



Safeguarding Policy

Policy Statement	2
Scope and Purpose	2
General Principles	3
Key Related Policies.....	3
Early Help	3
Definition of Terms and Types of Abuse	4
1.1 Child.....	4
1.2 Young Person.....	4
1.3 Vulnerable Adult.....	4
1.4 Discriminatory Abuse	4
1.5 Physical Abuse	5
1.6 Sexual Abuse	6
1.7 Psychological/ Emotional Abuse	7
1.8 Financial or Material Abuse.....	7
1.9 Neglect and Acts of Omission.....	8
1.10 Child Criminal Exploitation	8
Procedure.....	8
2.1 Recognition.....	9
Response	9
Recording and Reporting.....	10
Referrals	10
Learner and Client Referrals.....	10
Employee Referrals	10
Allegations Against Staff.....	11
Safeguarding Protection Form	12
Low-Level Concerns.....	12
Children Missing or Absent from Education.....	12
Storage of Documentation	12
Collection of Learners.....	13
Prevent Duty	13
Support.....	15
Contacts.....	16

Policy Statement

Showcase Training Ltd (“the Company”) is committed to adopting the highest standards and taking all reasonable steps in relation to the safety and welfare of children, young people, and adults in respect of its learning services. This policy outlines all responsibilities, actions, definitions, and requirements with regards to Safeguarding, and includes our policy on Child Protection. Other policies (as listed below) also relate to the Safeguarding Policy.

We will meet our social and moral responsibilities to protect such individuals fully in accordance with the law and where appropriate, with the support of relevant external agencies. We will comply with all legislation regarding the safeguarding of children, young people and adults including Keeping Children Safe in Education (2023); all staff are required to read and understand Part 1 of this particular piece of legislation and sign the declaration form confirming this.

All children, young people, and adults, without exception, have the right to protection from abuse regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, gender, sexual orientation, or socio-economic background. We aim to create a positive learning and working environment where every individual can be true to themselves and is able to learn and work without fear of harm.

We will ensure that our employees are carefully selected, trained, supervised, and have an appropriate enhanced DBS check in place where required. Staff pending the DBS check are not permitted to go out into the field on their own, and DBS checks will be repeated every three years. All employees are enrolled on to the DBS Update Service which is paid for annually by Showcase Training whilst the staff member is in the employ of the company. We will ensure that all employees adopt and abide by the Company's Safeguarding Code of Conduct, are proactive and respond to any allegations appropriately in accordance with the reporting procedure detailed in this policy.

Where learners and clients go out into the workplace, a Workplace Suitability Risk Assessment will be carried out before commencement of the work placement and this will determine if an enhanced DBS check is required for any employees in the workplace, as detailed in line with Showcase Training Ltd requirements.

This policy will also address procedures to follow in the event of allegations against staff members and aims to help avoid any false allegations of inappropriate behaviour being made about their conduct that would give cause for concern.

All staff are given Safeguarding training upon induction and repeat online training annually. All staff are also invited to Level 3 Safeguarding training, which is accredited and certificated by NCFE CACHE.

Our policy follows the 7 core principles as set out in the 2023 Keeping Children Safe in Education Guidance:

1. School and college staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare, and prevent concerns from escalating.
2. All staff have responsibility to provide a safe environment in which children can learn.
3. All staff should be prepared to identify children who may benefit from early help.
4. Any staff member who has any concerns about a child's welfare should follow the processes in this policy.
5. Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as local authority children's social care.
6. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.
7. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Scope and Purpose

This policy applies to:

- Employees (individuals who work —or have applied to work for the company either on a permanent, temporary, contractual, or voluntary basis)
- Employers (organisations that work in partnership with Showcase to provide apprenticeships or work placements to learners or clients)
- Suppliers (external partners who are in receipt of and/or providing Showcase services on our behalf)
- Showcase clients and customers

The words ‘employee/s’ is used in this policy to denote all those above.

The purpose of this policy is to set out Showcase’s approach to safeguarding children, young people and adults and detail the procedure and processes to be followed when dealing with child protection and safeguarding issues so that all employees can play their respective parts in ensuring learner, client, and staff safety.

It sets out how we will promote the need for vigilance with regard to learner, client, and employee safety; how we will ensure the correct implementation of current and anticipated safeguarding legislation and guidance and how we will keep up to date with developments and best practice in safeguarding principles and procedures.

