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## Safeguarding and Child Protection Policy

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<b>Responsible Officer:</b> Amanda Brade Head of Quality & Safeguarding
<b>Approved by:</b> Governors and CEO
<b>Review Due:</b> 27/10/27

## Summary of Changes

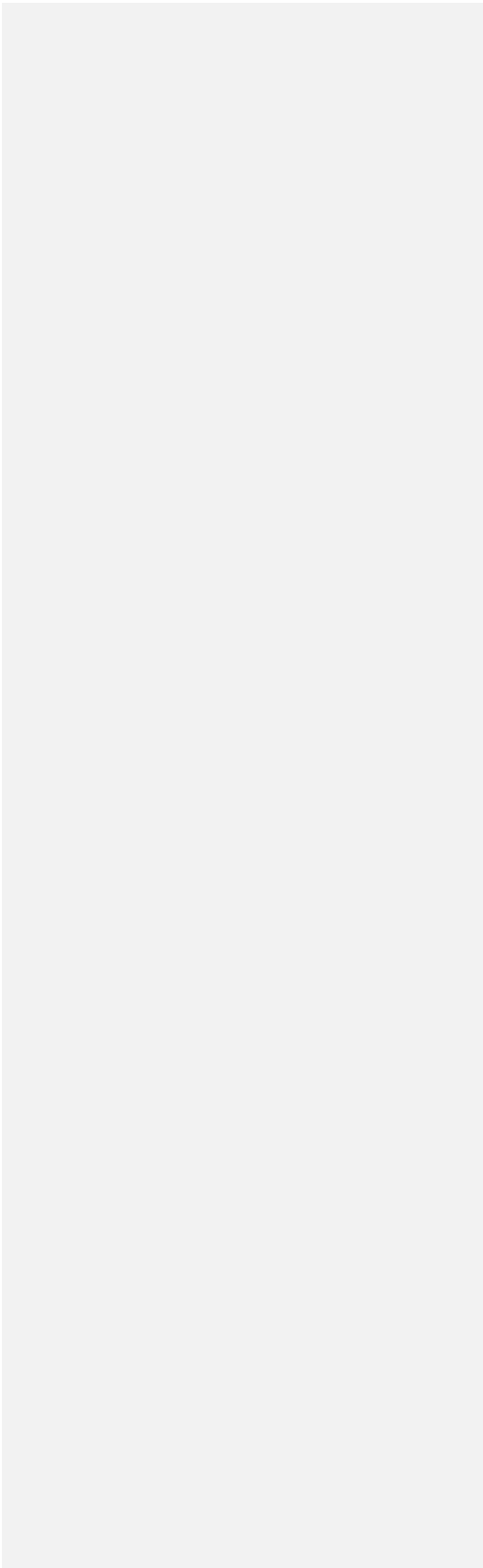
Version	Review date	Comments
2.1	07/10/25	Branding update: The safeguarding team will now be led by the Head of Safeguarding, a title rebrand from the previous title of SLT DSL. An updated reporting flow chart and an Information Sharing flow chart. Updates from KCSIE 2025 and additions of Domestic Abuse, Cuckooing, Children in Care, Care Experienced Leavers, and changes to Ofsted inspection requirements for safeguarding and child protection (Scorecard).

## Change Control

Any requests for changes to this document should be sent to the Head of Safeguarding, Amanda Brade at: [amandabrade@runwaytraining.co.uk](mailto:amandabrade@runwaytraining.co.uk)

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## 1. Purpose

Runway Training is committed to safeguarding and promoting the welfare, both physical and emotional, of all learners—those under 18 years of age, classified as children/young people, as well as our adult learners (hereafter known as all learners within this policy), apprentices, staff, and other stakeholders, both inside and outside of the learning environment. We adopt a whole-organisational preventative approach to managing safeguarding concerns, ensuring that the well-being of all learners, apprentices, staff, and stakeholders remains a priority in all actions.

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

Runway Training promotes a culture of openness and transparency by applying the principles of the 5Rs across all services. This ensures that staff, volunteers, delivery partners, learners, apprentices, and other stakeholders understand their safeguarding responsibilities.

### We aim to:

- Promote British values, including freedom of speech, the right to be safe and heard, by creating an environment that encourages all learners, apprentices, staff and other stakeholders to feel comfortable raising concerns.
- Encourage autonomy and independence in the learning and development of all learners and apprentices.
- Empower all learners, apprentices, staff and other stakeholders with the confidence and vocabulary to resist inappropriate approaches.
- Collaborate with employers and subcontractors to build their understanding of and ensure their commitment to safeguarding and the Prevent duty

Work with statutory agencies to ensure compliance with current legislative procedure

### Our commitment:

- We believe that all learners, apprentices, staff and other stakeholders should never experience abuse.
- We are committed to promoting all learners, apprentices, staff and other stakeholders' welfare and keeping them safe.
- We are committed to practising 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 governors, staff, volunteers, and partners.
- We will record and check the details of training undertaken at all our premises.
- Protecting all learners, apprentices, staff and other stakeholders from maltreatment.
- Preventing impairment of all learners, apprentices, staff and other stakeholders' health or development.
- Ensuring that all learners and apprentices are growing up and living in circumstances consistent with the provision of safe and effective care.
- Acting to enable all learners and apprentices at Runway Training to access the best life chances. Runway Training operates on a three-tier threshold when defining a risk level, ranging from **red** to **amber** to **green**, when recording concerns on the Central Safeguarding Register. These risks are continuously reviewed. All low-level risks will be reported and recorded on the Central Safeguarding Register.

## 2. Scope

This policy applies to all individuals working on behalf of Runway Training, including senior managers, Governors, paid staff, volunteers, learners, apprentices, and all other stakeholders. It outlines the roles and responsibilities of everyone involved in maintaining a safe working and learning environment. It also emphasises safer recruitment practices for all staff, volunteers, freelancers, subcontractors, and agency workers, which are covered in the Safer Recruitment Policy and should be read in conjunction with this policy.

This policy has been agreed upon, sponsored by the Chief Executive Officer, and authorised by the Governors.

This policy will be reviewed annually or earlier if legislation or organisational changes affect its content, or if an incident necessitates reviewing the policy and procedures before the scheduled annual review.

## 1. Policy Statement

Runway Training ensures that all learners, apprentices, staff and stakeholders understand their responsibility to protect children, young people, and vulnerable adults.

We all have a responsibility to understand how to safeguard all adults at risk in the workplace, educational environments, and within our communities.

Runway Training's adult learners, apprentices, and staff may work in environments where they encounter teams of staff that include individuals under 18 or young apprentices considered children or young people due to their age. Learners, staff and other stakeholders might also have children, grandchildren, or relatives and friends with children. Additionally, some of our learners, apprentices and staff, or their family and friends, may volunteer as coaches or provide support roles in grassroots football, rugby, swimming, or scouts, among other activities involving children, young people, or adults at risk. These activities could expose them to allegations of abuse or disclosures from a child, young person, or adult at risk during such activities. We ensure they understand how to handle disclosures and reduce the risks of allegations by following all relevant policies, processes, and procedures, including safeguarding.

### Runway Training will do this by:

- Fostering a culture of safer recruitment through procedures that help deter, reject, or identify individuals who may pose a risk to our learners, apprentices, staff, and other potentially vulnerable stakeholders.
- Ensure that relevant employment and security checks are carried out as required, and that staff, including any new staff members and other stakeholders, are only appointed once all the necessary checks have been satisfactorily completed and, where applicable, risk assessments are in place.
- Ensure appropriate supervision is provided where required.
- Teaching all learners, apprentices, staff and other stakeholders how to stay safe and recognise unacceptable behaviour.
- Identifying and organising support arrangements for any learner, apprentice, staff member or stakeholder who has experienced abuse.
- Take the necessary actions to inform all stakeholders about relevant policies, procedures, and the Code of Conduct.
- Ensure that all members of the Governance team, senior leaders, and staff understand their responsibilities under safeguarding legislation and statutory guidance, remain vigilant for signs of child or adult abuse, and know how to report concerns to the Head of Safeguarding and Designated Safeguarding Leads (DSLs).

- Ensure staff are appropriately trained in safeguarding, understand the risks of radicalisation, their role in executing the Prevent Duty, and the impact this has on individuals, including how to refer someone they believe is at risk.
- Ensure all Runway Training stakeholders are protected from abuse regardless of sex, race, disability, age, sexual orientation, religion or belief, gender reassignment, maternity, or their marital or civil partnership status.
- Regularly review and monitor Runway Training’s policies and procedures to ensure we meet our legal, moral, and social responsibilities.
- Treat all suspicions and allegations of abuse, including risks of radicalisation, with the utmost seriousness and respond promptly and thoughtfully in accordance with the safeguarding policy and procedures.
- Collaborate with and follow the procedures of organisations as required, including the Designated Local Authority Person, the Police, the Local Safeguarding Children's Services, the Local Safeguarding Adults Service, and the Channel multi-agency panel.
- Comply with and stay up to date with all relevant legislation, codes of practice, and guidance, including any amendments to them.
- Have a Head of Safeguarding and a DSL to deputise in their absence, responsible for advising on and managing any concerns and referrals made, ensuring they have access to up-to-date training and current information/legislation.
- Ensure all personal data is processed in accordance with the requirements of the GDPR UK 2018.
- Ensure that personal information remains confidential and is only shared with the individual's permission (or those with parental responsibility), unless disclosure is necessary to protect a child, young person, learner, apprentice, staff member, or other stakeholder from serious harm or to promote their welfare. In all cases, information must be restricted to those directly involved in each individual's professional work and shared on a strict “need-to-know” basis. Guidance is readily available through the Information Sharing guidance for practitioners document (updated April 2024) and via the Designated Safeguarding Lead and the safeguarding team.

