

1 STATEMENT

Avant Skills Academy take our responsibility for Safeguarding and the Prevent Duty extremely seriously, taking a whole-organisation approach to safeguarding with the aim of developing an effective culture of safeguarding across the organisation, with a zero-tolerance approach to child on child abuse. This Policy supports that aim to ensure the team is supported and that all activities undertaken by Avant Skills Academy, which involves engagement with learners directly by the Avant team or those learners trained by Orchard Training and Education (OTE), are performed in an environment that safeguards and promotes their welfare. This Policy aims to ensure the identification and protection of all team members and learners, especially those who are in particular need of support and/or at risk of harm throughout all stages of the learner journey, and that we develop our team members awareness, enabling them to identify concerns and confidently raise informed concerns about any health, safety and wellbeing issues. We have agreed the following Safeguarding Mission Statement: ***'Providing a supportive environment in which learners and teams feel safe and able to share concerns – if in doubt, speak out.'***

Our response to the Prevent Duty is embedded within this Safeguarding Policy, outlining our arrangements for preventing people from being drawn into or supporting terrorism, implementing our arrangements for complying with the Prevent Duty, responding to the challenge of terrorism and aspects of extremism, and the threat we face from those who promote these views. As Prevent firmly sits within safeguarding for this organisation, all Prevent related actions will be led by the Designated Safeguarding Lead (DSL), who will liaise with the local (Humber) and regional co-ordinators, ensuring any updates are implemented into our arrangements and subsequent team member training. Wherever Safeguarding is referred to in this policy, it incorporates Prevent.

For the purpose of this policy, a child is defined as a person under the age of 18 (Children's Act 2004) and a vulnerable adult is defined as such under the Safeguarding Vulnerable Groups Act (2006) if they receive health, personal or social care service from a professional. Throughout this policy children and vulnerable adults are incorporated within the term 'Learners'. The term Learners includes all participants on all training programmes including apprenticeships, pre-apprenticeships and any other training we deliver, either directly or by a sub-contractor.

This policy will be reviewed at least annually when any necessary adjustments, additions or amendments will be made.



Signed:
Steve Roe – Chief Executive

Date:
29 September 2025

2 MANAGEMENT

- 2.1 The arrangements set out in this policy are to ensure the health, safety and wellbeing of our team and learners, with explicit focus on our arrangements to safeguard learners.
- 2.2 The following team members have been appointed to safeguarding roles within the organisation:

Designated Safeguarding Lead (DSL):

Cassandra Bishop (Grimsby and Hull – Avant)

Deputy Designated Safeguarding Leads (DDSL):

Becky Glen (Hull – OTE)

Ben Mills (Hull – OTE Safeguarding Lead)

Dave M Thompson (Hull – Avant)

David Thompson (Hull Grimsby)

Len Worby (Hull – OTE)

Mary Irish (Grimsby and Hull – Avant)

Paul Robinson (Grimsby and Hull – Avant)

Stacey Rogers (Grimsby – Avant)

The Designated Safeguarding Lead (DSL) reports to the senior leadership team at Avant, to lead the implementation of safeguarding arrangements, acting as the main source of support, advice and expertise for learner health, safety and wellbeing and team safeguarding training.

Working with Deputy DSLs (DDSLs) at Avant and OTE, the DSL will manage all instances of safeguarding and wellbeing, monitor learner safety and welfare in line with the specific DSL Job Description. The DSL informs the Safeguarding and Prevent agendas at each management meeting.

- 2.3 This policy aims to safeguard and protect the welfare of learners, which includes the following (in line with '*Working Together to Safeguard Children*'¹):
- Protecting learners from maltreatment, whether that is within or outside the home, including online
 - Preventing impairment of learner's mental and physical health or development
 - Ensuring that learners are growing up in circumstances consistent with the provision of safe and effective care
 - Taking action to enable all learners to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework²

¹ '*Working Together to Safeguard Children*', HM Government, December 2023

² *Children's Social Care National Framework*, December 2023

2.4 This policy also aims to protect learners from the following (in line with 'Preventing and tackling bullying'³):

- Becoming terrorists or supporting terrorism
- Bullying, including on and offline bullying and prejudice-based bullying
- Criminal and sexual exploitation and trafficking
- Child-on-child abuse
- Domestic violence
- Emotional abuse
- Fabricated or induced illness
- Female genital mutilation
- Forced marriage (which includes where one or both people do not or cannot consent to the marriage and pressure or abuse is used to force them into the marriage. It is also when anything is done to make someone marry before they turn 18, even if there is no pressure or abuse)
- Gender-based violence
- Harassment (physical, psychological or sexual)
- Harmful sexual behaviour
- Impact of new technologies on sexual behaviour (eg, sexting)
- Issues that may be specific to demographic
- Local issues and threats (eg County Lines, extreme right wing, knife crime)
- Neglect
- Peer-on-peer abuse
- Physical and sexual abuse
- Racist, disability and homophobic or transphobic abuse
- Radicalisation and/or extremist behaviour
- Substance misuse
- Teenage relationship abuse
- Other issues not listed here, but that pose a risk to learners.