Although it is impossible to ensure that no child, young person, or adult will come to harm, the implementation of this policy is aimed at facilitating the management of the risk associated with the protection of individuals.

General Principles

The Company’s Safeguarding Policy and associated policies are based on the following principles:

- The welfare of children, young people and vulnerable adults is the primary concern.
- All children, young people and vulnerable adults have the right to protection from abuse.
- It is the responsibility of experts to determine whether or not abuse has taken place, but it is everyone’s responsibility to report any concerns using the appropriate procedures outlined in this policy.
- All incidents of suspicious practice and allegations must be taken seriously and responded to swiftly and appropriately.
- Confidentiality and obligations must be upheld in line with the Data Protection Act 1998, GDPR and Data Protection Act 2018, Equality Act 2010 (including the Public Sector Equality Duty), and the Human Rights Act 1998. Please note that the GDPR does not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare.

Key Related Policies

Separate to this policy are our **Learner Code of Conduct and Behaviour**, **e-Safety and Acceptable Use**, and **Child-on-Child Abuse** policies, which include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying, and to deal with child-on-child abuse.

Our **HR Policy Manual** includes details regarding whistleblowing and allegations against staff.

Early Help

Any child may benefit from early help, but the following could indicate the need to be especially vigilant. Staff should be aware of any child who:

- Is disabled or has certain health conditions and has specific additional needs
- Has special educational needs (whether or not they have a statutory education, health, and care plan)
- Has a mental health need
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Is frequently missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation
- Is at risk of being radicalised or exploited

- Has a family member in prison, or is affected by parental offending
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing alcohol and other drugs themselves
- Has returned home to their family from care
- Is at risk of so-called 'honour'-based abuse such as female genital mutilation or forced marriage
- Is a privately fostered child, or
- Is persistently absent from education, including persistent absences for part of the school day.

Definition of Terms and Types of Abuse

1.1 Child

A child is defined as someone who has not reached 16 years of age.

1.2 Young Person

A young person is defined as someone who has not yet reached 18 years of age.

1.3 Vulnerable Adult

Following the Protection of Freedoms Act 2012 the definition of regulated activity relating to adults no longer labels adults as 'vulnerable'. Instead, the definition identifies the activities which, if any adult requires them, lead to that adult being considered vulnerable at that particular time.

This means that the focus is on the activities required by the adult and not on the setting in which the activity is received; or the personal characteristics or circumstances of the adult receiving the activities or the frequency in which they receive the service.

An adult is defined as vulnerable when they are in receipt of a 'regulated activity' in relation to vulnerable adults. Regulated activity is therefore defined by the following 6 broad categories:

- (i) Providing health care
- (ii) Providing personal care
- (iii) Providing social work
- (iv) Assistance with cash, bills and/or shopping
- (v) Assistance in the conduct of a person's own affairs
- (vi) Providing transportation of individuals where that transport is provided because of age, health, or disability

For more information please see the Safeguarding Vulnerable Groups Act 2006, as amended by the Protection of Freedoms Act 2012.

1.4 Discriminatory Abuse

Discriminatory abuse includes psychological abuse, harassment and discrimination which is motivated by a person's age, gender, disability, sexual orientation, race, cultural background, or religion. Discrimination may be a motivating factor in other forms of abuse such as domestic violence or hate crime.

Where the abuse or neglect is motivated by age, gender, sexual orientation, immigration status, racial, religion or disability; or occurs in a domestic violence situation; or perceived as a Hate Crime: the abuse will be considered to be aggravated by these factors.

Discriminatory abuse can be in the form of personal or institutional discrimination. Personal discrimination is the prejudice of the individual, whereas institutional discrimination is where systems and structures directly discriminate against potential or actual users of a service.



Signs and symptoms of Discriminatory Abuse can include:

- Fearfulness expressed in the eyes, person avoids looking at the potential abuser, flinching on approach
- Emotional withdrawal.
- Sleep disturbance.
- Low self-esteem.
- Unexplained fear or defensiveness.
- Isolation / shunning by others.
- Threats or intimidation, bullying or shouting.
- Unexplained attacks on property or possessions.
- Continual favouritism to other people in preference to the individual
- Internalising the discrimination to the extent that they express similar discriminatory views about others.

Other types of Abuse which could be considered Discriminatory:

Hate Crimes: any incident which constitutes a criminal offence which is perceived by the victim or any other person as being motivated by prejudice and hate.