Information sharing is crucial for effective safeguarding and promoting the well-being of all individuals at risk. Relevant safeguarding information often qualifies as ‘special category personal data’. The General Data Protection Act UK 2018 allows information sharing without consent when it concerns ‘safeguarding of children and individuals at risk’. Information will be handled securely and shared on a case-by-case basis in line with the Information Sharing Flowchart (Annex C). The Information Commissioner has issued guidance on safeguarding-related information sharing, and Runway Training stays informed of updates to information sharing by using this guidance in conjunction with other relevant government guidance and requirements.

## 2. Definitions

**Welfare** - refers to a child, young person, or adult at risk who requires universal assistance from those already involved or through a single or multi-agency response.

**Children** - are defined in the Children Act (1989), as amended in 2004, as persons under the age of 18.

Keeping Children Safe in Education recognises the additional vulnerabilities of children in care and care-experienced leavers. The Act extends protections to adults at risk with a disability up to the age of 25.

**Adult At-Risk** - An adult at risk is ‘any person who is aged 18 years or over and at risk of abuse or neglect because of their needs for care and support’ (Care Act 2014 [England]). This definition broadly aligns with those used in the devolved nations. They may require community care services due to mental or other disabilities, age, or illness; and are or may be unable to care for themselves, or unable to protect themselves against significant harm or exploitation” (Safeguarding Vulnerable Groups Act 2006).

A person aged 18 or over, whose exposure to harm through abuse, exploitation, or neglect may be increased by their:

- a) Personal characteristics which may include, but are not limited to, age, disability, special educational needs, illness, mental or physical frailty, impairment of, or disturbance in, the functioning of the mind or brain, and/or
- b) Life circumstances, which may include, but are not limited to, isolation, socio-economic factors, and environmental living conditions.

**Adult in need of protection** - is a person aged 18 or over, whose exposure to harm through abuse, exploitation or neglect may be increased where:

- a) They are unable to protect their own well-being, property, assets, rights or other interests; and
- b) The actions or inactions of another person or persons are causing, or are likely to cause, an adult in need of protection to be harmed.

**A child, young person, or adult at risk may be a person who;**

- Is a teenager
- Child, young person or adult at risk missing from education
- Is at risk of FGM (Female Genital Mutilation)
- Is at risk of Forced Marriage
- Is at risk of Honour-Based Violence
- Is a trafficked child, young person or adult at risk
- Is in the 'Looked after system'
- Is a care-experienced leaver
- Is receiving any form of health care
- Is receiving a welfare service to support their need to live independently
- Is a child, young person, or adult at risk living away from home
- Is a child, young person, or adult at risk from some minority ethnic groups
- Living with past abuse and trauma, including ACEs (Adverse Child Experiences)
- Is living in sheltered accommodation
- Is detained in custody or subject to a probation order
- Is living with domestic violence, parental substance misuse and/or parental mental ill health, receiving a service or participating in an activity targeted at older people, people with disabilities or with physical and or mental health conditions
- Has a physical or sensory impairment
- Is physically frail or suffers from a chronic illness
- Has a mental illness or dementia
- Has a learning difficulty
- Misuses drugs and/or alcohol
- Has social and/or emotional issues
- Exhibits challenging behaviours

The term significant harm is used when it involves a child or young person.

The term serious harm is used when it involves an adult at risk.

- Harm means ill treatment or the impairment of health or development, including impairment suffered from seeing or hearing the ill treatment of another.
- Development means physical, intellectual, emotional, social or behavioural development.
- Health means physical and or mental health.
- Ill treatment includes physical & sexual abuse and forms of ill treatment which are not physical.
- (s.31 (9) Children Act 1989 as amended by the Adoption and Children Act 2002)

Runway Training’s safeguarding procedure applies to all children and young people under 18 years of age, and any adults at risk over 18 years of age. Runway Training recognises that effective safeguarding requires a continuous commitment from governing bodies, senior leaders and all staff. This commitment ensures that the safety and welfare of children, young people, and adults at risk are embedded in all organisational processes and procedures, thereby enshrining them 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 ensure their safety.
- Develops an environment where every individual feels valued and can communicate their wishes and feelings effectively.
- Supports the mental and emotional well-being of children, young people, and adults at risk.

For the purposes of this policy, “safeguarding and protecting the welfare of children” and young people is defined as:

- Protecting children and young people from maltreatment.
- Preventing harm to the health or development of children and young people.
- Ensuring that children and young people grow up in environments that provide safe and effective care.
- Taking steps to ensure all children and young people achieve the best outcomes.

For the purposes of this policy, the term “harmful sexual behaviour” includes, but is not limited to, the following actions:

- Using sexually explicit words and phrases
- Inappropriate touching
- Sexual violence or threats
- Full penetrative sex involving other children or adults.
- Upskirting

Guidance on sexual violence and sexual harassment between children in schools, colleges, and other training settings is available in the DfE document, Keeping Children Safe in Education. For this policy, the term ‘sexual harassment’ is used to describe any unwanted conduct of a sexual nature, whether online or offline, that violates a child’s, young person’s, or adult’s at-risk dignity and makes them feel intimidated, degraded, or humiliated, potentially fostering a hostile, sexualised, or offensive environment.

For the purposes of this policy, the term “sexual violence” includes the definitions set out in the Sexual Offences Act 2003, including those relating to rape, assault by penetration, and sexual assault.

While the definitions of a child, young person, or adult at risk provide the rationale for legislative intervention, it is important to note that a person may be considered at higher risk of a safeguarding issue affecting them due to other factors.

Examples may include:

- Poor numeracy and literacy skills, or a specific learning need
- Unsupportive home environment

- English is not a first language.
- Unsupportive employer
- Underrepresented group
- Acting as a carer for a family member

#### What is Safeguarding?

'Safeguarding' involves proactive measures to prevent risks and includes a comprehensive range of actions to protect all learners, apprentices, staff, and other stakeholders. This encompasses safer recruitment practices and reflects a preventative approach.

The term "safeguarding" is defined by the Children's Act 1989 and the 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 prioritising the individual at the centre of our concerns. We develop policies, procedures, and practices that actively protect them from harm, ultimately aiming to significantly reduce or eliminate the risk to their overall well-being.

#### Safeguarding considers all forms of harm or risk, 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, cyberbullying, and acts of violence or aggression within the child, young person, adult learner, apprentice, and staff members' community
- Victimisation
- Self-harm and risky behaviour
- Unsafe activities and environments (criminal exploitation: county lines)
- Crime (including gang-related activity)
- Exploitation
- Cuckooing
- Homelessness/Missing persons
- So-called 'honour-based' violence (FGM, forced marriages, breast ironing)
- Preventing radicalisation
- Teenage relationship abuse
- Child-on-parent abuse
- Peer-on-peer/child-on-child abuse - the term 'Peer-on-Peer abuse' refers to any adults at risk; the term 'child-on-child abuse' relates to learners under the age of 18.

Runway Training believes it is always unacceptable for any learner, apprentice, staff member, or other stakeholder to experience abuse or discrimination of any kind. It recognises its responsibility to safeguard the welfare of all learners, apprentices, staff, and other stakeholders by committing to practices that protect them. Runway Training is dedicated to ensuring that no individual is treated less favourably than

others when accessing services that meet their specific needs. This commitment aligns with our Equality, Diversity and Inclusion Policy and social inclusion strategies.

This policy aims to define staff and stakeholders' roles in recognising and preventing abuse, as well as to outline the procedures to follow if abuse is suspected or identified. Therefore, this policy strives to ensure that Runway Training fulfils its responsibilities towards safeguarding the protection, welfare, and safety of children, young people, adult learners, apprentices, staff, and other stakeholders.

Abuse involves violating an individual's human rights. It may be a single incident or a series of repeated acts. Abuse can be physical, sexual, emotional, financial, institutional, coercive, or a combination of these types. It also includes acts of neglect or failure to act. Abuse takes many forms and is completely unacceptable.

#### Runway Training Safeguarding Roles and Contact Details

Name	Role	Location	Contact Details
Amanda Brade	Head of Safeguarding: Designated Safeguarding Lead	188 High Street, Tonbridge, Kent	01732 928661 <a href="mailto:Safeguarding@runwaytrainig.co.uk">Safeguarding@runwaytrainig.co.uk</a>
Lesley Blackband	DSL: Apprenticeships, Functional Skills, and Full Cost Recovery	188 High Street, Tonbridge, Kent	01732 928661 <a href="mailto:Safeguarding@runwaytrainig.co.uk">Safeguarding@runwaytrainig.co.uk</a>
Leanne Selway	DSL: SWAPS and Adult Skills Fund	188 High Street, Tonbridge, Kent	01732 928661 <a href="mailto:Safeguarding@runwaytrainig.co.uk">Safeguarding@runwaytrainig.co.uk</a>
Eyvonne Wood	Safeguarding Governor Sponsor	Remote	07774 206785 <a href="mailto:Safeguarding@runwaytrainig.co.uk">Safeguarding@runwaytrainig.co.uk</a>

The role of the Safeguarding Governor is to meet monthly with the Head of Safeguarding to ensure that appropriate policies and procedures are in place, properly implemented, and regularly reviewed for effectiveness.

