SAFEGUARDING AND SAFER RECRUITMENT POLICIES AND GUIDANCE

2019-20

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1. Introduction

Our Commitment

Surrey Adult Learning (SAL) is committed to safeguarding and promoting the welfare of adults at risk of abuse or neglect, young people and children and expects all staff and volunteers to share this commitment.

SAL will ensure that:

- A safe learning environment is created so learners can thrive and achieve; staff, volunteers and learners feel safe and everyone knows that their welfare is a high priority
- Our approach to safeguarding is learner-centred; staff and volunteers consider at all times what is in the best interests of the learner
- Safer recruitment is practised in checking the suitability of staff and volunteers
- Awareness of safeguarding issues, including Prevent, is raised amongst all staff, volunteers, sub-contractors and visitors
- Staff, volunteers and sub-contractors promote British Values and the Prevent agenda
- Procedures for reporting all cases of reported or suspected radicalisation, abuse or neglect are in place and all staff, volunteers and learners are aware of the process
- The Safeguarding Staff and Volunteer Code of Conduct is available

These policies and guidance notes are for all staff and volunteers working in SAL for Surrey County Council (SCC) who come into contact with adults at risk, young people and children. They are also for use by any sub-contractor or partner organisation. They take into account the Care Act 2014, the Counter Terrorism and Security Act 2015, Surrey Safeguarding Adults Board Multi-agency Procedures, Information and Guidance and Competency Framework and statutory guidance ‘Keeping Children Safe in Education’, September 2019. They have been developed in accordance with SCC Safeguarding Adults Internal Procedures, Ending Harassment, Bullying, Discrimination and Victimisation, Whistleblowing, Domestic Abuse, Disciplinary, Grievance, Code of Conduct and Safer Employment and DBS policies.

Decisions by staff, volunteers, sub-contractors and partners whether or not to report concern of abuse or mistreatment are not a matter of individual conscience but are considered a professional duty.

Support for staff or volunteers distressed by any disclosure of abuse or neglect will be provided including referral to the SCC Employee Assistance Programme.

Aims and Objectives

Overarching aim – that SAL has a culture of vigilance where welfare is promoted and timely and appropriate safeguarding action is taken where needed.

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<thead>
<tr>
<th>Aim / Objective</th>
<th>Examples of ways in which this will be achieved.</th>
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| To provide a workforce of staff and volunteers who have been checked and deemed safe to work with | • Complying with SCC and SAL safer recruitment practices.  
• Inform all staff during induction of safeguarding procedures for the service including the Staff and |
<table>
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<th>Increased awareness of what constitutes abuse, neglect or radicalisation for all staff and volunteers</th>
<th>Volunteer Safeguarding Code of Conduct.</th>
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<tr>
<td>• All staff to have completed Safeguarding Initial Awareness and Prevent training as part of recruitment.</td>
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<td>• All curriculum staff in the Family Learning, Outreach, Passport to Wellbeing and Supported Learning programmes to attend the SAL Safeguarding Module within 6 months of employment start date. All bank staff (tutors/SLAs) working in these identified programmes to complete this training within 6 months of starting to teach/support.</td>
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<td>• Any staff on the Apprenticeship programme who has contact with a learner under the age of eighteen is to attend the SAL Safeguarding Module within 6 months of employment or young apprentice start date (as applicable).</td>
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<td>• All staff to undertake Safeguarding refresher and Prevent refresher training when required.</td>
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<td>• All volunteers to complete the Safeguarding Initial Awareness training and Prevent training as part of induction. Prevent and Safeguarding refresher training to be undertaken when required.</td>
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<td>• Regular reinforcement of safeguarding duties and practice changes during team / service meetings and staff newsletters.</td>
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<td>• Copy of policy and guidance leaflets available in tutor resource bases.</td>
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<th>Increased awareness among learners of what constitutes abuse, neglect or radicalisation</th>
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<td>• Posters and/ or leaflets displayed in prominent places or given to learners at induction</td>
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<td>• Articles included in learner newsletters</td>
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<td>• Course induction process to include an introduction to safeguarding, Prevent and British Values</td>
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<th>Staff and volunteers will be aware of their responsibility to protect adults at risk, young people and children from abuse/harm, neglect and safety concerns and will know how to report such concerns</th>
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<td>• All staff and volunteers to have completed initial awareness safeguarding training.</td>
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<td>• The Apprenticeship Manager and any staff on the apprenticeship programme who has contact with apprentices under the age of eighteen together with all staff in Family Learning, Outreach, Passport to Wellbeing and Supported Learning programmes to attend safeguarding face to face awareness module within the timeframe outlined above</td>
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<td>• All staff and volunteers to undertake safeguarding refresher training when required.</td>
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<th>Staff, volunteers and subcontractors to promote British Values and Safeguarding including Prevent contextualising it to learners’ everyday lives</th>
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<td>• Course planning to include explanations during course induction and at relevant points during the course</td>
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<td>• Spontaneous discussion following national or international events</td>
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<th>Learners will know how to report abuse/harm, neglect</th>
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<td>• Posters and/or leaflets on how to complain, make comments or report safeguarding concerns to be</td>
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and safety concerns or how / to whom they should turn to for advice on any concerns they have

- Tutors to encourage learners to be aware of how to complain/report concerns through their teaching and through the induction of learners.
- Through learner focus groups.
- Action following an analysis of Learner Feedback and course evaluations.

Learners to understand that British Values and Prevent impacts on their everyday life

- Clear Learner Charter informing learners of acceptable behaviour which is widely publicised throughout the Service and drawn to the attention of all learners at course induction
- Learner engagement with course induction
- Learner participation in on-course discussions

All learners on IT courses (and courses where IT, social media or the internet is used) to be made aware of safety implications of using IT, the internet and these forms of communication.

- Tutors to make learners aware of the risks involved with using IT, the internet, e-communication and the Surrey Adult Learning (SAL) E-Safety policy and Safe Use of Computers, Tablets and Mobile Devices guidelines. Learners to sign agreement about internet use at start of their course where applicable

Robust scrutiny of safeguarding activity in place

- Termly review of all safeguarding practices by the SAL Safeguarding Review Group.
- Termly report to be issued to the SAL Safeguarding Review Group and governors

To provide a safe learning environment

- Venue risk assessments are maintained and reviewed regularly
- All classes to use and maintain up to date activity risk assessments and other risk assessments as applicable
- Health and Safety issues, concerns, faults, near misses, incidents and accidents are reported following the SCC process and action taken.
- All tutors to follow the SAL E-Safety Policy and the Safe Use of Computers and the Internet guidance.

