

Skills and Training Services (STS)

Local Operating Procedure

Safeguarding Policy



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Change Control

Any requested changes to this document should be emailed to: dean.hooton@serco.com

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1. Introduction

Skills and Training Services has a primary responsibility for the care, welfare and safety of the apprentices and adult learners studying with us and is fully committed to safeguarding and promoting the welfare of all. Apprentices, learners, and staff, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation, of identity have the right to equal protection from all types of harm or abuse.

It is always unacceptable for anyone to experience abuse, neglect or exploitation of any kind and Skills and Training Services recognises its responsibility to safeguard the welfare of our apprentices and learners, through a commitment to practice which protects them. We will carry out our responsibilities through adhering to, amongst other policies, our Safeguarding Policy, which aims to provide a caring, supportive, and safe environment and values individuals for their unique talents and abilities, in an environment where all our apprentices and learners can learn and develop to their full potential.

All staff, including, coaches, tutors, assessors and support staff will be required to complete Skills and Training Services Safeguarding training upon joining the company/team and this must be updated every twelve months. Staff are expected to uphold and promote the fundamental principles of British Values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. To ensure we are meeting our responsibilities, all staff, coaches, tutors, assessors and support staff will be required to complete the Home Office Prevent training module and the Education and Training Foundation's side by side modules upon joining the company/team and again, this must be updated every twelve months.

It is understandable that when a member of staff is faced with a safeguarding incident, it can, in that moment, feel stressful and personally challenging. It is important that all staff, coaches, tutors and assessors who become involved in reporting and escalating safeguarding incidents feel suitably equipped and able to support our apprentices and learners and act in their best interest.

This guidance has been prepared to support staff to navigate their way through what can feel like a daunting and difficult process. Skills and Training Services has a designated safeguarding lead (DSL) who is supported by a team of designated safeguarding officers (DSO), all of whom can support staff members should a safeguarding matter arise. The safeguarding team also provide training and support, advice and expertise to staff as part of their CPD.

An adult at risk of harm is defined as '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 is broadly consistent with definitions across the devolved nations.

In line with the Working together to safeguard children 2023 guidance. Safeguarding and promoting the welfare of children is now defined as:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, **whether that is within or outside the home, including online.**
- Preventing the impairment of children's mental and physical health or development
- Making sure that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

This policy should be read in conjunction with the Skills and Training Services Prevent policy.

Note: From this point forwards, we use the term 'learner' to apply to any person studying on any programmed offered by Skills and Training Services.

1.1 Purpose

The purpose of this policy is:

- To provide a framework for protecting the learners that we work with from abuse of any kind.
- To ensure a safe environment for learners to learn in.
- To ensure all staff recognise their responsibilities (through guidance, support and training), minimise risk and avoid situations where abuse or neglect might be alleged.
- To ensure staff are clear that they are responsible for their own actions and behaviours and avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- To provide staff with guidance on procedures to adopt in the event that they suspect a learner may be experiencing or be at risk of harm.
- To ensure Skills and Training Services learners are safe and protected within our provision.

1.2 Scope

We believe that all staff have a collective and individual duty to provide a caring, safe and supportive environment that positively promotes the health and wellbeing of each individual apprentice and learner along with their social, physical and moral development.

Skills and Training Services recognise that all staff have a responsibility to protect our learners from harm, ensuring a consistent learner-centred approach to support, based on a clear understanding of learners' individual needs and views and of the Skills and Training Services Safeguarding Procedures.

This policy applies to anyone working for or on behalf of Skills and Training Services, including Governors, agency staff and partner organisations.

All Skills and Training Services staff, apprentices, learners, and partner providers have access to this policy, the referral procedure and any supporting documentation.

1.3 Responsibilities

Skills and Training Services Delivery Team

All members of the Skills and Training Services delivery team including partner organisations **working directly with our learners** have a duty to:

- Understand and fulfil their safeguarding responsibilities as outlined in this policy.
- Ensure that all learner data is kept confidential in line with the Learning Agreement Contract and Serco Data Protection Policy.
- Report any safeguarding or disclosures immediately to the DSL or DSO in line with the reporting concerns procedure outline in this policy.
- Follow the formal safeguarding referral procedure implemented in support of this policy.
- Maintain strict confidentiality with learners in line with this policy and guidance from the DSL/DSO.
- Engage in all safeguarding training (Skills and Training Services Safeguarding training, Home Office Prevent training and ETF's Side by Side modules). These must be updated on an annual basis.
- Act on the basis that the welfare of the learner is of paramount concern and if in doubt, to immediately seek advice from the DSL/DSO.
- Sign and return Appendix 3 to confirm understanding of this policy.

