

Safeguarding, Prevent and Child Protection Policy



Version Control

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Version History

Version	Date	Summary of changes	Reviewed by	Approved by
1.1	10/01/2015	Original version	Elaine Highwood	Governors / SLT
1.2	10/01/2016	Changes of Safeguarding officers	Elaine Highwood	Governors / SLT
1.3	10/02/2018	County Lines page 5; adding of useful contacts	Elaine Highwood	Governors / SLT
1.4	29/01/2021	Inclusions of mental health, Staff training, additional DSL's; amendments to the list of safeguarding concerns and Networks	Elaine Highwood	Governors / SLT
1.5	01/09/2021	Updates to include sexual harassment, sexual abuse and online sexual abuse in line with the KECSIE 2021	Elaine Highwood	Governors / SLT
1.6	24/05/2022	Updates to contact details and training; section on peer on peer abuse and online safety;	Elaine Highwood	Governors / SLT
1.6.1	10/08/2022	SWAPS Safeguarding Lead added	Elaine Highwood	Governors / SLT
1.7	1/9/2022	Amendments made in line with the KELSIE 2022: Peer on Peer updated to include Child on Child abuse	Elaine Highwood	Governors / SLT
1.8	05/12/2022	Legal context for both Children and Adults under Care, Mental Health, Children's and Social Work Acts and Working together to safeguarding children 2018; Links to Whistleblowing policy added; DoLS section added; Updates to 'allegations against staff'; Update to the descriptions and list of categories in line with the Care Act	Elaine Highwood; Dawn Wills	Governors / SLT
1.8.1	30/03/2023	Update to at risk list on page 14 in relation to healthcare needs. DoLS removed. List of DSL's updated	Elaine Highwood;	Governors / SLT
1.9	01/09/2023	Updated in line with the Keeping Children Safe in Education 2023 to include: children missing from education changed to absent from education: Learners with disabilities removed. Learners with Special Educational Needs, disabilities, or health issues, updated section on learners absent from education. Removed Online Policy and set up again as a Separate Policy	Elaine Highwood	Governors / SLT
1.9.1	16/11/2023	Runway's commitment to, and arrangements for learners, including arrangements for safeguarding vulnerable groups, arrangements for the consultation and participation of employees and learner in health and safety matters, to reviewing and adjusting risk assessments if a learner has special needs, a disability, and learning/language difficulty or is a young person Allocations and procedures against staff, procedures and policies relating to physical intervention and use of Reasonable Force, DSL training, fostering, transfer of live safeguarding records, referrals to Children's and Adult Services.	Elaine Highwood	Governors / SLT
1.9.2	04/03/2024	Removal of Wendy McNall, Jenny Street and Elaine Highwood as designated safeguarding officers	Zoe Henley	Governors / SLT

		Removal of Wendy McNall, Jenny Street and Elaine Highwood as designated safeguarding officers	Elaine Highwood	Governors / SLT
2.0	06/01/25	Branding update, removal of staffing, embedded reporting flow chart and Safeguarding Team Org Chart, safeguarding code of conduct. Included update from KCSIE 2024; 'peer on peer' to 'child on child' abuse, specific guidance on sexual harassment, harmful sexual behaviours and exploitation, safer recruitment online searches for shortlisted candidates, focus on digital risks. Updated roles and responsibilities and including monitoring and filtering procedures.	Amanda Brade	Governors / SLT

Change Control

Any requests to this document should be sent to amandabrade@runwaytraining.co.uk

Introduction

Runway Training is committed to safeguarding and promoting the welfare, of our learners and staff, both inside and outside of the learning environment. We implement an organisational preventative approach to managing safeguarding concerns, ensuring that the wellbeing of learners and staff is at the forefront of all action taken.

This policy sets out a clear and consistent framework for delivering this promise, in line with our moral duty, safeguarding legislation and statutory guidance.

Runway fosters a culture of openness and transparency, embedding the principles of the '5Rs' across all services and ensuring that colleagues, volunteers, delivery partners, and stakeholders understand their safeguarding responsibilities.

The 5 R's:

Recognise -	the signs and indications of abuse
Respond -	as soon as possible
Record -	everything you have heard, was said or any actions seen
Report -	ensure you report the concern/incident
Refer -	to the Designated Safeguarding Lead (DSL)

Purpose

Our commitment

- We believe that a young people and vulnerable adults should never experience abuse.
- We are committed to promoting young people and vulnerable adults' welfare and keeping them safe.
- We are committed to practice in a way that protects them.
- We will respond swiftly to protect individuals from radicalisation and extremism.
- We will protect those receiving our services including children of adults and siblings.
- We provide regular updates and annual safeguarding and Prevent training for staff, volunteers, and partners.
- We will record and check the details at all our premises.

Our aims are to:

- Promote British values, including freedom of speech, safety and being heard, by creating an environment where young people and vulnerable adults feel comfortable raising concerns.
- Encourage autonomy and independence in the learning and development of young people and vulnerable adults.
- Empower young people and vulnerable adults with the confidence and vocabulary to resist inappropriate approaches.
- Collaborate with subcontractors to ensure their commitment to safeguarding and the Prevent duty
- Work with statutory agencies to ensure compliance with current legislative procedures.

Scope

This policy applies to all learners and staff, outlining the roles and responsibilities of all parties in maintaining a safe working and learning environment. It covers safer recruitment for all staff, volunteers, freelancers, and agency workers. Procedures are also in place for sub-contractors and partners.

This policy has been agreed and is sponsored by the Chief Executive Officer and signed off by the Governors.

This policy will be reviewed on a yearly basis or sooner if legislation/organisational changes impact on the content of this policy.

This policy should be read in conjunction with the following:

- Health, Safety and Welfare Policy
- Recruitment and Selection Policy
- Staff Disciplinary Policy (within staff handbook)
- Staff Grievance Policy (within staff handbook)
- Acceptable Use of Computing Facilities Policy
- Safeguarding Code of Conduct
- Whistleblowing Policy
- DBS Policy
- Learner Bullying and Harassment Policy
- Online Safety Policy
- E-Safety Policy

Definitions

Welfare - Welfare is defined as a child, young person, or vulnerable adult in need of universal help from those already involved or from a single or multiple agency response.

Child at risk - A 'child' is defined as a person aged up to 18. 'Keeping Children Safe in Education' 2024 recognises the additional vulnerabilities of 'looked after children' and care leavers. The Children Act 2004 also covers vulnerable adults with a disability up to the age of 25.