**Definitions**

**Who is an Adult at Risk of abuse or neglect and may require safeguarding?**

Any person aged 18 or over who:

- has needs for care and support (whether or not the local authority is meeting any of those needs); and
- is experiencing, or at risk of, abuse or neglect; and
- as a result of those care and support needs, is unable to protect themselves from either the risk of, or the experience of abuse or neglect.

(Care Act 2014)

An adult at risk may be a person who is:
• An older person who is frail due to ill health, physical disability or cognitive impairment
• Has a learning disability
• Has a physical disability and/or a sensory impairment
• Has mental health needs including dementia or a personality disorder
• Has a long-term illness/condition
• Misuses substances or alcohol to the extent it affects their capability to manage day to day living
• Is a carer, where the person meets the definition

What is Abuse?

Abuse is a violation of an individual’s human and civil rights by any other person or persons. It may occur as a result of a failure to undertake action or appropriate tasks. It may be an act of neglect or an omission to act, or it may occur where an adult at risk is persuaded to either enter into a financial or sexual transaction to which they have not, or cannot, consent. Abuse can occur in any relationship and may result in significant harm to, or exploitation of, the individual. (No Secrets. 2000. DOH)

Types of Abuse or Neglect

Abuse is the violation of an individual’s human and civil rights by another person or persons. Abuse can occur for a number of reasons that maybe inter-related and complex. There are various types of abuse and the following list is not exhaustive.

Physical Abuse

Physical abuse/harm is the physical ill treatment of an adult, young person, or child, which may or may not cause physical injury such as:

• Assault and battery.
• Hitting, slapping or scratching.
• Pinching or shaking.
• Misuse of medication and treatments.
• Pushing.
• Rough handling.
• Unwarranted or inappropriate restraint, forced isolation or confinement.
• Female Genital Mutilation

Sexual Abuse and Exploitation

The involvement of an individual in sexual activity/ies, to which they have not given informed consent, may not fully comprehend or with which they do not wish to continue or that violate the social taboos of family roles such as:

• Inappropriate touching or looking
• Non-contact abuse e.g. pornography
• Indecent exposure
• Rape or attempted rape.
• Sexual harassment including via new media communication
Sexual abuse usually involves acts performed by the perpetrator on the person who is abused but it might sometimes involve situations where the perpetrator forces or persuades the other person to do things to the perpetrator or others. Sexual abuse is any sexual activity with a child. Child sexual exploitation can take many forms from seemingly ‘consensual’ relationships to serious organised crime by groups or gangs.

**Financial Abuse**

Misappropriation of an individual’s funds, benefits, savings etc. or any other action that is against the best interests of the person e.g.

- Theft of money, possessions, property or other material goods.
- Misuse of money
- Fraud or extortion of material assets.
- Internet scamming
- Persuading an adult at risk to enter into a financial agreement, which is to their detriment such as in connection with property, wills or inheritance transactions

**Psychological Abuse**

Psychological abuse results from being repeatedly made to feel unhappy, anxious, afraid, humiliated or devalued by the actions or inactions and/or attitudes of others. This may include:

- Emotional abuse.
- Humiliation or ridicule.
- Abuse of honour (shaming)
- Forced marriage.
- Threats of punishment, exclusion or abandonment
- Deprivation of contact with others
- Upskirting
- Intimidation e.g. name calling, threats, shouting or verbal abuse.
- Bullying including cyber-bullying
- Hate crime
- Controlling
- Female Genital Mutilation
- Withdrawal of services or supportive networks

**Discriminatory Abuse**

Discriminatory abuse is psychological abuse and harassment that is racist, sexist or linked to a person’s age, disability, sexual orientation, cultural background or religion such as:

- Racial harassment.
- Harassment based on gender, gender identity or sexual orientation.
- Insults or harassment based on disability.
- Denial of cultural or religious needs.

**Peer on Peer abuse**

Peer on peer abuse is where a learner is the perpetrator and abuses another learner. It can take many forms including:

- Sexual violence and sexual harassment
- Physical abuse
- Sexting
• Bullying including cyber-bullying
• Initiation/hazing type violence and rituals
• Upskirting

Organisational Abuse

Abuse in an institutional setting can occur when the individual’s wishes and needs are sacrificed for the smooth running of an organisation. Abuse in an institution includes the practice of a regime or culture that is abusive and destroys the dignity and respect to which every person is entitled. This can include:

• Treating adults as children.
• Denial or failure to promote people’s rights.
• Provision of an unsafe or unhygienic environment.
• Lack of privacy.
• Lack of provision for dress, diet or religious observance for adults from ethnic minorities.

Abuse within an organisation can occur when there are poor care standards, rigid routines, inadequate staffing, poor training of staff or a poor value base of manager.

Professional Abuse

The misuse of power and of trust by professionals or the failure of professionals to act on suspected abuse/crimes.

Domestic Abuse

Domestic abuse can happen between those who are or who have been intimate partners or family members. It can include any other form of abuse such as psychological, sexual, financial, honour based violence, coercive or controlling behaviour.

Modern Slavery

Modern slavery encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.

County Lines

Where drug networks or gangs groom and exploit vulnerable adults, children and young people to carry drugs and money to a different geographical area. They may also take over the home of a vulnerable adult to use as a drug dealing base; this is known as ‘cuckooing’.

Radicalisation

Radicalisation whether face to face or online includes exposure of a person over a period of time to extremist viewpoints that may eventually influence the person to carry out an act or acts of violent extremism or terrorism.
Neglect and Acts of Omission

Neglect can take different forms and can be the result of the deliberate withholding or unintentional failure to provide appropriate and adequate care or support.

Neglect manifests itself in the extent to which a person’s physical and/or mental well-being is seriously impaired such as:

- Failure to keep the person clean, warm and in good health or deliberately withholding these necessities
- Failure to provide or deliberately withholding reasonable care.
- Failure to give or deliberately withholding prescribed medication.
- Failure to give or deliberately withholding privacy and dignity.
- Failure to provide or deliberately withholding supervision for behaviour that could be dangerous.
- Failure to access or deliberately withholding medical care or technical aids.
- Failure to provide or deliberately withholding nourishment

Self- neglect

Self-neglect covers a wide range of behaviour. It is where someone intentionally or non-intentionally is unable to maintain and care for their own personal hygiene, health or surroundings to culturally accepted standards and there is potential for serious consequences as a result either to themselves or to the community. Examples include hoarding, failing to self-medicate.

