

Further Education & Skills Safeguarding Policy 2025/26

Scheme of Delegation

Provision:	16 – 19 InspireU	Adult Learning	Apprenticeship Employer Provider (AEP) Provision
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Policy review dates

Review Date	By whom	Date Shared	Version
8 th August 2022	Louise Turner	7 th October 2022	1
17 th October 2022	Natalie Holbrook	20 th October 2022	2
03 rd January 2023	Thea Croxall	03 rd January 2023	3
20 th March 2023	Charlotte McHugh	27 th March 2023	4
1 st September 2023	Charlotte McHugh	13 th December 2023	5
April / May 2024	Charlotte McHugh		6
4 th September 2024	Emma Bird	4 th September 2024	7
August 2025	Charlotte McHugh	12 th November 2025	8

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Section 2 Further Education & Skills (FE&S) Provision Commitment

This policy applies to all adults, including volunteers, working in or on behalf of the 16 – 19 Study Programmes (INSPIREU), Adult Learning Programmes and Apprenticeship Employer Provider (AEP) Provision

We work in partnership and have an important role in inter-agency safeguarding arrangements as set out by Working Together 2018. Everyone working in or for the Further Education & Skills (FE&S) Provision shares an objective to help keep young people and adults at risk safe by contributing to:

- providing a safe environment for (young) people, and adults to learn and develop in our setting, and
- identifying young people and adults at risk who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our setting.

The FE&S Provision is committed to developing a safeguarding culture and promoting the well-being of all learners. Each learner's welfare is of paramount importance. We recognise that some young people *may* be especially vulnerable to abuse. We recognise that young people who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst on programme, behaviour may be challenging. We recognise that they may exhibit concerning behaviours and at times this may impact on other young people either directly or indirectly. We will always take a considered and sensitive approach in order that we can support all learners.



Safeguarding

- Child protection
- Staff Conduct
- Curriculum
- Managing allegations against staff
- Building design
- Safe recruitment and selection
- Whistle blowing
- Transport to/from learning centre
- Health & Safety
- Behaviour management
- Attendance
- Online safety
- Anti-bullying policy

• Section 2 Ensuring Children are Safe Inside or Outside the Homes and Online.

2.1 Child Protection Procedures and Definitions

Teachers and other staff at FE&S provision centres are well placed to observe any physical, emotional or behavioural signs which indicate that a young person may be suffering significant harm. The relationships between staff, learners, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or FE&S provision staff being alerted to concerns.

Definitions:

- Working Together to safeguard Children
- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, inside or outside the home, including online.

Keeping Children Safe in Education 2025

A child: any person under the age of 18 years.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

All staff should be aware of indicators of abuse and neglect. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect and to identify children that may be in need of help or protection.

Early Help

All Staff working within FE&S Provision should be alert to the potential need for early help for young people, for a young person who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- has returned home to their family from care
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child, or
- is frequently missing/goes missing from education, home or care
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit.

These young people are therefore more vulnerable; FE&S Provision will identify who their vulnerable young people are, ensuring all Staff and Volunteers know the processes to secure advice, help and support where needed.

All staff should be aware of indicators of abuse, neglect and exploitation:

- Understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.
- All school and college staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.
- All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.
- All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff follow the FE&S Provision Child Protection Procedures which are consistent with 'Working Together to Safeguard Children 2018, Keeping Children Safe in Education 2025 and Lincolnshire Safeguarding Children's Partnership guidance.

All staff are well placed to observe any physical, emotional or behavioural signs which indicate that a learner may be suffering significant harm. The relationships between staff, learners, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or staff being alerted to concerns.

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

Child-on-child abuse

Staff recognise that children can abuse other children (child-on-child abuse), and this can happen both inside and outside of school, college or online. Child-on-child abuse is most likely to include, but not limited to:

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

All staff also have an awareness of specific safeguarding issues, including; Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), Domestic Abuse, Female Genital Mutilation (FGM), Mental Health, and Serious Violence. More guidance on these issues is provided in section four of this document. Staff are also aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put young people in danger.

It is **not** the responsibility of the FE&S Provision staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of learners are recorded

and discussed with the DSL with responsibility for child protection (or the deputy DSL in the absence of the designated person) prior to any discussion with parents.

Where a member of staff is recognising signs or indicators that a young or vulnerable person may have unmet needs or welfare concerns, these are always passed on to the DSL to ensure that any appropriate interventions and/or referrals are actioned. The DSL will use resources based on the Signs of Safety ([Lincolnshire Safeguarding Children Partnership – Early Help and Team Around the Child - Lincolnshire County Council](#)) for making safeguarding decisions to determine the threshold of concern and then will determine whether this can be dealt with at school or whether this may require an Early Help Intervention.

2.2 Concerns that staff must act on immediately and report:

Staff working with children are reminded to have the attitude, 'it could happen here' where safeguarding is concerned. If staff have concerns about a child's welfare, they should act on them immediately. Staff should act if they become aware of any of the following:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g., worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g., living in a household with children present)
- any potential indicators of Child Exploitation
- any potential indicators of Radicalisation
- any potential indicators of living in a household with Domestic Abuse

2.3 Responding to disclosure

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that they can make an informed decision of what to do next.

The DSL will ensure that the child's wishes, and feelings are considered when determining what action to take and what services to provide. Child Protection processes will operate with the best interests of the young person at their core.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g., using TED technique – 'Tell me, Explain to me, Describe to me....'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the young person
- explain sensitively to the person that they have a responsibility to refer the information to the DSL, children need to know that staff may not be able to uphold confidentiality where they are concerns about their safety or someone else's
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and who will be involved as appropriate

- record details including date, what the child has said, in the child's and pass to DSL and record any visible signs, injuries or bruises on a Body Map
- record the context and content of their involvement, and will distinguish between fact, opinion and hearsay

2.4 Action by the DSL (or deputy DSL in their absence)

Following any information raising concern, the DSL will consider:

- any urgent medical needs of the young person
- whether the child is subject to a child protection plan
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g., Duty and Advice Team

Then decide:

- to talk to parents, unless to do so may place a young person at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to Children's Social Care-Duty and Advice Team because a young person is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

OR

- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g., Early Help Assessment - EHA) and/or make a referral to Children's Social Care- Customer Service Centre.
- All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Customer Service Centre will be followed up in writing and these referrals will always be kept on file irrespective of the outcome.

2.5 Action following a child protection referral

The DSL or other appropriate member of staff will:

- make regular contact with the social worker involved to stay informed
- wherever possible, contribute to the strategy discussion
- provide a report for, attend and contribute to any subsequent child protection conference
- if the young person is made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision and concerns still remain with the young person firstly:
 - Talk in the first instance to the DSL
 - Check the referral included all the relevant information and clearly documented the concerns about the young person
 - Finally follow the professional resolution and escalation protocol shown on the LCSP website.
- where a young person subject to a child protection plan moves from the setting or goes missing, immediately inform Children's Social Care Customer Service Centre.