Vulnerable adult – A vulnerable adult is defined as “a person aged 18 or over who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him/herself, or unable to protect themselves against significant harm or exploitation” (Safeguarding Vulnerable Groups Act 2006).

Adult at Risk - The Care Act 2014 defines an adult at risk as:

- Someone over the age of 18 who has a need for care and support.
- Someone who is experiencing or is at risk of neglect or abuse.

As a result of the above needs, the adult is unable to protect themselves against the abuse or neglect, or the risk of it. The term “Adult at Risk” is now more commonly used in place of “Vulnerable Adult”, and policy refers accordingly.

An 'Adult at Risk' (list below is not exhaustive) may therefore be a person who:

- Living in residential accommodation, such as a care home or a residential special school
- Living in sheltered housing
- Receiving domiciliary care in their own home
- A person's physical health conditions, learning difficulty or mental health, and as such may have care and support needs (whether they are met by a local authority or are unmet). This will be shaped by the impact of their needs on their wellbeing, what is important to them (e.g. if feel lonely or isolated), and other circumstances; such as if they live alone or are supported by someone
- Detained in a prison, remand centre, young offender institution, secure training centre or attendance centre, or under the powers of the Immigration and Asylum Act 1999
- Is under the supervision of the probation services
- Receiving a specified welfare service, namely the provision of support, assistance or advice by any person, the purpose of which is to develop any individual's capacity to live independently in accommodation or support their capacity to do so
- Receiving a service or participating in an activity for people who have particular needs because of their age or who have any form of disability
- Is an expectant or nursing mother living in residential care
- Receiving direct payments from a local authority or health and social care trust in lieu of social care services, and/or requires assistance in the conduct of their affairs
- Has a learning disability
- Has a physical disability and/or a sensory impairment
- Has mental health needs including dementia or a personality disorder
- Has a long term illness/condition
- Misuses substances or alcohol
- Is a carer such as a family member/friend who provides personal assistance and care to adults
- Is unable to demonstrate the capacity to decide and needs care and support

Runway's procedure applies to all children under 18 years old or any adult at risk over 18 years old and recognises that good safeguarding requires a continuing commitment from governing bodies, senior leaders, and all staff to ensure the safety and welfare of children and adults is embedded in all of the organisation's processes and procedures and consequentially enshrined in its ethos. We are committed to ensuring that the organisation:

- Provides a safe environment for children, young people, and adults at risk.
- Identifies children, young people and adults at risk who are suffering, or likely to suffer, significant harm, and takes appropriate action to see that children, young people and adults at risk are kept safe.
- Promotes an environment in which every learner feels valued and able to communicate their wishes and feelings successfully.
- Promotes the mental and emotional wellbeing of children, young people, and adults at risk

What is Safeguarding?

Safeguarding looks at preventative action and covers the full range of measures in place to protect children, young people, and adults at risk from potential dangers, including the safer recruitment of staff, and is therefore a proactive approach.

The term “safeguarding” is defined by the Children’s Act 1989 and Joint Chief Inspectors Report on Arrangements to Safeguard Children (2004) as: ‘Organisations working with children, young people and adults at risk take all reasonable measures to ensure that the risks of harm to the individual’s welfare are minimised; where there are concerns about children, young people, and adults at risk’s welfare, and all organisations take all appropriate actions to address those concerns, working to agreed local policies and procedures, working in partnership with other local agencies.

Safeguarding in the broadest sense is our commitment to place the learner at the centre of our concerns and to build around the learner policies, procedures and practices that actively protect the learner from harm and ultimately aim to significantly reduce or eliminate the potential of harm to the learner’s overall wellbeing.

Safeguarding looks at all types of harm or potential harm including but not limited to:
Sexual abuse or inappropriate relationships (including sexual violence and sexual harassment)

- Grooming
- Physical and emotional abuse and neglect
- Domestic violence
- Upskirting
- Sexting
- Inappropriate parenting
- Inappropriate supervision by staff and volunteers
- Bullying, cyber-bullying and acts of violence / aggression from within the learner community
- Victimisation
- Self-harm and risky behaviour
- Unsafe activities and environments (criminal exploitation: county lines)
- Crime (including gangs)
- Exploitation
- Homelessness/Missing persons
- So-called ‘honour-based’ violence (FGM, forced marriages, breast ironing)
- Preventing radicalisation (see separate PREVENT policy)
- Teenage relationship abuse
- Peer on peer / child on child abuse - the term Peer on Peer abuse is in reference to any vulnerable adults, the term child on child abuse refers to learners under the age of 18.

Legislation & Guidance

This policy has been created with due regard to all relevant legislation including, but not limited to, the following:

Legislation

- The Children Act 2000
- The Children Act 2014
- Safeguarding Vulnerable Groups Act 2006
- The Education Act 2002 (Section 175)
- Sexual Offences Act 2003
- The Human Rights Act 1998
- The Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR)
- The Care Act 2014
- The Mental Capacity Act 2005

- Equality Act 2010
- Protection of Freedoms Act 2012
- The Counter Terrorism and Security Act 2015
- UN Convention on the Rights of the Child (1991)

Statutory Guidance

- DfE (2024) Keeping Children Safe in Education
- HM Government (2023) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- DfE (2024) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- DfE (2018) 'Disqualification under the Childcare Act 2006'

Non-Statutory Guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2024) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'
- DfE(2023) 'Sexual violence and sexual harassment between children in schools and colleges'
- Advice for practitioners providing safeguarding services to children, young people, parents, and carers 2015
- The "No Secrets" guidance which sets out a code of practice for the protection of vulnerable adults

Types of Abuse, the Signs and Symptoms

Runway Training recognises the importance of mitigating the risk and remaining alert to the various types of abuse and will ensure that all staff have up to date training and will uphold standards and remain vigilant to early signs, remaining aware of the risks for learners and their peers and continue to create a culture of intolerance.

Runway aims to create a culture of professional curiosity where staff are aware of students' welfare and are alert to indicators of safeguarding concerns or abuse. Although these signs do not necessarily indicate that there is a safeguarding concern or that someone has been abused, they may help staff to recognise that something is wrong. The possibility of abuse should be considered if a staff member has any concerns about a student and advice and support sought from a Designated Safeguarding Lead.

Relationships, sex and health education will be included within the relevant curriculums to develop learner awareness and to raise learners' awareness of the support available. Where Safeguarding concerns are highlighted staff should refer to the Safeguarding team.