- **Ageism:** discrimination based on age, especially against the elderly.
- **Gender Discrimination:** is a belief that one sex is superior to the other and that the superior sex has endowments, rights, prerogatives, and status greater than those of the inferior sex.
- **Homophobia:** discrimination against (fear or dislike of) homosexual people and homosexuality
- **Transgender Discrimination:** discrimination against people who are transgender
- **Religious Intolerance:** Is either intolerance motivated by one's own religious beliefs or intolerance against another's religious beliefs or practices.
- **Racism:** the belief that all members of each race possess characteristics or abilities specific to that race, especially so as to distinguish it as inferior or superior to another race or races.
- **Disablism:** discriminatory, oppressive, or abusive behaviour arising from the belief that disabled people are inferior to others.

1.5 Physical Abuse

Physical Abuse is the physical mistreatment of one person by another which may or may not result in physical injury. Physical abuse includes assault, hitting, slapping, scratching, pushing, kicking, pinching, burning, force-feeding, misuse of medication or the withholding of medication or treatment, unwarranted or inappropriate restraint, forced isolation or inappropriate sanctions, unwarranted or unauthorised deprivation of liberty, false imprisonment or abduction, rough handling causing injury, or any injury not fully explained by the history given. Signs and symptoms of Physical Abuse can include:

- Unexplained bruises or welts on body, including face, lips, mouth, body, arms, back, buttocks, thighs
- Bruises in various stages of healing, clusters forming regular patterns, reflecting the shape of an article or finger marks
- Unexplained burns, especially on soles, palms and back, immersion burns, rope burns, electric appliance, or carpet burns
- Unexplained fractures to any part of the body, especially if in various stages of healing, multiple or spinal injuries
- Unexplained lacerations or abrasions to the mouth, lips, gums, eyes, external genitalia
- Recoiling from physical contact or flinching
- Malnutrition - rapid or continuous weight loss, insufficient supply of food on premises, dehydration, complaints of hunger
- Lack of personal care, inadequate or inappropriate clothing, inadequate healing
- Untreated medical problems
- Unmanaged urinary / faecal incontinence
- Signs of medication misuse such as drowsiness
- Use of furniture and other equipment to restrict movement

Other types of Abuse which could be considered Physical:



- **Domestic Violence:** any incident, or pattern of incidents of controlling, coercive or threatening behaviour, violence, or abuse between those aged 16 or over who are, or have been intimate partners, or family members regardless of gender or sexuality.
- **Forced Marriage:** a marriage conducted without the valid consent of one or both parties where duress is a factor. Forced Marriage is a violation of internationally recognised human rights and contrary to the Matrimonial Causes Act 1973.
- **'Honour' Based Violence:** is an incident or crime carried out to protect or defend the honour or 'izzat' of the family or community. This type of violence can be distinguished from other forms of violence as it is often committed with some degree and / or collusion from the family and / or community. Honour based violence includes acts of harassment, assault, imprisonment, unexplained death (suicide), forced pregnancy / abortion and in some cases murder. The family may perceive that the person has acted inappropriately and dishonoured the family and community. Consequently, the violence carried out is to punish them for this.
- **Environmental Abuse:** includes depriving someone of their liberty, sustained restrictions on a person's freedom of movement as a result of the physical environment the person is in, culture of the environment or institution.
- **Serious Violence:** signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Also includes indications of serious crime which could be unexplained gifts or new possessions.

1.6 Sexual Abuse

Sexual abuse is the involvement of individuals in sexual activities to which they have not had the freedom and capacity to give their informed consent to, before and during the act, and/or may not fully comprehend. These acts include rape and attempted rape, sexual assault by penetration, sexual assault, abuser touching the victim's body for their own gratification, indecent exposure, non-contact abuse (pornography), sexual harassment, causing or inciting a person to engage in sexual activity without their consent.

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

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

Signs and symptoms of sexual abuse can include:

- Full or partial disclosure or hints of sexual abuse.
- Signs of depression, stress.
- Recoiling from physical contact.
- Unusual difficulty in walking and sitting.
- Sexually transmitted disease, urinary tract / vaginal infections.
- Love bites, bruises or finger marks on thighs or arms.
- Significant change in sexual behaviour, language, or outlook.
- Fear of males or females.
- Pregnancy in a person who is not able to consent.

Other types of Abuse which could be considered Sexual:

- **Female Genital Mutilation:** (FGM) is a collective term for procedures which include the removal of part or all of the external female genitalia for cultural or other non-therapeutic reasons.