2.5 The *Safeguarding and Prevent Risk Assessment and Action Plan* is completed annually to identify the areas that will pose a risk, the control measures in place and further actions required. This is completed by the DSL and signed off with the Chief Executive of Avant and the Managing Director of OTE.

2.6 The *Safeguarding and Prevent Risk Assessment and Action Plan* incorporates the recommendations from the 'Guidance for further education providers on work-based learners and the Prevent statutory duty'.⁴ Progress towards all actions is reviewed at each Senior Management Meeting and is a standard agenda item at monthly Partnership Safeguarding Meetings led by the DSL with Avant and OTE Safeguarding teams.

³ 'Preventing and tackling bullying' Department for Education, July 2017

⁴ 'Guidance for further education providers on work-based learners and the Prevent statutory duty, DfE, May 2021'

- 2.7 An annual Safeguarding and Prevent audit is undertaken, utilising the ***Safeguarding and Prevent Audit Toolkit***, by the DSL before the end of each academic year. The audit will be reported to the Chief Executive of Avant and the Managing Director of OTE utilising the ***Safeguarding and Prevent Audit Report***. Resulting actions will be added to the ***Safeguarding and Prevent Risk Assessment and Action Plan*** and advised at the next Senior Management Meeting and Partnership Safeguarding Meeting.
- 2.8 We have invested in CPOMS, a collaborative software solution for monitoring safeguarding, wellbeing and pastoral issues, which is accessible to all Avant and OTE team members. All team members are trained in the use of this system, which replaces previous paper-based recording, enabling a more efficient tracking of learner concerns and incidents.

At the point that a person is offered a start on one of our programmes their details are uploaded to CPOMS to enable the DSL to request legacy information from their most recent educational institution.

3 SEXUAL HARASSMENT

- 3.1 Sexual harassment is a form of unwanted conduct of a sexual nature that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating, or offensive environment. It may occur through physical actions, verbal comments, non-verbal gestures, online communication, or other inappropriate behaviour.
- 3.2 Avant Skills Academy recognises that sexual harassment in the workplace or training environment is a serious safeguarding concern and a breach of our ***Equality, Diversity, and Inclusion Policy***. We are committed to maintaining a safe and inclusive culture in which all team members and learners are treated with dignity and respect.
- 3.3 Sexual harassment is considered a form of abuse and, as such, falls under the scope of this ***Safeguarding Policy***. It may present immediate or ongoing risk to an individual's physical and emotional well-being and can have lasting psychological effects. We will treat all reports of sexual harassment seriously and respond in line with the procedures set out in Sections 6 and 7 of this Policy.
- 3.4 A comprehensive approach to addressing sexual harassment involves integrating our ***Equality, Diversity and Inclusion Policy*** and ***Safeguarding Policy***. This ensures that all aspects of the issue are addressed, from preventing discrimination to protecting individuals from harm.
- 3.5 Team members are trained to recognise and respond to signs of sexual harassment. All reports will be managed sensitively, confidentially, and in accordance with our safeguarding protocols and disciplinary procedures.
- 3.6 The organisation views any failure to act on or report sexual harassment as a serious breach of our safeguarding duty and EDI values. All concerns, however minor they may seem, should be reported in line with the principle: "If in doubt, speak out."

4 TEAM MEMBER RECRUITMENT AND SELECTION

- 4.1 Safer recruitment contributes to our aim of being a safer organisation. We will always consider the welfare of learners and the team when employing team members and we will always seek to prevent inappropriate people from seeking employment to work with us.
- 4.2 The ***Team Recruitment Procedure*** is followed in the recruitment of all team members, which sets out the steps to help ensure that appropriate and suitable team members are recruited, in line with good safeguarding practices.

This includes ensuring the following are completed:

- Ensuring any vacancy advertisement includes the organisations commitment to safeguarding children and young people
 - Stating clearly that rigorous checks on those working within our organisation will be undertaken and that the position is subject to a satisfactory Enhanced DBS Disclosure
 - Forwarding application packs to applicants, agencies and on our website, including ***Employment Application Form, Employment Application Form Guidance Notes*** and ***Equality and Diversity Monitoring Form (Recruitment)***, CVs are not accepted
 - Exploring an individual's motivation to work with children and young people within the application form and interview
 - Including appropriate questions to consider a person's suitability to work with children and young people within the interview
 - Ensuring at least one member of the interview panel has undertaken Safer Recruitment training
 - Verifying any gaps in the applicant's employment history during interview
 - Seeking written references from the two referees provided on the ***Employment Application Form***, which must include the successful applicant's current or most recent employer
- 4.3 All team members provide teaching, training, instruction, advice, guidance or other ancillary functions that enable face to face contact with children and young people, as a result they engage in regulated activity relevant to children and as such an Enhanced DBS Disclosure and a check of the Children's Barred List is required, prior to engaging with learners in an unsupervised capacity. No further DBS checks are required for existing members of the team, unless there has been a break in service of 12 weeks or more, or there are concerns about ongoing suitability to work with learners. In which case we would carry out the relevant checks as if they were a new member of the team⁵.
- 4.4 However, all team members complete a ***Staff Annual Declaration*** to confirm their ongoing suitability to carry out the role in which they are employed. This provides team members with the opportunity to inform the organisation of any change of circumstances since the commencement of their employment.

