect Financial/material abuse <p>(see appendix 2 for definitions and indicators of abuse examples)</p>
Adult at risk	Anyone over 18 who has care and support needs and as a result of those needs, is unable to protect themselves from abuse or neglect that they are experiencing or are at risk of experiencing.
Allegation	a claim or assertion that someone has done
Artificial intelligence (AI) Safeguarding	The responsible and ethical use of AI tools and systems within education to ensure learners are not exposed to harmful, biased, or manipulated content.
Child	Any person under the age of 18 years
Child-on-child abuse	Harmful behaviour between children of any age. It may involve bullying, or harassment, or physical or sexual abuse (including sexual violence or harassment). It can occur face to face or online. It should be recognised that it can be harmful to the children who display it as well as those who experience it.
Contextual safeguarding	Addresses risks children and young adults face outside the home.
County Lines	Illegal activity (drugs, weapons) across police and local authority boundaries, often exploiting children or adults at risk.
CSE	Child sexual exploitation.
Cyber Security	Protective measures ensuring that digital systems, data, and communications used by learners and staff are secure from unauthorised access, misuse, or attack.
Data Protection	Legal control over access to and use of stored data

TERM	Explanation
Disinformation / misinformation	False or misleading information shared online, intentionally or unintentionally, that can cause harm to learners or undermine trust in education or safeguarding systems.
DSL	Designated Safeguarding Lead
Exploitation (CCE – child criminal exploitation)	Exploitative situations, contexts, and relationships where a person or persons receive ‘something’ (e.g., food, accommodation, drugs, alcohol, cigarettes, gifts, money, affection) because of them completing a task on behalf of another individual or groups of individuals.
Extremism	<p>The promotion or advancement of an ideology based on violence, hatred or intolerance that aims to:</p> <ol style="list-style-type: none"> 1. Negate or destroy the fundamental rights and freedoms of others; or 2. Undermine, overturn or replace the UK’s system of liberal parliamentary democracy and democratic rights; or 3. Intentionally create a permissive environment for others to achieve results in
Harm	Harm includes ill treatment (including sexual abuse, exploitation and forms of ill treatment which are not physical); the impairment of health (physical or mental) or development (physical, intellectual, emotional, social, or behavioural); self-harm and neglect; unlawful conduct which adversely affects a person’s property, rights, or interests (for example, financial abuse).
LADO	Local Area Designated Officer. A person who is employed in the local authority who provides advice and guidance to DSLs. Their secondary role is to be a point of reference between agencies when dealing with allegations of abuse perpetrated by adults working with children.
Low Level Concern	Low level concern does not mean that it is insignificant, it means the behaviour towards a vulnerable adult does not meet the threshold of harm. It could be seen in ways such as being over friendly, having favourites, using inappropriate language.
Misinformation / disinformation	False or misleading information shared online, intentionally or unintentionally, that can cause harm to learners or undermine trust in education or safeguarding systems.
Neglect	Persistent failure to meet the basic physical or psychological needs of a child or adult at risk.
Pastoral	Dealing with personal, social and emotional needs.

TERM	Explanation
Radicalisation	The process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.
Victimisation	The action of singling someone out for cruel or unjust treatment
Welfare	The health and happiness of a person or group


16 APPENDIX 2 – Examples of indicators



Example of indicators of abuse and signs and symptoms that staff should be aware of:



Type of abuse and definition	Possible signs and/or symptoms
Physical abuse: <ul style="list-style-type: none"> - involves contact - is intended to cause feelings of intimidation, injury, physical suffering or bodily harm 	<ul style="list-style-type: none"> - bruises, pressure marks, broken bones, abrasions, burns or signs of restraint - individual might talk about pain, or grimace when they move - misuse of medication
Domestic violence or abuse: <ul style="list-style-type: none"> - psychological, physical, sexual, financial or emotional abuse by partners or family members - so-called 'honour-based' violence 	<p>See signs and symptoms of the other types of abuse (psychological, physical, sexual, financial or emotional abuse), plus:</p> <ul style="list-style-type: none"> - fear of partner or family members - reluctance to return home or be left at home
Sexual abuse: <ul style="list-style-type: none"> - forcing undesired sexual behaviour on another person - inappropriate touching of intimate areas 	<ul style="list-style-type: none"> - bruises in the breast and genital areas - unexplained bleeding around the genital area - broken skin around the anal region - pregnancy and sexually transmitted diseases - distress and agitation about physical contact - changes in personal hygiene and self-care routines and standards - loss of self-esteem
Psychological or emotional abuse: <ul style="list-style-type: none"> - may involve threats or actions causing mental or physical harm - causing humiliation or isolation 	<ul style="list-style-type: none"> - unexpected withdrawal from normal activities - changes in behaviour - unusual depression or anxiety - changes in personal hygiene and self-care routines and standards - loss of self-esteem
Modern slavery: <ul style="list-style-type: none"> - slavery - human trafficking - forced labour and domestic servitude 	<ul style="list-style-type: none"> - may show signs of physical, psychological, emotional or financial/material abuse - fear of a specific person or group of people - reluctance to be in or return to a specific Place - apparent lack of freedom - difficulty in gaining access to the individual
Discriminatory abuse: <ul style="list-style-type: none"> - harassment, slurs or similar treatment because of race, gender and gender identity, age, disability, sexual orientation or religion 	<ul style="list-style-type: none"> - loss of self-esteem - withdrawal from normal activities or activities with particular people or groups - unusual depression or anxiety - reluctance to be with particular people or groups




Type of abuse and definition	Possible signs and/or symptoms
Organisational or institutional abuse: <ul style="list-style-type: none"> - failure of an organisation to provide appropriate, personcentred services and care for vulnerable people - may be processes, attitudes and behaviour that amount to discrimination - often based on prejudice, ignorance, thoughtlessness, stereotyping and rigid systems can occur unwittingly (not on purpose) 	<ul style="list-style-type: none"> - poor management of healthcare facilities - lack of response to complex needs of Individuals - rigid routines that are not person-centred and tailor-made for the individual - insufficient numbers of staff on duty - too many inadequately trained or inexperienced staff - individual may display symptoms of poverty, such as hunger, poor health, depression or anxiety
Neglect or acts of omission: <ul style="list-style-type: none"> - passive form of abuse - when someone caring for another person fails to provide adequate care to meet their needs - includes failing to provide sufficient supervision, nourishment, medical care, etc. 	<ul style="list-style-type: none"> - bedsores - poor hygiene standards - unsanitary living conditions - unattended medical needs - weight issues or dehydration
Self-neglect: <ul style="list-style-type: none"> - a behavioural condition such as obsessive compulsive disorder or hoarding - individual neglects their own needs, such as hygiene, clothing or feeding - individual does not look after medical conditions appropriately 	<ul style="list-style-type: none"> - not taking medication - leaving a burning stove or running tap unattended - neglecting security - poor hygiene - confusion - unexplained weight loss and dehydration - signs of obsessive behaviour, hoarding, eating disorders or other unusual behaviours
Financial/material abuse: <ul style="list-style-type: none"> - illegal or unauthorised use of an individual's property, money, pension payments or other Valuables - demanding money for fake services or prizes - conning someone into paying for something that they do not need, such as inappropriate insurance - fraud 	<ul style="list-style-type: none"> - sudden lack of money, clothes or food - large withdrawals of money from bank accounts and savings - sudden changes to an individual's will if they are being forced to leave bequests to an abuser - disappearance of valuable items can indicate financial exploitation - responding to, and sending money to, companies running fake 'offers' and 'competitions' that promise fictitious financial rewards - letters about goods and services that the individual does not need or want - excessive amounts of unnecessary products arriving by courier or post