Physical Abuse

Physical abuse causes harm to a child's or adult at risk's person. It may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning or suffocating or otherwise causing physical harm to a child or adult at risk. It may be done deliberately or recklessly or be the result of a deliberate failure to prevent injury occurring. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Possible signs and symptoms:

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

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child or adult at risk, such as to cause severe and persistent adverse effects on the child or adults’ emotional development. It may involve conveying to children and adults 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 or adult 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 or adults who are at risk. These may include interactions that are beyond the child or adults’ developmental capability. It can also be overprotection and limitation of exploration and learning, or preventing the child or adult participating, resulting in limitations to social interaction and development.

Emotional abuse may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children or adults to feel frightened or in danger, or the exploitation or corruption of a child or adult.

A level of emotional abuse is involved in all types of maltreatment of a child or adult at risk, though it may occur alone. Possible signs and symptoms:

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

Neglect

Neglect is the persistent failure to meet a child’s or adult at risk’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s or adult health or development. It may occur during pregnancy 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 care-givers) and/or

- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Possible signs and symptoms:

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

Sexual Abuse

Sexual abuse involves forcing or enticing a child or adult at risk to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child or adult at risk 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.

Abuse may also include non-contact activities, such as involving children or adults at risk in looking at, or in the production of, images or other media of sexual activities, encouraging children or adults at risk to behave in sexually inappropriate ways, or grooming and the apparent consent of the child or adult in preparation for abuse (including via the internet).

Sexual abuse can be carried out by anyone including children and adults at risk. Possible signs and symptoms:

- Being excessively affectionate or knowledgeable in a sexual or inappropriate way.
- Medical problems such as chronic itching, pain in the genitals, venereal diseases.
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia.
- Personality changes such as becoming insecure or clinging.
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys.
- Sudden loss of appetite or compulsive eating.
- Being isolated or withdrawn.
- Inability to concentrate.
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder.
- Starting to wet again, day or night/nightmares.
- Become worried about clothing being removed.
- Suddenly drawing sexually explicit pictures and/or
- Trying to be "ultra-good" or perfect; overreacting to criticism.

Mental Health and Well-being

All staff should be 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.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe learners day-to-day and identify

those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

Runway Training recognises the importance of supporting the mental health and well-being of all learners and staff alike and as Children and vulnerable adults could be at risk as a result of mental health issues this should be considered during any engagement and appropriate actions taken if this is considered to be a safeguarding concern as stipulated within the Mental Capacity Act.

Staff should also be aware that mental health problems could be an indicator that a child or vulnerable adult has suffered or is at risk of suffering, abuse, neglect or exploitation. Where Safeguarding concerns are highlighted staff should refer to the Safeguarding Officer/DSL to ensure safeguarding processes and procedure are in accordance with the Mental Capacity Act 2007.

Domestic Abuse

Runway Training recognises the importance of remaining vigilant to early signs of domestic abuse and ensure that all staff have up to date training in order to support learners. We recognise that domestic abuse can:

- Be psychological, physical, sexual, financial, or emotional.
- Impact on children and vulnerable adults through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.

Where Safeguarding concerns are highlighted staff should refer to the Safeguarding team.

Child on Child Abuse

Runway Training recognises the importance of remaining vigilant to the fact that children/young people can abuse other children/young people. This can take the form of inappropriate behaviour that to the instigator can be seen as "harmless fun" such as banter, making jokes etc to the more obvious bullying, sexual/physical abuse and consensual and non-consensual photography.

Runway Training understands the importance of:

- Explaining to children that the law is in place to protect rather than criminalise them.
- Understanding intra-familial harms, and any necessary support for siblings following incidents.
- The need to be part of discussions with statutory safeguarding partners and pro-actively engages with opportunities to do so.

Staff should challenge all inappropriate behaviour between peers and not ignore or downplay actions that are in fact abusive. Where other Stakeholders have concerns, these must be raised with the DSL's.

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

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the

threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Female Genital Mutilation (FGM)

Whilst all staff should speak to the designated safeguarding lead (or



deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers.

If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Runway staff must also remain vigilant to other forms of abuse these could include:

- **Financial or material abuse** – including theft, fraud, internet scamming, coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.
- **Modern slavery** – slavery, human trafficking, forced labour and domestic servitude. People are bought and sold for sexual exploitation, forced labour, street crime, cannabis cultivation, grooming and pimping, domestic servitude, forced marriage or even the sale of organs and human sacrifice.
- **Discriminatory abuse** – including forms of harassment, slurs or similar treatment; because of race, gender and gender identity, age, disability, sexual orientation or religion.
- **Self-neglect** – this covers a wide range of behaviour neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding. It involves no other perpetrator.
- **Psychological abuse** – including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, cyber bullying, isolation or unreasonable and unjustified withdrawal of services or supportive networks.

Learners with Special Educational Needs, disabilities, or health issues

Learner with special educational needs, disabilities or health issues may face additional safeguarding challenges both online and offline.

These could include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- learners being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for learners with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

However, it is important to remember that learners with learning difficulties may exhibit some of the signs mentioned above (e.g. constant tiredness). These are not necessarily signs of abuse but symptoms of their condition and may be more pronounced when the learner is uncertain e.g. when starting their course. However, it must also be remembered that disabled young people are three times more likely to experience abuse or neglect than non-disabled peers.

Children absent from education

All staff should be aware that children/adults at risk, going absent, particularly repeatedly, can act as a vital warning sign of a range of safeguarding concerns. If staff are unable to contact a learner and have concerns about their safeguarding, they must report this to the DSL who will take appropriate action.

Physical Intervention

Runway Training fully recognises the responsibility it has under section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children. This Physical Restraint and Use of Reasonable Force Policy applies to all learners under the age of 18 – please see the policy for details.

Fostering

Runway Training is aware that some of its learners under the age of 18 may or will be living in a private fostering arrangement and as such the DSL's will be informed to support learner welfare, emotional needs and to raise awareness to the signs and symptoms of

Homelessness

The DSLs are aware of referral routes to the Local Housing Authority for early intervention in homelessness concerns. Indicators include:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Family mention of moving home due to necessity

Referrals to the Local Housing Authority do not replace MASH referrals when a child is at risk of harm. For 16 and 17 year olds, referrals will be made if necessary.

County Lines Criminal Activity

This involves gangs exploiting children and vulnerable adults to carry drugs and money. Indicators include:

- Frequent missing episodes or being found out of area
- Unexplained money, clothing, or phones
- Excessive calls or texts
- Relationships with controlling or older individuals
- Physical injury or unexplained assault
- Carrying weapons
- Decline in achievement
- Social isolation, self-harm, or mental health changes

Staff should report concerns to the Safeguarding & Prevent team, who will assess the need for a National Referral Mechanism.