Designated Safeguarding Lead (DSL)

Skills and Training Services has a DSL with overall responsibility for Safeguarding. Their responsibilities include:

- Completion of a relevant Safeguarding qualification (including annual refresher training) and to undertake regular CPD, including attending safeguarding forums and sessions with local Prevent coordinators, sharing the forums etc. with the DSOs.
- Updating the Serco Safeguarding Policy on an annual basis.
- Ensuring there is at least one DSO to support staff, who is qualified to level three.
- Providing support and advice to staff (including DSOs) who share a concern or disclosure about a learner.
- Maintaining appropriate records of concern, incident, or disclosure on a secure central risk register.
- Developing, delivering, and reviewing staff training in safeguarding.
- Ensuring all staff complete safeguarding training as part of their induction and have up to date, relevant safeguarding training (including Skills and Training Services' safeguarding training, the Home Office Prevent training and the ETF's Side by Side modules).
- Ensuring that all non-confidential documentation relating to Skills and Training Services safeguarding policy and procedures is made available to all Serco staff, partner organisations and learners involved in the delivery of our provision.
- Analyse information on the central register of safeguarding concerns to feed into continuous improvement of Serco training programmes, for example, ensuring our newsletters contain useful information to address common safeguarding themes.

Designated Safeguarding Officer (DSO)

Skills and Training Services provision will have a minimum of two trained Safeguarding Officers who will support the DSL. The DSO will:

- Hold a level 2 qualification in safeguarding, including annual refresher training.
- In partnership with the DSL, share attendance at ETF's safeguarding forums and sessions with the local Prevent Coordinator.
- Provide support and advice to staff who share a concern or disclosure about a learner and update a central register of concerns as above.
- Immediately investigate significant concerns and refer to the appropriate Adult Safeguarding Board when necessary.
- Ensure Skills and Training Services have safe recruitment procedures and keep a register of staff requiring DBS checks and the results of such checks.
- Input to and deliver training in safeguarding.
- Work as part of the central safeguarding team to provide cover for the other DSOs.
- Ensure that all non-confidential documentation relating to Skills and Training Services safeguarding policy and procedures is made available to all staff, learners and providers.

2. Procedures



2.1 Recognise

The ability to recognise possible indicators of abuse, neglect or exploitation is of fundamental importance, whether this occurs in the learner's workplace or in any other setting. All those playing a role in meeting the learner's needs should be aware and informed so that possible abuse can be recognised, investigated and acted on seamlessly and effectively.

Signs and symptoms of abuse neglect or exploitation may include direct disclosure. Other people in a position to identify concerns include assessors, coaches, tutors, business support staff, immediate colleagues, and peers. All these people will be trained to understand the signs of abuse and know how, where and who to report concerns to.

2.2 Respond

An appropriate response is vital. No report of, or concern about, possible abuse, neglect or exploitation should be ignored. To determine the most appropriate response, find out whether you are dealing with an allegation from a learner against a member of staff, a fellow learner or someone else. Is this a disclosure from an individual alleging abuse to themselves or another? Is the reporting of concern or suspicion? What precisely is alleged to have happened? Clarity is vital.

Do not lead or probe with questions, remain calm and demonstrate interest and concern while investigating. Listen carefully, inform the person sharing a concern with you that what they have raised must be recorded and passed on so that possible abuse neglect or exploitation can be dealt with, and this will be done on a 'need to know' basis with as few others as possible knowing the identity of the complainant and all in the chain of reporting will respect confidentiality.

Reassure them that they have done the right thing in reporting their concerns and that you will do everything you can do to help. Do not make unrealistic promises. Ensure that testimony is recorded and reported, and that the complaint and the subject of the complaint are treated in line with Skills and Training Services' safeguarding policy and procedures.