- **Sexual Exploitation:** Sexual exploitation of vulnerable adults involves exploitative situations, contexts, and relationships where the vulnerable person receives 'something' (e.g. food, accommodation, drugs, alcohol, SIM cards and mobile phones, cigarettes, affection, gifts, money) or perceived friendship / boyfriend as a result of them performing, and/or others performing on them, sexual activities.

1.7 Psychological/ Emotional Abuse

Psychological or emotional abuse is action or neglect by a person which impairs the psychological wellbeing of another person. This results from being repeatedly made to feel unhappy anxious afraid humiliated or devalued by the actions or inactions and/or attitudes of others and includes emotional abuse, threats of harm or abandonment, deprivation of contact, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks.

Signs and symptoms of Psychologic/ Emotional abuse can include:

- Fearfulness expressed in the eyes, avoids looking at the caregiver, flinching on approach.
- Ambivalence to carer.
- Emotional withdrawal.
- Sleep disturbance.
- Low self-esteem.
- Unexplained fear or defensiveness.
- Threats or intimidation, bullying or shouting.
- Significant pressure on a person to commit criminal acts.
- Threat to abandon person or put them "away".
- Promises which are not kept.
- Few visitors, phone calls or outings.
- Locking the person in at home, or in a car.
- Significant community pressure for example anti-social behaviour.

Other types of Abuse which could be considered Psychological:

- **Anti-Social Behaviour:** acting in a manner that caused or was likely to cause harassment alarm or distress to one or more persons not of the same household as the defendant.
- **Discriminatory Abuse:** as described above.
- **Cyber Abuse:** the use of technology and social networking sites to threaten, bully, harass, groom for exploitation, stalk, pose risks to personal safety and wellbeing or discriminate against an adult at risk. This could be through the use of a PC, Laptop, tablet, mobile phone, gaming console or Television with internet access. Threats can come through content, contact, and conduct. This includes text messages, phone calls, pictures, video clips, emails, chat room messages, instant messaging, and websites. Signs and symptoms can include spending long periods of time online, secrecy about a mobile phone and/or computer, withdrawal from social contact, depression, mood swings, unexplained gifts, sleep disturbance and self-harming.

1.8 Financial or Material Abuse

Financial abuse is the misappropriation of an individual's funds, benefits, savings, assets etc. or any other action that is against the person's best financial interests. This includes theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, denying access to money, or the misuse or misappropriation of property, possessions, or benefits.

Signs and symptoms of Financial / Material Abuse can include:

- Unusual or inappropriate bank activity.
- A power of Attorney obtained when a person is unable to comprehend.
- Recent change of deeds or title of house.
- Person lacks belongings or services which they can clearly afford.

- Recent acquaintances expressing sudden or disproportionate affection for a person with money or property.
- Carer asks only financial questions of the worker, does not ask questions about care.
- Withholding money.
- Person managing financial affairs is evasive or uncooperative.

1.9 Neglect and Acts of Omission

Neglect is the deliberate withholding OR unintentional failure to provide appropriate and adequate care and support. Section 44 Mental Capacity Act 2005 states “Anyone who has a duty of care to a person who lacks capacity is guilty of an offence if they deliberately or recklessly ill-treat that person or if they wilfully neglect that person.”

It does not matter whether the behaviour was likely to cause, or actually caused, harm or danger to the victim's health. Wilful neglect usually means that a person has deliberately failed to carry out an act they knew they had a duty to do.

Signs and Symptoms of Neglect and Acts of Omission can include:

- Physical condition of the person is poor.
- Unexplained or untreated deterioration in health and wellbeing, including not seeking appropriate medical attention.
- Inadequate heating or lighting.
- Poor personal hygiene.
- Malnutrition — loss of weight.
- Dehydration.
- Demanding food or drink.
- Pressure sores.
- Inconsistent or reluctant contact with health or social agencies.
- Lack of social support and/or refusal to arrange access to callers /visitors.
- Inappropriate, old, or shabby clothing, or being kept in night clothes during the day.
- Sensory deprivation, not allowed to have hearing aid, glasses or other aids to daily living.
- Accumulation of medication, or prescriptions not being collected from pharmacy.
- Increased number of incidents or accidents e.g. falls or physical altercations with others, which appear to have resulted from a lack of supervision both inside and outside of the home environment.

1.10 Child Criminal Exploitation

Child Criminal Exploitation (CCE) occurs where an individual or group acts to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CCE can affect both males and females and can include children who have been moved for the purpose of exploitation (trafficking).