Other considerations:

Patterns of Abuse can include

**Serial abuse** where the perpetrator seeks out and ‘grooms’ adults at risk. Sexual abuse and radicalisation often fall into this pattern as do some forms of financial abuse.

**Long term abuse** may be part of on-going family dynamics.

**Opportunist abuse** where an opportunity is presented unexpectedly e.g. theft of money that is lying around or someone becoming involved in a group they might not otherwise associate with.

**Situational abuse** where there is stress or pressure in a situation.

SAL contact with Children and Young People

Within the Family Learning programme children attend sessions alongside their parents/carers. Within the Supported Learning programme young learners from special educational needs school may attend courses with or without school staff. Apprentices aged under eighteen may be recruited to the Apprenticeship programme.

These guidance notes will ensure those children and young people are also protected from abuse. Any concern raised with one of the SAL Safeguarding Officers will be automatically referred to the Child Protection Officer for the school or children’s/family centre concerned or in the case of a young apprentice the workplace Safeguarding Officer will be contacted where applicable. If it is an emergency situation, the appropriate emergency services will also be informed first.
SAFEGUARDING & SAFER RECRUITMENT POLICIES

SAL recognises that this cohort of learners maybe at greater risk of abuse due to the vulnerabilities associated with their age. Staff working with children and young people and with adults at risk are expected to give additional considerations to every aspect of these learners’ learning to counter this risk.

What makes adults at risk, young people and children more susceptible to abuse or neglect?

In their daily lives all adults, young people and children face the risks from abuse, harassment, exploitation, bullying and crime.

Adults at risk with care and support needs may be at increased risk due to any of the following factors:

- They may be unaware of their rights.
- They may be socially isolated and/or not have support networks
- They might not know how to complain.
- They may have communication difficulties.
- They may have difficulty understanding certain decisions.
- They may have low self-esteem and therefore lack power in their relationships.
- They may be victims of discrimination due to age, disability, gender or ethnic group.
- They may not have the same access to healthcare.
- They may have limited sex education.
- They may have limited life experiences and therefore find it difficult to anticipate abusive situations.
- They are less likely to be well served by the criminal justice system.
- They are more likely to share living accommodation with people they have not chosen to live with.
- They may need help with personal care.
- They may be dependent on others for their basic needs.
- They may receive support from different carers.
- There may be other factors that predispose abuse including simply getting older

Children and young people are susceptible to abuse or neglect because:

- They may be unaware of their rights.
- They may be socially isolated.
- They might not know how to complain.
- They may have communication difficulties or difficulties communicating effectively; outside their peer group for example.
- They may have difficulty understanding certain decisions.
- They may lack power in their relationships with adults and older people.
- They may be victims of discrimination due to disability, gender or ethnic group.
- They may have limited sex education and limited knowledge of sexual practices.
- They may have limited life experiences and therefore find it difficult to anticipate abusive situations.
- They are usually dependent on others for their basic needs.
Who is a young person, child or adult at risk of radicalisation or being drawn into terrorism and may require safeguarding?

SAL recognises the positive contribution it can make towards protecting its learners from radicalisation to violent extremism and is committed to fulfilling its duties under the Prevent Duty.

People can be drawn towards the process of radicalisation in many ways but some people are more susceptible because of their circumstance, experiences or state of mind. An adult at risk of radicalisation or being drawn into terrorism may be a person who:

- Is at a transitional time of life e.g. moving to a new area/country, recovering from major illness or experiencing a significant life event such as bereavement or homelessness
- Feels alienated or insecure following a recent trauma
- Feels they have been unfairly treated and have a grievance
- Is experiencing a relevant mental health issue
- Is a member of a group or organisation but is not fully aware of the group or organisation’s true intentions
- Feels isolated, lonely or lacking self-esteem and wish to belong and feel part of something
- Has friendship networks which include people already involved in extremism
- Is susceptible to indoctrination e.g. they may lack moral role models in their life
- Has unmet aspirations and desires for greater power and respect
- Has a desire for political or moral change

A young person or child may be at risk of radicalisation or being drawn into terrorism because of their age and/or limited life experiences.

Adults, Young People and Children with Special Educational Needs (SEN) and Disabilities

SAL recognises that there may be additional safeguarding challenges for any learner with SEN and other disabilities including:

- A learner’s behaviour, mood, distress and injury may relate to possible abuse and not just the learner’s SEN or disability;
- Any bullying may have a greater impact on a learner with SEN and a disability;
- Communication difficulties
- Higher risk of peer group isolation

The Supported Learning team are available to assist the SAL Safeguarding Officers where necessary when any staff or volunteer working with a learner with SEN or disabilities has concerns.

Equality

Abuse or neglect can happen to anyone no matter who they are. To ensure that no one suffers from unlawful discrimination, all services will be provided in a manner that respects age, race, religion and belief, sex, sexual orientation, disability, pregnancy or maternity, gender reassignment, marriage and/or civil partnerships. Individual rights, dignity and privacy will also be protected.
Staff and Volunteers

SAL will not tolerate harassment, bullying or discrimination against its staff or volunteers. Any staff member or volunteer who has a concern about such matters should speak to their line manager or the Deputy Principal and/or follow the appropriate SCC policy.

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2. Safeguarding Policy

Purpose

1. To provide all staff and volunteers with a clear framework to ensure all policies, procedures and practice relating to safeguarding adults at risk, young people and children are followed.
2. Promote increased awareness and recognition of the issues surrounding the abuse neglect, mistreatment and radicalisation of adults at risk, young people and children.
3. Ensure that all staff and volunteers understand their responsibility to protect adults at risk, young people and children from actual or the risk of abuse or neglect whenever they are in a position to do so.
4. Ensure that when actual or the risk of abuse, neglect, mistreatment and radicalisation is known or suspected appropriate action is taken.

Responsibilities

Where it is believed that an adult with care and support needs, young person or child is experiencing, or at risk of, abuse, neglect or radicalisation, the procedures within this policy will be followed.