Allegation of abuse against other children, young people or vulnerable adults (Child-on-Child Abuse)

Sexual Harassment

Sexual harassment includes unwanted sexual comments, jokes, physical behaviour, or online harassment such as sexting and inappropriate social media comments. It creates a hostile environment and can lead to sexual violence if unchallenged.

Sexual Violence

This includes rape, assault by penetration, and sexual assault, all defined by non-consensual sexual acts.

Harmful Sexual Behaviour

This refers to abusive, violent, or problematic sexual behaviours, such as inappropriate touching, sexual violence, or forceful sexual actions, and can include significant age or developmental differences.

Upskirting

A criminal offence involving taking photos under clothing without consent to gain sexual gratification or cause harm. This will be reported to the police.

Prevention

Runway Training educates on healthy relationships, respectful behaviour, gender equality, and online safety, with age-appropriate content on sexual harassment and violence.

Awareness

Staff must recognise that child-on-child abuse can happen at any age and to any gender and should never be dismissed as “banter.” Special attention is given to the heightened vulnerability of children with SEND and LGBTQ+ individuals.

Online Behaviour Support

If online incidents involve sexual images, the Internet Watch Foundation will be contacted to remove harmful material. Staff will not view or forward illegal content, and concerns will be reported to the Safeguarding & Prevent team.

The Prevent Duty

In 2010, the Government published the Prevent Strategy. This raised an awareness of the specific need to safeguard children, young people and families from violent extremism. Extremist groups have attempted to radicalise vulnerable children, young people and vulnerable adults to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Prevent is about Safeguarding our children, young people and vulnerable adults to keep them both safe and within the law. The Prevent Duty is not about preventing children, young people, and vulnerable adults from having political and religious views and concerns but about supporting them to use those concerns or act on them in non-extremist ways.

Radicalisation & Extremism - The holding of extreme political or religious views e.g., animal welfare rights, environmentalists, EDL / white supremacy groups, anti-gay groups, Islam / Christian ideology. The Counter Terrorism and Security Act, places a duty on specified authorities, including local authorities and childcare, education and other children's services

providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism. ("The Prevent duty")

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children, young people and vulnerable adults, vulnerable to future manipulation and exploitation.

Runway Training is clear that this exploitation and radicalisation should be viewed as a safeguarding concern and that protecting children, young people and vulnerable adults from the risk of radicalisation is part of the company's safeguarding duty.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Children, young people, and vulnerable adults may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that colleagues can recognise those vulnerabilities.

Extremism is defined by the UK Government in the Prevent Strategy as:

Vocal or active opposition to British and Irish Fundamental values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas

Responding to suspicions of radicalisation and extremism

We are alert to changes in a child, young person or vulnerable adult's behaviour or attitude which could indicate that they need help or protection.

- When any colleague has concerns that a child, young person or vulnerable adult may be at risk of radicalisation or involvement in terrorism, they should speak with a member of the safeguarding team investigation and action.
- Disclosure records are held by the safeguarding team and stored on a secure server.
- Colleagues take care not to influence the outcome either through the way they speak to or question children, young people or vulnerable adults.
- We will continue to welcome the child, young person, and vulnerable adult whilst investigations are being made. The child, young person or vulnerable adult may choose to withdraw from learning activities whilst investigations take place.
- We follow the procedures as set by the Local Safeguarding Partnership in relation to the delivery of services and designated roles and tasks in supporting the child, young person or vulnerable adult, family, host, host employer and subcontractor after any investigation.
- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Prevent Coordinator.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most children, young people and vulnerable adults do not become involved in extremist action. For this reason, the appropriate interventions in any case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship, or drug/alcohol issues.

Building the resilience of children, young people and vulnerable adults'

Runway Training will:

- Create a safe space for debating controversial topics.
- Promote British values and spiritual, moral, social, and cultural development.
- Encourage exploration of sensitive issues.
- Equip individuals with skills to manage risks, make safe choices, and resist pressure.
- Develop critical thinking, debate, and reasoned argument skills.
- Educate on democracy, government, and law enforcement.
- Foster mutual respect and understanding of diverse identities in Britain.

Runway Training will utilise the following resources when preventing radicalisation:

- Learner handbooks and induction resources
- Local Safeguarding Partnership arrangements
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)
- The Channel awareness programme
- The Educate Against Hate website

Allegations Against Colleagues

Runway Training acknowledges that, despite the commitment of most colleagues and volunteers, abuse can still occur.

- Allegations may involve colleagues or volunteers who have harmed or may harm a child, young person, or vulnerable adult, or pose a risk of harm.
- All individuals, including children, young people, vulnerable adults, and stakeholders, are informed of how to report concerns or allegations against colleagues.
- We follow Local Safeguarding Partnerships guidance when responding to allegations.
- Any allegation must be reported to the SLT DSL immediately.
- Allegations are recorded on an incident form and referred to the relevant authority (Local Authority) for investigation.
- We fully cooperate with local authority and police investigations.
- DBS checks will be conducted as necessary.

Roles and Responsibilities

The Governors Duties:

- Ensure compliance with child protection and safeguarding legislation.
- Guarantee policies, procedures, and training meet legal standards.
- Facilitate inter-agency collaboration as per Working Together to Safeguard Children (2023 England & Wales).
- Align safeguarding practices with local authority procedures.
- Provide required safeguarding information under section 14B of the Children Act 2004.
- Appoint a sponsor at governor level to liaise with external safeguarding agencies where and if required.
- Maintain effective safeguarding and child protection policies, including a staff code of conduct.
- Designate a DSL at the senior leadership level with clear job responsibilities.
- Ensure the DSL leads on safeguarding, online safety, online abuse, mobile technology risks and filtering/monitoring systems.