⁵ 'Keeping Children Safe in Education', DfE, September 2025, paragraph 348

- 4.5 All new team members recruited to teaching positions, including existing team members moving from non-teaching roles, require a prohibition order check completed in line with the ***Team Recruitment Procedure***. All checks are recorded on the ***Single Central Record***.

5 TEAM INDUCTION, TRAINING AND SUPPORT

- 5.1 Avant Skills Academy is committed to supporting team members health, safety and wellbeing, recognising that it is not only good for the team and the organisation, but also essential for our success. All elements of this policy apply equally to team members and learners.
- 5.2 All new team members will undertake a comprehensive induction programme when they commence employment, which will ensure their understanding of the aims, objectives and boundaries of their role and safeguarding arrangements.
- 5.3 The appointed DSL and the Single Point of Contact (SPOC) for Prevent, and the DDSLs (who act in the absence of the DSL), have been trained to the appropriate level required for the local authority area in which delivery takes place, and understand their responsibilities with regards to the protection and safeguarding of learners. DSL training will be updated every two years.
- 5.4 The DSL will undertake regular safeguarding related training and refreshers, and will design and develop an annual team training plan in the following subjects:
- Harmful Sexual Behaviour
 - Mental Health Awareness
 - Prevent Duty
 - Safeguarding in FE and Training (Except DSL/DDSLs)
 - Safer Recruitment (Chief Executive / DSL)
 - Sexual Harassment
 - Other topical training

The DSL is then responsible for the delivery of formal training to all team members every year, in the above subjects.

The training not only helps support learners but helps team members to support each other and identify any potential concerns with their personal situation.

- 5.5 All training will be recorded on the ***Single Central Record***, which is located within CPOMS 'Staff Safe'.
- 4.6 The annual refresher training provided will be based on the most recent guidance and legislation, including the following documents:
- Keeping Children Safe in Education, DfE, September 2025
 - Guidance for further education providers on work-based learners and the Prevent statutory duty, DfE, May 2021

- Prevent Duty Guidance: for England and Wales, HM Government, September 2023
- Preventing and tackling bullying, DfE, July 2017
- What to do if you're worried a child is being abused, DfE, March 2015
- Working Together to Safeguard Children, HM Government, February 2024

- 5.7 Team members understanding of safeguarding and prevent, including local risks, will be updated and tested at team meetings and through periodic questioning.
- 5.8 All updates to safeguarding information are uploaded to a library within CPOMS, which automatically alerts all team members (Avant and OTE) to the update via email. The DSL is able to track which members of the team have read the document.
- 5.9 All team members complete an **Individual Monthly Report**, which is discussed with their line manager in a monthly one to one meeting. This meeting provides a confidential opportunity for team members to discuss any personal concerns or issues they are experiencing.
- 5.10 To further support the health, safety and wellbeing of our team, the organisation has invested in a Workplace Wellbeing Support Programme, which offers confidential support 24/7 to all team members, for a wide range of issues including but not limited to alcohol, bereavement, debt, drugs, family, finance, health, housing, legal mental health.

This service includes a 24-hour helpline (0800 047 4097) or the **My Healthy Advantage** app (using the employer code MHA016219). The service also provides face to face counselling, which offers up to six in-person sessions per issue per year with qualified counsellors.

- 5.11 The arrangements to support team members with medical conditions and identify and deal with absence, is outlined in our **Sickness Absence Management Procedure**.
- 5.12 Further arrangements for the safety of team members is outlined in our **Health and Safety Policy** and **Safety Procedure**.
- 5.13 All team members details, including personal details, DBS details, residency, safeguarding training and qualifications are maintained within the **Single Central Record** (SCR).
- 5.14 Team members details for OTE delivering sub-contracted provision, are recorded on a specific tab within our SCR. Sub-contract arrangements are included within the **Health and Safety Policy** and the **Contract Management and Administration Procedure**

6 MAKING LEARNERS FEEL SAFE

- 6.1 During the learner interview and initial assessment stage of the recruitment process, team members will ensure welfare, learning and safeguarding needs are identified and recorded.

- 6.2 If any concerns are identified at this stage, and the learner has recently been in learning with a local provider, the DSL will contact the DSL at the provider to discuss any known concerns or issues.
- 6.3 All learners undertaking learning programmes with Avant, participate in a face to face induction prior to the start of their learning programme.
- 6.4 This induction introduces acceptable behaviour, the importance of attendance and communication for absence, complaints process, data and ICT security, equality and diversity, health and safety and safeguarding (including British Values, e-safety, Prevent and Harmful Sexual Behaviour) through activities and worksheets.

During their induction, learners receive and complete a ***Learner Handbook*** and complete the following handbooks: ***Equality, Diversity and Inclusion Handbook; Health & Safety Handbook; Safeguarding and Prevent Handbook***.

These topics are further reinforced throughout the learning programme, with a bank of safeguarding and prevent questions asked at the end of each session, which enables the additional testing of learner understanding.

These activities and documentation are intended to make all learners feel safe, reduce harm or risk of harm, minimise impact and understand how to seek support, advice or report if they feel unsafe or have any concerns.