All adults working with adults at risk, young people or children have a responsibility to safeguard and promote their welfare. There are, however, key people within SAL who have specific responsibilities under safeguarding procedures:

Surrey Adult Learning Safeguarding Officers

Lisa Woodward – Designated Safeguarding Officer & Safeguarding Lead: 01932 794504
Chrissie Walsh – Deputy Safeguarding Officer: 01932 794506

The Safeguarding Officers’ responsibility is to respond to safeguarding situations, concerns and queries as they arise. They will ensure that information is accurately recorded and stored, facilitate inter-agency liaison and ensure SAL staff and volunteers have access to the most current and relevant information.

The Designated Safeguarding Officer will act as the single point of contact for Prevent and the Deputy Safeguarding Officer will act as the deputy single point of contact.

Safeguarding and Prevent training

The SAL training requirements for staff and volunteers are contained in Appendix 3

Is it Safeguarding?

It may be the case that the staff member or SAL volunteer is unsure if the matter is covered within the Safeguarding Policy. In this case they should contact one of the safeguarding officers to discuss their concerns.

In circumstances where neither of the safeguarding officers are available, the staff member can discuss this in the first instance with their immediate line manager only before a decision is made on whether or not to report the matter as a safeguarding concern.
Procedures

Stage 1

If a staff member or volunteer:

- Observes something that they feel constitutes actual or the risk of abuse, neglect or radicalisation or
- Is informed about actual or the risk of abuse, neglect or radicalisation or
- Is told something that they feel constitutes actual or the risk of abuse, neglect or radicalisation

They are responsible for immediately alerting one of the SAL Safeguarding Officers within 4 hours.

The staff member or volunteer must make a written record of the incident observed or the disclosure made and give this to the designated or deputy safeguarding officer within the working day or the next working day if the incident observed or disclosure made takes place between the hours of 6pm – 8am (weekdays) or on a weekend or Bank Holiday.

A suggested template for recording allegations, disclosures or suspicions of abuse or neglect is available (Appendix 1).

If a written record has been received from the adult at risk, young person or any witness.

The written record should be given to the designated safeguarding or deputy safeguarding officer within the working day or the next working day if it is received between the hours of 5pm – 9am (weekdays) or on a weekend or Bank Holiday.

In emergency situations

Where the person is in need of immediate medical attention or where the abuse or neglect is observed, immediate action should be taken to safeguard the adult at risk, young person or child and evidence should be preserved. In this case the emergency services should be contacted on 999.

If a SAL Safeguarding Officer is not available

If a SAL safeguarding officer is not available and it is between the hours of 9am – 5pm Monday – Friday, the Surrey Multi-Agency Safeguarding Hub (MASH) should be contacted unless the concern is an emergency or in connection with radicalisation when the emergency services or Surrey Police Prevent Team should be contacted.

If it is between the hours of 5pm and 9am (weekdays) or at a weekend or on a public/bank holidays then the MASH out of hours Emergency Duty Team must be informed unless the concern is an emergency or in connection with radicalisation when the emergency services or Surrey Police Prevent Team should be contacted.

If either the MASH, the emergency services or Surrey Police Prevent Team is contacted, either the designated or deputy safeguarding officer must be alerted the next working day.
External contacts in the event of a SAL Safeguarding Officer not being available

999 For emergency situations

Surrey Multi-Agency Safeguarding Hub (MASH)
0300 470 9100 Monday - Friday, 9.00am - 5.00pm
01483 517898 out of hours emergency duty team

For concerns relating to possible radicalisation
101 Surrey Police Prevent Team

Remote Working

If a safeguarding issue arises and the member of staff or volunteer is not able to make submit a written record immediately because they work in a remote locations, the report should be made verbally to either the designated or deputy safeguarding officer within 4 hours and the written record must follow within the next working day of the safeguarding issue arising.

Stage 2

Upon receipt of any verbal or written report the designated or deputy safeguarding officer will make any necessary referrals to the appropriate external agencies such as:

- MASH, Adult Social Care locality team or contact centre, Apprentices workplace Safeguarding Officer
- Community Mental Health Recovery Services
- The emergency services
- Surrey Police Prevent Engagement Officers in the Prevent Team
- Care Quality Commission

The procedures and advice from the external agencies will then be followed and records maintained.

The Surrey Police Prevent Team will assess all reported Prevent concerns and if an intervention is deemed a Channel panel will be convened to devise a support package. If the concern does not meet the threshold the designated or deputy safeguarding officer will consider signposting or referring to other agencies as part of the internal SAL support for the individual. Any concerns connected with possible or actual radicalisation will also be reported to the Principal and the SCC Community Safety Manager.

Stage 3

Reports of all disclosures or concerns will be made by the designated safeguarding officer. These will be anonymised and submitted on a termly basis to the Safeguarding Review Group (which includes the Service Principal)-and to the governing body. A safeguarding report will form part of the Service Principal's termly reporting to the governors.
Allegation of Peer on Peer Abuse

SAL will record, investigate and deal with any allegation of peer on peer abuse in an open and transparent manner following the usual reporting processes to external agencies where appropriate. SAL will support any adult at risk, young person or child affected by peer on peer abuse in a manner appropriate to the situation regardless of whether they are the alleged perpetrator or victim. A risk assessment will be carried out to consider:

- The victim, especially their support and protection needs
- The alleged perpetrator, their support and any other needs
- Other learners
- The victim and alleged perpetrator sharing classes and public spaces at a SAL centre.

Where there is professional intervention and/or other specialist assessments, this information will be used to inform SAL’s approach to supporting and protecting the learners.

Safeguarding Allegation against SAL staff or volunteer

SAL recognises its primary concern is to ensure the safety of the vulnerable adult, young person or child. It has a duty to investigate the allegation but SAL also has a duty of care to the staff member or volunteer. To minimise stress to the staff member or volunteer SAL will provide effective support for anyone facing an allegation and provide the staff member or volunteer with a named contact if they are suspended.

All allegations against staff members or volunteers will be investigated following the SCC Disciplinary policy to determine whether the allegation is:

Substantiated – i.e. there is sufficient evidence to prove the allegation;

False – i.e. there is sufficient evidence to disprove the allegation;

Malicious – i.e. there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false;

Unfounded – i.e. there is no evidence which supports the allegation. It might also indicate the person making the allegation misinterpreted the incident or was mistaken about what they saw;

Unsubstantiated - i.e. there is insufficient evidence to prove or disprove the allegation.

If the allegation is substantiated, the staff member is dismissed or resigns or the volunteer’s services are no longer offered or accepted by SAL, the Safeguarding Officer will take the SCC Safer Staffing Team advice on whether to refer the individual to the DBS for consideration of inclusion in the Barred Lists.