- Ensure the DSL leads promote make all aware of sexual harassment, harmful sexual behaviours, exploitation,
- Appoint trained deputy DSLs to support safeguarding efforts.
- Educate learners on safeguarding, including online safety.
- Conduct pre-employment checks and determine additional necessary verifications.
- Train staff to support diverse identities, including LGBTQ+ learners.
- Supervise volunteers appropriately.
- Ensure at least one safer recruitment trained member is on hiring panels.
- Provide annual safeguarding training updates to staff.
- Implement procedures for handling allegations against staff and volunteers.
- Establish referral procedures to DBS where necessary.
- Address child on child abuse through appropriate procedures.
- Implement disciplinary policies for safeguarding violations.
- Prevent discrimination, harassment, and victimisation, including peer abuse.
- Incorporate children's, young people's, and vulnerable adults' perspectives in safeguarding decisions.
- Develop systems for learners to provide feedback on safeguarding matters.
- Establish and communicate an early help procedure to staff.
- Appoint a designated teacher for the educational success of Looked After Children (LAC).
- Train staff to safeguard LAC effectively, considering their legal and care status.
- Implement protocols for missing learners to mitigate abuse and neglect risks.
- Ensure all governors undergo the required DBS checks.
- Maintain and review filtering and monitoring systems, ensuring:
 - SLT and staff understand their responsibilities.
 - Compliance with DfE filtering and monitoring standards in consultation with IT teams

Role of the Senior Leadership Member (SLT) appointed as DSL:

- Oversees safeguarding across Runway Training, acting as the main point of contact for safeguarding concerns.
- Provides guidance on child and vulnerable adult safeguarding matters.
- Liaises with health, children's services, adult services, and external agencies regarding abuse cases.
- Ensures safeguarding policies, procedures, and training are effective and up to date.
- Reports to the CEO and Safeguarding Sponsor at governor level, providing monthly updates.

The Role of the Designated Safeguarding Lead/Deputy:

- Assist the SLT DSL in implementing safeguarding measures.
- Raise awareness among staff regarding child and vulnerable adult protection.
- Maintain up to date safeguarding training and inter-agency collaboration.
- Refer suspected abuse cases to local authority social care agencies.
- Keep accurate records of safeguarding concerns, referrals, and investigations.
- Work with external training providers and employers to ensure safeguarding measures are in place.
- Liaise with senior management on ongoing safeguarding concerns and police investigations

Key Responsibilities:

- Ensure all staff read and understand Part One and Annex B of *Keeping Children Safe in Education*.
- Require staff to sign an annual declaration confirming their understanding of safeguarding policies.
- Report potential crimes to the police or relevant authorities.
- Maintain strong links with safeguarding agencies and local authorities.
- Ensure pre-employment checks and safer recruitment practices are in place.
- Provide safeguarding training to staff, employers, and subcontractors, with annual refreshers.
- Handle safeguarding concerns related to work placements and external sites.
- Ensure staff follow appropriate referral procedures and do not conduct independent investigations.
- In case of absence, a Deputy DSL will assume safeguarding duties.

Other Colleagues Responsibilities:

- Read *Keeping Children Safe in Education* (Part One & Annex B) annually and sign a declaration confirming their understanding.
- Maintain a safe learning environment and reinforce online safety awareness with parents, carers, and employers.
- Recognise signs of abuse, neglect, and the need for early help, acting accordingly.
- Follow referral procedures, making immediate reports to MASH or the police if serious harm is suspected.
- Maintain confidentiality and always act in the best interests of children, young people, and vulnerable adults.
- Support social workers in safeguarding decisions in collaboration with the DSL.
- Prevent discrimination, harassment, victimisation, and radicalisation in line with safeguarding procedures

All safeguarding concerns must be reported through the established internal processes. Staff should not investigate allegations but refer them to the designated safeguarding professionals.

Confidentiality:

Trust is essential in safeguarding, but absolute confidentiality cannot be guaranteed. Staff must explain confidentiality boundaries when disclosures are made and inform the individual that all safeguarding concerns must always be reported.

Disciplinary Action:

It is a criminal offence for a person in a position of trust to have a sexual relationship with someone under 18. Allegations against staff must be reported to the SLT Member on the safeguarding and prevent team or where they are not available to a Deputy DSL. External agencies may be informed, and disciplinary action taken where necessary. Dismissals due to safeguarding concerns must be reported to the DBS.

Safer Recruitment:

- Runway Training follows government guidance on safer recruitment and vetting procedures, with the inclusion of online searches for all shortlisted candidates.

- All candidates undergo DBS checks and verification of references covering at least three years.
- An additional focus will be done on digital risks posed by the potential hire.
- Senior staff conducting recruitment receive safer recruitment training.
- New hires complete induction and probation processes, including safeguarding training.
- All staff receive a copy of *Keeping Children Safe in Education* and confirm receipt.

DBS Checks & Employment Start:

1. Staff may only begin work without criminal clearance in exceptional cases, approved by senior management.
2. If employment starts before clearance, a self-declaration must be signed, and risk mitigation measures recorded.
3. No employment may commence without a completed DBS application.
4. Barred list checks are mandatory for roles involving under-18s.

External Speakers

Runway Training ensure that any external speakers are appropriately vetted before any public speaking or events are arranged. We ensure that all stakeholders remain free from any extremist or inappropriate material to avoid influence or exposure. Liaison takes place with the Prevent Coordinator to pass on any concerns regarding speakers and to access details for vetted, reputable speakers. In the event of any concerns raised regarding external speakers, this will be passed on immediately to the Prevent Coordinator to ensure this does not continue in other agencies

Information Sharing and Record Keeping

In some cases, the welfare of an individual may override confidentiality. Runway Training follows the Seven Golden Rules for information sharing:

- Data Protection Act does not prevent sharing information.
- Be open and honest.
- Seek advice when needed.
- Share with consent where appropriate (consent may not always be required).
- Consider safety and well-being.
- Ensure information sharing is appropriate and secure.
- Keep a record.

The colleague receiving an allegation or disclosure must immediately record:

- Date and time
- Name and DOB of the individual concerned
- Nature of the allegation
- Any other relevant details (e.g., siblings)
- Confirmation of the next steps given to the individual

Records are securely stored by the Safeguarding & Prevent team. Colleagues must avoid influencing the outcome during disclosures.

While investigations are ongoing, the individual involved may choose to withdraw from activities. We follow the guidance of the Local Safeguarding Partnerships for support during investigations.

All suspicions and investigations are confidential and shared only with necessary parties.

Recording: Use the Safeguarding Concern Form (Appendix A). Do not interpret or offer opinions when recording.

Reporting: Any safeguarding concerns must be reported via the Safeguarding Concern Form. Follow TED: Tell, Explain, Describe.

Referrals: The Safeguarding Representative will assist with next steps or external referrals.

We comply with DBS requirements for colleagues and volunteers, ensuring no unsupervised access until checks are satisfactory. We also follow DBS reporting requirements for dismissals or resignations related to safeguarding concerns.

Promoting Safeguarding in Teaching & Learning

We integrate safeguarding and Prevent awareness into all training programmes, ensuring staff can identify signs of abuse, neglect, radicalisation, and extremism. Staff receive ongoing development and follow local referral guidelines. Relevant learner history is recorded confidentially.

Safeguarding measures apply across all Runway Training sites, programmes and off-site activities. We collaborate with stakeholders and employers to ensure robust safeguarding and Prevent policies, regularly audited by departmental leads and Safeguarding and prevent team.