- 6.5 All 16-18 year old learners, including those learners that undertake work experience as part of their programme, will be provided with a copy of the ***Management of Learner Health and Safety*** document, to help support them when making age-appropriate decisions regarding reasonable risks in their workplace.
- 6.6 A face to face visit will take place with all apprentices and their employer in the workplace, within the first four weeks of them starting their programme. For Pre-Apprenticeship learners their first review will be undertaken in-house in their first four weeks on programme. Their first face to face visit in the workplace will take place within the first two weeks of them starting their work experience placement. This enables an early check on learner progress, welfare and safeguarding. This visit will be recorded on the ***Progress Review*** form.
- 6.7 Reviews are then undertaken with apprentices at least every ten weeks and reviews with pre-apprenticeship learners at least every six weeks.
- 6.8 Team members must be vigilant to any changes in learner's appearance and behaviour and report any safeguarding or learner welfare concerns, to the DSL in line with Sections 6 and 7 of this policy.
- 6.9 Team members will monitor learner attendance at all training sessions (including face to face and online), and on work experience, in line with the ***Learner Attendance and Absence Management Procedure***, to identify patterns that may relate to an underlying concern or issue.

- 6.10 Team members must understand the importance of challenging inappropriate behaviours between peers, including child-on-child and peer-on-peer sexual violence and sexual harassment. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for learners and in worst case scenarios a culture that normalises abuse leading to learners accepting it as normal and not coming forward to report it.
- 6.11 Team members must reassure learners who are victims of abuse 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 abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- 6.12 Where learners display difficult or challenging behaviour, team members should follow the ***Behaviour Management Procedure (Learner)***, using strategies appropriate to the circumstance and situation.
- 6.13 It is an offence for a team member in a position of trust to engage in sexual activity with a learner under 18 years of age and would be a matter for criminal and disciplinary procedures. Any sexual behaviour by a team member with or towards any learner is unacceptable and will be dealt with following the ***Disciplinary and Dismissal Procedure***.
- 6.14 Team members working in one to one situations with learners, in both training centres and employer’s premises, can be more vulnerable to allegations or complaints.

Team members must ensure that wherever possible there is visual access and/or an open door in one-to-one situations and avoid use of ‘engaged’ or equivalent signs wherever possible, as such signs may create an opportunity for secrecy or the interpretation of secrecy. Where team members work one to one with a learner on a virtual platform, these same principles of openness and visibility apply.

Arranging to meet learners away from the centre or their work premises must not be permitted unless the necessity for this is clear, and approval is obtained from your line manager. Team members must not work alone in the training centres with a learner or learners at any time.

- 6.15 Photography, videos and other images/media of learners must only be undertaken for displays, marketing, publicity and celebrating achievement. Team members must not take images of learners for their personal use.
- 6.16 Online and remote learning can present greater risks to learners. Our ***ICT and Data Security Policy*** outlines our arrangements for delivery including training for team members and learners in the safe and effective use of equipment and staying safe online, (including increased exposure to illegal, inappropriate or harmful content and harmful online interaction with other users).

- 6.17 Team members must take extreme care to ensure that young people are not exposed, through any medium, to inappropriate or indecent images. There are no circumstances that will justify adults: making, downloading, possessing or distributing indecent images or pseudo-images of children (child abuse images). Accessing these images, whether using the setting's or personal equipment, on or off the premises, or making, storing or disseminating such material is illegal.
- 6.18 All visitors to the organisation must be issued with a visitor's lanyard and always remain supervised. The ID of professional visitors (auditor/Ofsted inspector/external tutor or speaker) must be verified.
- 6.19 We have implemented a granular content filtering and internet security system (Smoothwall) to filter inappropriate content, restrict certain sites, protect learners against terrorist content and monitor use of ICT within the training centre, in line with our **ICT and Data Security Policy**. This system is operated at both Avant and OTE.
- Alerts generated by the filtering system are sent to the following group: DSL, DDSLs, the Chief Executive of Avant and Managing Director of OTE. When an alert is received, the DSL or DDSL (acting on behalf of the DSL) will advise the other members of the group that the alert is being actioned.
- The DSL/DDSL will investigate the alert to establish if there is a cause for concern that requires further investigation. If an issue or concern is identified, the DSL/DDSL will proceed in line with stage 7 of this policy.
- Where the DSL/DDSL has identified that the alert does not require investigation in line with section 7 of this Policy, the recipients of the original alert will be notified that no further action is required.
- If the site that was trying to be accessed was being blocked in error, only the DSL/DDSL can approve that the site is added to the 'Whitelist'.
- 6.20 This Safeguarding Policy and our arrangements for the safety of our learners apply to all of our learners, regardless of where their learning takes place or which organisation is delivering their training.
- 6.21 All team members who come into contact with learners whilst visiting or in learning MUST challenge any behaviour relating to safeguarding.
- 6.22 SEND/LAC/Care Leavers are identified during the interview process and flagged as a Monitored Student on CPOMS to ensure the appropriate support is in place and safeguarding for these Learners is of the upmost priority.