2.3 Report

Report your concerns to the relevant line manager in the first instance. Should this be inappropriate you should report directly to the DSL or DSO responsible for dealing with all issues relating to safeguarding. If this is not possible you should report your concern to a relevant member of the Skills and Training Services Senior Management Team. Once you have reported the cause of concern by completing the Safeguarding Record Sheet (Appendix 1) and informed your DSO, the responsibility resides with them.

2.4 Record

You should record precisely what has been alleged, using the words of the complainant. Your record should use accurate quotation. It should also, if felt appropriate, include factual observations about the physical and emotional state of the individual, sharing their concerns with you. This information should be recorded and stored securely, in line with Serco's Information & Data Privacy Group Standard and should be accessible only to those who need to access it as part of the action taken. Please record all safeguarding incidents on Appendix 1 and send them securely to your DSO or if appropriate, the DSL.

2.5 Refer

It is the DSL or the deputies who can make decisions to refer a complaint or allegation, having gathered and examined all relevant testimony and information. However, in exceptional circumstances where people are at immediate risk of harm OR where the DSO is acting inappropriately, anyone can make this referral. If a member of staff does make the referral, they then need to ensure they still report this to the DSL.

Only the DSL or their deputies should initiate an enquiry into complaints, allegations or suspicion on abuse neglect or exploitation. An enquiry may include questioning colleagues, learners, or assessors. Actions of these sorts carried out by someone other than the DSL or deputy could be construed as unjustified interference which could jeopardise an enquiry and any possible subsequent actions.

3.

Safeguarding concern identified.



Safeguarding officer



Safeguarding lead

Ensure learner is safe – if there is immediate risk call the police.
Find a suitable safe and secure place to discuss the concern with the learner.
Complete a record of the discussion on the safeguarding recording sheet (Appendix 1).
Inform the learner that the concern may be referred to external agencies where required.
Reassure the learner that they have done the right thing in raising concern.
Notify and seek IAG from your safeguarding officer.
Send report form confidentially, using encrypted email or password to protect the document.
Confirm follow up actions to be carried out.

Ensure learner is safe.
Upon receiving a safeguarding report form, inform the safeguarding lead and gain guidance/agreement on how to progress.
Complete part 2 of the safeguarding report form.
Update the safeguarding tracking system.
Ensure the person who raised the concern is provided with relevant IAG.

Ensure learner is safe.
Review detailed reports on the concern.
Information should be logged on the safeguarding tracking system.
Ensure policy has been followed.
Ensure support has been provided for the safeguarding officer if relevant.
Appropriate agencies to be informed where appropriate.
Serco HR to be informed where appropriate.
Feedback provided to safeguarding officer.
Review the case and actions.
Close case.

4. Safer Recruitment

Skills and Training Services will undertake safe recruitment to ensure that staff are suitable to work in a training provider setting with potentially learners/adults at risk. It reserves the right to refuse to employ staff who it has a reasonable belief may pose a risk to its learners.

Skills and Training Services has systems in place to prevent unsuitable people from working with adults at risk and promote safe practice. These systems apply to all new staff and require the following checks to be made prior to appointment:

- Documentary evidence checks to identify nationality, residency and right to work status.
- If the individual will be having direct contact with apprentices and/or learners, DBS checks of at least a standard disclosure (Disclosure & Barring Service).
- Where subcontractors' delivery on behalf of Skills and Training Services, the provider must provide written assurance that all relevant staff have been DBS checked.

In accordance with the regulations, records of all checks carried out are kept in a single central record.

If a DBS check is delayed for any reason the staff member must always have a member of staff present who is fully DBS checked until the point they receive a full DBS check. Should the DBS check be considered unsatisfactory by the DSL, the staff member may be moved into a non-contact role with learners, or their position may be terminated.

All newly appointed staff must complete safeguarding training as part of their induction, complete annual refresher training and participate in all safeguarding training offered to the team.

5. Allegations Against Members of the Delivery Team

Skills and Training Services take allegations against any member of the delivery team seriously and believe it is essential that all cases of suspected maltreatment or significant harm are investigated quickly and professionally whatever the validity. Staff should take care not to place themselves in a vulnerable position with a learner or a situation which could be misconstrued. As our delivery teams regularly work with learners, it is important that the DSL/DSO is made aware of any potential concerns that arise.

