



SAFEGUARDING & PREVENT POLICY

2025

Introduction

Heart of England Training places the highest importance on safeguarding, and the safety and wellbeing of its learners, apprentices and staff. This policy sets out Heart of England Training's commitment to action in relation to its duty to safeguard and promote the wellbeing of children, young people and vulnerable adults. There are three main elements to this Safeguarding Policy:

Prevention: Sustaining a positive and caring culture, deliver relevant/ current teaching and activities and pastoral support to children, young people and vulnerable adults and maintaining a vigilant attitude.

Protection: ensuring policies and procedures are in place to minimise the risks to children, young people and vulnerable adults, including well-trained, committed staff who are supported to respond appropriately and sensitively to safeguarding concerns.

Support: to children and vulnerable adults and staff who may be at risk from a wide range of negative experiences.

Objectives

The objective of this policy is to ensure there is a clear, transparent and robust approach to Heart of England Training's statutory and moral duty in relation to all its customers and particularly children, young people and vulnerable adults.

Promotion of the policy: This policy is widely promoted to include at staff interview stage and induction, staff training and review, Governors meetings and review, learner induction and review, available in training academies, link supplied to employers, learner and parents and carers, available through the One File e-portfolio, available on hoet.co.uk.

It is intended to:

- Ensure appropriate action is taken that will contribute to the safeguarding of all children, young people and vulnerable adults.
- Raise awareness of the importance of safeguarding, young people and vulnerable adults Raise awareness regarding issues these groups may be faced with
- Indicate action to be taken in certain circumstances

This policy covers all children and young people under the age of 18 and Vulnerable Adults including:

- Learners and prospective learners on full and part-time courses
- Apprentices
- Visitors to Heart of England Training
- Employees, work experience learners or volunteers
- All learners classed as vulnerable
- Vulnerable Adults

This policy applies to all staff, learners, subcontract partners and other service users; including volunteers, external contractors, remote learners, apprentices and employers where learners have work placements.

Responsibilities

Governors are responsible for ensuring Heart of England Training has effective child protection policies and procedures in place that are in accordance with guidance issued by the Secretary of State, [Keeping Children Safe in Education](#) (KCSIE) any Local Authority guidance and locally agreed interagency procedures.

The Governors are responsible for liaising with the Directors and Designated Safeguarding Leads over matters regarding safeguarding and child protection, including:

- Ensuring the Heart of England Training has adopted the Interagency Procedures produced by relevant local authorities
- Ensuring the Governors review Heart of England Training's policy on Safeguarding each year
- Ensuring that each year the Governors are kept informed on how Heart of England Training and its staff have complied with the policy.

Senior Designated Safeguarding Leads are the Recruitment Director and the Safeguarding and Welfare Lead. Each Academy has a minimum of one onsite DSL.

They have a key duty to take the lead responsibility for raising awareness within Heart of England Training of issues relating to the welfare of children, young people and vulnerable adults, and the promotion of a safe environment for these individuals who are learning within Heart of England Training. They will receive training in safeguarding and child protection issues and inter-agency working, as required by KCSIE and the Local Safeguarding Children's Partnership and will receive refresher training in accordance with their recommendations.

Senior Designated Safeguarding Leads are expected to:

- Oversee the referral of cases of concern or allegations to Safeguarding partners and other appropriate agencies
- Refer cases of suspected radicalisation to the Channel programme
- Provide advice and support to other staff in relation to Safeguarding and Child Protection issues
- Maintain a record of any child protection referral, complaint or concern (even where the concern does not lead to a referral)
- Ensure that parents/carers of children, young people and vulnerable adults within Heart of England Training are aware of the Safeguarding Policy
- Liaise with the relevant Local Authority and other appropriate agencies
- Ensure that staff receive appropriate training in safeguarding and child protection issues and are aware of this policy

Academy Based Designated Safeguarding Leads are onsite to support learners with welfare and safeguarding issues and to promote a positive safeguarding culture. Academy Based DSLs are expected to:

- Refer cases of concern to the local safeguarding partners and other appropriate agencies
- Agree with senior DSLs to refer cases of suspected radicalisation to the Channel Programme
- Agree with senior DSLs where it is necessary to initiate a Multi-Agency Request for Services (MARF) and who will take the lead
- Update MYCONCERN records in cases where they are the case owner and agree records to be filed with senior DSLs
- Lead on the positive promotion of safeguarding within the academy

- Liaise with schools that send pupils to Heart of England Training to ensure that appropriate arrangements are put in place and share information as required by KCSIE

All Heart of England Training Staff are expected to:

- Establish and maintain an ethos where children and those who are vulnerable feel secure and are encouraged to talk and are listened to.
- Include in the curriculum and 'core' activities opportunities for children and vulnerable adults to acquire skills and attitudes to both resist abuse and to prepare themselves for responsibilities in their adult lives. To encourage a belief in equality of opportunity and British Values and to celebrate diversity and challenge extreme views
- Be aware of Heart of England Training's safeguarding policy and share our commitment to safeguarding and promoting the welfare of children and vulnerable adults.
- Record relevant information about learners which does not represent an immediate safeguarding concern on the One File system. For example, lateness, poor behaviour etc.
- Refer any cause for concern through the MYCONCERN system

Definitions

For the purposes of this policy, the following words and phrases have the meanings as indicated:

• **“Abuse”** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

“Child” or **“Children”** means a person(s) under the age of 18.

“Channel” forms a key part of the Government Prevent Strategy (see below for Prevent definition). The process is a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorism and extremism.

“Extremism” is defined in the 2011 Prevent Strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Also included in the definition is extremism calls for the death of members of the UK armed forces, whether in this country or abroad.

“Prevent” refers to the Prevent Strategy, published by the Government in 2011, which is part of the Government's overall counter-terrorism strategy, CONTEST. The aim of the Prevent strategy is to reduce the threat to the UK by stopping people becoming terrorists or supporting terrorism.

“Radicalisation” refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

“Safeguarding” is the process of protecting vulnerable people, whether from crime or other forms of abuse.

“Terrorism” is defined in the Terrorism Act 2006 . In summary, this defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

“Vulnerable adult” means any person aged 18 or over who is or may be in need of community care services by reason of mental or other disability, age or illness and is or may be unable to take care of themselves, or unable to protect themselves against significant harm or exploitation. It should be noted that the definition of a vulnerable adult means that this can be a transient category for some individuals.

Types of Abuse

Abuse of children can be categorised into four areas (as defined by the Children’s Act 1989):

“Neglect” is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

“Physical Abuse” includes hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

“Emotional Abuse” is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

“Sexual Abuse” involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing, forcing someone to strip, touch themselves sexually or engage in sexual activity with a third party. They may also include non-contact activities, such as involving children in looking at, or in the production of; sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Additionally, they can include examples such as a Single act of kissing someone without consent or touching someone’s bottom/ breasts/ genitalia without consent. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Consensual and non-consensual sharing of nude and semi-nude images, sharing unwanted explicit images and ‘upskirting’ are also included.

Additional forms of abuse

In addition, Keeping Children Safe in Education identifies that there are wider safeguarding issues that should be considered and acted upon. The statutory guidance lists specific issues and provides further links to information on all these areas. The specific areas are:

- Child Sexual Exploitation
- Child Criminal Exploitation
- Domestic Violence
- Fabricated or induced illness
- Female Genital Mutilation (FGM)
- Gangs and Youth violence
- Mental Health (this includes mental health as an indicator of abuse and mental health issues that are safeguarding concerns) • Radicalisation • Teenage Relationship Abuse • Bullying, including Cyberbullying
- Drugs
- Faith Abuse
- Forced Marriage
- Gender-based violence/Violence against Women and Girls
- Honour-based abuse
- Private Fostering
- Sexting
- Trafficking
- Peer-on-Peer Abuse

Indicators of abuse to look out for

There are a number of common factors, which can be potential indicators of abuse in children, young people and vulnerable adults. It is important to remember that many of the characteristics and signs detailed can also be typical for some individuals, so whilst it is important to be vigilant in such matters, staff should also be tactful in their approach. This information is provided as a guide only and further support should be sought following the guidance in the Policy and Procedures documents where there are possible safeguarding concerns.