7 IDENTIFYING ISSUES AND CONCERNS (LEARNERS)

- 7.1 All team members have a responsibility to identify issues and concerns with any learner that visits or is in learning with Avant.

- 7.2 All concerns and issues that relate to learner health, safety and wellbeing (including but not limited to abuse, harmful sexual behaviour, mental and physical health, radicalisation or terrorism) will be taken seriously and responded to appropriately.
- 7.3 If a learner informs a team member that they have health, safety or wellbeing concerns or issues, they must be acknowledged, listened to and taken seriously.
- 7.4 The learner must be informed that the team member must report this information to the DSL/DDSL. Confidentiality to the learner cannot be promised.
- 7.5 The team member must offer the learner assurance that the matter will be shared only with the people who need to know about it, i.e. the DSL/DDSL and Chief Executive for Avant, the Managing Director of OTE, relevant social services and, potentially the Police.
- 7.6 The team member must not ask too many questions, certainly not leading questions, but should listen carefully, acknowledging the seriousness of the situation and let the learner know that they understand.
- 7.7 Under no circumstances should the team member investigate any accusations or take any further action themselves.
- 7.8 The team member must record the discussion as per stage 7.2 and raise the matter with the DSL/DDSL, who will investigate in line with stage 7.3 of this policy.
- 7.9 If a concern has been identified, rather than declared by the learner themselves, the concern must be shared with the DSL/DDSL at the earliest opportunity to agree required action. This may not include a discussion with the learner. You do not need to be certain of all of the facts to share an allegation, concern or disclosure, the DSL/DDSL will listen to the information and respond accordingly.
- 7.10 Safeguarding allegations, concerns or disclosures should be reported no matter how small or insignificant they may seem. Remember '*If in doubt, speak out*'.
- 7.11 The DSL agrees with PTAs and Head of Curriculum and Delivery that learners are identified as 'Monitored Students' on CPOMS. The learner continues as Monitored is reviewed monthly with the Head of Curriculum and Delivery (Avant) and Head of Company Operation (Orchard).

8 MANAGING ISSUES AND CONCERNS (LEARNERS)

- 8.1 All team members that identify health, safety and wellbeing (including safeguarding and prevent) related issues or concerns, must follow this section of the policy for Recording, Investigation and Reporting, utilising our CPOMS system.

8.2 Recording

- 8.2.1 As soon as possible after identifying a concern, **which must be the same day that the concern is identified**, the team member must record the details of what has been disclosed to or identified by them (in line with Section 6 of this policy), using the 'Add Incident' option within CPOMS. At this point the team member can categorise the concern as Behaviour, Health and Wellbeing, Prevent or Safeguarding. The learner will be automatically categorised as a 'Monitored Student' in CPOMS.
- 8.2.2 On receipt of the CPOMS Alert, the DSL (or DDSL acting in their absence) will immediately notify the other members of the group that the concern is being actioned.
- 8.2.3 If within one hour of the team member recording the incident in CPOMS, they have not been contacted about the concern, they must immediately raise the concern verbally with a member of the safeguarding team.

8.3 Investigation

- 8.3.1 Whenever the DSL/DDSL is made aware of a concern, they must meet with the team member raising the concern together with the relevant learner, when appropriate.
- 8.3.2 After gathering the facts, the DSL/DDSL must complete the 'Add Action' section of the incident within CPOMS.
- 8.3.3 The DSL/DDSL will categorise the 'Risk' within CPOMS as follows:
- High (**Red**) – learner in immediate danger
 - Medium (**Amber**) – continuation or repeat of previously notified concern
 - Low (**Green**) – learner health or safety not at immediate risk
- 8.3.4 If the risk is categorised as Medium or High advice must be sought from the relevant organisation/agency (detailed in section 7.4).
- 8.3.5 Where it is agreed that the situation warrants formal reporting, the DSL/DDSL will update the 'Add Action' section of the incident within CPOMS and refer to the relevant contact at the reporting authority.
- 8.3.6 If the situation relates to a 16–17-year-old learner, their parent must be notified. If the learner requests that their parent is not notified, we must seek advice from the relevant local authority.
- 8.3.7 If the risk is categorised as low, this will be handled in line with section 8 of this policy.

8.4 Reporting

- 8.4.1 When it has been deemed appropriate to report the concern, following are the contact details in the local authority areas in which the apprentices or learners reside, are employed or undertake work experience:

East Riding of Yorkshire

Children's Safeguarding Hub (Under 18) - 01482 395 500

Children's Safeguarding Hub (Under 18) - 01482 393 939 – (Out of Hours Team)

Safeguarding Adults (Over 18) Team – 01482 396 940.