Runway Training will aim to safeguard all learners, apprentices, staff, and other stakeholders by:

- Valuing, listening to and respecting them.
- Adopting policies, guidelines, a Code of Conduct, and behaviour standards for staff and other stakeholders
- Sharing information about concerns with relevant agencies, involving parents/carers, employers, and children, young people, and adults at risk appropriately.
- Ensure that the DBS check, at the appropriate level and in accordance with their guidelines, covers all staff and other stakeholders responsible for learners and apprentices. This information is regularly reviewed and monitored through the Single Central Register, which contains all staff details and is managed by HR with support from the Head of Safeguarding.
- Recruiting staff safely, ensuring all necessary checks comply with Safer Recruitment Policies and Procedures.
- Ensuring all new staff and other stakeholders are aware of our safeguarding policy and procedures.
- Providing all staff and relevant stakeholders with regularly updated safeguarding training.

- Ensuring that all learners, apprentices, their parents and carers, employers, staff, and other stakeholders are aware of our Safeguarding policy and procedures.
- Ensuring all staff and stakeholders are aware of their roles and responsibilities regarding safeguarding.

The Head of Safeguarding is responsible for updating the policy with support from the DSLs and the Governor sponsor for safeguarding.

Runway Training fosters a culture of openness and transparency. It integrates the principles of 'The 5Rs' throughout all our services and ensures that all staff and stakeholders understand their responsibilities regarding Safeguarding.

### The 5 R's:

The Five R's	
<b>Recognise</b>	The signs and indications of abuse
<b>Respond</b>	As soon as possible within the procedure timeframe for Runway Training.
<b>Record</b>	Everything you have heard, or any actions seen
<b>Report</b>	Ensure you report the concern/disclosure/incident following the procedure incident using the Runway Training Concern/Disclosure Form or via email to the safeguarding inbox.
<b>Refer</b>	To the Designated Safeguarding Lead

#### Types of abuse, the signs and symptoms

Abuse, including neglect, is a form of maltreatment of a child, young person, or adult at risk (often called a vulnerable adult). Someone may abuse a child, young person, or adult at risk by causing harm or by failing to act to prevent harm. Children, young people, and adults at risk can be abused in a family setting, an institutional setting, or within the community, by those known to them or, more rarely, by a stranger, for example via the internet. They may also be abused by an adult or adults known as peer-on-peer abuse, or by another child or children known as child-on-child abuse.

'Working Together to Safeguard Children 2025' identifies four forms of abuse: physical, emotional, sexual, and neglect. Vulnerable groups may also experience these types of abuse, so the language from 'Working Together to Safeguard Children 2025' has been slightly modified to reflect this. Adults can also be victims of financial, discriminatory, and institutional abuse, and staff should be familiar with the signs of all abuse types. Runway Training, however, recognises that many other types of abuse exist and that our learners may be susceptible to abuse, such as financial abuse.

Runway Training recognises the importance of reducing risk and remaining vigilant against various forms of abuse. It will ensure all staff receive up-to-date training, uphold standards, and stay alert for early warning signs. Staff will remain aware of the risks to learners and their peers, fostering a culture that is intolerant of any form of abuse.

Runway Training aims to promote a culture of professional curiosity where staff are attentive to individuals' welfare and vigilant for signs of safeguarding concerns or abuse. Although these signs do not necessarily indicate a safeguarding issue or that someone has been abused, they may help staff recognise that something is wrong. If a staff member has concerns about any learner, apprentice, or other staff member, the possibility of abuse should be considered, and advice and support should be sought from a Designated Safeguarding Lead or the Head of Safeguarding.

Healthy relationships, sex, and health education will be integrated into the appropriate curricula to raise awareness among all learners, apprentices and staff at Runway Training, informing them of the support available. Where Safeguarding concerns are identified, staff should refer to the Safeguarding team.

### Physical Abuse

Physical abuse harms a child or an at-risk adult. It can involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or other forms of physical injury. It may be carried out intentionally, recklessly, or through a deliberate failure to prevent injury. Physical harm can also occur when a parent or carer fabricates symptoms 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 the suspected abuser being contacted.

### Emotional Abuse

Emotional abuse is the continual emotional mistreatment of a child or at-risk adult, aimed at causing serious and lasting negative effects on their emotional development. It may involve making children and adults feel worthless or unloved, inadequate, or only valued when they meet someone else's needs. It can also include denying them opportunities to express their views, deliberately silencing them, or ridiculing what they say or how they communicate.

It may involve imposing age- or developmentally inappropriate expectations on children or adults who are at risk. These can include interactions that are beyond their developmental capacity. It can also encompass overprotection and limiting exploration and learning or preventing the child or adult from participating, leading to restrictions in social interaction and development.

Emotional abuse can include witnessing or hearing about the ill-treatment of another person. It may involve severe bullying (including cyberbullying), leading to children or adults feeling frightened or threatened, or the exploitation or corruption of a child or adult.

All types of maltreatment of a child or adult at risk involve some level of emotional abuse, although it occurs alone.

#### Possible signs and symptoms:

- Physical, mental and emotional development lags.
- Sudden speech disorders.
- Continual self-depreciation (“I'm stupid, ugly, worthless, etc.”).

- Overreaction to mistakes.
- Extreme fear of any new situation.
- Inappropriate response to pain (“I deserve this”).
- Neurotic behaviour (rocking, hair twisting, self-mutilation) and/or
- Extremes of passivity or aggression.

### Neglect

Neglect is the ongoing failure to meet a child’s or at-risk adult’s basic physical and/or psychological needs, which is likely to cause serious harm to their health or development. It can occur during pregnancy due to 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).
- Safeguard a child or adult at risk from physical and emotional harm or danger.
- Ensure adequate supervision, including the use of competent caregivers, and/or
- Ensure access to proper medical care or treatment.
- It may also encompass neglecting or being unresponsive to a child or adult at risk’s fundamental emotional needs.

### Possible signs and symptoms:

- Constant hunger.
- Poor personal hygiene.
- Constant tiredness.
- Poor condition of clothing.
- Emaciation.
- Untreated medical issues.
- Lack of social relationships.
- Compulsive scavenging and
- Destructive tendencies.

Affluent neglect can occur when a child, young person, adult learner, apprentice, or staff member experiences neglect related to wealth, where they may not appear harmed because they are well fed, have clean clothes, and a safe home. However, they could still suffer or have suffered abuse due to a lack of emotional support from a parent or carer.

### Sexual Abuse

Sexual abuse involves forcing or enticing a child or adult at risk to take part in sexual activities, without necessarily involving a high level of violence, regardless of whether the child or adult at risk is aware of what is happening. Such activities may include physical contact, such as 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 viewing, or in the production of, images or other media of sexual activities, encouraging children or at-risk adults 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).

Anyone, including children and adults at risk can carry out sexual abuse.

#### 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, and venereal diseases.
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, and 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.

#### Financial Abuse

Financial abuse involves coercing or persuading a child or at-risk adult to relinquish control of their finances to another person who will mismanage that authority. The actions may include physical or emotional abuse, or they may involve threats to withdraw support or care, to gain access to their finances, exert pressure, or get others to exert pressure, or force the individual to relinquish control of their finances. They may be overcharged for services, tricked into receiving goods or services they do not want or need, or face inappropriate use, exploitation, or misappropriation of property and utilities. Additionally, they might encounter theft, deception, fraud, or pressure related to wills.

#### Possible signs and symptoms:

- Lack of basic necessities such as food, clothes, or shelter.
- Inability to pay bills
- Unexplained withdrawals from accounts
- Inconsistency between the standard of living and income
- Reluctance to take up assistance which is needed
- Unusual interest by family or other people in the person's assets
- Recent changes in deeds
- Power of attorney granted when an individual is unable to make decisions.

#### Institutional Abuse

Service users are often required to excessively conform to the service's routine, such as being forced to go to bed early. Institutional abuse may involve many service users suffering abuse simultaneously.

The human rights of the service users are compromised, their respect and dignity disregarded, and their individual needs deliberately ignored; everyone is treated uniformly with little concern for their safety and/or medical and emotional needs.

Other forms of abuse, like those mentioned previously, can occur on an institutional scale.

#### Possible signs and symptoms:

- Inflexible daily routines, e.g., set bedtimes and or deliberate waking
- Dirty clothing and bed linen
- Lack of personal clothing and possessions
- Inappropriate use of nursing and medical procedures
- Lack of individualised care plans and failure to comply with care plans
- Inappropriate use of power, control, restriction and confinement
- Failure to access health care, dentistry services, etc.
- Inappropriate use of medication
- Misuse of residents' finances or communal finances
- Dangerous moving or handling practices
- Inflexible daily routines, e.g., set bedtimes and or deliberate waking
- Dirty clothing and bed linen
- Lack of personal clothing and possessions
- Inappropriate use of nursing and medical procedures
- Lack of individualised care plans and failure to comply with care plans
- Inappropriate use of power, control, restriction and confinement
- Failure to access health care, dentistry services, etc.
- Inappropriate use of medication
- Misuse of residents' finances or communal finances
- Dangerous moving or handling practices

#### Mental Health and Well-being

All staff should understand that mental health issues may, in some cases, signal that a learner, apprentice, or another staff member has experienced or is at risk of experiencing abuse, neglect, or exploitation.