Potential indicators of physical abuse

- Injuries to any part of the body
- Individuals who find it painful to walk, sit down, to move their jaws or are in some other kind of pain
- Injuries which are not typical of the bumps and scrapes associated with regular activities e.g. injuries of an unusual shape/type or with very clearly defined marks that may be the result of being hit with an object;
- The regular occurrence of unexplained injuries
- Frequent injuries, where explanations may be confused
- Conflicting explanations of how the injuries were sustained
- Furtive/secretive behaviour
- Uncharacteristic aggression or withdrawn behaviour
- Compulsive eating or sudden loss of appetite
- Sudden ill coordination
- Difficulty staying awake
- Wider concerns about the family/home life situation

Potential indicators of emotional abuse

- Poor attachment relationships with children
- Unresponsive or neglectful behaviour towards the individual's emotional or psychological needs
- Persistent negative comments about the individual
- Inappropriate or inconsistent developmental expectations of the individual
- Parental problems that supersede the needs of the child/vulnerable adult
- Dysfunctional family relationships including domestic violence
- Emotional indicators such as low self-esteem, unhappiness, fear, distress, anxiety
- Behavioural indicators such as attention seeking, opposing, withdrawn, insecure
- Physical indicators such as failure to thrive/faltering growth, delay in achieving developmental, cognitive or educational milestones

Potential indicators of sexual abuse

- Signs of blood or other discharge on the individual's clothes
- Awkwardness in walking or sitting down
- Stomach pains
- Bed wetting
- Tiredness
- Extreme variations in behaviour e.g. anxiety, aggression or withdrawal
- Sexually provocative behaviour or knowledge that is incompatible with the individual's age and understanding
- Drawings and or written work which are sexually explicit and inappropriate for the context of the work (indirect disclosure)
- Direct disclosure

Potential indicators of neglect

- Abnormal growth including failure to thrive
- Recurrent infection
- Unkempt dirty appearance
- Poor body hygiene
- Inadequate/unwashed clothes Hunger
- Listlessness
- Attachment disorders • Indiscriminate friendliness
- Poor social relationships
- Poor concentration
- Developmental delays
- Low self-esteem
- Insufficient food, heating and ventilation in the home
- Risk from animals in the household
- Inappropriate sleeping arrangements and inadequate bedding
- Dangerous or hazardous environment

Potential indicators of radicalisation

There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism or radicalisation. HM Government 'Channel' guidance indicates factors which may have a bearing on someone becoming vulnerable can include:

- Peer pressure
- Influence from other people or via the internet

- Bullying
- Crime against the individual or their involvement in crime
- Anti-social behaviour
- Family tensions
- Race/hate crime
- Lack of self-esteem or identity
- Personal or political grievances

Potential Indicators of engagement with an extremist group, cause or ideology

- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance to accord with the group
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- Possession of material or symbols associated with an extremist cause (e.g. the swastika for far-right groups)
- Attempts to recruit others to the group/cause/ideology
- Communications with others that suggest identification with a group/cause/ideology

Potential indicators of Child Criminal Exploitation

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator and/or through violence or the threat of violence.

- learners who appear with unexplained gifts or new possessions;
- learners who associate with other young people involved in exploitation;
- learners who suffer from changes in emotional well-being; learners who misuse drugs and alcohol;
- learners who go missing for periods of time or regularly come home late
- learners who regularly miss school or education or do not take part in education

Potential indicators of Child Sexual Exploitation

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. In addition to the above indicators of CCE, indicators of CSE can be;

- learners who have older boyfriends or girlfriends
- learners who suffer from sexually transmitted infections or become pregnant

Peer on Peer abuse

Peer on peer abuse is a specific form of abuse, that whilst covered within the categories above, requires a specific focus within Heart of England Training as it is recognised that it is a particularly sensitive and complex area of safeguarding learners within Heart of England Training.