2.6 Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will state who is providing the information, the date and time, information will be recorded in the young person's words where possible and a note made of the location and description of any injuries seen, if this is a paper record than this should be signed. Photographs of injuries must not be taken. The DSL ensures that the method for other members of staff or volunteers passing on concerns or information is always adhered to as consistency is paramount in ensuring that nothing gets missed. All record of concerns are followed up and clearly show what action is being taken as a result of the concern and the outcomes of this action.

2.7 Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. As part of meeting a child's/young people's needs, the FE&S Provision recognise it is important information sharing between practitioners and local agencies.

Where children leave the organisation, the DSL should ensure that their child protection file is transferred from their existing provision to ensure up to date information is provided. This needs to be provided as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. Where a child or young person leaves our provision we will ensure secure transit of this information to the new provider.

The DSL will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse, or those who are currently receiving support through the 'Channel' programme and can have that support in place for when the child arrives.

Staff will be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children/young people, whether this is when problems are first emerging, or where a child/young people is already known to the local authority children's social care.

The FE&S Provision governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. All governance are advised to review the DfE Data Protection guidance for schools, which will help school staff, governors and trustees understand how to comply with data protection law, develop their data policies and processes, know what staff and pupil data to keep and follow good practices for preventing personal data breaches.

They are confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.

They understand that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a young person in a timely manner, but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a young person at risk.

Section 3 Safeguarding Issues

3.1 Preventing Radicalisation, The Prevent Duty and Channel

Young people are vulnerable to extremist ideology and radicalisation. As with other safeguarding risks, staff should be alert to changes in young people's behaviour, which could indicate that they may be in need of help or protection and report concerns to the DSL.

Under Section 26 of the Counter-Terrorism and Security Act 2015, FE&S provision staff have due regard for the need to prevent people from being drawn into terrorism, and that this is known as the Prevent Duty.

In order to fulfil the Prevent Duty staff receive training, which is updated on a regular basis, to help them to identify young people and adults at risk who may be vulnerable to radicalisation, and the provision is committed to accessing further training to ensure that all staff are up to date and aware of this duty. In addition to training on radicalisation, staff are also updated on issues that may affect learners from a Lincolnshire perspective, e.g. extreme right wing behaviour, county lines, racial hate crimes. If staff identify children or adults at risk for whom these may be a concern, they will follow the guidance set out in the training, apply the usual referral process and Child Protection procedures and pass this information to the DSL.

The DSL will contact the Prevent Coordinator should there be concerns about a child or family linked to potential radicalisation or extremism. The Prevent Coordinator will then assist the DSL regarding whether a referral is appropriate and whether this child or family will need to be referred to the Channel Panel.

All staff working on the programme receive regular training on incorporating the promotion of fundamental British Values into the curriculum in order to help build learners' resilience and enable them to challenge extremist views. The effectiveness of the training and its implementation is tested out through regular lesson observations, learning walks, tutor 1 to 1's and discussions with learners. FE&S Provision provides a safe space in which young people, adult learners and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Radicalisation is also considered within current Online Safety policies, procedures and curriculum in terms of having suitable filtering and monitoring in place and also raising awareness with staff, adult learners, parents and young people about the increased risk of online radicalisation, through the use of the internet, Social Media and Gaming.

For more information about Prevent in Lincolnshire, including referral forms and project examples please Contact Lincolnshire Police, Prevent Officer 01522 558304 prevent@lincs.pnn.police.uk or LCC, Prevent Officer 01522 555367 prevent@lincolnshire.gov.uk

3.1.1 Lincolnshire Prevent Referral Pathway

- Member of staff has a prevent related concern – If the individual is at immediate risk of harm or immediate risk of terrorist related activity, **then police should be contact on 999**
- Member of staff has a prevent related concern – Member of staff discusses concern with nominated Prevent lead (DSL) for their institution. Further checks/enquires made – DSL and staff member agree that concern is relevant to prevent (DSL reads prevent referral guidance and contacts Lincolnshire prevent team for more advise)
- Member of staff has a prevent related concern – Member of staff discusses concern with nominated Prevent lead (DSL) for their institution. Further checks/enquires made – If not prevent related, then refer to the Lincolnshire customer service centre for all other safeguarding concerns 01522 782111
- Member of staff has a prevent related concern – Member of staff discusses concern with nominated Prevent lead (DSL) for their institution. Further checks/enquires made – If not prevent related, then refer to the Lincolnshire customer service centre for all other safeguarding concerns 01522 782111 – Following advice, DSL submits channel or other actions
- Member of staff has a prevent related concern – Member of staff discusses concern with nominated Prevent lead (DSL) for their institution. Further checks/enquires made – If not prevent related, then refer to the Lincolnshire customer service centre for all other safeguarding concerns 01522 782111 – Following advice, DSL submits channel or other actions – Referral is screened by Lincolnshire Prevent Team; initial advice offered and Lincolnshire Prevent process commences

3.2 Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

Staff have been made aware of some of the key indicators of CCE and CSE by training provided by LSCP and the NSPCC. In addition, FE&S Provision appreciates that it has a role to play in the prevention of CCE and CSE within its curriculum e.g., Healthy Relationships.

If staff identify young people for whom CCE or CSE may be a concern they will apply the referral process and Child Protection procedures and pass this information to the DSL. The DSL can then refer cases where relevant to Lincolnshire Customer Services Team. FE&S Provision also appreciates that they have a role to play in sharing soft intelligence relevant to perpetrators of CCE and CSE, and therefore if such information should come to light within school the DSL will share this appropriately with the police on Tel: 101.

Different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources. Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional well-being

- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late
- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help keep them in education. Child Sexual Exploitation (CSE) can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant

3.3 County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children’s homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. A number of the indicators for CCE and CSE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity
- owe a ‘debt bond’ to their exploiters
- have their bank accounts used to facilitate drug dealing

FE&S Provision have made staff aware of the toolkit that is available to support professionals [Childrens Society](#)

3.4 Cyber Crime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either ‘cyber-enabled’ (crimes that can happen offline but are enabled at scale and at speed online) or ‘cyber dependent’ (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal ‘hacking’), for example accessing a school’s computer network to look for test paper answers or change grades awarded
- ‘Denial of Service’ (Dos or DDoS) attacks or ‘booting’. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. FE&S Provision are aware that there are many other signs that may

indicate a pupil is a victim or vulnerable to being exploited. The DSL will consider referring to the [Cyber Choices](#) programme where appropriate.

3.5 Domestic Abuse

FE&S Provision understands that The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any person under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

If staff identify children for whom Domestic Abuse may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the DSL. The DSL can then refer cases where relevant to Lincolnshire Customer Services. Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 08:00 to 13:00, Monday to Friday on 0204 513 9990. National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

3.6 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The FE&S Provision is aware of the local contacts and procedures to follow for Lincolnshire children ([5.2.4 Lincolnshire Youth Homelessness Joint Working Protocol \(proceduresonline.com\)](#)) Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children’s social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The new duties shift the focus to early intervention and encourages those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

3.7 Mental Health

FE&S Provision are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff are well placed to observe learners' day to day and identify whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Staff are also aware that where children have suffered abuse, neglect or other potentially traumatic adverse childhood experiences that these can have a lasting impact into adulthood and that this can impact on their mental health, behaviour and education.