Only properly trained professionals should attempt to diagnose a mental health problem. Education staff, however, are well placed to observe learners daily and identify those whose behaviour suggests they may be experiencing a mental health issue or are at risk of developing one.

Where children have experienced abuse, neglect, or other potentially traumatic adverse childhood experiences (ACEs), these can leave a lasting impact throughout childhood, adolescence, and into adulthood. Staff must recognise how these adverse childhood experiences can affect the individual's mental health, behaviour, and education.

Runway Training recognises the importance of supporting the mental health and well-being of all learners, apprentices, and staff. Since children and adults at risk may be affected by mental health issues, this should be considered during any engagement, and appropriate actions should be taken if it is deemed a safeguarding concern, as outlined in the Mental Capacity Act.

Staff should also recognise that mental health issues may indicate that a child, young person, or adult at risk has experienced or is at risk of experiencing abuse, neglect, or exploitation. When safeguarding concerns are raised, staff should refer to the DSL responsible for the contract or the Head of Safeguarding if the specific DSL is unavailable, to ensure safeguarding procedures align with the Mental Capacity Act 2007.

### Risk to oneself and/or others

This may include, but is not limited to, self-harm, suicidal risk factors, or potential risks of harming others, which may involve children, young people, and adults at risk. Such circumstances may occur when an individual faces significant personal, emotional trauma or stress. It is well recognised that individuals with ADHD and/or autism are at a considerably higher risk of suicidal crises compared to their peers.

### Domestic Abuse

Runway Training recognises the importance of staying alert to early signs of domestic abuse and making sure all staff have the most recent training to support learners of all ages and colleagues. We acknowledge that domestic abuse can:

- Be psychological, physical, sexual, financial, emotional, or neglect, all can be part of the cycle of domestic violence experienced by an individual from a single perpetrator.
- Impact on children, young people, adult learners, apprentices, and staff through seeing, hearing, or experiencing the effects of domestic abuse and/or experiencing it within their own intimate relationships.

This category also includes Forced Marriages and honour-based violence. Some children, young people, and adults may face issues with drugs or alcohol to self-medicate or due to dependency. It is crucial to explain Claire's Law to anyone affected by domestic violence so they know they can seek help. Likewise, when a family member, employer, work colleague, or friend discloses concerns about someone, they should be aware that if they are worried that someone they care about is in a domestic violence situation, they can ask the police for a disclosure. They might not always receive one, but asking is important.

Runway Training must recognise that many of our learners are adults and may be vulnerable to Child-to-Parent Abuse. They may also be perpetrators of such abuse. Child-to-parent abuse can occur when a teenage child mistreats their parent, or when an adult child lives in the home with their parent, or when a parent lives with their adult child and suffers abuse.

Where safeguarding concerns are identified, staff refer to the safeguarding team, who will liaise with H.R. if it involves a staff member as the victim. Runway Training Safeguarding Governor is a trained Domestic Violence Champion. **Amanda to insert the hyperlink to the DA Policy here.**

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### Child-on-Child Abuse

Runway Training recognises the importance of remaining vigilant to the fact that children and young people can abuse each other. This can range from inappropriate behaviour that the perpetrator/s may see as "harmless fun", such as banter and making jokes, to more serious issues like bullying, sexual or physical abuse, and both consensual and non-consensual photography.

### Runway Training understands the importance of:

- Explaining to children and young people that the law aims to protect them rather than criminalise them.
- Understanding intra-familial harm and the support needed for siblings after incidents.
- Highlight the significance of engaging in discussions with statutory safeguarding partners and actively seeking opportunities to participate.

Staff should address all inappropriate behaviour between peers and not ignore or minimise abusive actions. If other stakeholders have concerns, these must be reported to the DSL or the Head of Safeguarding. This relates to the Equality, Diversity and Inclusion and Anti-Bullying and Harassment Policy **(Amanda to insert the hyperlinks here).**

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### Risks/Abuse Related to Family/Cultural Belief/Faith

It is important to remember that many children, young people, and adults at risk are part of a family. Some families have specific values and beliefs that can cause harm to a child, young person, or adult at risk. For example, strong beliefs or a sense of honour or shame can prevent people from seeking or accepting the help they need.

A strong cultural or religious belief in the sanctity of marriage may discourage people from leaving their partners, even if they are violent. Furthermore, many religions and cultures hold firm beliefs about sex outside marriage, making it very difficult for young, unmarried, pregnant women to access the help they need.

Differences in culture or religion between partners, or between parents and children, young people and adults can also make it harder for individuals to understand and support each other. When one partner sees their faith and heritage as superior to, or more important than, their partner's, it can cause a power imbalance and weaken the other partner's self-esteem. In extreme cases, children and young people seen as "disobedient" or "different" are believed to be possessed by a spirit controlling their behaviour.

Children or young people may face physical, sexual, or emotional abuse in an attempt to exorcise a spirit, which can sometimes lead to their murder. Adults at risk can also become victims of abuse or death within the context of faith, culture, or belief, although it is usually children and young people who endure this kind of abuse.

### Parental Impacts

Issues faced by parents and carers can significantly impact the well-being of a child, young person, or adult at risk. These issues may include Substance Misuse, Mental Health, and Domestic Abuse. It is also important to recognise that some children, young people, and adults at risk may misuse drugs or alcohol when coping with trauma in their lives, and they might require support for both issues. It is crucial that, whenever there is a concern about a child, young person, or adult at risk, confidentiality is upheld. Nevertheless, if safeguarding reasons necessitate involving the parent or carer, it is best practice to work collaboratively and inform them of any referrals to support services.

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

Both CSE and CCE are forms of abuse where an individual or group exploits an imbalance of power to coerce, manipulate, or deceive a child into participating in sexual or criminal activities, often in exchange for something the victim needs or desires, or for the financial gain or increased status of the perpetrator or facilitator, sometimes through violence or the threat of violence. CSE and CCE can affect children of any gender and may include those who have been moved (commonly called trafficking) for the purpose of exploitation.

### Child Criminal Exploitation (CCE)

Certain types of CCE involve children being coerced or manipulated into transporting drugs or money across county borders, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crimes, threatening others, and carrying out serious violence.

Children can become trapped by this type of exploitation because perpetrators may threaten victims (and their families) with violence or manipulate and coerce them into debt. They might be forced to carry weapons such as knives or start carrying a knife for a sense of protection from others. Since children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not

consistently recognised by adults and professionals, particularly older children, and they are not treated as victims despite the harm they have suffered. They may still have been criminally exploited even if the activity seems to be something they have agreed to or consented to.

It is vital to recognise that girls subject to criminal exploitation may have very different experiences from boys. The indicators might differ, but professionals should be aware that girls are also vulnerable to criminal exploitation. Furthermore, both boys and girls who are criminally exploited may face an increased risk of sexual exploitation.

### Child Sexual Exploitation (CSE)

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

CSE can develop gradually or occur as a single incident and might happen without the child or young person's immediate awareness, for example, when others share videos or images of them on social media.

CSE can affect any child or young person who has been coerced into participating in sexual activities. This includes 16 and 17-year-olds who are legally permitted to consent to sex. Some children may not realise they are being exploited, for example, believing they are in a genuine romantic relationship.



### Female Genital Mutilation (FGM)

All staff should speak to the DSL about any concerns regarding female genital mutilation (FGM), as teachers, they have a specific legal duty to do so.

If a teacher discovers that an act of FGM has been carried out on a girl under 18 during their work, the teacher must report this to the police. Staff must follow safeguarding procedures for reporting. If a female over the age of 18 has been subjected to FGM as a child, the requirements for reporting do not apply. The female will still need support from experts for both her physical health and emotional well-being if she wishes.

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

- **Modern slavery** - includes 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 harassment, slurs, or similar treatment based on race, gender, gender identity, age, disability, sexual orientation, or religion.
- **Self-neglect** – this encompasses a wide range of behaviours, including neglecting personal hygiene, health, or surroundings, and may involve actions such as hoarding. It involves no other perpetrator.
- **Psychological abuse** — including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blame, controlling behaviour, intimidation, coercion, harassment, verbal abuse, cyberbullying, isolation, or unreasonable and unjustified withdrawal of services or support networks.

#### Learners with Special Educational Needs, Disabilities and or Health Issues

Learners 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, are related to the learner's condition without further investigation
- Learners are more susceptible to peer group isolation or bullying (including prejudice-based bullying) than other children.
- the potential for learners with SEND or certain medical conditions to be disproportionately affected by behaviours such as bullying, without outwardly showing any signs.
- communication barriers and challenges in managing or reporting these issues.
- Cognitive understanding – being unable to differentiate between fact and fiction in online content and then mimicking the content or behaviours in the learning environment or experiencing the consequences of doing so.

However, it is important to remember that learners with learning disabilities may show some of the signs listed above (e.g., constant tiredness). These are not necessarily signs of abuse but symptoms of their condition and may become more noticeable when the learner is uncertain, such as when starting their course. It should also be recognised that learners with SEND are three times more likely to experience abuse or neglect than their peers.

It is important that staff, managers, and Governors understand the difference between a learning disability and a learning difficulty.

**Cuckooing** – Cuckooing is a practice where individuals take over someone's home and use the property to facilitate exploitation. It is named after cuckoos, which lay their eggs in other birds' nests.