Hull

Early Help and Safeguarding Hub (EHASH) - Safeguarding Children (under 18) - Telephone: 01482 448879 (Access and Assessment team - during normal office hours) or 01482 300304 (Immediate Help Team - out of office hours)

Safeguarding Adults (over 18) - Telephone: 01482 616 092 (during normal office hours) or Telephone: 01482 300 304 (out of office hours)

North East Lincolnshire

Safeguarding Children (under 18) - Telephone: 01472 326292 (option 2, option 2)

Safeguarding Adults (over 18) - Telephone: 01472 256 256

North Lincolnshire

Safeguarding Children (under 18) - Telephone: 01724 296 500

Safeguarding Adults (over 18) - Telephone: 01724 297 000

Lincolnshire

Children's safeguarding - 01522 782111 (Monday to Friday, 8am to 6pm)

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

or 01522 782333 (outside office hours)

- 8.4.2 Additionally, the contact details of Local Safeguarding Children's Partnerships (LSCP) in the areas in which the apprentices or learners reside, are employed or undertake work experience are as follows:

East Riding of Yorkshire

East Riding Safeguarding Children Partnership (ERSCP)

Telephone: 01482 395 500

erscp.enquiries@eastriding.gov.uk

Hull

Safeguarding Children Partnership

Telephone: 01482 379 090

Email: ehash@hullcc.gov.uk

North East Lincolnshire

Safeguarding Children Partnership

Telephone: 01472 326 118

Email: EnquiriesNELSCP@nelincs.gcsx.gov.uk

North Lincolnshire

Children's Multi-Agency Resilience and Safeguarding (MARS) Board

Telephone: 01724 296 500

Email: mars@northlincs.gov.uk

Lincolnshire

Lincolnshire Safeguarding Children's Partnership (LSCP)

Email: lscp@lincolnshire.gov.uk

- 8.4.3 For Prevent related concerns and potential Channel referrals in all local authority areas across the Humber, the team at Humberside Police must be contacted: Prevent@humberside.pnn.police.uk. In addition, the following contact details and referral form must be used, in each local authority area:

East Riding of Yorkshire

preventsouth@ctpne.police.uk & Prevent@eastriding.gov.uk & safeguardingchildrenshub@eastriding.gov.uk if the referral relates to an individual aged 18 or under.

Hull

You can access the Prevent referral form for Hull below:

https://account.hull.gov.uk/service/Prevent_national_referral

If the referral relates to an individual under 18 years of age also email EHASH via EHASH@hullcc.gov.uk

North East Lincolnshire

Please email nelprevent@nelincs.gov.uk to request a referral form.

Once completed, the form should be emailed to PreventSouth@CTPNE.police.uk

North Lincolnshire

IMAP@northlincs.gov.uk if the referral relates to an individual aged 17 or under.

Humberside police will assess the situation to determine if a Channel referral will be made.

Lincolnshire

If you have a concern that someone you know is drawn to extremism, report it to ctp-em-prevent-referral@lincs.police.uk for both referrals and enquires or call 101 and ask for the Prevent Team.

To make an enquiry, email prevent@lincolnshire.gov.uk.

- 8.4.4 If the concern is related to an online incident, Child Exploitation and Online Protection (CEOP) can be contacted by completing the online form at:

<https://www.ceop.police.uk/ceop-reporting/>

- 8.4.5 Other contacts:

Anti-terrorist Hotline

0800 789 321

DfE North East Regional Prevent Co-ordinator

Name: Chris Sybenga

Tel: 07384 456 640

Email: chris.sybenga@education.gov.uk

Local Authority Designated Officer (LADO) - for safeguarding allegations against a team member, that meet the harms threshold:

East Riding of Yorkshire

01482 396 999

Hull

01482 790 933

North East Lincolnshire

01472 326118

North Lincolnshire

01724 296 500

9 FOLLOW UP

- 9.1 When a concern has been formally reported to an external agency, the DSL/DDSL will record the outcome on the 'Add Action' section of the incident within CPOMS. If the supporting organisation is providing an intervention, and learning is still able to take place and this is in the best interests of the learner to continue, the learner will remain on programme.
- 9.2 All learners categorised as 'Monitored Students' on CPOMS, (referred to as monitored learners), will continue to be internally monitored and supported until either the learning programme ends or it is deemed the identified concern is no longer a risk, which for concerns categorised as a low risk will be internally agreed with the Safeguarding Team. For formally reported concerns this will be informed by the external supporting organisation confirming that the learning programme is not appropriate for the learner or that external support is no longer required. Closing any live concern or removing a 'Monitored Student' category will be undertaken in line with 9.7.

Monitored learners will be categorised for monitoring as follows:

- High (**Red**) – monitored daily
- Medium (**Amber**) – monitored weekly
- Low (**Green**) – monitored monthly

The learner's Programme Tutor Assessor (PTA) will be informed of the category and monitoring timescale required.

9.3 The PTA assigned to a monitored learner will monitor and support them throughout their time on the programme. This will be recorded in their CPOMS Case. The PTA must have a conversation with all monitored learners, a text or email is not acceptable. This can be completed via telephone, however, monitored learners must be seen face to face once in every three checks.

9.4 The Programme Delivery Manager (Avant) will check every monitored learner on each PTAs caseload individually during their monthly one to one meeting, completing the following checks:

- Has each monitored learner on their caseload been monitored and supported in line with the requirements of this policy?
- Are there any concerns or incidents with any learner on their caseload that have not been reported?
- Are there any concerns or incidents with any learner on their caseload that have been reported and not actioned?

The Safeguarding Lead (OTE) will complete the same monthly checks with each of their tutors.