If the allegation is determined to be unfounded or malicious, the Safeguarding Officer will refer the person who made the allegation to Adult Social Care or Childrens’ Services (as applicable) to determine if the individual is in need of services.
If the allegation is shown to be malicious the Safeguarding Officer and Principal will decide if sanctions against the person who made the allegation are appropriate including whether or not to refer to the police.

In the case of a safeguarding allegation against a subcontractor, the subcontractor’s own procedures will apply.

**Disclosure and Barring Service checks**

Whilst teaching adults is not a regulated activity under the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012 the following staff and volunteers roles are subject to an Enhanced DBS (without Barred List) check because they involve working with or volunteering with children, young people or adults at risk, often in an unsupervised capacity or on school premises and were within the definition of regulated activity before 10 September 2012:

- All curriculum managers, assistant curriculum managers, tutors and supported learning assistants working on the Supported Learning*, Family Learning, Outreach and Passport to Wellbeing programmes;
- All volunteers supporting on the above four programmes;
- The Apprenticeship Manager together with any staff or volunteer working with an apprentice under the age of eighteen within the apprenticeship programme.

(* not Lip Reading)

Staff and volunteers working in the above identified programmes who have a break in teaching or supporting of twelve calendar months or more will require a new Enhanced DBS Check to be made.

In keeping with SCC practice, a new enhanced DBS Check will be submitted for all staff and volunteers in the above identified programmes every three years.

**Guidance for SAL staff and volunteers**

**Safeguarding Staff and Volunteer Code of Conduct**

All staff and volunteers must adhere to the SAL Staff and Volunteer Safeguarding Code of Conduct (Appendix 2).

**Whistle blowing**

Any member of staff or volunteer who has concerns about any wrong doing, which could include alleged abuse or neglect, by a colleague must refer to and follow the SCC Whistle blowing policy.

‘No decision about me, without me’

Where an adult at risk, young person or child discloses actual or the risk of abuse including radicalisation or neglect their wishes and feelings must be taken into account. They must be the centre of any safeguarding response and must be involved in the decision-making process as much as possible. They must be given the information and support necessary to consider options and make decisions.
Confidentiality
The sharing of information about an adult at risk, young person or child can occur within SAL or with other agencies/organisations. Sharing information is essential to keep adults at risk, young person and children safe, help prevent further abuse or neglect and to ensure appropriate support is received and services accessed.

For the purpose of this policy confidentiality does not mean secrecy and the adult at risk, young person or child making the disclosure or reporting the concern must be made aware that the information given will be passed on to someone who may take a course of action. The safeguarding officer will always bear in mind the wishes of the adult at risk, young person or child.

Members of staff or volunteers must not promise to keep anything secret and should always ask if information can be passed on to someone else. If consent is given by someone who has mental capacity to give consent, there is no breach of confidence.

Sometimes an individual is unwilling or unable to consent to information sharing. All members of staff and volunteers must be prepared to exercise their own judgement because whilst the wishes of the individual must be respected there is also a duty of care to report concerns. Each situation must be assessed individually as a referral may still be justified e.g.

- A person’s life is in danger or their health is at risk
- There is a danger to other people or the community
- A serious crime has been committed
- An individual does not have the mental capacity to consent

The General Data Protection Regulation (GDPR) does not prevent or limit the sharing of information in a safe and secure manner for the purposes of keeping the adult at risk, young person or child safe and receiving the support they need. If in doubt about sharing information staff or volunteers should speak to one of the SAL Safeguarding Officers.

Dealing with a disclosure
If a person tells a staff member or volunteer about something that has happened, that member of staff or volunteer’s role is to respond sensitively and pass the information on. The person disclosing the information may be asking for help but sometimes they may not appreciate the significance of what they are saying or they may not construe the actions of another as harmful or unusual.

The staff member or volunteer should:

- Consider the safety of the person and any others. If there is immediate danger contact the relevant emergency service
- Stay calm –not appear shocked or upset
- Listen carefully
- Show concern and interest in what is being said
- Be sympathetic
- Tell the person that they were right to talk, what is being said is being taken seriously and will passed to one of the Safeguarding team
- Tell the person what will happen next and where possible let the person know as soon as it has been done. Reassure them that they will be involved in decisions about what will happen next
- Only ask open questions:
SAFEGUARDING & SAFER RECRUITMENT POLICIES

- What happened?
- Where did it happen?
- Who was involved/who was there?
- When did it happen?
- What do they want your involvement to achieve? (How can we make a difference)

- As soon as possible briefly write down the exact facts (not own thoughts or ideas) that have been disclosed. Include the views and wishes of the individual if possible
- Preserve any evidence
- Follow SCC Whistle blowing procedures if relevant

The staff member or volunteer should not:

- Ask probing questions or push the person to reveal more details
- Stop the person talking once they have started to disclose
- Promise to keep secrets
- Make promises that cannot be kept
- Contact or talk to the person alleged to have caused the abuse or neglect
- Be judgemental
- Pass on information other than to those who need to know in order to keep the learner safe and deal with the safeguarding issue

Written Records
Recording allegations, disclosures and/or suspicion of abuse

If writing by hand – use ink.

Be brief, factual and include:

- The details of what you were told and/or saw including dates, times and actual events
- What the person actually said - in their own words if possible
- The wishes of the individual – what they would like to happen next
- Use clear straightforward language, avoiding abbreviations
- Do not include your opinions, ideas or assumptions
- Describe where you were when you were told and/or what you saw, heard etc
- Record the name(s) of who you were talking to and their date of birth if possible and who else was there
- Record whether the person is aware that the concerns have been reported
- Record the date and time you wrote the note

Remember what you record may be used in evidence.
For the suggested template for writing a Safeguarding record - refer to Appendix 1.

Children or Young People on site
Children or Young People under the age of eighteen should not be on site in any SAL Adult Learning Centre unless they are enrolled on a course within Family Learning or the Supported Learning programme (as part of a link programme with their special educational needs school) or are enrolled on the Apprenticeship programme. In particular no child of
an enrolled learner should be permitted to attend a class with their parent, carer or guardian or be left unsupervised on site at any Adult Learning Centre or outside venue being used by SAL.
**Summary of SAL Safeguarding Procedures**

Abuse or neglect or the risk of abuse/neglect is discovered or suspected / allegation made. Cause for concern that a person is becoming radicalised

At no time promise confidentiality. Maintain confidential notes on all disclosures and actions.