There are different types of cuckooing:

- using the property to grow, deal, store, or take drugs.
- using the property for sex work.
- using the property to store weapons.
- taking possession of the property as a place for them to reside.
- Taking over the property to financially exploit the tenant.

The most common form of cuckooing involves drug dealers or gang members taking over a person's home to store or distribute drugs. They may begin by befriending the adult at risk – gangs often choose members who are charming and manipulative to quickly build a rapport. They then offer the adult at risk something of interest, which could be a relationship, friendship, drugs and/or alcohol, money, or clothing.

We understand that exploitation is widespread; adults can be targeted on an individual basis or through gangs involved in county lines, which are known to target both children and adults.

Some factors that increase a person's risk of cuckooing include:

- having previous experience of neglect, physical and/or sexual abuse.
- lack of a safe or stable home environment, now or in the past (domestic abuse, parental substance misuse, mental health issues, or criminality, for example);
- social isolation or social challenges.
- economic deprivation.
- homelessness or insecure accommodation status.
- connections with other individuals involved in gangs.
- having a physical or learning disability.
- having mental health issues.
- issues related to substance misuse.
- history of being in care.

The victims of cuckooing can include people who misuse substances such as drugs or alcohol, but also can be people with learning difficulties, learning disabilities, mental health issues, physical disabilities or who are socially isolated.

**Serious Crime** – The guidance sets out what staff should look out for:

All staff should be aware of indicators that may signal a learner, apprentice, member of staff, or other stakeholder is at risk from, or involved with, serious violent crime.

These may include increased absence, changes in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or notable changes in wellbeing, or signs of assault or unexplained injuries.

Unexplained gifts or new possessions could also indicate that a learner, apprentice or staff member has been approached by, or is involved with, individuals connected to criminal networks or gangs.

All staff will be informed about the associated risks and understand the measures in place to mitigate them. Advice for schools and colleges is provided in the Home Office's "Preventing youth violence and gang involvement" and its "criminal exploitation of children, young people, and adults at risk: county lines guidance."

#### Learners/Apprentices Missing from Education

All staff should recognise that children, young people, or adults at risk who go missing, especially repeatedly, may indicate serious safeguarding concerns. If staff are unable to contact a learner or apprentice and have safeguarding concerns, they must report this to the DSL, who will take the appropriate action.

Learners, regardless of their age or status, who go missing from education, will fail to reach their full academic potential and will struggle to achieve economic well-being later in life. They are also at increased risk of physical harm, whether self-inflicted or by others, being sexually exploited, getting involved in crime and anti-social behaviour, working illegally, or abusing drugs and alcohol.

In accordance with the duty under section 10 of the Children Act 2004, Runway Training must take reasonable steps to monitor attendance of all learners and apprentices through a daily register. Attendance should be closely monitored, and any poor or irregular attendance should be addressed.

Please see Runway Training's Missing from Education Policy for further information. [Amanda to insert the link](#).

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### Private Fostering

Runway Training recognises that some of its learners under 18, or up to 25 if they have a disability, may be living in a private fostering arrangement. As such, the Designated Safeguarding Leads (DSLs) will be informed (where it is known) to support learner welfare and emotional needs and to raise any concerns with the carer if appropriate, in consultation with the local authority.

### Children in Care and Care Experienced Leavers

Children and young people in care can face abuse for various reasons, but they are more vulnerable than their peers. Adverse childhood experiences can affect a child as they grow into adulthood and when they leave the support system at the age of 18.

Runway Training will collaborate with Local Authority, children's social services, social workers, CAMHS (Children and Adolescent Mental Health Services), the police, and other health professionals involved with the young learner whenever it is known that the learner has a social worker or is in care or foster care. We will work with foster carers or residential carers, if the young learner is in a children's home, to understand their needs, gather relevant background information that can be shared, and identify potential risks. This includes situations such as a parent or family member attempting to remove the young learner from the premises if they pose a threat, and the actions Runway Training staff must take in such cases.

Learners and apprentices may be care-experienced leavers (CEL), and they will continue to be affected by their adverse childhood experiences. Runway Training will discuss with learners and apprentices where they have identified themselves as CEL, what support they need, what support Runway Training can offer, and where other external support might be sought to ensure all their needs are appropriately met.

### Homelessness

The Head of Safeguarding and DSLs are aware of referral pathways to the Local Housing Authority for early intervention in homelessness issues.

#### Indicators include:

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

Referrals to the Local Housing Authority do not replace Multi-Agency Safeguarding Hub (MASH) referrals when a child is at risk of harm. For 16- and 17-year-olds, referrals will be made as necessary.

### County Lines Criminal Activity

This involves gangs exploiting children and adults at risk to transport 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 changes in mental health

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

#### 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 left unchallenged.

#### Sexual Violence

This includes rape, assault by penetration, and sexual assault, all defined as 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 acts, and may include significant age or developmental differences.

#### Upskirting

A criminal offence of taking photographs under clothing without consent for sexual gratification or to cause harm. This will be reported to the police.

#### Prevention

Runway Training teaches about 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 occur at any age and affect any gender, and should never be dismissed as “banter.” Special attention is given to the increased vulnerability of children and adults at risk with SEND, CiC, CEL and LGBTQ+ individuals.

#### Online Behaviour Support

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

## Bullying and Harassment

Bullying can encompass a range of behaviours from one individual or group to another, such as name calling, offensive language, coercion, hitting, pushing, theft, damage to belongings, cyberbullying, spreading harmful messages, hate crimes, or mate crime, which involves befriending someone with the intent to exploit them in some way. Please refer to Runway Training's Equality, Diversity and Inclusion and Anti-Bullying and Harassment Policy for further details.

## E-Safety

The responsible and safe use of technology is often regarded as mainly a concern for safeguarding children and young people, but adult learners and those adults considered to be at risk also require protection and an understanding of the dangers. They need support to stay safe online and to recognise the risks associated with technology, such as mishandling personal data, financial scams, identity theft, cyberbullying, grooming, and radicalisation. Please refer to Runway Training's relevant policies. The KCSiE, DfE Cyber Security Standards, and the Online Safety Bill 2023, along with subsequent updates from Ofcom, are covered in staff and learner awareness sessions.

The growing reliance on online activities has become a key aspect of many safeguarding concerns, providing a platform that can radicalise learners, apprentices, staff, and other stakeholders, encouraging them to commit acts of violence or incite others to do so. Runway Training recognises online safety as a safeguarding issue and has a duty to ensure that all staff, learners, apprentices and other stakeholders practise safe internet use and remain protected from inappropriate materials, including terrorist and extremist content, sexual harassment, and bullying.

Runway Training also ensures that all social media (including instant messaging unless authorised by IT management), gambling, and gaming websites are blocked from its internal networks. It is also strictly forbidden for any staff member to befriend a learner or an apprentice on personal social media sites.

## Use of Equipment

Runway Training's IT equipment (including computers, laptops, mobile phones, notebooks, etc.) must not be used to view, download, create, or share (with staff, any learners or apprentices) illegal content, including abusive images of children, young people, or adults at risk. Please see Runway Training's [Online Safety Policy](#).

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## The Prevent Duty

In 2010, the Government published the Prevent Strategy. This raised 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 at-risk adults to hold extreme views, including those 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 adults at risk to keep them safe and within the law. The Prevent Duty is not about stopping children, young people, and adults at risk from holding political and religious views and concerns, but about supporting them to express those concerns or act on them in non-extremist ways.

## Radicalisation & Extremism

The holding of extreme political or religious views, such as animal welfare rights, environmentalist beliefs, English Defence Language / white supremacy groups, anti-gay organisations, Islam / Christian ideologies. The Counter Terrorism and Security Act places a duty on specified authorities, including local authorities

and childcare, education, and other children's services providers, to exercise their functions with 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 involve the exploitation of vulnerable people, encouraging them to participate in terrorism or activities supporting it. The normalisation of extreme views can also increase the risk for children, young people, and adults at risk, making them susceptible to future manipulation and exploitation.

Runway Training makes it clear that this exploitation and radicalisation should be regarded as a safeguarding issue, and that protecting all adults, apprentices and staff from the dangers of radicalisation is part of the company's safeguarding responsibility.

### Radicalisation

Refers to the process by which an individual comes to support terrorism and forms of extremism that lead to terrorism. Children, young people, and Adults At-Risk are involved. Adults At-Risk may become vulnerable to radicalisation due to various social, personal, and environmental factors – violent extremists often exploit these vulnerabilities to create divisions between individuals and their families and communities. It is crucial that colleagues can recognise these vulnerabilities.

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

Vocal or active opposition to British 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 they are in this country or overseas.

### Responding to Suspicions of Radicalisation and Extremism

Numerous factors can influence the range of behaviours associated with violent extremism, but most children, young people, and adults at risk do not engage in extremist actions. Therefore, the appropriate interventions in any case may not necessarily be directly related to the threat of radicalisation; for example, they might focus on mental health, relationships, or issues with drugs and alcohol.

### Building the resilience of children, young people and at-risk 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 handle risks, make safe decisions, and resist peer pressure.
- Develop critical thinking, debating, and reasoning skills.
- Provide education on democracy, government, and law enforcement.
- Promote mutual respect and understanding of diverse identities across Britain.