FE&S Provision are aware of where they can access advice and support in their local area.

3.8 Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance (<https://www.gov.uk/government/publications/modern-slavery-how-to-identify-and-support-victims>) which has been shared with FE&S staff.

3.9 Sexual violence and sexual harassment between children in schools and colleges

FE&S Provision understands that sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

3.10 Serious Violence

All staff are aware of the indicators which may signal that a young person is at risk from or are involved with serious violent crime, such as:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation

All staff are aware of the likelihood of involvement in serious violence may be increased by factors 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

3.11 So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

FE&S Provision understands that if staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or a deputy). As appropriate, the designated safeguarding lead (or a deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information (<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>) Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases. In these cases, teachers should follow usual safeguarding procedures reporting to DSL.

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators

use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, 154 Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case. 156 threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Staff in the FE&S Provision understand that, likewise, this is a potential Safeguarding issue and thus they would pass on concerns by applying the usual referral process and Child Protection procedures and pass this information to the DSL. Further guidance can be found at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf#:~:text=The%20statutory%20guidance%20sets%20out%20the%20responsibilities%20of,awareness%20and%20developing%20prevention%20programmes%20through%20outreach%20work.

3.12 Child-on-child Abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse). All staff should be clear as to the service's policy and procedures re. child-on-child abuse. [Child on Child Sexual Harassment, Sexual Abuse and Sexually Harmful Behaviours \(proceduresonline.com\)](http://proceduresonline.com). Staff in the FE&S Provision understand that, likewise this is a Safeguarding issue and thus they would pass on concerns by applying the usual referral process.

3.13 Attendance and Children Missing from Education

FE&S Provision understand that children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. The Provision responds to persistently absent pupils and children missing education which supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

3.14 Young People with Special Educational Needs and/or Disabilities

Lincolnshire SEND offer is available for every child and family in Lincolnshire. Special consideration should be given to safeguarding and protecting children who may have additional vulnerabilities;

- Additional barriers can exist to the recognition of abuse and neglect which can include assumptions that indicators of abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Vulnerable children can disproportionately be impacted by things like bullying and abuse, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers
- Seeing a disability first and abuse second.

These additional challenges are addressed through a high level of pastoral care and our communication and interaction with our young people. These communication tools may include Makaton, communication in print and Colourful Semantics to ensure the child's voice is heard despite their additional needs.

3.15 Children in Care and Care Leavers

All staff recognise that Children in Care and care leavers are more vulnerable than other young people, often having poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential which includes the looked after young person who is moving on. FE&S Provision will also ensure that care leavers are supported with pathways including liaison with the local.

Paul Fisher is Lincolnshire County Council's Corporate Parenting Manager, M: 07771 794157, paul.fisher@lincolnshire.gov.uk. Care Leavers queries should be addressed with the social worker until 17 years 6 months and to Paul for broader queries and once they are 18. When they are 18, they will be allocated a leaving care worker, transferring to Lincolnshire Leaving Care Service at 18 years old. We would expect FE&S Provision to be working closely with the young person and, where appropriate, their social worker.

Section 4 Providing a Safe and Supportive Environment

4.1 Safer Recruitment and Selection

The FE&S Provision pays full regard to DfE guidance 'Keeping Children Safe in Education'

We ensure that all appropriate measures are applied in relation to everyone who works within the provision who is likely to be perceived by a young person as a safe and trustworthy adult including e.g., volunteers.

Safer recruitment practices are in place for all permanent members of staff. Some tutors are employed via an agency arrangement who undertake their own safer recruitment practices. These practices include scrutinising applicants, verifying identity academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the candidates DBS status, the Children's List and right to work in UK checks.

The Safe Recruitment policy is followed during recruitment.

In line with statutory changes, underpinned by regulations, FE&S Provision will maintain a Single Central Record (SCR) within the three provisions of:- InspireU, Adult Learning and Apprenticeship Employer Provider.

This document will cover the following people:

- all staff (including agency and supply staff, and teacher trainees on salaried routes) who work with or support learners at designated centres
- all LCC staff working on the Adult Learning programme, external agency/self employed Family Learning Tutors as well as Providers' staff
- all LCC staff working on the Apprenticeship Employer Provider programme
- all LCC staff working at InspireU

The information that must be recorded in respect of all staff members mentioned above is whether the following checks have been carried out or certificates obtained **and** the date on which each check was completed/certificate obtained apply:

- An identity check
- A barred list check (INSPIREU staff only and AEP)
- An enhanced Disclosure and Barring Service (DBS) check, as appropriate for each provision type
- A check of professional qualifications, as appropriate for each provision type
- A check to establish the person's right to work in the United Kingdom

For agency and supply staff, FE&S Provision will include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff and the date that confirmation was received. Where checks are carried out on volunteers, FE&S Provision will record this on the single central record. Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity with a young person.

4.2 Safe Working Practice

FE&S Provision will comply with the current Guidance for [Safer Working Practice](#) for Adults working with Children & Young People in education Settings:

Safe working practices ensures that learners are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- work in an open and transparent way
- work with other colleagues where possible in situations open to question
- discuss and/or take advice from FE&S provision management over any incident which may give rise to concern
- record any incidents or decisions made
- apply the same professional standards regardless of gender, sexuality or disability
- comply and are aware of the confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them

4.3 Further Education & Skills provision staff having concerns about safeguarding practices:

All staff and volunteers should feel able to challenge and raise concerns about poor or unsafe practice and potential failures in FE&S provision safeguarding regime or concerns about other agencies. Any concerns will be taken seriously by the senior leadership team and others involved. **Figure 1** details the levels and steps that can be taken to raise a concern.

Appropriate whistleblowing procedures are in place within Lincolnshire County Council (LCC) and can be read in further detail by accessing the separate LCC whistleblowing policy.

4.4 Risk Assessments

Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the FE&S Provision, such as premises and equipment, on-site activities, off-site activities, venues used etc. Where relevant, risk assessments are carried out for individual pupils and adults at risk, and supported by action plans identifying how potential risks would be managed.

Individual risk assessments are also used when deciding a response to a learner demonstrating potentially harmful behaviour such as sexually harmful behaviour or when identifying whether a learner who may be particularly vulnerable, such as a child at risk of Child Sexual Exploitation.

4.5 Support, Advice and Guidance for Staff

Staff are supported by FE&S provision and professional associations.

The DSLs (Centre Leaders) for Child Protection and Adults at Risk are supported by Strategic Managers

FE&S provision clients seek advice about safeguarding concerns from Lincolnshire Customer Services on 01522 782111 (children), 01522 782155 (Adults) and for non-urgent early help queries from Early Help Consultants and/or the Learning Operational Group.

4.6 Management of Safeguarding

InspireU 16-19 Study Programmes – 2Aspire Adult Skills & Family Learning – Apprenticeship Employer Provider (AEP)



InspireU has an Operational Safeguarding Group (OSG) which meets monthly. The OSG membership is the pastoral team and chaired by a Senior Lead. The group will review all 'open' safeguarding concerns and agree actions to ensure that all cases are being reviewed and monitored.