If a member of staff suspects any other member of staff or safeguarding malpractice, it is their responsibility to immediately bring these concerns to the DSO or DSL in the interest of the learner and the business. If the DSO or DSL is unavailable, then this concern should be immediately reported to a member of the Senior Leadership Team (SLT).

The DSO/DSL will:

- Provide support and advice to the reporting member of the delivery team including referring to and adhering to Skills and Training Services' Whistleblowing Policy.
- Ask the reporting member of the delivery team to provide a written record of their concern following procedures for reporting concerns, which will be housed in the secure safeguarding single central file.
- Consult with a member of SLT as appropriate.
- In the interest of the business and the learner, immediately seek advice from the Local Authority Designated Officer and/or from the relevant Local Adult Safeguarding Board if the DSL considers referral is required.
- Efficiently act on advice, whether this is to take further investigative action or not.

Any allegation made against a DSL should be reported directly to a member of SMT, who will act as above, without notifying the DSL.

All staff should be aware of their responsibility to immediately raise concerns, where they exist, about any member of staff, including the DSL. We recognise that our learners cannot be expected to raise concerns in an environment where staff fail to do so.

6. Criminal Convictions and Disclosure on Learner Application Forms

As part of our commitment to safeguarding the well-being of all learners, we require all prospective learners to disclose any criminal convictions on their application forms. This is to ensure that we can provide a safe and supportive learning environment, in compliance with relevant safeguarding and regulatory requirements.

Policy for Disclosure:

- All applicants are asked to declare any criminal convictions on their application form. This includes convictions that may or may not be considered "spent" under the Rehabilitation of Offenders Act 1974.
- Applicants are not required to disclose any convictions that are considered "spent" under the law, except in cases where the role or programme they are applying for is exempted from the Rehabilitation of Offenders Act, such as in regulated or vulnerable sector roles.
- Where applicable, applicants will be asked to provide further details of any unspent convictions, which will be considered on a case-by-case basis by the safeguarding team.
- Information disclosed will be treated confidentially and used solely to assess the safety and suitability of the learner in the context of their training and participation in our courses.

Safeguarding Considerations:

- Any information disclosed will be carefully reviewed to determine any potential risks to the learner, other learners, or staff. In some cases, additional support or restrictions may be considered to ensure safety.
- A risk assessment will be conducted if the learner has an unspent conviction, and they will be informed of the outcome. We aim to ensure fair treatment while prioritising the safeguarding of all individuals involved in our learning environment.

We are committed to offering all learners equal opportunities, and our decisions will always be made in the best interests of the learner and the safety of the training environment.

7. Confidentiality and Information Sharing

Skills and Training Services recognise that all matters relating to safeguarding are confidential, but all members of the delivery team must act on the basis that the safety of the learner is the overriding concern. The degree of confidentiality will be governed by the need to protect the learner.

The DSO will disclose any information about a learner or concern to other members of staff, to the learner's employer, or other external agencies on a need-to-know basis only.

All staff must be aware that they have a responsibility to immediately disclose information which if not shared, may compromise a learner's safety or welfare; all staff will be fully supported by their DSL/DSO.

8. A Guide to Safeguarding

This guide is to inform staff, employers, and learners about safeguarding and the responsibilities placed on Skills and Training Services as a training provider. It is a requirement of all our stakeholders to be aware of their safeguarding responsibilities and report any concerns that they might have regarding the welfare of our staff, delivery team, apprentices and learners.

Safeguarding aims to protect the welfare of individuals from sexual, physical, or emotional harm, abuse neglect or exploitation. This involves putting in place a number of measures to create a safe environment in which learners can thrive and achieve, as well as creating a safe, transparent, and professional environment for staff, members of the delivery team and our learners.

Safeguarding applies to children (learners under the age of 18) and adults at risk. All learners could be classed as adults at risk due to the nature of their work and study programmes.

Skills and Training Services has a dedicated safeguarding team who are trained to the appropriate level in safeguarding responsibilities. The team is led by a Designated Safeguarding Lead (DSL) and Designated Safeguarding Officers (DSO). Additionally, all Skills and Training Services staff receive internal training and support on safeguarding to an appropriate standard.

8.1 Safeguarding Referrals

It is the responsibility of all stakeholders including a learner's line manager, fellow learners, training managers, tutors, skills and development coaches and other Skills and Training Services staff to refer any concerns that they have via the Safeguarding Referral Procedure outlined in Appendix 1.