Is the adult at risk, young person or child in immediate danger or in need of medical attention?

Has a crime been committed or in progress?

If no, make sure the person is safe.

If yes, contact 999 for police and/or ambulance.

Report concerns to a SAL Safeguarding Officer within 4 hours or other appropriate agency if SAL Safeguarding Officers unavailable/ it is outside the normal working day. Inform SAL Safeguarding Officer next working day

Report concerns to a SAL Safeguarding Officer within 4 hours or other appropriate agency if SAL Safeguarding Officers unavailable/ it is outside the normal working day. Inform SAL Safeguarding Officer next working day

Safeguarding Officer to manage any support for the adult at risk, young person or child internally or report to appropriate agency, record actions and outcome
3. Safer Recruitment Policy

Purpose

To ensure:

1. Applicants who may wish to harm adults at risk, children or young people are deterred from applying for jobs or volunteering opportunities
2. Any unsuitable applicants are rejected by scrutinising applications and exploring potential areas for concern at interview
3. Unsuitable appointments are not made by having at least one member of the interview panel trained in safer recruitment; carrying out all relevant pre-employment checks and ensuring all new staff and volunteers are given an appropriate induction.
4. To identify and manage any identified risks.
5. Maintain a safe and vigilant culture.
6. All subcontractors and partner organisations provide a safe learning and working environment for all learners.
7. To provide SAL staff who carry out a recruiting role with guidelines for safer recruitment.
8. A system is in place for early identification of potential safeguarding needs of learners at the point of enrolment onto courses.

STAFF RECRUITMENT

Training for Recruiters

At least one member of the panel must have completed SCC’s online safer recruitment training or equivalent.

Any queries by SAL managers or staff who carry out a recruiting role should be referred to the SCC Safer Recruitment Team for advice.

Disclosure and Barring Service (DBS) Checks

The e-DBS procedure for those SAL posts and roles identified below as requiring a DBS check must be followed.

If a staff member or a volunteer needs to commence in one of the identified roles or posts before the DBS disclosure is received, the SCC risk assessment process must be followed.

Rationale for posts requiring an Enhanced Disclosure and Barring Service (DBS) Check

Within SAL the roles requiring an Enhanced DBS (but without a Barred List) Check are:

- All curriculum managers, assistant curriculum managers, tutors and supported learning assistants working on the Supported Learning*, Family Learning, Outreach and Passport to Wellbeing programmes;
- All volunteers supporting on the above four programmes;
- The Apprenticeship Manager together with any staff or volunteer working with an apprentice under the age of eighteen within the apprenticeship programme.

(*not Lipreading tutors)

The rationale for these roles being subject to an Enhanced DBS check is that they involve working with or volunteering with children, young people or adults at risk, often in an unsupervised capacity.
and/or on school premises and were within the definition of a regulated activity before 10 September 2012.

As part of recruitment if the applicant is being recruited to a role requiring an Enhanced DBS Check and has **lived or worked outside the UK within the last 5 years** a Certificate of Good Character must be provided by the applicant from the relevant embassy in the UK following the current Home Office advice on the [gov.uk website](https://www.gov.uk) unless, within the last 3 months before starting to work for SAL, the new staff member has worked in:

- A school in England in a position that regularly brought them into contact with children
- Another institution within the FE sector in England or a 16-19 Academy, in a position which involved the “provision of education and caring for, training supervising or being solely in charge of persons under the age of 18.

Where a staff member or volunteer in a role requiring an Enhanced DBS Check as identified above has a break in actively working for SAL of twelve calendar months or more, a new Enhanced DBS Check must be made and the resulting Disclosure received (or a SCC risk assessment to be in place) before resuming work.

In keeping with SCC practice, a new enhanced DBS Check will be submitted for all staff and volunteers in the above identified programmes every three years.

**Safeguarding training**

On appointment all new staff and volunteers are to complete the required Safeguarding and Prevent training as part of recruitment. Mandatory refresher Safeguarding and Prevent training must be completed as required.

New staff working in the Supported Learning, Family Learning, Passport to Wellbeing and Outreach programmes must attend a Safeguarding face to face training session within six months of their employment start date or starting teaching/supporting, whichever it the later. The Apprenticeship Manager and any other staff on the Apprenticeship Programme who has contact with apprentices under the age of eighteen must also attend the Safeguarding face to face training session within the above timeframe.

**Working with External Providers**

Any provider contracted to deliver learning as part of subcontracting arrangements of SAL Education and Skills Funding Agency contract will be expected to work to the SAL current Safeguarding and Safer Recruiting policies – copies of which will be provided with the Framework contract.

Any employer, partner or organisation working with SAL on an apprenticeship programme will be expected to commit to safeguarding and promoting the welfare of any young person or adult at risk entering into employment with training by working to the current SAL Safeguarding and Safer Recruitment policies.

SAL will take all reasonable steps to support and monitor any apprenticeship programme partner or subcontractor to ensure it meets the following standards:

1. Safer recruitment is practiced in checking the suitability of staff and volunteers
2. Awareness of what constitutes a safeguarding concern is understood by all staff and volunteers
3. All staff and volunteers are clear about their responsibilities to safeguard learners
SAFEGUARDING & SAFER RECRUITMENT POLICIES

4. Robust procedures are in place to record and report all safeguarding concerns (including Prevent).
5. A safe learning or working environment is created so learners can thrive and achieve; staff, volunteers and learners feel safe and everyone knows that their welfare is a high priority.
6. Learners, including apprentices, know how to report safeguarding concerns.
7. A Safeguarding Staff and Volunteer Code of Conduct is available.
8. All safeguarding training is appropriate and complies with the SAL Safeguarding and Safer Recruitment policies.

Any individual delivering learning or training on behalf of SAL will be required to possess an enhanced DBS Disclosure (or equivalent) that is less than three years old if delivering learning or training within a programme that the Service requires its own staff to be DBS checked.

Guidelines on Safer Recruiting in the Recruitment and Selection of new SAL staff or the placement of a SAL Volunteer

Reference should be made to the SCC Safer Employment and DBS policy.

Advertising a post or volunteering opportunity

1. All adverts will include a clear commitment to safeguarding and state that appropriate checks will be made.
2. Clearly state when an Enhanced DBS disclosure is required.
3. Refer to up-to-date Job descriptions and person specifications.