Online Safety & Filtering

Runway Training prioritises safeguarding against harmful online content and technology related risks. We implement robust filtering, monitoring and education to protect learners, staff, and stakeholders.

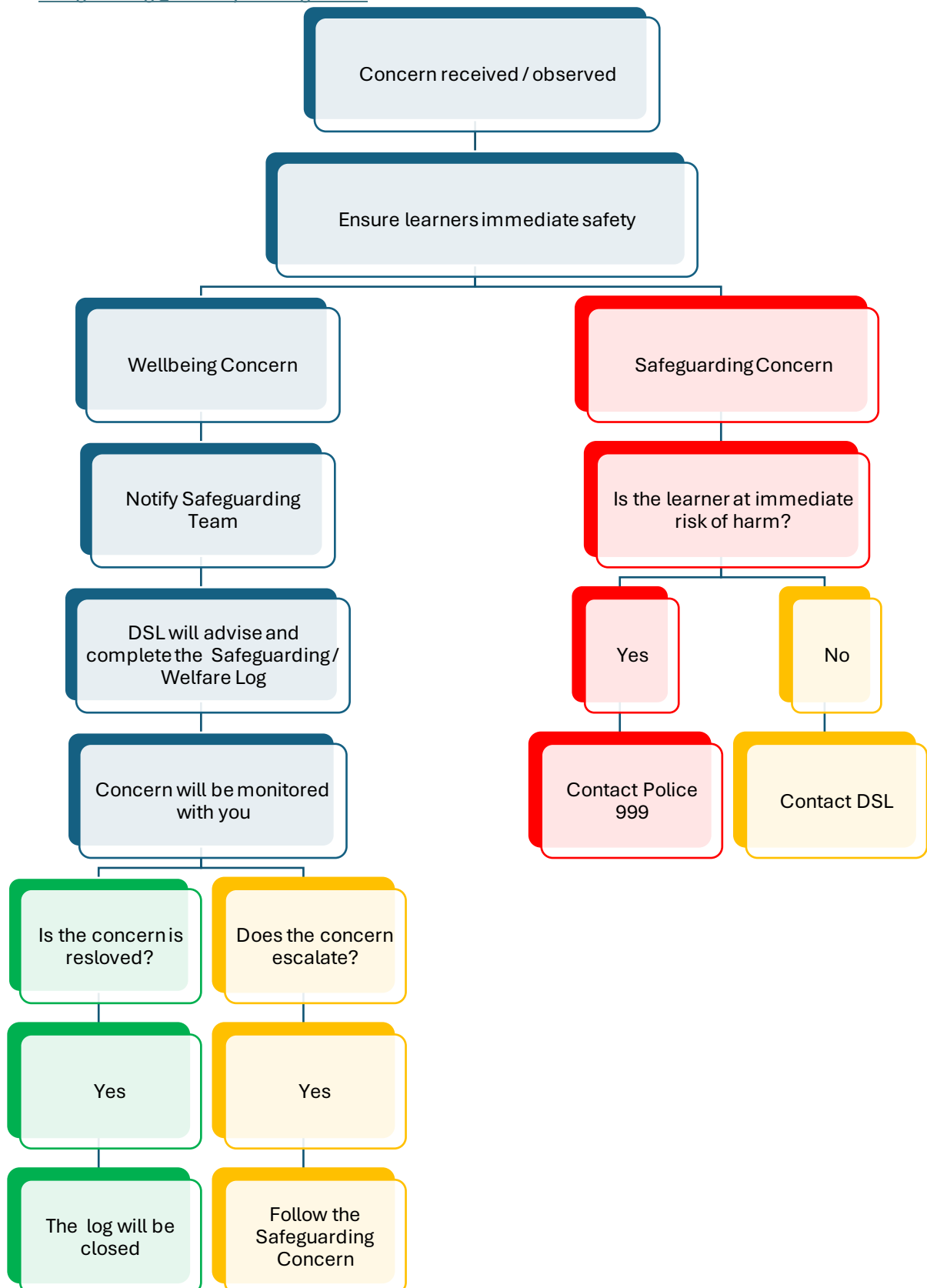
Key Measures:

- Secure systems, clear mobile phone use guidelines, and training on responsible technology use.
- Raise awareness with addressing content, contact, conduct, and commerce risks as outlined in Keeping Children Safe in Education 2024.
- Staff receive induction and annual training on cyber safety, radicalisation, and online safeguarding.
- Information is shared via newsletters, handbooks and the website, including procedures for raising concerns.
- Acceptable use agreements, enforcement of sanctions for breaches, and adherence to DfE guidelines on phone searches.
- Annual risk assessments and updates to online safety practices.

For full details, refer to our Online Safety and Mobile Phone Policies.