9.5 The DSL will monitor all live concerns and incidents, with each individual monitored learner discussed with the Programme Delivery Manager (Avant) and the Safeguarding Lead (OTE) on a monthly basis. The DSL will also confirm that the checks detailed at 9.4 have been completed. Any concerns identified must be investigated immediately in line with Section 7 of this policy and reported to the Chief Executive.

9.6 All 'Monitored Students' status will be reviewed during the monthly meeting. Agreement will be reached by both parties before any 'Monitored Student' category is changed, which will require a clear justification. Where it is agreed that a 'Monitored Student' no longer requires active monitoring, the DSL will create a task within the CPOMS Case, including the justification as part of the description and change the case status from 'Active' to 'Closed'.

9.7 The DSL will review each closed case and complete the ***Safeguarding Concern Evaluation Form*** as part of the task in 9.6 with each the Programme Delivery Manager (Avant) and the Safeguarding Lead (OTE).

9.8 The processes outlined in sections 6, 7 and 8 of this policy for reporting and recording have been developed into a flowchart, which is included at Appendix 1 of this Policy.

This flowchart is displayed throughout the offices of Avant and OTE, providing a visual representation of the process and support understanding by the teams.

10 ALLEGATIONS AGAINST A TEAM MEMBER

10.1 Any safeguarding allegations made against a team member must be dealt with by the DSL/DDSL or Chief Executive.

10.2 The allegation must be assessed against the harms threshold, as follows:

- Harm, means ill-treatment or the impairment of health or development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another
- Development, means physical, intellectual, emotional, social or behavioural development
- Health, means physical or mental health; and
- Ill-treatment, includes sexual abuse and forms of ill-treatment which are not physical
- A caution or conviction of a relevant (automatic barring either with or without the right to make representations) offence

10.3 Allegations that do not meet the harms threshold, are referred to as 'low level concerns', but that does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the organisation may have acted in a way that:

- is inconsistent with the team member code of conduct, including inappropriate conduct outside of work
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the Local Authority Designated Officer (LADO)

Examples of such behaviour could include, but are not limited to:

- being over friendly with learners
- having favourites
- taking photographs of learners aged under 18 on their mobile phone, contrary to policy
- engaging with a learner on a one-to-one basis in a secluded area or behind a closed door
- humiliating learners

10.4 Any allegation must be investigated and handled in line with the *Disciplinary and Dismissal Procedure*.

10.5 Any allegation that meets the harms threshold and results in the termination or resignation of the employee, must be reported to the DBS.

- 10.6 It is important that as much relevant information is provided to the DBS as possible, as it relies on the quality of information provided when considering the referral.

11 EMPLOYER AWARENESS

- 11.1 All employers we engage with as part of our training programme will be provided with an ***Employer Handbook***, advising them of our learning, health and safety, safeguarding and prevent requirements.
- 11.2 Where an employer is made aware that a learner may be subject to harm, the employer must contact Avant as set out in the ***Employer Handbook***.

12 EXTERNAL SPEAKERS

- 12.1 The team member organising a visiting speaker will, in advance, complete the ***External Speaker Assessment*** which includes consideration of the speaker(s) and content of any presentation, and the potential audience to whom it is intended to be delivered.
- 12.2 Where a speaker or organisation requests to come to Avant to speak to learners and/or team members, the team member who is contacted, or the team member who leads the subject area, will use the same ***External Speaker Assessment***.
- 12.3 The ***External Speaker Assessment*** must be emailed to the DSL/DDSL at least 48 hours before to enable the relevant checks to be undertaken.
- 12.4 If the topic is potentially politically contentious or likely to compromise Avant's values, the organiser will discuss concerns related to the speaker(s) and the content of the presentation with the DSL/DDSL.
- 12.5 The DSL will approve the visiting speaker and suggest additional controls, if required, (and update the ***External Speaker Assessment***) to allow the visiting speaker to go ahead.
- 12.6 A copy of the ***External Speaker Assessment*** will be stored electronically in Shared Drive\Organisational\Safeguarding\External Visitor Assessments.
- 12.7 Where any visiting speakers or organisations address learners, at least one team member must be present at the event to ensure that if any extremist views are presented, they will be challenged.

13 COMMUNICATION

- 13.1 Safeguarding and Prevent will be communicated to all team members and learners through this policy.
- 13.2 All learners will be informed of our arrangements for safeguarding and this policy during their induction. This will be reinforced by learners completing a ***Safeguarding and Prevent Handbook***.

- 13.3 Safeguarding and Prevent will be reviewed with all learners and employers during progress reviews.
- 13.4 Safeguarding and Prevent will be a standard agenda item at internal meetings, including Management Meetings, Standardisation Meetings and Team Meetings.
- 13.5 The DSL and DDSLs from Avant and OTE will meet monthly to ensure safeguarding and prevent arrangements are implemented effectively, share updates and review the ***Safeguarding and Prevent Risk Assessment and Action Plan***.
- 13.6 To further develop the joint safeguarding arrangements with OTE and support communication across the teams, a competition was arranged to develop a Safeguarding Mission Statement for use across both organisations. The following was agreed:
- 'Providing a supportive environment in which learners and teams feel safe and able to share concerns – if in doubt, speak out.'***
- This Safeguarding Mission Statement is prominently displayed in both organisations.
- 13.7 While we value different perspectives, it's important that we keep discussions inclusive and respectful. Views that promote harm or division do not align with Avant's values. As such, we are developing a Team Confidence Statement to support team members to challenge visitors and outside agencies with views that do not align with British Values.
-