All staff should recognise that learners are capable of abusing their peers and that inappropriate behaviour should never be tolerated or passed off as 'banter' or 'part of growing up'. Peer on peer abuse is often gender specific, such as girls being inappropriately touched or sexually abused by boys; boys may be more vulnerable to initiation or hazing type violence and rituals.

- Types of Peer on Peer abuse include:

- Biting
- Kicking
- Hitting
- Hair Pulling
- inappropriate language
- touching
- sexual assault (includes sexual violence and sexual harassment)
- physical
- name calling
- Homophobic
- Cyberbullying
- Sexting (also known as youth produced sexual imagery)
- Initiation/hazing
- Prejudiced behaviour
- Teenage relationship abuse
- Upskirting

Responding to peer on peer abuse

It is important to deal with a situation of peer abuse immediately and sensitively. As with any safeguarding concern, it is important to gather the information as soon as possible to ascertain the true facts. This should be done objectively, with consideration of intent. Where it is deemed that any party involved in the peer on peer abuse is at risk, then a safeguarding referral should be made. Where there is a potential criminal act, the police should also be informed.

Dealing with sexting

Heart of England Training will make reference to the UKCIS guidance when dealing with incidents of sexting. All incidents of sexting should be initially dealt with as a safeguarding concern, and Heart of England Training will be guided by the principle of proportionality and the primary concern at all times will be the welfare and protection of the young people involved.

Online Safety

Due to an increase in online learning, it is essential that learners are safeguarded from potentially harmful and inappropriate online material.

Additionally, any safeguarding concerns that are identified by staff when online should be reported in the same manner and urgency, using Heart of England Training Safeguarding Procedures.

Staff should ensure that they adhere to the guidance regarding Online Safeguarding Policy applicable to all online learning, support and communication with learners. A specific contract of Online Safety agreement should to reinforced by all staff to learners when engaging online or remotely.

Heart of England Training has robust filtering and monitoring systems installed on all devices and we use the Securus proactive pupil monitoring safeguarding system. Heart of England Training has Cyber Essentials accreditation. Any breaches the online safety standards should be referred through the usual safeguarding process.

Policy Statement

Heart of England Training will:

- Comply with all legal and statutory duties in relation to safeguarding and wellbeing of children, young people and vulnerable adults.
- Take a preventative approach to protecting children, young people and vulnerable adults from potential harm, damage, radicalisation or being drawn into terrorism.
- Take all appropriate actions to address concerns about the welfare of children, young people and vulnerable adults.
- Have particular regard to children, young people and vulnerable adults who:
 - Are disabled and have specific additional needs
 - Have special education needs
 - Are young carers
 - Are showing signs of being drawn into anti-social or criminal behaviour; including gang involvement and associated organised crime groups
 - Are misusing drugs and alcohol
 - Are at risk of modern slavery, trafficking or exploitation
 - Have family circumstances presenting challenges for them
 - Are looked after or have previously been looked after (care leavers)
 - Have returned to their family home from care
 - Are showing early signs of neglect or abuse
 - Are at risk of radicalisation or exploitation
- Work to agreed local policies and procedures in full partnership with other local agencies.
- Plan, implement, monitor and review policies and procedures to ensure the maximum is done to provide a safe environment for children, young people and vulnerable adults in Heart of England Training.
- Take all reasonable measures to ensure that risks of harm to children, young people and vulnerable adults' welfare is minimised by the appropriate:
 - Risk assessment and management
 - Health and Safety procedures
 - Staff selection, recruitment, induction, supervision and training
 - Creation and promotion of a caring and supportive culture
 - Reacting to and reporting abuse
- Ensure that concerns that a child, young person or vulnerable adult is at risk of significant harm are referred in a timely manner to the person's local Social Care Services.
- Ensure that all staff receive adequate training to familiarise themselves with safeguarding, child protection issues and responsibilities in implementing this policy as well as Heart of England Training's policies and procedures, with refresher training at least every three years.
- Have specific and robust processes in place to respond to allegations against a member of staff.
- Ensure that best practice and learning is shared across Heart of England Training.
- Empower children, young people and vulnerable adults to develop a healthy and safe lifestyle to help them manage risks, develop judgement on acceptable behaviour, resist unhelpful pressure and challenge extremist narratives. This will be done through an effective personal and employability tutorial framework and pastoral and targeted support for learners.
- Fulfil legal duties outlined in the Prevent Duty.
- Take measures to protect apprentices, learners and employees from radicalising influences.
- Take measures to ensure apprentices, learners and employees are resilient to extremist narratives.
- Train all staff to identify and act upon changes in behaviour of apprentices, learners and employees.
- Train staff to deal with any issues raised by apprentices, learners of staff. • Regularly ask learners 'do you feel safe?