InspireU has a Strategic Safeguarding Group (SSG) which meets monthly, usually close to the OSG meeting. The SSG will review any cases escalated by OSG that are complex and/or causing concern. The group also reviews that checks and measures are in place around compliance for staff training.

The FE&S provision, made up of 16 – 19 Study Programmes (InspireU), Adult Learning Programmes and Apprenticeship Employer Provider (AEP) Provision, have established a working group that has oversight for Safeguarding arrangements. This group is chaired by the Principal for InspireU and meets monthly. This group supports each area of the service with advice and guidance in safeguarding the sharing of best practice. The chair of this group provides a termly update to the Learning Board with regards to Safeguarding and PREVENT.

4.7 Online Safety

The FE&S provision have their own practices in place to manage and oversee online safety issues. The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

- **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 subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying).
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

If students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Figure 1: Further Education & Skills provision staff having concerns about another member of staff:

- **InspireU 16 - 19 Programmes Designated Safeguarding Leads –**
 - **Level 1 Staff members having concerns about another member of staff will report these to a Provision Manager/ Senior Lead**
 - **Level 2 Staff members having concerns about a Senior Lead will report these to the Principal**
 - **Level 3 Where staff members have concerns about the Principal these will be reported to the Head of Service**

- **2Aspire Adult Skills & Family Learning Programmes Designated Safeguarding Leads –**
 - **Level 1 - Staff members having concerns about another member of staff will report these to the Team Leader / Team Manager**
 - **Level 2 Staff members having concerns about the Team Leader will report these to the Adult Learning Service Manager**
 - **Level 3 Where staff members have concerns about the Adult Learning Service Manager these will be reported to the Head of Economic Development**

- **Apprenticeship Employer Provider (AEP) Provision Safeguarding Process –**
 - **Level 1 - Staff members having concerns about another member of staff will report these to their Team Leader / Team Manager**
 - **Level 2 - Team Leader / Team Managers having received concerns about a tutor will report to Curriculum Lead**
 - **Level 3 - Where there are concerns about the Curriculum Lead immediate line manager should report to Strategic Manager**
 - **Level 4 - All Safeguarding Concerns should be reported to the Chief People Officer (*Assistant Director - HR & Org. Support*)**

Safeguarding is the standard agenda item at the Learning Operational Group – Safeguarding is a standard agenda item at the learning Board



Section 5 Allegations regarding Person(s) Working in or on behalf of Further Education & Skills Provision (including Volunteers)

Where an allegation is made against any person working in or on behalf of FE&S Provision that he or she has:

- Behaved in a way that has harmed a young person or adult learner, or may have harmed a young person or adult learner
- Possibly committed a criminal offence against or related to a young person or adult learner; or
- Behaved towards a young person, young people or adult learners in a way that indicates he or she would pose a risk of harm to those involved
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The last bullet point above includes behaviour that may have happened outside of school or college, that might make an individual unsuitable to work with children, this is known as transferable risk.

We will apply the same principles as in the rest of this document and we will always follow the Lincolnshire [Safeguarding Children's Partnership Procedures](#). Detailed records will be made to include decisions, actions taken, and detailed rationale for these decisions. All records will be retained securely within INSPIREU or Adult Learning Programmes or Apprenticeship Employer Provider Provision.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial action to be taken:

- The DSL will be responsible for ensuring that the child/young person is not at risk and referring cases of suspected abuse to the local authority children's social care
- The person who has received an allegation or witnessed an event will immediately inform the relevant manager on level 2 of the FE&S provision staff having concerns about another member of staff and make a record
- If an allegation is made against a level 2 manager, the matter will be reported to level 3 of the FE&S provision staff having concerns about another member of staff
- The Provision Manager will take steps, where necessary, to secure the immediate safety of young people and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of young people
- The level 2 manager may need to clarify any information regarding the allegation; however, no person will be interviewed at this stage.
- The level 2 manager (or level 3 manager, if the allegation is about the level 2 manager) will consult with the Local Authority (LA) Designated Officer via the LADO referral form immediately, in order to determine if it is appropriate for the allegation to be dealt with by the relevant FE&S Provision team or whether there needs to be a multi-agency response to the matter.
- If there is cause to suspect a child/young person is suffering, or is likely to suffer significant harm, a strategy discussion involving the police and/or children's social care will be convened in accordance with the statutory guidance Working Together to Safeguard Children. If the allegation is about physical contact, for example restraint, the strategy discussion or initial evaluation with the LADO should take into account that teachers and other school and college staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.
- Where the case manager is concerned about the welfare of other children in the community or the member of staff's family, they should discuss these concerns with the DSL and make a risk assessment of the situation. It may be necessary for the DSL to make a referral to children's social care.
- The needs of the young person or young people will remain at the centre of all action taken. Any referral to the LA Designated Officer should also be accompanied by consultation with Lincolnshire Customer Service Centre when appropriate. This is to establish from the outset

whether the concerns identified meet the threshold for a Section 47 child protection investigation and/or the police in respect of any criminal investigation.

- Where an allegation/s do not meet the harm threshold, low level concerns, these will be recorded and early intervention sought.
- Consideration will be given throughout to the support and information needs of learners, parents, staff and the employee who is the subject of the allegation.
- The level 2 manager will inform the level 3 manager of any allegation against a member of FE&S Provision staff.
- If consideration needs to be given to the individual's employment and immediate management of risk, advice will be sought from HR.
- Where the initial discussion leads to no further action, the case manager and the LADO should:
 - record the decision and justification for it; and,
 - agree on what information should be put in writing to the individual concerned and by whom.
- If an allegation is made regarding a Supply staff member, then Adult Learning and INSPIREU will ensure the allegation is followed through and that the agency is fully involved.

Section 6 InspireU

6.1 Safeguarding Information for learners

All InspireU learners know there is a senior member of staff (DSL) with responsibility for child protection and know who this is. Learners' ID badges have Safeguarding numbers printed on the back and all learners are issued with a handbook that contains the details of how to contact someone or raise a Safeguarding concern. There are posters around each InspireU site that also detail information about contact numbers for Safeguarding. InspireU Safeguarding information is also available on the website [THE Homepage – InspireU](#)

6.2 Partnership with Parents

InspireU recognises that the child/young person's welfare is paramount, and that good child protection and safeguarding practice and outcomes relies on a positive, open and honest working partnership with parents. Whilst on occasion, InspireU may need to make referrals without consultation with parents, every effort is made to maintain a positive working relationship with them whilst fulfilling our duties to protect any child/young person.

InspireU provides a secure, caring, supportive and protective relationship for the child/young person. Children/ young people will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why.

InspireU endeavours to always preserve the privacy, dignity and right to confidentiality of the child/young person and parents. The DSL will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child/young person.

InspireU will share with parents any concerns they may have about their young person unless to do so may place a child at risk of harm.