Application Forms

1. Will reiterate the commitment to safeguarding
2. Include reason for leaving former job(s)
3. Ask for month and year of previous employment history
4. State where Rehabilitation of Offenders exemption applies.

Checks before invitation to interview

1. Applications will be scrutinised including any gaps in employment and reasons for leaving employment will be reviewed.
2. If possible references will be obtained before interview.

Interview

1. All interviews must be face-to-face.
2. At interview the interviewing panel will:
   a. Explore where any information appears to be incomplete.
   b. Explore gaps in employment history
   NOTE – Just years at a place of employment is insufficient. There is a need to probe deeper in case there are unexplained gaps in employment history that raise safeguarding concerns however, if the reason given for any gaps relate to a health condition or disability, this should not be explored further at interview.
3. It is legitimate to ask candidate about any previous declared “unspent” convictions
4. Initial questions about safeguarding should not be hypothetical as candidates may only give hypothetical answers which may not show their attitudes and motives towards working with adults at risk, children or young people.
5. Follow-up probing safeguarding questions should not be generic but contextualised to the post or role.

Document Checks

At interview check and verify:
- Identity documents
- Eligibility to work in the UK
Ensuring that all documents are valid, current and original

References

1. At least two references must be provided covering the last three years which includes one from the most recent previous employer.
2. For staff first line approval/verification of references and other pre-employment checks will be by the SCC Recruitment Team
3. Check references from a previous employer are from a line manager and not a former colleague.
4. Do not accept open references or references that are unsigned.
5. If a reference does not give all the information requested, the referee must be contacted by telephone and a written record made of what is said.
6. References received by email must be sent from an official organisation email address

LEARNER RECRUITMENT

To assist the early identification of potential learner safeguarding needs at the time of enrolment:

1. On universal programme courses – enrolment reports of all learners disclosing additional needs are generated nightly and reviewed by the centre staff and Supported Learning team as detailed in the Guidelines for Enrolling Learners with Additional Needs and Young People. Staff will refer learners with any disclosure or additional need which could increase the risk of safeguarding issues to the designated or deputy Safeguarding Officer who will liaise with the learner and course tutor as necessary.

2. On Family Learning, Outreach, Supported Learning and Passport to Wellbeing courses and on the Apprenticeship programme – the Curriculum Manager, Assistant Curriculum Manager or Apprenticeship Manager will advise the designated or deputy Safeguarding Officer of any learners with any disclosed additional need or welfare concerns which could increase the risk of safeguarding issues and the Safeguarding Officer will liaise with the course tutor or tutor-assessor as required.

To enable ongoing care and support to be given to any learner leaving or completing their course of study with SAL the designated or deputy Safeguarding Officer will:

- inform the relevant Curriculum Manager, Assistant Curriculum Manager or Apprenticeship Manager when there is a Safeguarding concern about a learner (without giving details of the concern) and
- request the Customer Service Team add a note on the Management Information System flagging that the Safeguarding Officer or Deputy must be advised if the learner is being withdrawn from or completing their course.

This will enable one of the Safeguarding Officers to be informed when the learner is leaving or completing their course so that consideration of any ongoing safeguarding needs or concerns can take place.
## Appendix 1 - SAFEGUARDING CONCERN FORM

<table>
<thead>
<tr>
<th>Name of Referrer:</th>
<th>Referrer’s contact telephone number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Learner:</td>
<td>Date of Birth (if known):</td>
</tr>
<tr>
<td>Address:</td>
<td>Telephone:</td>
</tr>
</tbody>
</table>

### Area of concern
- Physical
- Financial
- Sexual
- Neglect or Self Neglect – please specify type of neglect
- Psychological
- Discrimination
- Organisational
- Other – please specify e.g. domestic abuse, radicalisation

### Date and time of conversation/
Date concern noted:

### Place conversation took place/
Concern noted:

### Names of others present:

### Outline concerns:
Continue overleaf if necessary

<table>
<thead>
<tr>
<th>Have you let the learner know you are passing on your concerns:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Do you know what the learner would like to happen next:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

If yes, please give details

<table>
<thead>
<tr>
<th>Signature of referrer: unless sending by email</th>
<th>Date/Time form completed:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name of Safeguarding Officer form sent to:</th>
<th>Method of sending:</th>
</tr>
</thead>
</table>

- email
- post
- by hand
Appendix 2 - Staff and Volunteer Safeguarding Code of Conduct

Please note:

- Staff and volunteers should not spend excessive amounts of time alone with adults at risk, young people or children. Any unaccompanied meetings with individual adults at risk, children or young people should be avoided or take place within the sight of others. If privacy is needed, the door should remain open and other staff should be aware of the meeting.
- Staff and volunteers are advised not to make unnecessary physical contact with adults at risk, young people or children. Always seek permission before touching anyone.
- Staff and volunteers are advised not to make accept any learners as friends on social media sites.
- Do not take learners in your car.
- Ensure consent forms are signed when taking photos or videos of any learners.
- Staff and volunteers should use SAL ILT equipment wherever possible. Where personal equipment is used by a tutor:
  - any learner images or information must be stored securely in confidential files so that it cannot be accessed by family or friends and
  - All images and information should be deleted when no longer required but no later than at the end of the course.
- Staff and volunteers should not arrange to meet adults at risk or children outside the work environment without the approval of their line manager.
- Visiting speakers must not be left unaccompanied with learners.
- Do not start an investigation or question anyone after a safeguarding allegation or concern has been raised. Staff and volunteers should record the facts and report in line with SAL safeguarding procedures.
- Staff and volunteers must never (even in fun) –
  - Initiate or engage in sexually provocative conversations or activity
  - Allow the use of inappropriate language to go unchallenged
  - Do things of a personal nature to or for adults at risk, young people or children that they can do themselves
  - Allow any allegations to go without being reported
  - Trivialise or exaggerate young person, child or adult at risk abuse issues
  - Make promises to keep any disclosure confidential.
- Do not show favouritism to any one adult at risk, young person or child. If a learner appears to develop an infatuation with you, don’t encourage it and report the situation to your line manager.