#### Runway Training will utilise the following resources when preventing radicalisation:

- Learner handbooks and induction resources
- Local Safeguarding Partnership arrangements
- Counter-terrorism helpline 0800 789321
- The DfE's dedicated helpline (020 7340 7264)
- The Channel Awareness Programme

- Local police (contacted via 101 for non-emergencies)
- The Educate Against Hate website

#### Allegations Against Colleagues

Runway Training recognises that, despite the dedication of most colleagues and volunteers, abuse can still happen.

- Allegations may involve colleagues or volunteers who have harmed or could harm a child, young person, or adult at-risk, or who pose a risk of harm.
- All individuals, including children, young people, at-risk adults, and stakeholders, are informed about how to report concerns or allegations against colleagues.
- We adhere to Local Safeguarding Partnerships' guidance when responding to allegations.
- Any allegation must be reported immediately to the Head of Safeguarding.
- Allegations are documented on an incident form and referred to the appropriate authority (Local Authority) for investigation.
- We cooperate fully with local authorities and police investigations.
- DBS checks will be carried out as required.

#### Support for Staff

Runway Training adopt an open-door policy for any staff who wish to discuss their concerns, and staff will need to be mindful that Runway Training cannot, as with children, young people, and adults at risk, provide absolute confidentiality for any disclosures.

All learners and apprentices receive programme inductions and are provided with a handbook that raises awareness of their commitment to Safeguarding, details support services available and includes contact information for the Safeguarding team. Understanding of all aspects of Safeguarding and safe working practices is reviewed at each session, and opportunities are given to discuss any concerns.

Assessments are carried out to ensure the well-being of learners and apprentices is safeguarded. Their teacher, employer, or other stakeholders, along with their teams, ensure that arrangements are in place before learning-related activities commence.

- Pre-apprenticeship onboarding, health and safety checks of the employer's premises, and health and safety management arrangements are complete, including insurance details.
- Employers are informed of relevant Runway Training policies.
- The requirements for DBS checks are evaluated, and the appropriate procedures are followed where necessary.

Runway Training recognises the importance of its staff and other stakeholders in protecting the rights and needs of all learners and apprentices on our programmes.

#### Work Experience

Runway Training will ensure that additional safeguards are in place for learners on programmes where work experience is part of their learning. Employer organisations will be asked to commit to safeguarding learners' welfare by endorsing an agreed statement of principles. This includes vetting and DBS checking any person whose regular duties involve caring for, training, supervising, or looking after a child or young person or adult at risk in the workplace, especially if that person has been specifically designated to have such responsibilities.

### Children and young people with family members in prison

Children and young people with a family member in prison will be offered pastoral support as necessary. They will receive a copy of '[Are you a young person with a family member in prison](#)' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

### Adult learners, staff and other stakeholders with family members in prison

Adult learners, staff and other stakeholders with a family member in prison will be offered pastoral support as necessary.

### Incels and the Manosphere

The Manosphere is a loosely connected network of groups, actors, influencers, communities and spaces online. It has formed as the new way forward as Incels are starting to be seen as out of date. It is composed overwhelmingly (although not exclusively) of men and covers topics ranging from masculinity and relationships to self-improvement, work and gender politics. The Manosphere is held together by a form of male supremacism, an ideology defined by the Southern Poverty Law Centre (SPLC) as "rooted in the belief of the innate superiority of cisgender men and their right to subjugate women, trans men, and non-binary people". Their dangerous and violent ideologies are also targeted at different cultures, religions and beliefs other than their own.

Runway Training will ensure staff know the signs to be aware of and to report their concerns to the DSL.

### Roles and Responsibilities

#### The Governor's Duties:

- Ensure the governors have read and understood their legal duty under the DfE Keeping Children Safe in Education 2025 guidance.
- Ensure compliance with child protection and safeguarding legislation.
- Review policies, procedures, and training to meet legal requirements.
- Facilitate inter-agency collaboration as per the DfE "Working Together to Safeguard Children" (2025 England & Wales).
- Align safeguarding practices with local authority procedures.
- Ensure poor safeguarding practices are identified and actioned
- Provide required safeguarding information under section 14B of the Children Act 2004.
- Appoint a sponsor at the 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 Head of Safeguarding at the senior leadership level with clear job responsibilities.
- Ensure the Head of Safeguarding leads on safeguarding, online safety, online abuse, mobile technology risks and filtering/monitoring systems.
- Ensure the Head of Safeguarding promotes awareness of sexual harassment, harmful sexual behaviours, exploitation,
- Support the appointment of trained DSLs for the specific contracts to support safeguarding efforts.
- Ensures all learners and apprentices receive education on safeguarding, including online safety.
- Review Safer Recruitment checks and determine additional necessary verifications.
- Ensure staff are adequately trained to support diverse identities, including LGBTQ+ learners.
- Ensure volunteers are appropriately supervised.
- Ensure at least one safer recruitment-trained member is on hiring panels.

- Ensure annual safeguarding training updates to staff are in place.
- Ensure procedures are in place for handling allegations against staff and volunteers.
- Support the SPOC with referral procedures to DBS where necessary.
- Ensure child-on-child and peer-on-peer abuse is addressed through appropriate procedures.
- Ensure disciplinary policies and procedures are implemented effectively to safeguard against violations.
- Ensure policies and procedures are robust and action incidents of discrimination, harassment, and victimisation, including peer abuse.
- Review how the perspectives of children, young people, and at-risk adults are considered in safeguarding decisions.
- Ensure there are robust systems for all learners to provide feedback on safeguarding matters.
- Support the development, implementation and communication of an early help procedure to staff.
- Train staff to safeguard CiC effectively, considering their legal and care status.
- Support learners and apprentices who are Care Experienced Leavers to ensure their specific needs are met.
- Establish protocols for missing learners and apprentices to reduce the risks of abuse and neglect.
- 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

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#### Role of the Head of Safeguarding:

- Oversees safeguarding across Runway Training, acting as the main point of contact for safeguarding concerns.
- Guides on child and adult at-risk safeguarding matters.
- Refer cases of suspected abuse to the Designated Local Authority person or other LSP.
- Support staff where a referral to Local Authority has been made.
- Refer cases to the Chanel Programme where there is a radicalisation concern.
- Refer cases where a person has been dismissed or left due to risk/harm to a child, young person or adult person to DBS.
- Refer cases where a crime has been committed to the Police.
- Be the Single Point of Contact (SPOC) for Runway Training.
- Ensure Multi-Agency Working liaising with the Local Safeguarding Partnership (LSP), the local prevent coordinator, health care professionals, 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 the governor level, providing monthly updates.
- As required, liaise with the “case manager” and the Designated Safeguarding Lead at the Local Authority for child protection concerns on all cases involving a member of staff.
- Liaise with Governance/Board to inform them of issues / ongoing enquiries related to section 47 of the Children's Act 2004.
- Liaise with staff on matters of safety and safeguarding when deciding whether to make a referral by liaising with relevant external agencies.
- Act as a source of support, advice and expertise for staff.
- Work closely with HR in Safer Recruitment procedures and ensure the SCR is up to date.

#### The Role of the Designated Safeguarding Leads:

- Assist the Head of Safeguarding in implementing safeguarding measures.

- Raise awareness among staff regarding child and adult at-risk 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 and adherence to 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 and offer employers and subcontractors 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) 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, and act 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 adults at-risk.
- Support social workers in safeguarding decisions in collaboration with the Head of Safeguarding and the DSL.
- Prevent discrimination, harassment, victimisation, and radicalisation in line with safeguarding procedures

All safeguarding concerns must be reported via the established internal procedures. Staff should not investigate allegations but refer them to the DSLs.

#### Confidentiality:

Trust is crucial in safeguarding, but complete confidentiality cannot be assured. Staff must clarify confidentiality boundaries when disclosures occur and inform the individual that all safeguarding concerns must always be reported.

#### Disciplinary Action:

It is a criminal offence for anyone in a position of trust to have a sexual relationship with someone under 18. Allegations against staff must be reported to the Head of Safeguarding or, if unavailable, to the Deputy

Safeguarding Lead (DSL) deputising for the Head of Safeguarding. External agencies may be informed, and disciplinary measures 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 placed 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 commences before clearance, a self-declaration must be signed, and risk mitigation measures must be recorded.
3. No employment may commence without a completed DBS application.
4. Barred list checks are mandatory for roles that involve working with under-18s.

#### External Speakers

Runway Training ensures that any external speakers are properly vetted before public speaking engagements or events are organised. We make certain that all stakeholders are protected from extremist or inappropriate material to prevent influence or exposure. Liaison is established with the Prevent Coordinator to communicate any concerns regarding speakers and to obtain details of vetted, reputable individuals. In the event of any concerns about external speakers, this will be promptly reported to the Prevent Coordinator to prevent recurrence in other agencies.

#### Information Sharing and Record Keeping

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

- The 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

The Safeguarding team securely stores records within the Central Safeguarding Register. 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 remain confidential and are disclosed only to necessary parties.

#### Recording:

Use the Safeguarding Concern/Disclosure Form (Appendix A). Do not interpret or give opinions when recording. If you do record an opinion, make sure to clearly state that it is an opinion.

#### Reporting:

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

#### Referrals:

The Safeguarding Representative will support with subsequent steps or external referrals. Make sure you adhere to the safeguarding and information-sharing procedures. We comply with DBS requirements for colleagues and volunteers, ensuring no unsupervised access is granted until satisfactory checks are completed. We also adhere to DBS reporting obligations for dismissals or resignations related to safeguarding concerns.