InspireU encourages parents to discuss any concerns they may have with staff members

InspireU is committed to ensuring the welfare and safety of all young people and adults at risk who access the provision. The provision follows the Lincolnshire Safeguarding Children Partnership procedures. InspireU personnel, if appropriate will discuss concerns with parents about their young people. If InspireU deem necessary, personnel will discuss concerns with the Customer Service Centre and/or the Police without parental knowledge (in accordance with Lincolnshire Safeguarding Children Partnership Procedures). InspireU personnel will, of course, always aim to maintain a positive relationship with all parents.

6.3 Partnerships with others

InspireU recognises that it is essential to establish positive and effective working relationships with other agencies for example, Early Help, Barnardos, Youth Offending, Police, FAST etc.

There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children and adults at risk.

DSLs liaise with the senior lead to inform them of ongoing issues or enquiries and they are aware of the requirement for children to have an appropriate adult during police investigations.

6.4 Training and Staff Induction

InspireU's DSLs are the Principal and the Senior Leads, and they have responsibility for child protection, undertaking appropriate child safeguarding training and inter-agency working training, provided by the Lincolnshire Safeguarding Children Partnership (LSCP). The DSLs undergo training to provide them

with the knowledge and skills required to carry out the role. The training should be updated every two years. In addition to the LSCP model, the DSLs also complete the NSPCC Advanced Designated Safeguarding Lead Course (Level 4).

The Principal and all other InspireU staff, including non-teaching staff, receive appropriate safeguarding and child protection training which is regularly updated and follow the LSCP 6-year training pathway.

In addition, all staff members receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff (including temporary staff and volunteers) are provided with InspireU's child safeguarding policy and informed of InspireU's child protection arrangements on induction.

6.5 General guidance for InspireU staff

6.5.1 Maintaining professional boundaries

Maintaining personal, professional and protective boundaries is very important when working with our learners. Professional boundaries are extremely important to our work at InspireU:

- how we present ourselves
- our interaction with others
- our general conduct

are highly significant when working directly with learners. Our personal presentation and professional conduct reduces the risk of allegations and keeps learners safe from harm.

Safeguarding learners, and protecting yourself from the risk of allegation, is a key priority. Personal and professional boundary setting should be natural and should be maintained through all interaction and intervention within your work. Boundaries shape our relationships with learners, families, stakeholders, colleagues, employers and other agencies.

InspireU learners often come to us from a range of backgrounds and have a range of issues and vulnerabilities. They have different needs, experiences and often have complex home lives, issues around drugs and alcohol and often differing, and sometimes-confused social expectations, norms and inconsistent boundary-setting which inevitably bring professional challenges.

Ensuring that you maintain your professional boundaries does not mean that your relationships should be cold and detached. You should feel confident to offer authentic warm support and build professional relationships with learners, and their families, without placing them or yourself at risk.

6.5.2 Online safety

InspireU acknowledges that many learners possess devices that enable them to access online content. To support learners to have a greater knowledge of the dangers of accessing online content, and how learners can protect themselves from these dangers all InspireU learners take part in an induction programme. Online safety for our learner group is also covered in the InspireU curriculum across all programmes.

All InspireU devices are monitored by an external school contractor (ARK). ARK maintain the firewalls for each device and monitor when these are attacked externally or internally. ARK monitor individual InspireU learner access, producing alerts and reports on blocked or prevented access. ARK block a number of web pages, depending on the search topics entered, as well as social media sites.

InspireU staff are aware that all concerns relating to IT and learner usage should be reported to DSL, who will be able to advise and guide on appropriate steps. Any concerns of a data breach must be reported to the information assurance team. Any concerns of a firewall breach (example accessing social media content or website associated with dark materials/web, should be reported to the DLS and Senior Lead responsible for learner technology.

If a learner is known to require additional support around safer internet use, further but proportionate restrictions may be put into place.

6.5.3 Key areas for boundary setting

Duty of Care

The Education Act 2002 imposes clear duties to provide acceptable levels of care and to protect children and young people from all reasonably foreseeable risk of harm or injury. Duty of Care refers to the responsibility of those staff members, employed within a position of trust, to provide pupils with adequate levels of protection against harm and to safeguard their welfare at all times. What constitutes “reasonable and acceptable care” in any given case will be determined objectively by the court and will depend upon the circumstances of each case. The standard of care expected from schools is understandably very high.

Shared and agreed boundaries

The staff – learner relationship is not equal. As staff we are in a unique position of trust, care, responsibility, authority and influence with our learners. We have some examples of the boundaries to consider in your practice.

Appropriate language

You can and should develop good strong trusting relationships with the learners, but you are not “friends” with them. On this basis always be thoughtful about the language that you might be using. Sensitive thought and challenge should be explored in relation to inappropriate language or terms. Examples to avoid include:

- Use of inappropriate names or terms of endearment.
- Inappropriate conversation or enquiries of a sexual nature.
- Inappropriate comments about a young person’s appearance, including excessive flattering or personal criticism.
- Disrespectful or discriminatory treatment of, or manner towards, young people based on their perceived or actual sexual orientation.
- Humiliation, profanity or vilification.
- Suggestive humour, “banter”, jokes or innuendo of a sexual nature.
- Obscene or inappropriate gestures and language.
- Names such as buddy, mate, pal, friend and so on may give confusing messages.

Information-sharing

Avoid sharing personal information. Your online boundary-setting is equally as important as your work boundaries. Remember that social media is just that – social. Examples to avoid:

- Discussing personal lifestyle details of self, other staff or learners unless directly relevant and with the individual’s consent.
- Correspondence of a personal nature via any medium (phone, text, letters, email etc) that is unrelated to your role.
- Adopting an on-going support or welfare role, beyond the scope of your position, or a role that is the responsibility of another staff member) or external professional, that occurs without the permission of a Team Leader or the Practice Supervisor.
- Photographing, audio recording or filming learners via any medium without authorisation from the management team or without parental consent if appropriate.
- Using personal rather than school equipment for approved activities, unless authorised by the management team
- Correspondence or communication (via any medium) to or from learners where a violation of professional boundaries is indicated and where the correspondence has not been provided to the management team.
- Facilitating or permitting access to pornographic or sexually explicit material.
- Failing to intervene in sexual harassment of learners.
- Still/moving images or audio recordings of learners on personal equipment or kept in personal locations such as car or home that have not been authorised by management team.

- Uploading or publishing still/moving images or audio recordings of pupils to any location without parental and management consent.

Personal space

Respect the personal space and privacy of all learners. Remember that learners can read different interpretations into our actions. It is also very easy for these situations to escalate if we are not sensitively managing boundaries. The exception to this will always be related to safeguarding and the safe management of risk. Examples to avoid:

- Unwarranted or unwanted touching of a learner personally or with objects (e.g. pencil, book, ruler etc).
- Corporal punishment (physical discipline, pushing, shoving, smacking).
- Initiating, permitting or requesting inappropriate or unnecessary physical contact with a learner (hugs, kisses, tickling, play fighting) or facilitating situations which unnecessarily result in close physical contact.