Safeguarding concerns (and examples of possible signs and symptoms) might include:

- **Physical Abuse:** unexplained and or frequent bruising, burns, bites and or scars.
- **Domestic Abuse:** an incident or pattern of incidents of threatening, coercive, controlling, degrading or violent behaviour.
- **Sexual Abuse:** altered attitudes to particular adults, behavioural concerns such as depression, self-harm, over or under eating or absence from the workplace/college.
- **Emotional/Psychological Abuse:** low self-esteem, lack of confidence, aggression and behavioural issues such as petty crime, telling lies or being disruptive.
- **Neglect:** undernourished, dirty skin, hair or clothing, inappropriate clothing for the weather, tiredness, and hunger (self or other).
- **Addictions (for example drugs, alcohol, gambling, shopping):** not having control over using, doing or taking something to the point where it could be harmful to you.
- **Female Genital Mutilation (FGM):** any procedure that entails partial or full removal of genitalia for non-medical reasons.
- **Financial Issues:** having money and or possessions taken from them by someone they do or do not know.
- **Forced Marriage:** different to arranged marriage, forced marriage is where coercion is used, and the marriage is without the consent of either or both parties.
- **County Lines:** a form of criminal exploitation where urban gangs persuade, coerce or force vulnerable people/adults at risk to store and distribute drugs/money.
- **Modern Day Slavery:** seeming to be under the control or influence of others, appearing to be malnourished or withdrawn, living in dirty, cramped or overcrowded conditions, lack of personal effects or identification documents.
- **Sexual Harassment:** is unwanted conduct of a sexual nature, this can be physical or verbal.

- **Exploitation:** is the deliberate manipulation or abuse of power used to have control over another person, usually for some form of gain. This can be for a range of reasons including personal, financial or sexual.

As well as the above, the safeguarding team will also support an individual's additional welfare needs that might include the following:

- Exam stress and anxiety
- Financial matters
- Bullying, harassment or victimisation
- The threat of radicalisation
- Additional learning support needs
- Issues raised by current events, for example Covid-19 or the cost of living.

In all such cases, the key point is to make a referral to the safeguarding team following our safeguarding procedures. From that point the team will be able to provide the right advice and support to ensure the individual is fully supported and safe from harm.

9. Peer on Peer Abuse/Harmful Sexual Behaviour Including Sexual Violence and Sexual Harassment

9.1 Sexual Harassment

An Ofsted review report of sexual abuse in schools and colleges (June 2021) has identified how prevalent sexual harassment and online sexual abuse is for learners and that for some, incidents are so commonplace that they see no point in reporting them, suggesting that sexual harassment, including online sexual abuse has become normalised for learners. As a result of this report, Serco will ensure that this is tackled with a 'whole provider' approach to address these issues and to create a culture where sexual harassment is not tolerated, whether it be child on child abuse or between colleagues and peers. This will include regular monitoring of such incidents during the review of learning.

Sexual harassment is unwanted conduct of a sexual nature, this can be physical or verbal. In most instances, the conduct of learners towards each other will be covered by our Code of Conduct policy. However, some allegations may be of such serious nature that they may raise safeguarding concerns.

Serco recognises that learners are capable of abusing their peers and it will not be passed off as 'banter'.

Sexual harassment may include:

- **Domestic abuse** – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
- **Child Sexual and Criminal Exploitation** – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.
- **Harmful Sexual Behaviour** – learners presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others.
- **Up skirting** – is now a criminal offence and is defined as 'taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm' (DfE, 2019).

10. Radicalisation and Extremism

As part of our safeguarding requirements under the Prevent Duty, it is the responsibility of Skills and Training Services to help protect our staff, delivery teams and learners from all types of radicalisations and extremism, we will provide all our learners with training in Prevent, and in radicalisation and extremism, including the Home Office and ETF's training materials.

- Radicalisation is defined as 'the process of a person legitimising support for, or use of, terrorist violence'.

The Prevent Duty is the duty in the Counterterrorism and Security Action 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from becoming terrorists or supporting terrorism.