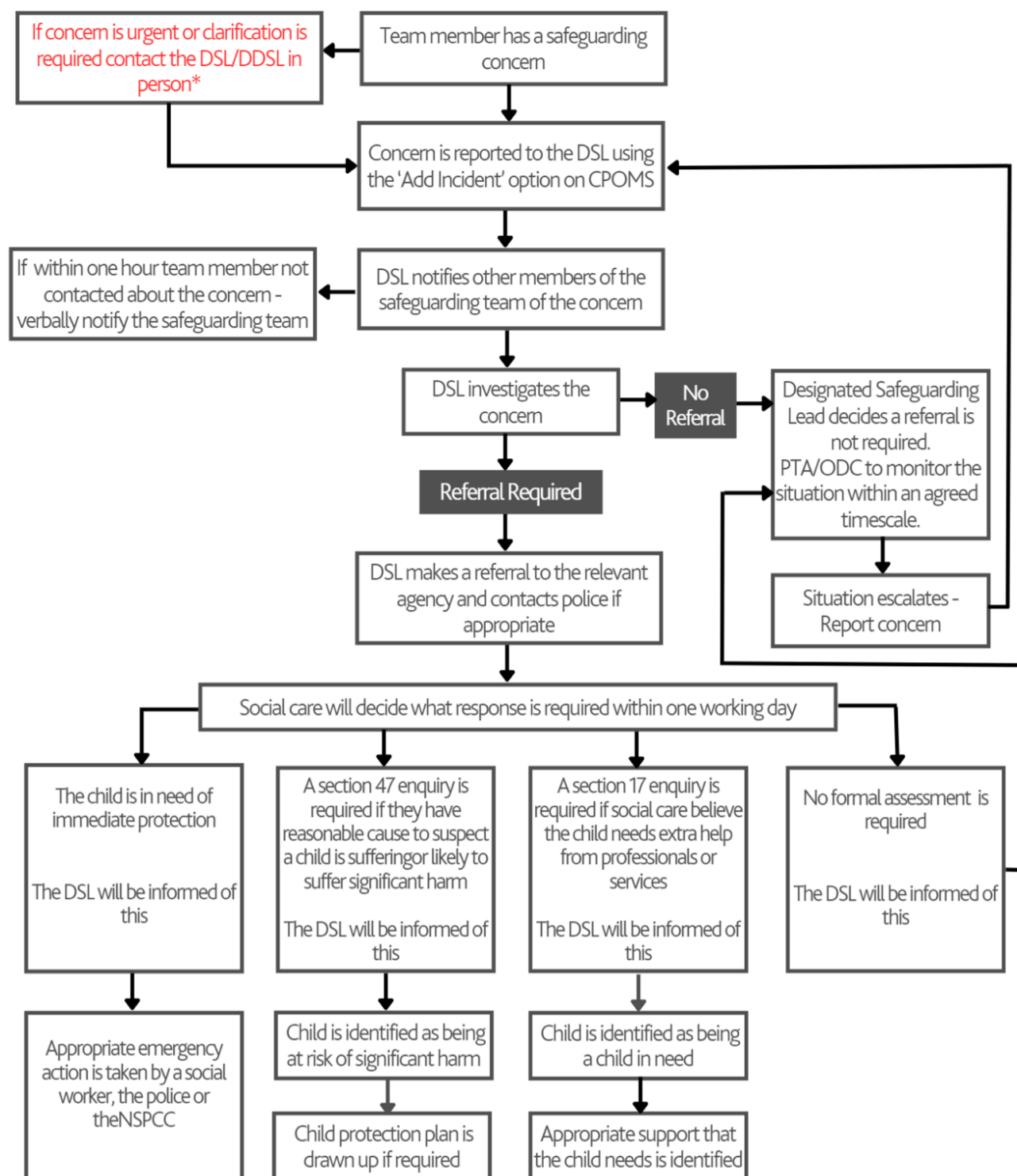
The organisational policies and procedures that relate to this Policy include:

- ***Disciplinary and Dismissal Procedure***
- ***Health and Safety Policy***
- ***ICT and Data Security Policy***
- ***Learner Attendance and Absence Management Procedure***
- ***Safety Procedure***
- ***Sickness Absence Management Procedure***
- ***Team Recruitment Procedure***

The organisational documents relating to this Policy include:

- ***Employer Handbook***
- ***External Speaker Assessment***
- ***Individual Monthly Report***
- ***Management of Learner Health and Safety***
- ***Progress Review***
- ***Safeguarding and Prevent Handbook***
- ***Safeguarding Concern Evaluation Form***
- ***Single Central Record***
- ***Team Handbook***

SAFEGUARDING REPORTING AND RECORDING FLOWCHART



*If the concern is raised out of hours and the DSL/DDSL is not available, contact the external agency detailed in the Safeguarding Policy, section 'Managing Issues and Concerns (Learners)'.