Work and home

Work and home or the personal and the professional should be held separately. Remaining “in role” at all times minimises the likelihood of false, or unfounded allegation and ensures that professional codes of conduct are adhered to. Examples to avoid:

- Inviting, allowing or encouraging learners to attend your home.
- Allowing learners to access to a staff member’s personal internet locations and personal devices (e.g. social networking sites).
- Attending learners’ homes or their social gatherings.
- Being alone with a learner outside of a staff member’s responsibilities unless agreed by a team leader.
- Entering toilets occupied by learners when supervision is not required or appropriate
- Transporting a learner unaccompanied without prior permission.
- One-to-one tutoring, mentoring or coaching of pupils without the prior agreement of a team leader.
- Giving personal gifts or special favours. Singling the same learner out for special duties or responsibilities.

Collusion

Be careful not to collude with learners. Be aware that young people can draw adults into conversations and situations. We should always remain within the boundaries of our professional role.

Modelling behaviour

Challenge anti-discriminatory language/jokes. We are role models to the learners that we work with, and it is important that we promote and respect difference. We also have a responsibility to challenge negative ideas, assumptions, behaviour and language whenever it occurs. This is how young people will learn new ways of thinking about themselves and others.

Confidentiality

Avoid discussing information regarding other learners or members of staff. Be aware of being overheard while on the telephone or your mobile phone.

Gifts, loaning and borrowing

Avoid giving learners gifts and lending or borrowing items. There are issues of power, control and equality involved in these areas. Learners should be discouraged from offering gifts to staff.

Personal appearance

Maintain high levels of appearance and personal self-care. We are professionals at work and as such represent the Council. You are modelling self-respect, core values, expectations and consistent approaches.

Non-verbal communication

Our moods and feelings affect our thinking and most importantly our communication. This is also true of our non-verbal communication; body language, eye contact and facial expressions. This can have a huge impact on our interactions with learners and colleagues alike.

We are all human and we may have things going on in our lives at work or at home that will affect our mood, attitude, judgement, emotional presentation and possibly our demeanour. As professionals we must learn to separate these issues when we are working directly with learners.

Our personal issues are not problems for learners to be party to, and they should be protected from unhelpful exposure to our personal or professional challenges or emotional difficulties.

Transparency

If there is anything you are concerned about with a learner or if you think you may have crossed the Professional Boundaries then speak to your Manager immediately and they will be able to offer you support.

Section 7 Adult Learning Programmes

7.1 Safeguarding Information for learners

All adult learning learners are informed, at induction, how they can keep themselves safe and how to report inappropriate behaviour or concerns. Information is promoted through the Learner Handbook and on the [2aspire website](#)

All staff with access to LCC learner data **must** hold a current DBS check, which is renewed every 3 years. All staff with access to our TERMS database are required to complete a Data Responsibility Agreement (DRA), which is renewed on an annual basis. Access to the database will be suspended where a current DRA is not in place.

7.2 Adults at Risk

The procedures for alerting, reporting, investigating and managing the safeguarding of adults at risk on Adult Skills & Family Learning programmes is in accordance with the requirements of the Adults Safeguarding Board: Multi-Agency Policy and Procedures for Lincolnshire (2022-2025)

All action taken under the guidelines will be carried out sensitively, considering the adult's individual needs, including race, culture and ethnicity, age, gender, religion, disability or sexuality.

An individual's communication needs will always be considered.

7.3 Training and Staff Induction

The Adult Skills & Family Learning **DSL** is the Employment and Skills Manager who has responsibility for ensuring all learners are safe and learn in a safe environment. DSL's undertake appropriate training to Level 3, which is renewed biennially. They undertake appropriate safeguarding training (provided by the Lincolnshire Safeguarding Adults Partnership) on an annual basis.

All Tutors, support staff and Providers are required to undertake appropriate safeguarding training on an annual and biennial basis, accessed through the Lincolnshire Safeguarding Adults Partnership and the Education and Training Foundation.

All staff are informed of the safeguarding arrangements on induction (or in the case of Providers at the invitation to tender stage). This information is provided in the service's Quality Manual, Tutor and Provider Handbooks.

7.4 Contracted Provision

All LCC subcontracted Providers are required to comply with the County Council's Adults Safeguarding Board: Multi-Agency Policy and Procedures for Lincolnshire Providers are unable to commence delivery without this assurance.

The provider handbook provides the link to the Lincolnshire County Council Adult Safeguarding Policy and Procedure and to further information on the [Lincolnshire Safeguarding Adults Board](#)

All Providers are required to adopt these policies and procedures to ensure there is consistency across Lincolnshire in how adults at risk are Safeguarded from abuse. Commitment to the Multi-agency Policy and Procedures will be made via the SLA arrangements.

Safeguarding and Prevent forms a routine agenda item as part of Provider Monitoring Meetings, confirming changes to be included on the Single Central Record and to log and follow up on learner concerns including near misses and welfare issues.

All Providers should ensure compliance with the registration requirements of the [Disclosure & Barring Service](#)

7.5 Code of Practice

- All agencies working with adults at risk have a duty to protect adults at risk.
- All allegations of abuse of adults at risk must be treated seriously.
- The procedures for alerting, reporting, investigating, and managing the safeguarding of adults at risk should be discharged promptly and fully, in accordance with the requirements of the Adults Safeguarding Board: Multi-Agency Policy and Procedures for Lincolnshire.
- All action taken under the guidelines must be carried out sensitively, taking into account the vulnerable adult's individual needs, including race, culture and ethnicity, age, gender, religion, disability, or sexuality.
- An individual's communication needs should be considered at all times.

Tutors must complete Safeguarding training on an annual basis, as outlined in the terms and conditions of their Contract. Every Provider must provide the ASFL Service with the name of the designated person for Safeguarding.

The Provider must provide all staff information, in advance of Contract delivery, to enable accurate record keeping of the Service's Single Central Register.

Family Learning Joint Sessions and provision of care for babies, children and young people

Family Learning is an important element of the Adult Skills and Family Learning programme, providing the opportunity for parents to develop skills and knowledge, whilst also learning about and supporting their child's development.

Family Learning joint sessions are delivered primarily by LCC direct delivery tutors, with some specialist provision being offered by a small number of our subcontracted training providers through our FLA contracts, Lot 3. We require our sub-contracted providers delivering Family Learning joint sessions to agree to our Safeguarding policy and processes.

Family learning joint sessions operate in two different formats:

- **School Joint Sessions:** These sessions are delivered in partnership with local schools, operating in collaboration with a link teacher. The LCC tutor will deliver a session relevant to the topic with parents. Knowledge and skills developed in this session are then applied during the joint session in paired activities with the children and link teacher.
- **Children's Centre Joint Sessions:** These sessions operate in a similar manner to school sessions, however, there is no link teacher on behalf of the Children's Centre and the session is wholly delivered by personnel to support parents in understanding and facilitating child development.

We recognise that delivering joint sessions that include babies, children and young people adds additional considerations to our safeguarding responsibilities. We have therefore put the following requirements in place:

- Tutors should hold a minimum of a DBS Enhanced Certificate. This is sufficient to meet the requirements given the frequency of this delivery, and the nature of delivery in terms of additional supervision in place.
- Tutors delivering joint sessions have a duty of care to be aware of signs of neglect or abuse within these sessions. Therefore, all tutors should:
 - Read and be familiar with the requirements in [Keeping Children Safe in Education](#)
 - Undertake a suitable training module such as the ETF Safeguarding in the Further Education and Training Sector, which must be updated biannually.
- In ASFL direct delivery, Children's Centre Joint Sessions will be delivered with two tutors meeting the above criteria, one to deliver and the second to provide additional support.