Indicators that learners might be susceptible to radicalisation into terrorism include:

Identity

- The learner is distanced from their cultural/religious heritage and experiences.
- Discomfort about their place in society.
- Personal crisis – the learner may be experiencing family tensions.
- A sense of isolation.
- Low self-esteem.
- They may have dissociated from their existing friendship group and become involved with a new and different group of friends.
- They may be searching for answers to questions about identity, faith and belonging.

For further details refer to the DfE's guidance on [managing risk of radicalisation in your education setting](#).

Personal Circumstance

- Migration
- Local community tension
- Events affecting the learner's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.

Unmet Aspirations – the learner may have:

- Perception of injustice
- A feeling of failure
- Rejection of civic life

Experience of Criminality

- Involvement with criminal groups
- Imprisonment
- Poor resettlement or reintegration on release

Special Education Needs

- A lack of or inability to participate in social interaction.
- A lack of or inability to empathise with others.
- Not understanding the consequences of their actions.
- A lack of awareness of the motivation of others.

More Critical Risk Factors Could Include:

- Being in contact with extremist recruiters.
- Accessing violent extremist websites, especially those with a social networking element.
- Possessing or accessing violent extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining or seeking to join extremist organisation.
- Significant changes to appearance and/or behaviour.
- Experiencing a high level of isolation, resulting in issues of identity and/or personal crisis

11. Online Safety

In simple terms, online safety refers to the act of staying safe online. It is also commonly known as internet safety, e-safety, and cyber safety. It encompasses all technological devices which have access to the internet from PCs and laptops to smartphones and tablets.

Being safe online means individuals are protecting themselves and others from online harm and risks which may jeopardise their personal information, lead to unsafe communications or even effect their mental health and wellbeing. Operating within an online space is something most of us do subconsciously, but few people consider the potential dangers which exist on the web. A recent Ofcom report found that people are more engaged online than ever before. Ownership of smart devices is increasing and the range of content they are viewing is expanding.

In an ever-changing world, ensuring our and our learner's safety online has never been more important. It's an all-encompassing duty and something every Skills and Training Services employee and sub-contractor must be vigilant of.

What are the risks? It goes without saying that the internet can be an unforgiving place. Aside from the more obvious risks such as online bullying, grooming or device addiction, the way we and our learners are engaging with the online world means that we all must take stock of our mental health and wellbeing, the type of content we are viewing and what we are posting online. This includes the heightened concern around 'fake news' and what impact social media influencers may be having on people's behaviour. It also includes the ongoing debate as to whether online gaming and certain features of online gaming, such as loot boxes and skins, are categorised as gambling and are encouraging gambling habits.

The number of varying social media applications continues to grow too. Previously, if you educated yourself on the mechanics of Facebook, TikTok, Snapchat and Instagram, you might be up to date. However, we are now in an age where a multitude of apps exist, and they are more complex than ever before. Whilst the above remain popular, more apps are being created all the time and many of them are free to download and available at the touch of a button.

Such are the range of risks we now need to be aware of and the different platforms that individuals can access, it is not easy to keep up to date. However, we can support, model, and encourage our learners to use online space in a safe way, which shows respect for themselves and others, encourages them to question and review what they look at, post, or respond to and provide clear guidance about how to report concerns they encounter whilst online. It is important for all employees of Skills and Training Services and partner organisation delivery team to stay up to date on the latest risks and ensure we are doing all we can to keep our learners safe online through ongoing training. Our facilitators and delivery teams regularly review the Skills and Training Services forums on the Leadership Learning Centre.

12. Reporting an Incident

If you suspect or know that a Skills and Training Services learner is at risk, then you must report this to the Serco STS safeguarding team. This can be done by completing a reporting form (appendix 1 of this policy). This applies to all partner organisations delivering programmes on behalf of Serco STS.

If you do not feel that the learner is at immediate risk, then this can be via phone call or by completing and sending Appendix 1.

If, however, you feel that the learner is at immediate risk then it is your responsibility to ensure that you speak directly to a designated safeguarding officer or lead within Skills and Training Services and that they acknowledge this. It is not acceptable to leave a message.

Report such concerns by telephoning your Designated Safeguarding Lead or, if they are unavailable, the Designated Safeguarding Officer. In the event that the DSL is unavailable, then you must report this to a member of the Skills and Training Services SMT.