#### Promoting Safeguarding in Teaching & Learning

We incorporate safeguarding and Prevent awareness into all training programmes, ensuring staff can recognise signs of abuse, neglect, radicalisation, and extremism. Staff undergo ongoing development and follow local referral procedures. Relevant learner history is recorded securely.

Safeguarding measures are in place across all Runway Training sites, programmes, and off-site activities. We work with stakeholders and employers to maintain robust safeguarding and Prevent policies, which are regularly audited by the Safeguarding team.

#### Early help

Early help involves offering support as soon as a problem arises, at any stage.

Any learner, or apprentice may benefit from early help, but in particular, staff should be alert to the potential need for early help for children, young people, or adults who:

- Have SEND regardless of whether they have a statutory EHC plan.
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Are frequently missing/going missing from care or from home.
- Misuse drugs or alcohol.
- Are at risk of modern slavery, trafficking or exploitation.
- Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse.
- Are returned home to their family from care.

- Are privately fostered.

Staff will ensure they adhere to safeguarding procedures for reporting concerns or disclosures and comply with the learner at risk policy and procedures.

#### Online Safety & Filtering

Runway Training prioritises safeguarding against harmful online content and technology-related risks. We employ rigorous 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 by addressing content, contact, conduct, and commerce risks as outlined in Keeping Children Safe in Education 2025.
- 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 Policy.

#### Safeguarding Reporting Process

If you have a safeguarding concern, please contact our designated safeguarding team on 01732 928661 or email [safeguarding@runwaytraining.co.uk](mailto:safeguarding@runwaytraining.co.uk). The person raising the concern or disclosure must complete the form and email it to the safeguarding inbox or call the safeguarding team on the safeguarding phone. If they call the safeguarding phone, they will still need to complete the form and send it to the safeguarding inbox.

### 3. Procedures

Runway Training will ensure a knowledgeable and qualified safeguarding team is in place. Policies and procedures are put into action and understood by all, ensuring everyone knows how to keep themselves and others safe. The Safeguarding Governor will support the Head of Safeguarding. There is a dedicated, restricted-access safeguarding email inbox and a specific phone number accessible only to the Head of Safeguarding or the DSLs.

The Head of Safeguarding will work closely with HR to ensure the Single Central Register is kept up to date and that all Safer Recruitment procedures are properly followed.

The safeguarding team will ensure that the Central Safeguarding Register is kept current and that all concerns, disclosures, and incidents are carefully recorded and handled. All records and additional information will remain confidential and only be shared with those who need to be informed.

The Head of Safeguarding will ensure that the DSLs stay up to date with their training, comply with all necessary legislation, and report any poor safeguarding practices immediately. All staff, SLT and governors will receive training through the ECP organisation.

The safeguarding team meets monthly, and all meetings are recorded with specific actions. The Head of Safeguarding also meets monthly with the safeguarding Governor, and the minutes are documented to support the understanding of the SLT and other Governors during their monthly meetings. A report is produced for these meetings, but no individual is identified in line with UK GDPR requirements.

Procedures to ensure compliance with this policy will include staff observations during progress reviews and CEIAG discussions with learners, as well as induction processes and teaching, learning, and assessment activities.

Runway Training will regularly collect feedback from learners, apprentices, employers, and staff to ensure their understanding of safeguarding and the impact this knowledge has on them.

The Head of Safeguarding conducts an internal safeguarding review every six months and prepares a report for the SLT and Governors to keep them fully informed about safeguarding practices within Runway Training and to ensure it complies with its legal safeguarding obligations.

The Head of Safeguarding prepares an annual safeguarding report for Runway Training to ensure it can be evaluated against the business plan, legislative and regulatory requirements, and that the positive effects on those supported by our safeguarding team are clear.

#### 4. Monitoring

Compliance is checked regularly through:

- Staff training records and performance
- The design and content of the curriculum and how well it meets the learner and employer needs
- Assessment of learners' and apprentices' understanding and recall of learning, KSBS
- SLT and Governor meetings
- Feedback received from learners, apprentices, employers, and staff
- Self-Assessment Report and Quality Improvement Plan activities and review
- Monthly Management Reports from each team
- Comments, compliments and complaints received from learners, apprentices, employers and other stakeholders

Effectiveness will be measured through:

- The SLT and Governors' meeting minutes and actions
- Staff recruitment does not identify any recruitment risks from the recruitment of new staff, consultants or other supply chain partners
- Feedback received from learners, apprentices, employers and staff and any improvements or alterations to the procedures
- The volume of concerns/disclosures raised and how they are dealt with, working with Multi-Agency partners
- Single Central Register is up to date – no gaps
- Robust recording of concerns, disclosures or incidents
- Learners and apprentices completing their programme of learning and not leaving the programme early due to safeguarding concerns that have not been recognised or addressed
- Observations of staff to ensure they are embedding safeguarding topics and understanding with all learners and apprentices.
- Observations of other staff during meetings with employers

- Specific feedback received from those using the safeguarding support offered
- Impact of training on safeguarding and relevant topics to learners, apprentices, employers, senior leaders, governors and staff
- Organisational Risk Register does not identify safeguarding as a risk to the business
- Progress on Quality Improvement Plan Action Points

## 5. Linked Policies

- Health, Safety, and Welfare Policy
- Safer Recruitment and Selection Policy
- Staff Disciplinary Policy (within staff handbook)
- Staff Grievance Policy (within staff handbook)
- Safeguarding Code of Conduct
- Whistleblowing Policy
- DBS Policy
- Online Safety Policy
- Low-Level Concerns Policy
- Equality, Diversity and Inclusion and Anti-Bullying and Harassment Policy
- Learner Engagement and At-Risk Policy
- Comments, Compliments and Complaints Policy (3Cs)
- Data and Information Security Management Policy
- Business Continuity Policy
- Archiving Policy
- Missing from Education.
- Domestic Abuse Policy
- Neurodiversity Policy
- Lockdown Policy and Procedure

## 6. Legislation and Guidance

The Children Act 2004 imposed a duty on local authorities to investigate situations where a child or young person is at risk of significant harm. Schools, colleges, and training providers have a legal obligation to collaborate with investigating agencies acting on behalf of children or young people in need. 'Keeping Children Safe in Education' (2025) outlines the requirements to create a safe learning environment, identify young people who are suffering or likely to suffer significant harm, and take appropriate action in full partnership with other local agencies. It covers broader issues such as health, safety, drug and substance abuse, and bullying, as well as contributions to safeguarding individual children and young people, underpinning our legal duty of care.

Safer Recruitment provides specific guidance, including statutory requirements, related to the recruitment and vetting of staff. The responsibility for ensuring that appropriate arrangements are in place lies with Runway Training. Staff are responsible for performing their duties in accordance with the arrangements established by Runway Training; we are not the investigation agency.

This function is undertaken by local authority Children's Services or other agencies with statutory powers. The Children Act 2004, along with subsequent legislation and guidance, addresses the emotional, physical, or sexual abuse and neglect of children or young people, defined as those under 18. However, it is recognised that children develop varying degrees of legal capacity (such as the ability to give informed

consent) and maturity before their 18th birthday, and that some adults over 18 remain at risk due to learning difficulties and/or disabilities.

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

#### Legislation

- Martyn's Law 2025
- Online Safety Bill 2023, fully implemented in July 2025
- Children Act 2004, updated July 2025
- Sarah's Law 2011, the Child Sex Offenders Disclosure Scheme
- Apprenticeship, Skills, Children and Learning Act 2009
- Disqualification under the Childcare Act 2021
- Education and Training Act 2021
- Skills and Post-16 Education Act 2022
- Safeguarding Vulnerable Groups Act 2006, updated 2012
- Sexual Offences Act 2003
- General Data Protection Regulation (GDPR UK) 2018 - Data Protection Act 2018, the UK's Data Use and Access Act June 2025 brings targeted amendments to the UK GDPR regime
- The Care Act 2014 \ last updated April 2024
- The Mental Capacity Act (2005), amendments in 2018 (guidance last updated June 2019). In May 2019, DoLS – Deprivation of Liberty Safeguards was replaced by LPS – Liberty Protection Safeguards
- Equality Act 2010 (last updated January 2024)
- Protection of Freedoms Act 2012
- UN Convention on the Rights of the Child 1991 (last updated and published March 2010)
- Domestic Abuse Act 2021, which includes the Domestic Violence Disclosure Scheme, known as Claires Law 2014. Last amended in 2025
- Human Rights Act 1998, updated in 2023
- In addition, the Human Rights Act (1998) gives everyone the right to live free from abuse, violence and degrading treatment, and incorporated rights previously encompassed by the European Convention on Human Rights, which the UK ratified in 1951, into UK law:
  - Article 2 – Right to life protected by law
  - Article 3 – Freedom from torture or inhuman or degrading treatment
  - Article 5 – Right to liberty and security of a person
  - Article 14 – Freedom from discrimination, including age or disability
- Counter-Terrorism and Security Act 2015 was further strengthened with the Counterterrorism Sentencing Act 2021. CONEST last updated 2023

#### Statutory Guidance

Information sharing: advice for practitioners providing safeguarding services (April 2024)

HM Government (2013) 'multi-agency practice guidelines: Handling cases of Forced Marriage' (last updated April 2023)

DfE (2023) 'Working Together to Safeguard Children', last updated 2025

DfE (2021) 'The Prevent duty' for England and Wales (last updated in September 2023)

DfE (September 2025) 'Keeping children safe in Education

Multi-agency statutory guidance on FGM (2020)

Channel and Prevent Multi-Agency Panel (PMAP) guidance last updated August 2025

ICO revised Information Sharing Guidance 2023. Due to the Data (Use and Access) Act coming into law on 19 June 2025, this **guidance** is under review and may be subject to change

DfE Cyber Security Standards updated 6<sup>th</sup> of November 2024, last updated January 2025

#### Non-Statutory Guidance

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

DfE (2017) 'Child sexual exploitation' (last updated April 2025)

DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges' (last updated September 2021)

Advice for practitioners providing safeguarding services to children, young people, parents, and carers 2015 (last updated July 2023), last updated 2024.