Alternatively, the Children's Centre to provide a suitably experienced and qualified member of staff to act as support. We recommend that sub-contracted providers adopt this approach to ensure effective management of the learning environment in these circumstances.

- Provide financial support or, where appropriate, an onsite creche to provide care for additional children not involved in joint sessions to remove any barriers to engagement as a result of childcare needs. This will be funded via the Learner Support Fund.

Outside of joint sessions commissioned through Lot 3 (Family Learning) of the ASFL programme it is an expectation that parents make suitable childcare arrangements in order to fully engage with learning opportunities and make progress. The presence of babies, children and young people in learning sessions add additional Safeguarding considerations and can be disruptive to the learning environment. We recognise that childcare can form a significant barrier to engagement in learning, which is why the Learner Support fund can be used to support parents by funding an existing childcare place, or funding provision of an onsite creche during the times of the course.

Mixed Age Sessions

The ASFL Service recognises that, in order to deliver cost effective provision, it is necessary for providers to run sessions for learners supported by a range of different funding streams. In some instances, this may result in mixed age classes that includes learners aged 18 and under. It is an expectation that the provider will have in place policies and procedures appropriate to working with this age group, including appropriate DBS levels and training, and that processes are in place to identify and mitigate against potential risk factors.

E-Safety

It is a requirement that a Provider's Safeguarding Policy refers to E-Safety. Rigorous online safety procedures are essential to safeguard all learners. For any online /distance learning, it is a requirement of the service that providers must ensure they have a policy in place informing learners how to stay safe online.

Adult Skills and Family Learning E-Safety Policy

This policy relates to any use of ICT in the delivery of any courses through Lincolnshire County Council (LCC) Adult Skills & Family Learning programme, either directly, or by any external providers, tutors or learners. This policy will be monitored and updated annually to reflect any updates in E-Safety and changes in legislation.

What do we mean by E-Safety?

E-Safety is about safe and responsible use of modern technology to include:

- ✓ existing and upcoming stationery/mobile electronic devices
- ✓ existing and developing Internet-based technologies
- ✓ where it is used for the purposes of Learning, Business or Recreation

The aim of the policy on E-Safety

The aim is to ensure that LCC's Adult Skills & Family Learning courses provide a safe learning environment for all learners for the duration of the course; while learners have access to and use of the premises and facilities. In addition to statutory requirements the organisation recognises its responsibility (duty of care) in providing learners with knowledge and skills that will allow them and their children to remain safe online at home and/or at the workplace as part of preparation for employment and developing skills for life.

Within this policy, we are committed to:

- Safeguarding learners from exposure to any **content** that may be considered illegal, inappropriate, or harmful. This includes actively monitoring and managing digital environments to prevent access to such content.

- Taking proactive steps to ensure learners are protected from **contact** with individuals who may engage in harmful online behaviour. This includes shielding them from potential risks such as peer pressure, manipulation, or coercive communication.
- Protecting learners from any **conduct** that could potentially increase the likelihood or causes of harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying).
- Ensuring that learners are not to subject to or take part in any activity that would categorise as **commerce**, by preventing exposure to risks such as online gambling, inappropriate advertising, phishing and other financial threats.

Links with other policies

To be effective, the E-Safety policy is to be applied in conjunction with the Safeguarding policy, with particular regard to Vulnerable Adults and the Health & Safety policy, as well as the LCC ICT Acceptable Use policy.

Roles and Responsibilities

All teaching and non-teaching staff are responsible for supporting safe behaviour in all learning activities and for following E-safety procedures.

- ✓ The Adult Skills & Family Learning Team should comply with all legislation relating to E-safety including the Counter Terrorism & Security Act 2015.
- ✓ All tutors should participate in any E-safety training and awareness raising sessions, including Prevent training.
- ✓ All tutors should be familiar with the E-safety and the LCC Acceptable ICT Use policies and act in accordance with them.
- ✓ Tutors should be aware of where to go to get help and advice and of reporting procedures.
- ✓ Tutors should act as a good role model in their own use of ICT.
- ✓ Where Internet use is pre-planned in sessions or enrichment activities, learners should be directed to sites which are appropriate for their use and where possible tutors should pre-check sites and any possible searches.
- ✓ Learners should be advised, pre course, and reminded during the course, not to have inappropriate or personal identifiers visible in the background of virtual sessions
- ✓ Learners should be provided with knowledge and skills that will allow them (and their children where appropriate) to be safe online at home and/or at the workplace

Section 8 Apprenticeship Employer Provider (AEP) Provision

All apprentices are colleagues who are trained in safeguarding and have access to additional information, advice, guidance, and training.

The LADO (Local Authority Designated Officers) can also be contacted by any member of staff who may have questions or concerns regarding the safeguarding and wellbeing of their colleagues.

All apprentices are reminded at their programme induction about how to keep themselves safe, the difference between duty of care and a safeguarding concern, and how to report any concerns.

This is also set out in the Apprentice Welcome Booklet.

8.1 Health and Wellbeing Concern Procedure

A duty of care concern **relates to any health (including mental health) issues or concerns** that would ordinarily be managed through Lincolnshire County Council's Employment Policies.

Where there are any instances of concern relates to a duty of care, the apprentices immediate line manager should be informed as soon as possible.

Stage 1:

Please contact your first line manager to discuss your concerns

Stage 2:

Please contact the line manager of your first line manager to discuss your concerns

Stage 3:

Please contact the next tier of management to discuss your concerns. Please also refer to the [Employee support policy – Lincolnshire County Council](#)

8.2 Safeguarding Concern Procedure

All apprentices and scenarios are different, with some apprentices choosing to make a clear disclosure and others indicating to those around them that something is 'not right.'

AEP colleagues have received training and have access to relevant policies and procedures.

In all instances of AEP safeguarding concerns pertaining to -:

- **Domestic Abuse**
- **Prevent Duty**
- **Learners <18 years old**
- **Vulnerable learners**

Stage 1:

Please contact Designated Safeguarding Lead (DSL)

Tony Kavanagh

073 8541 7668

Tony.kavanagh@lincolnshire.gov.uk

Stage 2:

In the absence of the DSL, please contact the deputy designated safeguarding leads:

Helen Hempstock

07717 708 157

Helen.Hempstock@lincolnshire.gov.uk

Abi Rae

07833 371 186

Abi.rae@lincolnshire.gov.uk

Stage 3:

In the absence of the DSL and the DDSL please contact the Local Authority Designated Lead (LADO)
01522 554 674
01522 782 333 (Out of hours)

For any AEP safeguarding queries, please contact the Safeguarding Coordinator:
Silvia Hanley – silvia.hanley@lincolnshire.gov.uk

Please also refer to: [Safeguarding – Lincolnshire County Council](#) for further Information

8.3 The AEP Safeguarding Team

Designated Safeguarding Lead: **Tony Kavanagh** - Chief People Officer and AD (Assistant Director) for Human Resources and Business Support