Safeguarding/Welfare Reporting Process

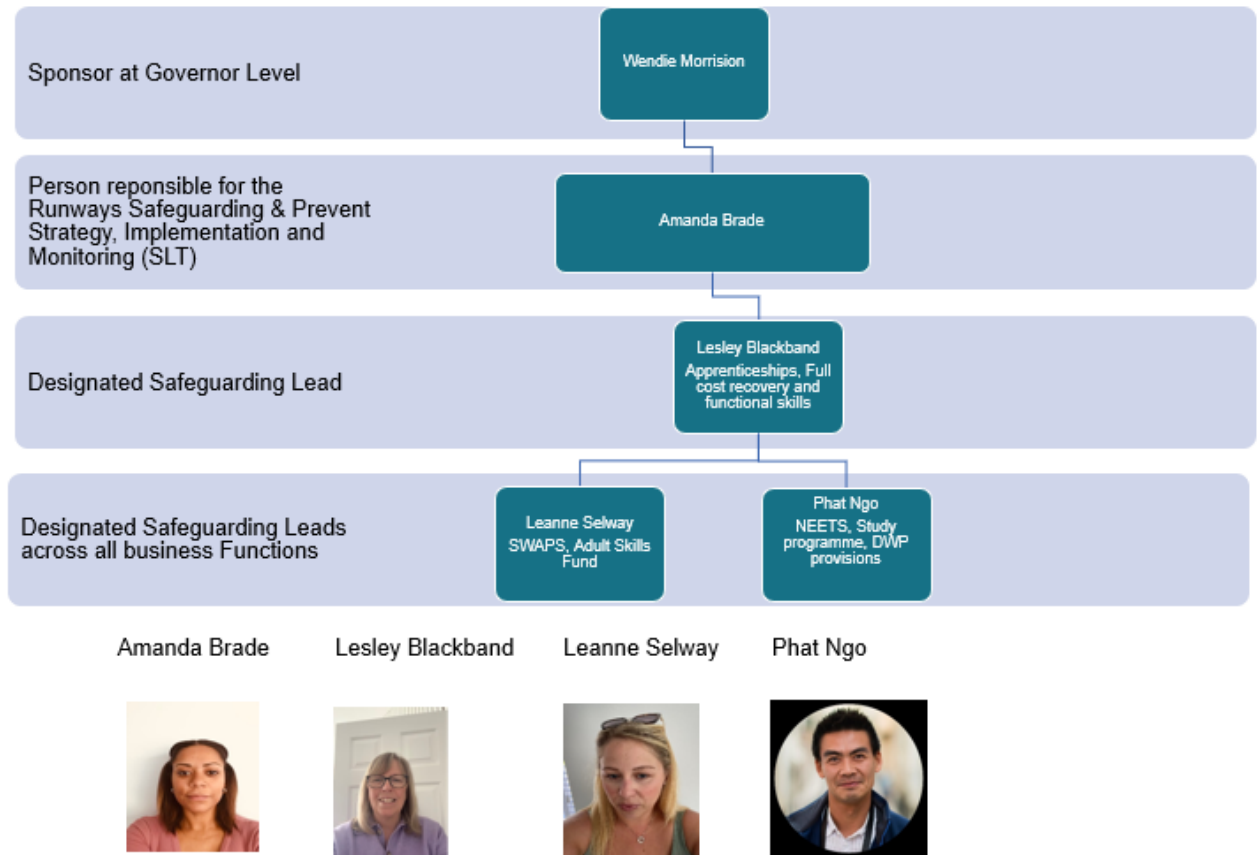
If you have a safeguarding concern, please contact our designated safeguarding team on **01732 928661** or email safeguarding@runwaytraining.co.uk



Runway Training's Safeguarding & Prevent Team



Runway Training's Safeguarding & Prevent Team



Training intervention

Individual/Group	Training	Frequency
Safeguarding Team: DSLs	Level 3 accredited	2/3 years on the accreditation
	Level 1 – Mandatory Training Online	Annually
DSO's	Level 2 in house training	2 years
	Level 1 – Mandatory Training Online	Annually
Teachers, Advisors, Employment Consultants, Delivery Managers	Level 2 in house training	2 years
	Level 1 – Mandatory Training Online	Annually
All other staff (includes the Governors and Chair)	Level 2 in house training	2 years
	Level 1 – Mandatory Training Online	Annually
Supply Chain Partners	Depends on requirements requested from partner or is identified as a need at DD stage.	Annually

Safeguarding Code of Conduct

All colleagues are required to abide with the Runway Training Code of Conduct alongside the Safeguarding Code of Conduct below, which applies to behaviour of all colleagues and volunteers in direct contact with children, young people, vulnerable adults and on-line.

This Safeguarding Code of Conduct also details how individuals can also protect themselves against allegations of abuse.

How to Protect Yourself against Allegations of Abuse:

Avoid personal and social contact with children, young people or vulnerable adults and seek to minimise the risk of any situation arising in which misunderstandings can occur.

You should NOT:

- Engage in flirting, innuendo or make suggestive terms or gestures, or indicate favouritism for a child, young person or vulnerable adult.
- Issue or threaten any form of physical punishment.
- Initiate or engage in sexually provocative games, conversations or activity involving or observed by children, young people or vulnerable adults whether based on talking or touching.
- Make sexually suggestive remarks or discriminatory comments to or in front of a child, young person, vulnerable adult or discuss colleague's own sexual relationships in front of them.

- Engage in any sort of sexual relationship with a child, young person or vulnerable adult even where the young person is aged 16 or over and therefore legally able to consent.
- Use any type of physical punishment to discipline. Shouting at children, young people or vulnerable adults should be avoided whenever possible and only if alternative forms of discipline have failed.
- Photograph or film children, young people or vulnerable adults for which no prior consent has been sought.
- Broadcast or view any audio and/or visual material (CDs, DVDs, videos, computer or games etc.) that has inappropriate content for children, young people or vulnerable adults.
- Invite, or allow, a child, young person or vulnerable adult who you have met through your work to your home or another location where the purpose is one of friendship or an intimate relationship.
- Engage in, or tolerate, any inappropriate physical activity involving children, young people or vulnerable adults.
- Allow the use of inappropriate language to go unchallenged.
- Do things of a personal nature for children, young people or vulnerable adults that they can do for themselves.
- Dismiss an allegation of any sort relating to a customer's welfare or delay the reporting of an allegation.
- Discourage anyone from reporting concerns or ask individuals to keep secrets.
- Make promises to keep secrets, keep any disclosure confidential or overreact or be judgemental should they suspect abuse.
- Spend excessive amounts of time alone with children, young people or vulnerable adults, away from others.
- Make unnecessary physical contact with children, young people or vulnerable adults, however, there may be occasions where physical contact is unavoidable, such as providing comfort at times of distress or physical support in contact sports or similar. In all cases, contact should only take place with consent of the child, young person or vulnerable adult.
- Do not arrange to meet a child, young person or vulnerable adult or their families with whom you work, outside of working hours unless it is with consent of the parents and or carer and person in charge of the activity.
- Give or receive gifts and/or substances such as drugs, alcohol, cigarettes, e-cigarettes from or to a child, young person, vulnerable adult or their family.

- Consume alcohol, take illegal drugs or legal highs, during the working day/evening or at events, including during any breaks or when in the presence of children, young people or vulnerable adults
- Smoke/vape with, or in front of, children, young people or vulnerable adults.
- Steal, or condone someone else's stealing, regardless of the value of the stolen item.