17 APPENDIX 3 – CENTRES: LOCAL SAFEGUARDING CONTACTS

Local council	Contacts/Procedures
	<p>Northumberland Safeguarding arrangement for external referral are:</p> <p>Children:</p> <ul style="list-style-type: none"> • Emergency cases <p>PLEASE NOTE FOR EMERGENCIES: If a child is in immediate danger or left alone, you should contact the police or call an ambulance on 999.</p> <ul style="list-style-type: none"> • Non-emergency cases <p>If you think that you or someone you know has been the victim of abuse, please tell someone. For non-emergencies, contact us using the following details:</p> <ul style="list-style-type: none"> • 24/7 Onecall telephone: 01670 536400. • To report abuse or neglect of a child, click this link and fill in the form. • To report a concern about an adult, click this link. • To report a concern about hate crime, domestic abuse, or antisocial behaviour, click this link. <p>If you are concerned about a child and know that they already have a social worker, then please dial the direct contact number of the social worker. If you do not know the social worker's direct contact details, please call Onecall: 01670 536400.</p> <p>Safeguarding Adult referrals</p> <p>To make a referral download and complete the Safeguarding Adults Enquiry Form.</p> <p>And send it to: safeguardingreferrals@northumberland.gov.uk</p>

	<p><u>For Children</u></p> <p>If you have a concern about a child contact:</p> <ul style="list-style-type: none"> • Initial Response Service – 0191 277 2500 (week days 08:45 – 17:00) • Emergency Duty Team – 0191 278 7878 (out of hours) • Northumbria Police – 101 (in an emergency always dial 999) • NSPCC Helpline – 0808 800 5000 <p>There is a secure online referral form available for you to tell us about your concern.</p> <p>Secure Online Referral Form for the Public</p> <p><u>For Adults</u></p> <p>In an emergency, or if you are worried that someone is in danger, call the Police on 999.</p> <p>If your concern is about an adult (someone aged over 18):</p> <p>All safeguarding concerns are reported to Adult Social Care at Newcastle City Council.</p> <p>You can complete the online referral form or you can tell us using any of the contacts listed below. If you are using the online referral form, please select either:</p> <ul style="list-style-type: none"> • “I am worried that I am at risk of abuse or neglect”; OR • “I think that a family member, friend or neighbour might be at risk of abuse or neglect” <p>0191 278 8377 Monday to Friday 08:00 – 17:00</p> <p>In an emergency, 0191 278 7878 Monday to Friday 17:00 – 08:30, Saturday and Sunday 24 hours a day.</p>
	<p>If you are a member of the public and worried about your own safety or about the safety of someone else, you can call us on 0191 520 5552.</p> <p>Alternatively, you can also visit the Sunderland City Council website and complete the member of public 'online referral form' by clicking on the link below:</p> <p>Reporting safeguarding concern</p> <p>If you have concerns about the safety or welfare of a child or young person (0 to 17 years old) contact Together for Children on 0191 561 7007 (available 8.30am to 5:15pm Monday - Thursday, 8.30am to 4.45pm Friday)</p> <p>If you are ringing out of hours (evenings and weekends) please contact our Emergency Duty Team on 0191 520 5560.</p>

	<p>If you are worried about a child:</p> <p>Phone Gateshead Council's Children's Services (in confidence) on:</p> <p>0191 433 2653 (office hours: Monday - Friday, 8.30am to 5pm)</p> <p>0191 477 0844 (out of hours, at night, at weekends and bank holidays)</p> <p>The Emergency Duty Team will help with personal or family problems that reach a crisis at these times. All calls go through to the Gateshead Care Call Service where a telephone operator takes all the calls. This service is the contact point for all council services out of hours. If the phone isn't answered straightaway, please be patient as they will be dealing with another call.</p> <p>In an emergency always call 999.</p> <p>Concerns about an adult:</p> <p>If you see something that concerns you, report it as quickly as possible to stop it getting worse. You can do this by contacting Adult Social Care Direct on 0191 433 7033 or by completing our online form</p> <p>The Adult Social Care Direct Team work Monday to Friday, 9am until 6pm, and will respond to referrals made between this time. You can tell us about a concern you have online 24 hours a day, 7 days a week, but we can't respond to this over a weekend.</p> <p>In an emergency always call 999.</p>
<p><u>DONCASTER</u> (adults in centre)</p> 	<p>If you see, hear or suspect that an adult at risk is being abused or is at risk of being abused, or if you yourself are being abused you can contact us through a number of different methods:</p> <p><u>Online</u>: https://mosaicportal.doncaster.gov.uk/s4s/FormDetails/FillForm?formId=184</p> <p><u>Phone</u>:</p> <ul style="list-style-type: none"> • Emergency out of hours number: 01302 796000 • For general information, advice and guidance about safeguarding adults call the safeguarding adults unit on: 01302 737063 <p><u>Email</u>: If you don't want to report a safeguarding issue over the phone, you can email us details here: SAH@doncaster.gov.uk</p> <p>In an emergency always call 999.</p>