Designated Safeguarding Lead Dean Hooton Email: dean.hooton@serco.com
Deputy Designated Safeguarding Lead Jenn Palmer Email: jennifer.palmer@serco.com
Designated Safeguarding Officer Mike Hampton Email: mike.hampton@serco.com
Designated Safeguarding Officer Jo Wood Email: joanne.wood@serco.com
Designated Safeguarding Officer Rob Matts Email: rob.matts@serco.com
Designated Safeguarding Officer Victoria Wickington Email: Victoria.wickington@serco.com
Designated Safeguarding Officer Debbie Illidge Email: debbie.illidge@serco.com
Phone: Tel 0121 345 6455 (between 08:30 and 16:30) Police non-emergency (101) Emergency Services – Immediate Risk (999)
email us in confidence at safeguarding.educ@serco.com

13. Monitoring and Review of this Policy

This policy is to be reviewed at least annually by the Designated Safeguarding Lead and approved by the governance board. The policy is due to be reviewed as per front cover of policy.

14. Appendix 1: Reporting an Incident

SAFEGUARDING RECORD FORM

INCIDENT NUMBER:

Full Name of Safeguarding Subject (Learner/Colleague):	Learner DOB (where known):
Contact Details for the learner/colleague: Telephone: Email:	Does the Learner have any known additional needs?
Qualification the learner is undertaking:	Role of the Person Reporting the Concern:
Name of Person Reporting Concern:	Telephone: Email:
Are you aware of any other safeguarding records relating to this person? YES/NO Provide reference:	
Has there been any other Agency Involvement now or previously? YES/NO Details of Agency:	

Complete for all incidents of concern. If one has been completed previously then please add incident number to cross reference.

Logging a concern about a learner's safety and welfare Part 1 (for use by any staff member)

Date and Time of Incident:		Date and Time of record:	
Record details of the concern/disclosure/incident factually: What are you worried about? Who? What (if recording a verbal disclosure by a learner use their words)? Where? When (date and time of incident)? Any witnesses?			
Is the person making the report expressing their own concerns, or passing on those of somebody else? Please record details below:			
Are there any immediate signs for concern (physical, behavioural emotional or indirect)?			
Any other relevant information (distinguish between fact and opinion). Previous concerns etc.			
Is the learner safe? (If not please contact the Police and DSL/O immediately) Do not send an email or leave a phone. message. If you are unable to contact a DSO/L, then please speak to a member of the Serco Leadership Team			
Print Name:			
Signature:			
Date:			

Action following concern about a learner's safety and welfare Part 2 (for use by DSO/L)

DSO/L Name			Email:		
			Telephone:		
Time and date information received			By Whom:		
Advice sought – if required (date, time, name, role, organisation, and advice given).					
Action taken – IAG/Referral with reasons. Note time, date, names, who information shared. with and when etc.					
Parent/Guardian/ carer informed? (If applicable) Y/N and reasons.					
Outcome Record names of individuals/agencies who have given? information regarding outcome of any referral (if made)					
Print Name:			Signature:		
Signature:		Date:		Incident Logged	Yes/No

Upon completion of this form please ensure details recorded are added to the safeguarding system and ensure that the Designated Safeguarding Lead is updated.

15. Appendix 2: Sub-Contractor's and Partner Organisation Safeguarding Policy Checks

If Skills and Training Services work with a subcontractor or Partner Organisation, they may use their own Safeguarding Policy which has been approved by Skills and Training Services. Should a partner provider not have an up- to-date Safeguarding Policy that is approved by Skills and Training Services, then Serco's policy will apply to all their staff who are responsible for interacting with Skills and Training Services learners. It is important that Sub-Contractors and Partner Organisations follow the Serco STS reporting procedure in that all incidents are reported to Serco STS safeguarding team using the reporting process in this policy.

In order to be acceptable, a partner provider safeguarding policy must include:

- the organisation name that matches the organisation that we contract with
- a safeguarding commitment statement/aims.
- responsibilities of staff
- reference to relevant legislations.
- named safeguarding officer/s.
- it must be in date and include the next review date.

16. Appendix 3: Delivery Team Confirmation

To be completed by each member of the delivery team including tutors, coaches, leadership, management, and administration annually.

Partner providers are also required to complete this appendix annually. Alternatively, an email can be sent to confirm the below information.

Name:		Role:	
I confirm that I have read and understood this safeguarding policy. Yes/No			
Signature:		Date:	