You Should:

- Work in a room where you can be visibly seen, leave the door open and make sure other adults visit the room regularly whilst respecting children, young people and vulnerable adults' rights to privacy and encourage children, young people or vulnerable adults to feel comfortable enough to report attitudes or behaviours they do not like.
- Plan activities that involve more than one other person being present, or at least within sight and hearing of others. If it is unavoidable always ensure your line manager knows where you are, with whom and why.
- All colleagues, volunteers, delivery partners and contractors at organised activities will be expected to act with discretion regarding their personal relationships. This should ensure their personal relationships do not affect their leadership role within the organisation. All pre-existing relationships between colleagues, volunteers, delivery partners, contractors and or adults of the organised activities must be declared.
- Avoid working in isolation with Children, young people and vulnerable adults, follow the recommended adult-to young people ratios for meetings and activities and ensure there is separate sleeping accommodation for children, young people, vulnerable adults and Young Leaders.
- Never give out a personal mobile number or private email address and ensure working hours of contract are stated, unless in specific roles such as a host or Activity Leader and where this is clearly used a means of communication with the individual.
- Everyone should be aware of the procedures for reporting concerns or incidents and be familiar with the contact details of the DSLs.
- Treat all children, young people and vulnerable adults equally and listen to them; avoid favouritism and gossiping.
- Ensure allegations or disclosures by a child, young person or vulnerable adult are taken seriously and reported, including any made against you. Follow the procedures for reporting concerns.
- Never befriend or chat to children, young people or vulnerable adults on social network sites. Always use professional language when writing, phoning, emailing or using the social media to communicate with children, young people or vulnerable adults.
- Be aware that young people and vulnerable adults can develop heterosexual and homosexual infatuations (crushes) towards adults working with them. If this is happening,

tell your line manager and then respond to the situation in a way that maintains the dignity of all concerned.

- If colleagues, volunteers, delivery partners and contractors have concerns relating to the welfare of a child, young person or vulnerable adult in their care, be it concerns about actions/behaviours of another colleague or concerns based on any conversation with the child, young person or vulnerable adult, particularly where they make an allegation, they should report this immediately.
- Act as a role model.
- Set and monitor appropriate boundaries and relationships when working with children, young people and vulnerable adults based on openness, honesty and respect for the child, young person or vulnerable adult. Ensure that the focus of your relationship with a child, young person or vulnerable adult that you have met through any programmes remains professional always. The aim should never be to develop the relationship into a friendship or intimate relationship.
- Respect a child, young person's or vulnerable adult's right to personal privacy but never agree to keep any information relating to the harm of a child, young person or vulnerable adult confidential. Provide support to a child, young person or vulnerable adult making a complaint.
- Remain calm and ensure that no one is in immediate danger if they suspect abuse. Report any concerns to the DSLs without delay and record all the facts.
- Ensure that if a child, young person or vulnerable adult who has become distressed needs comfort that this is done in a way that is both age appropriate and respectful of their personal space. Never act in a way which may be perceived as threatening or intrusive. Always ask a child, young person or vulnerable adult before you act. Hugging should be limited and never initiated by colleagues/volunteers. Any hugging should be done by the side of the child, young person or vulnerable adult with an arm placed around the shoulders side by side.
- Ensure that if any kind of physical support is required during any activities, it is provided only, when necessary, in relation to the activity and that this is done in a way that other colleagues can observe you.

Upon induction to the programme the child, young person or vulnerable adult will be given a copy of the code of conduct within the learner handbook. Runway Training colleagues will go through this document with them to ensure they understand their responsibilities.

If a child, young person or vulnerable adult feels that there has been a breach of the code of conduct they should report this breach by utilising the Runway Training complaints process. The complaint will be fully investigated as per the policy/process and actions taken to ensure the individual making the complaint is fully supported. If the complaint is about another child, young person or vulnerable adult there may be a need for immediate actions to be implemented to ensure the safety of both the individual making the complaint and the person the complaint has been made against. The breach of code of conduct may need the intervention of the Safeguarding Team and the Runway Training safeguarding procedures should be followed.

All complaints are recorded and followed up to a satisfactory conclusion. The Supply Chain Partners Contract Managers for the relevant contract would conduct the investigation with support from the Runway Training personnel in charge of complaints. Colleagues/volunteers who breach this code of behaviour may be subject to Runway Training disciplinary procedures whilst volunteers who do so may not be able to continue in their volunteering role. Serious breaches may result in a referral being made to a statutory authority.

All children, young people and vulnerable adults should be treated with respect and the code of conduct has been written with respect, dignity, and safety for every individual in mind, however colleagues understand that children, young people and vulnerable adults can abuse their peers. Peer abuse can take many forms such as sexting, bullying, physical and emotional abuse, and inappropriate banter.

Useful Contacts

Organisation	Phone	Organisation	Phone
DAVVS (Domestic abuse)	01892 570536	Victim Support	0808 168 9276
The Survivors Trust (Sexual Abuse) https://www.thesurvivorstrust.org/find-support	08088 010818	Child Sexual Exploitation Early Help	03000 419 222
Sexual Abuse Support https://sexualabusesupport.campaign.gov.uk/	N/A	Kent Adult Social Services	03000 416161
East Kent Rape Line	0800 458 2818	Kent Safeguarding Children's Board	03000 411111
		LGBT Counselling fred@metrocharity.org.uk	020 8305 5009
Homeless Help Porchlight The Salvation Army The Bridge Trust YMCA/YWCA	0800 5677699	NSPCC Advice Line (FGM)	0800 0283550
	01892 523849	Operation Willow (CSE)	101
	01732 368363	Tonbridge Police	101
	01892 542209	Tunbridge Wells Police	101
		FGM	101
Forced Marriage	020 7008 0151	Crimestoppers	0800 555 111
Young Minds (up to 25 yrs) www.youngminds.org.uk	0808 802 5544 9.30-16.00	Anxiety UK – www.anxietyuk.org.uk	08444 775 774 9.30-5.30

MIND (13-24 years) www.mind.org.uk	0300 123 3393	National Drugs Helpline	0800 776600
DfE counter extremism dedicated telephone helpline, Email: counter.extremism@education.gov.uk In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321.	020 7340 7264	Single Point of Access (SPA) Mental Health phoneline	0800 6444 101

Appendix A - Safeguarding Incident Reporting Form

Note: Please fill out as much information as possible and submit it to the **relevant DSL** immediately. Please remember that all information contained in this report must be kept confidential and must not be revealed to anyone except the person you reported to.

Safeguarding incident reporting form		
Details of the person completing the form		
Name:		
Job title/Department:		
Location:		
Date and time of referral:		
Details of learner		
Name:		
Age:		
Parental consent required?	Yes	No
Gender:		
Address:		
Phone number:		
Do you have consent from the learner to make this report	Yes	No
Is the learner in immediate danger or at risk of harm?		
Include any immediate safety concerns		
About the safeguarding concern. Please be as detailed as possible.		
Date, time and place of the incidents(s):		
Details of concern/suspicion/incident:		
Description of any harm suffered:		
Name and contact details of any witnesses (where applicable):		
Advice given to learner at time of report: (e.g. signposting to organisations, self-help, apps etc.,)		
Other relevant information e.g. emergency medical or other support:		
Signed:		
Date:		

DSL Use only

Date received	
Date of action/log	

Signed (name of DSL)