Formal recording

Where a formal referral to a Designated Safeguarding Leads has taken place, the Designated Safeguarding Leads will ask the referring member of staff for both children and vulnerable adults to provide a MYCONCERN record within 24 hours of the original concern being raised.

Confidentiality

Confidentiality and trust should be maintained as far as possible. The degree of confidentiality will be governed by the need to protect the child, young person or vulnerable adult who is always the primary concern. The child, young person or vulnerable adult must, at the earliest opportunity in the disclosure, be informed of the need to pass the information on.

Heart of England Training will comply with the requirements of the Data Protection Act 2018, and the General Data Protection Regulation 2018 which allows for the disclosure of personal data where necessary to protect the vital interests of the vulnerable adult. In some cases the main restrictions on disclosure of information are:

- Common Law duty of confidence
- Human Rights Act 1998
- Data Protection Act 2018
- General Data Protection regulation 2018

Each of these must be considered separately. Other statutory provisions may also be relevant, but in general, legislation does not prevent the sharing of information if:

- Those likely to be affected provide their consent
- The public interest in safeguarding the child's welfare overrides the need to keep the information confidential
- Disclosure is required under a court order or other legal obligation.

Raising concerns about safeguarding

All staff, sub contract partners and learners should feel able to raise concerns about poor or unsafe practice and potential failures within Heart of England Training's safeguarding policies and procedures and know that such concerns will be taken seriously by Heart of England Training's Senior Leadership Team. Staff, volunteers, sub-contract partners and learners should follow the Whistleblowing Policy if they have any concerns about the practices at Heart of England Training.

References to other key policies

This policy has been developed in accordance with and under the guidance of the:

- Children's Act 1989 and 2004
- Education Act 2002 and 2011
- Keeping Children Safe in Education (2025)
- Sexual violence and sexual harassment between children in schools and colleges (2021)
- Working Together to Safeguard Children (March 2015)
- Safeguarding Children and Vulnerable Groups Act (2006)
- Safeguarding Children and Safer Recruitment in Education (2007)
- Counter Terrorism and Security Act 2015

- Nottingham and Nottinghamshire Safeguarding Children Board Inter-agency Child Protection Procedures and Practice Guidelines
- Heart of England Training Safer Staff Recruitment and Selection policy
- Heart of England Training Code of Conduct
- Heart of England Training Whistle Blowing policy
- Heart of England Training Prevent policy

Quality assurance measures

The effectiveness of this policy will be monitored and measured in a variety of ways. These will include:

- Reporting on safeguarding incidents to the Governing Body
- Measuring staff confidence in managing safeguarding incidents
- Individual training and development records
- Development of appropriate mechanism for assessing experience of those reporting safeguarding concerns, or being subject to safeguarding enquiries
- Feedback from partners on quality and appropriateness of referrals
- Formal safeguarding checks by senior DSLs on all academies
- Learner feedback
- Employer feedback

Key safeguarding contacts

Designated safeguarding leads			
Jan Gibson	Jan.Gibson@hoet.co.uk		07736 740 437
Matthew Barry	Matthew.Barry@hoet.co.uk		07557 365 186
Academy-based designated safeguarding leads			
Rugby hair and beauty academy	Gemma Farquhar	Gemma.Farquhar@hoet.co.uk	07904 090 264
	Clare Bowes	Clare.Bowes@hoet.co.uk	01788 541 146
Birmingham hair and beauty academy	Sarah Murphy	Sarah.murphy@hoet.co.uk	0121 236 8595
	Heather Wright	Heather.Wright@hoet.co.uk	0121 236 8595
Leicester hair and beauty academy	Sajeeda Sumra Graham	Sajeeda.Sumra-Graham@hoet.co.uk	0116 2856182
	Emma Barker	Emma.Barker@hoet.co.uk	0116 2856182
Birmingham football education academy	James Rumsby	James.rumsby@hoet.co.uk	07376 364 158
Warwick football education academy	Anastasia Bainbridge	Anastasia.bainbridge@hoet.co.uk	07500 083 387