<p><u>GLOSSOP</u> (adults in centre)</p> 	<p>Safeguarding adult referrals</p> <p>For all safeguarding adult referrals in Derbyshire (excluding Derby City) please telephone Call Derbyshire before submitting the referral form.</p> <p>from 8am to 8pm on Monday to Friday and from 9:30am to 4pm on Saturdays tel: 01629 533190 outside office hours tel: 01629 532600</p> <p>High Peak (Glossop, Buxton, Matlock) email: aschbs.highpeak@derbyshire.gov.uk</p> <p>In an emergency always call 999.</p>
<p><u>SOUTHPORT</u> (adults in centre)</p> 	<p>Adult Safeguarding</p> <p>Safeguarding helps Adults stay independent, healthy, and free from abuse or neglect. It's everyone's responsibility, including yours, to prevent abuse. If you see something concerning, report it quickly to stop it from getting worse.</p> <ul style="list-style-type: none"> • Raise a Concern • Do you think a vulnerable adult is being harmed or at risk of being harmed by themselves or someone else? • Are you worried a vulnerable adult is being neglected or mistreated at home or in care? • If you answered yes to either of these questions, call 0345 140 0845 to report your concerns. Even if you're unsure, it's okay to call. All reports are checked, and no action is taken unless necessary. <p>In an emergency always call 999.</p>
<p><u>CHESHIRE</u> (adults in centre)</p> 	<p>It might be something someone has told you, something you heard or saw, or just something that makes you feel uncomfortable about how someone is being treated or looked after.</p> <p>If you are a friend, relative or member of the public refer to the below information:</p> <ul style="list-style-type: none"> • Contact our One Front Door team on 01925 443322 or outside of office hours contact us via 01925 444400 • If you think a crime has been committed, ring the police on 101 <p>Email us: safeguardingpartnerships@warrington.gov.uk</p> <p>In an emergency always call 999.</p>

18 APPENDIX 4 – SAFEGUARDING CAUSE FOR CONCERN FORM

Cause for Concern Log

Part 1 (for use by any staff)

Person's Name:	Date of Birth:
Date and Time of Incident:	Date and Time (of writing):
Name of referrer:	Job Title:
Record the following factually: <i>What are you worried about? Who? What (if recording a verbal disclosure by a person use their words)? Where? When (date and time of incident)? Any witnesses?</i>	
What is the person's account/perspective?	
Any other relevant information (distinguish between fact and opinion). Previous concerns etc.	
Is the risk to this person or is the risk to another person. (Please give details)	
What needs to happen? <i>Note actions, including names of anyone to whom your information was passed and when.</i>	

Check to make sure your report is clear to someone else reading it.

Please email this form to
Safeguarding@sne.org.uk

Part 2 – (for use by Safeguarding Team (DSL or DSO))

<p>Any advice sought – if required (Internal, external and agencies)</p>	
<p>Follow up/ monitoring log with dates if need</p>	
<p>Are there others associated with the individual at risk at home?</p>	
<p>Key contacts (relatives, carers, friends, etc.)</p>	

Chronology of Individual Concerns

Part 3

Complete for all incidents of concern.

Name:			
DOB:		Date Closed:	
Date:	Ref No:	Information/Details of concerns or contact:	Print Name and Signature

<p>Follow up Actions. (Who, What and When)</p>	
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19 APPENDIX 5 - Flow Chart for raising safeguarding concerns