Guidance for FE Providers on work-based learners and the Prevent Statutory Duty May 2021

The Victims and Prisoners' Bill has been amended to introduce Jade's Law, to automatically suspend parental responsibilities for parents sentenced for killing a partner or ex-partner, with whom they have children.

#### 7. Review

This policy will be reviewed annually or sooner if any concerns are raised.

#### 8. Appendices

##### Appendix A – Safeguarding Concern/Incident Form

### Safeguarding Concern/Disclosure Reporting Form

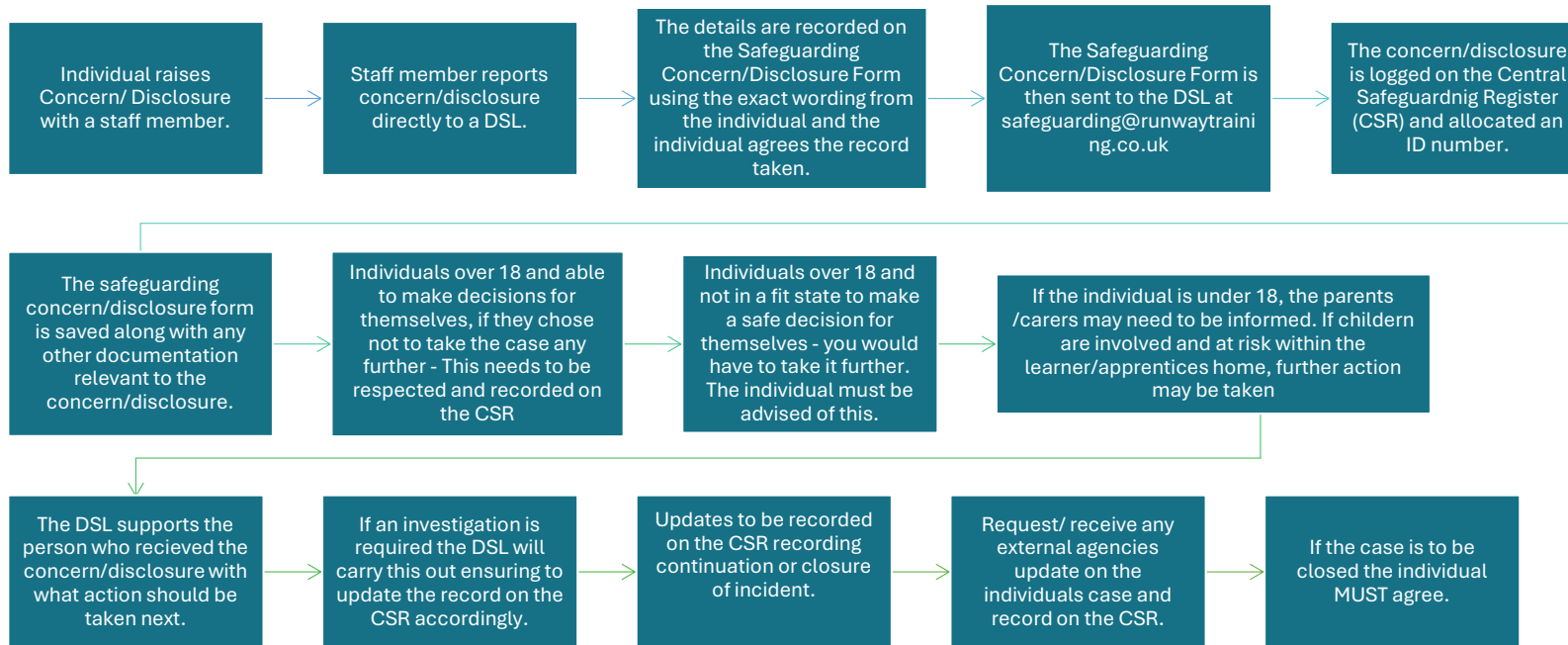
Note: Please fill out as much information as possible and submit it to the **DSL** immediately. Please remember that all information contained in this report must be kept confidential and must not be revealed to anyone except the person you reported to.

Safeguarding line 01732 928661 or email [safeguarding@runwaytraining.co.uk](mailto:safeguarding@runwaytraining.co.uk)

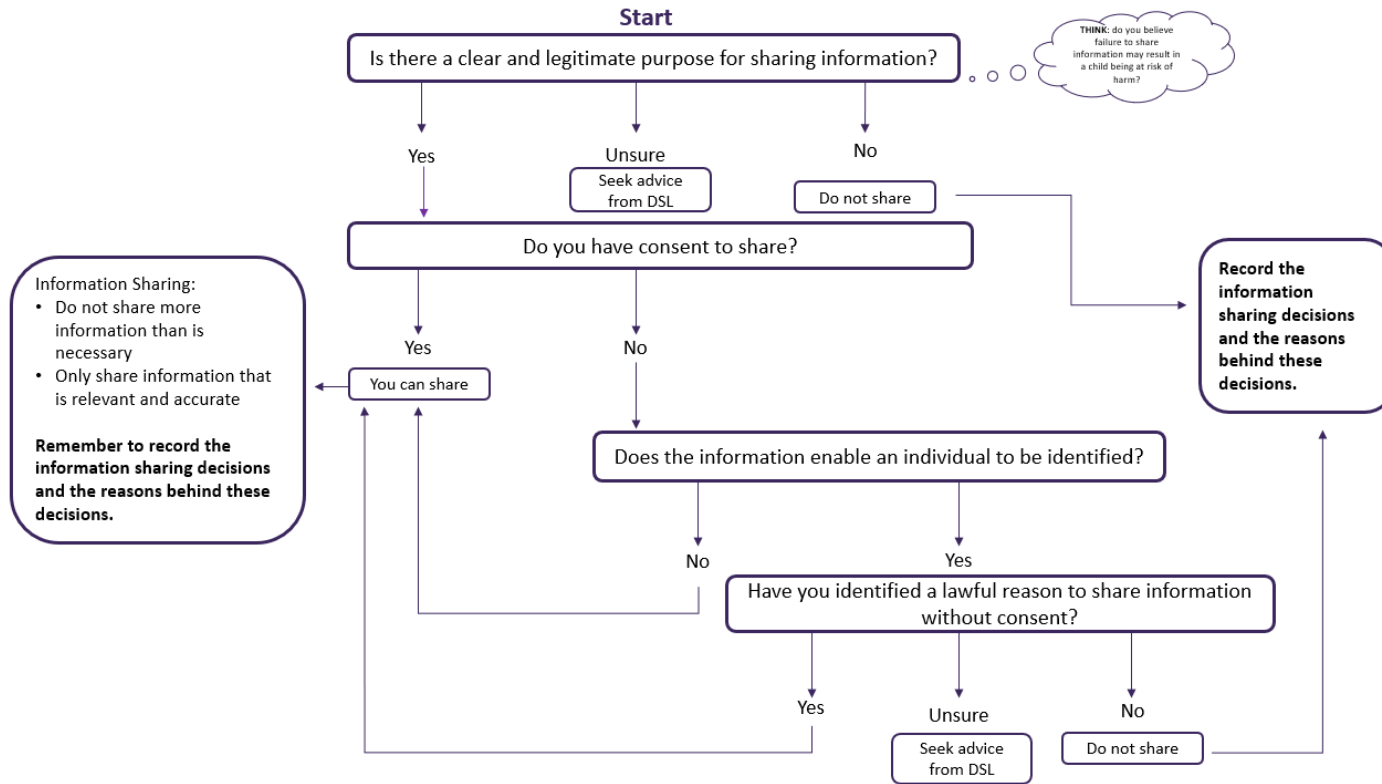
Details of the person completing the form	
Name:	
Job title/Department:	
Location:	
Date and time of referral:	
Details of learner	
Name:	
Age:	
Parental consent required?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Gender:	
Address:	
Phone number:	
Do you have consent from the learner to make this report	Yes <input type="checkbox"/> No <input type="checkbox"/>
Is the learner in immediate danger or at risk of harm? Include any immediate safety concerns	

<b>About the safeguarding concern Please be as detailed as possible.</b>
Date, time and place of the concern/incidents(s):
Details of concern/disclosure:
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:

Appendix B – Safeguarding Procedure Flowchart



Appendix C – Information Sharing Flowchart



Appendix D – Training Intervention

Individual/Group	Training	Frequency
Safeguarding Team: Head of Safeguarding and DSLs	Level 3 accredited DSLs should refresh their accreditation every two years	2 years on the accreditation
	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
Safeguarding Governor	Level 3 Accredited DSL Training or above, and refresh every two years	2 years on the accreditation
	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 the requirements requested from the partner or is identified as a need at the Due Diligence stage.	Annually