You must:

- Respect the rights of adults at risk, young people or children to privacy and encourage them to feel comfortable enough to report attitudes or behaviour that they do not like.
- Act with discretion with regard to your personal relationships and declare any pre-existing relationship with an adult at risk, young person or child.
- Ensure you are aware of the SAL procedures for reporting concerns or incidents and be familiar with the contact details of the Designated and Deputy Safeguarding Officer.
- Make your line manager aware if you become the subject of inappropriate attention or affection from an adult at risk, young person or child
- Report in line with SAL safeguarding procedures any concerns about the welfare of an adult at risk, young person or child
Procedure for responding to an allegation of abuse

The SAL procedure detailed in the current SAL Safeguarding Policy must be followed whenever there is an allegation that an adult at risk, young person or child is experiencing, or at risk of, abuse or neglect.

Do not make promises about confidentiality. Explain to the person at the outset that you will need to report the disclosure and share the information with a Safeguarding Officer who will, where possible respect the wishes of the learner. Where there is judged to be a justifiable need the information will have to be shared with external agencies.

If an allegation of abuse is made against a member of SAL staff or volunteer, the procedures set out in the SCC Disciplinary policy and the SAL Safeguarding policy will be followed.
### Appendix 3 - Safeguarding Training Guidance 2019-20

The mandatory training requirements are:

<table>
<thead>
<tr>
<th>Employee Classification</th>
<th>SG Initial Awareness (Paper) as part of recruitment</th>
<th>Prevent - as part of recruitment and to be refreshed every 2 years</th>
<th>Safe &amp; Equal SG Refresher - 2 years after recruitment and every 2 years thereafter</th>
<th>SG Attendance + (see section below)</th>
<th>Safer Recruitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teams - SMT, IT, Learning Services, Business Development</td>
<td>✓</td>
<td>✓ online</td>
<td>✓ Safe &amp; Equal</td>
<td>x</td>
<td>✓ (where applicable)</td>
</tr>
<tr>
<td>CMs, AsCMs Apprenticeship Manager</td>
<td>✓</td>
<td>✓ online</td>
<td>✓ Safe &amp; Equal</td>
<td>✓ where applicable+</td>
<td>✓</td>
</tr>
<tr>
<td>Success Indicator</td>
<td>90% pass</td>
<td>Certificate</td>
<td>100% pass Register</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Tutors, Trainer-Assessors</td>
<td>✓</td>
<td>✓ online</td>
<td>✓ Safe &amp; Equal</td>
<td>✓ where applicable+</td>
<td>x</td>
</tr>
<tr>
<td>SLAs</td>
<td>✓</td>
<td>✓ online</td>
<td>✓ Safe &amp; Equal</td>
<td>✓ where applicable+</td>
<td>x</td>
</tr>
<tr>
<td>Success Indicator &amp; Payment</td>
<td>90% pass Nil</td>
<td>Certificate on recruitment; 1 hour for refresher</td>
<td>100% pass 1 hour Register</td>
<td>2 hours</td>
<td>x</td>
</tr>
<tr>
<td>Self – employed Tutors (Vendor Tutors/Visiting Lecturers)</td>
<td>✓</td>
<td>✓ Briefing paper</td>
<td>✓ Briefing paper</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Success Indicator &amp; Payment</td>
<td>Signature or email confirmation Nil</td>
<td>Signature or email confirmation 30 minutes</td>
<td>Signature or email confirmation 30 minutes</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Café Supervisors, Caretakers, Technicians, Invigilators, IQAs</td>
<td>✓</td>
<td>✓ Briefing paper</td>
<td>✓ Initial</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Success Indicator for all; payment for technicians, invigilators and IQAs only</td>
<td>90% pass Nil</td>
<td>Signature or email confirmation Nil on recruitment 30 minutes for refresher</td>
<td>90% pass 30 minutes</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Volunteers</td>
<td>✓</td>
<td>✓ Briefing paper</td>
<td>✓ Briefing paper</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Success Indicator</td>
<td>90% pass</td>
<td>Signature or email confirmation</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Models</td>
<td>✓ Briefing paper</td>
<td>✓ Briefing paper</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Success Indicator &amp; Payment</td>
<td>Signature or email confirmation Nil</td>
<td>Signature or email confirmation Nil on recruitment 30 minutes for refresher</td>
<td>Signature or email confirmation 30 minutes</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>
Please note the following:

- ALL staff and volunteers are expected to commit to SAL Safeguarding training regardless of the hours they work and other safeguarding training they may have undertaken.
- The Safeguarding Initial Awareness and Prevent training are an integral part of the recruitment process for all staff and volunteers and is not paid.
- Nationally recognised Prevent training completed within the last 2 years for another employer is likely to be accepted. Please check with Safeguarding Officer.
- Where the success indicator is 'signature' in the table, email confirmation is acceptable.
- Tutors should not be assigned new teaching if their mandatory Safeguarding including Prevent and E&D training is not up to date.
- Safeguarding & E&D training should be checked prior to a lesson observation/ class visit / appraisal review – any shortfall should be addressed immediately.
- If a member of staff has not completed all their mandatory Safeguarding including Prevent and E&D training they cannot be graded more than Grade 3 ‘Requires Improvement’ in a tutor or SLA observation report.
- Curriculum Support will monitor compliance with mandatory Safeguarding and Prevent training and will provide monthly non-compliance reports to the Safeguarding Officer, curriculum teams, Apprenticeship Manager and Area Business Managers; they update training records and arrange payment where applicable.

+Safeguarding Attendance training (delivered face-to-face)

Mandatory for all CMs, AsCMs, tutors and SLAs working on the Supported Learning, Family Learning, Passport to Wellbeing and Outreach programmes:
- within 6 months of employment start date for curriculum teams
- within 6 months of commencing teaching/supporting for tutors and SLAs.

Recommended for volunteers in the Supported Learning, Family Learning, Passport to Wellbeing and Outreach programmes.

Mandatory within the above relevant timeframe for the Apprenticeship Manager and any other staff on the Apprenticeship programme who has contact with an apprentice aged under eighteen.

Open to all other staff and volunteers but no pay available.

Available as alternative to Safe & Equal Refresher training to those with valid reason for not completing online training. Payment will be for one hour.

Trainer to liaise with Curriculum Support who action payment and training record updates from the register.

Prevent training

The preferred Online Prevent Training is the Home Office e-learning training; the link to this training is:
https://www.elearning.prevent.homeoffice.gov.uk/

Staff member to send line manager copy of certificate; line manager to inform Curriculum Support who will update training records and action payment for one hour when this has been completed as Prevent refresher training.

Prevent briefing paper is to be read; confirmation of understanding to be sent to line manager who will inform Curriculum Support to action payment (for 30 minutes) and update training records when this has been completed as Prevent refresher training.