Deputy Designated Safeguarding Lead: Helen Hempstock – Head of People and Abi Rae – Deputy Head of People – Talent and Leadership Development

Safeguarding Coordinator: **Silvia Hanley** - Talent and Learning Manager

The AEP provision is familiar with relevant legislation, policies, and procedures, which includes:-

8.4 Legislation

[Keeping Children Safe in Education](#)

[Working together to safeguard children](#)

[Managing Allegations of Abuse Made Against Persons who Work with Children and Young People](#)

8.5 Policies and Procedures

[Apprenticeship policy – Lincolnshire County Council](#)

[Code of conduct – Lincolnshire County Council](#)

[Criminal records policy – Lincolnshire County Council](#)

[Disciplinary policy and procedure – Lincolnshire County Council](#)

[Domestic abuse policy – Lincolnshire County Council](#)

[Employee guidance to employment investigations – Lincolnshire County Council](#)

[Employee support policy – Lincolnshire County Council](#)

[Harassment and bullying policy – Lincolnshire County Council](#)

[Lincolnshire SCP Policy and Procedures Manual \(proceduresonline.com\)](#)

[Managing Allegations of Abuse Made Against Persons who Work with Children and Young People \(proceduresonline.com\)](#)

[Managers-Guidance---How-to-determine-if-a-formal-investigation-is-required.docx \(sharepoint.com\)](#)

[Report a safeguarding concern – Lincolnshire County Council](#)

[Sickness absence policy and procedures – Lincolnshire County Council](#)

Appropriate steps are taken to understand what safeguarding means and how it applies to us as an organisation and the people we employ.

Colleagues working with apprentices are in a position of trust, are appropriate for the role and do not present any danger or threat.

There is a shared responsibility of safeguarding across the organisation; with designated safeguarding lead responsibilities sitting within the AEP safeguarding team and duty of care responsibilities sitting with the apprentice's immediate line manager.

8.6 AEP Record Keeping

Safeguarding Concerns

The DSL (Designated Safeguarding Lead) will keep a clear and comprehensive summary of the case record, utilising the Investigation Toolkit forms (found on Lincs2learn). The individuals immediate line manager will keep a copy of the case record on the individuals personnel record, and a copy of the record will also be given to the individual concerned. The record should include details of how the allegation was followed up and resolved, the decisions reached, and the action taken.

The child protection and safeguarding retention schedule should be referred to in determining the retention period of the record: [Child protection and safeguarding – Lincolnshire County Council](#)

Details of allegations that are found to be malicious should be removed from personnel records.

Duty of Care Concerns

The apprentices immediate line manager will follow the process that pertains to the appropriate policy that would support the apprentice concerned.

For a full list of up-to-date Lincolnshire County Council Employment Policies, please click on the following link: [Employment policies – Lincolnshire County Council](#)

Annex 1

Introduction

The policy is in line with guidance shared in the following:

[Welcome to the Lincolnshire SCP Policy and Procedures Manual](#)

Lincolnshire Adults Safeguarding Board (<https://www.lincolnshire.gov.uk/safeguarding/lsab>)

[Working together to safeguard children: statutory framework](#)

[Keeping children safe in education - GOV.UK](#)

[DfE non statutory information sharing advice for practitioners providing safeguarding services for children, young people, parents and carers](#)

[What to do if you're worried a child is being abused 2015](#)

[Children Act 1989](#) and [Children Act 2004](#)

[Education Act 2002](#)

[Teaching Standards 2013](#)

[Sharing nudes and semi-nudes: how to respond to an incident \(overview\) \(updated March 2024\) - GOV.UK](#)

Training Resources provided in the KCSIE 2025

Page 163 through to Page 170 of the updated KCSIE, contains a vast amount of links to useful resources, training resources and information for professionals, parents and young people. Staff at LCC should review and share these links where appropriate.

Appendix 1 – Contacts Details

Area	Title	Contact Name(s)	Telephone	Email	Website
Local Authority Designated Officers (LADO)		Rachael Powis Jemma Parkinson	01522 554674	LSCP_LADO@lincolnshire.gov.uk	Report a concern about a staff member or volunteer – LSCP
Children's safeguarding Monday to Friday 8am to 6pm			01522 782111		Report a safeguarding concern – Lincolnshire County Council
Adults safeguarding Monday to Friday 8am to 6pm			01522 782155		Report a safeguarding concern – Lincolnshire County Council
Out of Hours – Emergency Duty Desk 6pm-8am + weekends and Bank Holidays			01522 782333		Report a safeguarding concern – Lincolnshire County Council
Domestic Abuse	EDAN Lincs		01522 510041		EDAN Lincs
Lincolnshire County Council Education Safeguarding Team	Service Manager:	Matthew Clayton		safeguardinginschools@lincolnshire.gov.uk	
	Team Manager	Jill Chandar-Nair			
	Team Leader	Joanne Carr			
	Safeguarding & Education Welfare Supervisor	Ruth Fox	01522 554695		

Virtual School CIC Lincolnshire	Head of Virtual Schools	Sarah Lane		sarah.lane@lincolnshire.gov.uk	
	Elective Home Education (EHE):			ehe@lincolnshire.gov.uk	
	Children Missing Education (CME)			cme@lincolnshire.gov.uk	
	Child in Entertainment or Employment			cee@lincolnshire.gov.uk	
Prevent	Community Safety Strategy Co- ordinator, Leading on Prevent.	Richard Clare	07867153586	richard.clare@lincolnshire.gov.uk	
	East Midlands Special Operations Unit – Special Branch	PREVENT Officer	01522 558304	prevent@lincs.pnn.police.uk	
Online Safety incidents	National helpline			www.saferinternet.org.uk/helpline	
 Lincolnshire Police	Emergency		999		
	Non-emergency		101		
Early Help Team				TACadmin@lincolnshire.gov.uk	www.lincolnshire.gov.uk/tac
FGM	The Female Genital Mutilation Helpline		0800 028 3550	fgmhelp@nspcc.org.uk	

Appendix 2 – Documents and Training Materials

<i>Title</i>	<i>Detail</i>	<i>Links / Contacts</i>			
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School Documents	Guidance for Safe Working Practice for Adults who work with Children and Young People in Education settings – April 2020	https://www.safeguardingchildren.co.uk/wp-content/uploads/2020/04/Guidance-For-Safer-Working-Practice-COVID-addendum-April-2020.pdf
Training Materials	LSCP Online and face to face Safeguarding Training courses including Safer Recruitment training	LSCP Training – LSCP
	LCC Safeguarding in Schools Training Package	safeguardingschools@lincolnshire.gov.uk
	Safeguarding Governor Training	governorsupport@lincolnshire.gov.uk
Prevent Training	All staff can undertake e-learning which is equivalent to WRAP 2 via the:	LSCP Training – LSCP
	Free face to face training @ Lincolnshire County Council	Prevent Officer, 01522 555367, prevent@lincolnshire.gov.uk
	Free face to face training @ Lincolnshire Police	Prevent Officer, 01522 558304, prevent@lincs.pnn.police.uk .