Daventry football education academy	James Sullivan	James.sullivan@hoet.co.uk	07572 165 902
Quorn football education academy	Cheryl Edwards	Cheryl.edwards@hoet.co.uk	07495 567 144

Safeguarding referral procedure

The Heart of England Training Safeguarding Policy establishes the principles within which Heart of England Training will work to ensure the safety and welfare of all children, young people and vulnerable adults at Heart of England Training. This document is intended to provide practical guidance for colleagues who are responsible for taking action under the Policy, and should be read in conjunction with the Policy itself.

Responding to Concerns

Where any member of staff has a concern about a learner they must report it immediately. There are a number of reasons why a staff member might need to report a concern:

- In response to something a student has said
- In response to signs or suspicions of abuse
- In response to allegations made against a member of staff or volunteer, carer, parent
- In response to bullying
- Observation of inappropriate behaviour/views
- In response to anything which makes a student/young or vulnerable person uncomfortable.

It is important for staff to note that if an incident has occurred outside of Heart of England Training, it should still be reported.

- On receipt of safeguarding information regarding a child, vulnerable adult or member of staff:
- Stay calm
- Reassure the person reporting their concern that they have done the correct thing in telling you
- Listen carefully to what is being said and take them seriously. Do not promise confidentiality
- Explain that you have a duty to tell a Designated Safeguarding Lead, and that their concerns may be shared with others who could play a part in protecting them or the individual concerned.
- Reassure them that they will be involved in decisions about what will happen wherever possible. For concerns that involve potential risk to children, this cannot always be guaranteed.
- If they have specific communication needs, provide support and information in a way that is most appropriate to them, or seek support to do this. Do not be judgemental or jump to conclusions.
- Record in writing exactly what is being said, if you cannot do this at the time, then record immediately afterwards.

Reporting concerns

Any allegation, disclosure or suspicion of harm or abuse needs to be taken seriously and handled in a sensitive manner. Individual members of staff should never deal with disclosures in isolation.

If at any point, there is a risk of immediate serious harm to a child, a referral should be made to Children or Adult Social Care immediately. Anyone can make a referral. If this ever happens, the Designated Safeguarding Lead must be informed at the earliest opportunity.

On receipt of a concern, the matter must be reported immediately to the Designated Safeguarding Lead for advice and support. Contact details can be found on page 14.

It will be agreed following consultation with the DSL what the next action will be, which may include the following:

- Referral to the Designated Safeguarding Lead for onward referral to the appropriate organisation
- Referral to the Designated Safeguarding Lead for advice and support
- Contact with the person reporting
- Contact with the parents/guardians

The DSL will advise you of what further involvement you should have.

Recording requirements

During or immediately after a disclosure record the following:

- Names of those present during the disclosure/allegation
- Address and contact of the young person
- Date of Birth
- Other agencies already involved
- Date and time of the conversation
- Place where the alleged incident took place
- Brief description of the concern or allegation
- Any visible injuries
- Any alleged injuries
- Young person's preferred action
- Next steps and follow up agreed

Using the MYCONCERN system

All Heart of England Training staff have a minimum of 'Basic User' access to the MYCONCERN system.

To refer a concern you can access the system through our company SharePoint site at

<https://heartofenglandtraining.sharepoint.com/sites/SAFEGUARDING> or by going directly to MYCONCERN.

You will need your username and password.

If you have any problems with access to the system, do not let this delay your referral.

You can contact Senior DSLs by telephone at anytime. You can request a password reset from Human Resources

You **Version:** 4

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Prepared by: Matthew Barry

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Approved by: Directors

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