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

Procedure

The Company believes that in order for Safeguarding to impact on all aspects of the operational life of our employees it must become the informed responsibility of all. All employees have a responsibility and duty of care to actively make the learning environment safe and secure for all and take appropriate action where necessary in order to achieve this effectively.

The Designated Safeguarding Lead for Showcase Training is Ellen Mould (Director of Operations). Her direct number is 07715 658036 and email address is ellen.mould@showcasetraining.co.uk. The role of the DSL is to gather and collate all information regarding reports and to refer to appropriate parties. The DSL will keep a

record of all Safeguarding concerns historically to ensure links can be made for repeated concerns and escalations made accordingly. The DSL is responsible for ensuring all staff are trained and kept informed of current Safeguarding practices and procedures.

The Deputy Safeguarding Lead is Louise Bloomfield (Apprenticeships Manager). Her direct number is 07597 366506 and email address is louise.bloomfield@showcasetraining.co.uk. The Deputy is available to deal with any concerns if the DSL is absent.

The Mental Health Lead for Showcase Training is Nicola Bailey. Her direct number is 07597 366606 and email address is Nicola.bailey@showcasetraining.co.uk.

In order to ensure appropriate action is taken in such circumstances the Company has adopted and utilised the principles of the 5 R's Model that should be implemented and followed across all operational activities. Further information on this model can be found below.

- **Recognition**
- **Response**
- **Reporting**
- **Recording**
- **Referral**

2.1 Recognition

Recognition involves the ability to recognise behaviour that may indicate abuse as this is of fundamental importance. Whether the abuse may occur on Company premises, in the home or in any other setting in which the learner or client may find themselves, all those playing a role in meeting the learners' or clients' needs should be aware and informed so that possible abuse can be recognised, investigated, and acted on seamlessly and effectively.

Signs and indicators of abuse in young people and/or vulnerable adults may include direct disclosure. This isn't always easy to recognise as such, as it may be that the learner or client is struggling to find the words, is using language the abuser uses for particular actions and body parts, or the disclosure is wrapped in analogy or euphemism which is difficult to identify. A learner or client may choose anyone in the organisation to disclose to (including tutors, assessors, advisors etc.), or indeed any of these may be the ones to spot concerning signs or behaviour in the learner or client. This is why all employees that come into contact with learners and clients are trained in how to recognise and respond to this situation, and how to report a concern.

Recognising signs and indicators of abuse is also difficult, as any signs could have another explanation.

Response

Appropriate response is vital. No report about possible abuse or neglect should ever be ignored.

Your role in the moment when you respond is to ascertain what you are dealing with and to listen. The learner or client may be very scared and emotional in telling you this information, so you must stay calm, use effective empathic listening skills, and not let them know if you are feeling panicked, shocked, or outraged at what you are hearing, as this may shut them down. **You need to ask open questions (not leading or suggestive ones)** and gather just enough information to know that it is a disclosure of abuse that needs to be passed on, and how immediate the danger or harm is to the individual.

Do not lead or probe with questions — ask only completely open questions. Demonstrate interest and concern, and take it seriously, even if you are finding it difficult to believe because it is so shocking, or perhaps it is an allegation being made against someone known to you. Finally reassure that they have done the right thing by telling you, as you will do what you can to help.

Reassure the learner or client that they have done the right thing in reporting their concerns and that you will do everything you possibly can to help. Do not make unrealistic promises by agreeing to 'keep it quiet' but ensure that they are aware of who you have to tell and what might happen next, and that this is for their safety. If you are unclear on what the next steps will be inform the learner or client that you will speak to the appropriate Equality & Safeguarding representative to discuss next steps and advise the learner or client on the outcome of these discussions and next steps.

It is not your role to investigate the situation; you just need to be clear that it will be treated in confidence but recorded and passed on to the appropriate people/person by completing the Safeguarding Protection Form.

Recording and Reporting

As the first point of contact you must ensure that Part 1 of the Safeguarding Protection Form is completed accurately. This section of the form must be completed by the individual that has taken the testimony and been approached by the learner or client.

Whilst completing Part 1 of the form you may seek advice from your Safeguarding Lead, Local Safeguarding Board, Children's Services, Adult Services, Local Police Station. Safeguarding matters must be dealt with as a priority and seeking advice from either your local E&S representative or an appropriate body must be sought without delay.

You should record precisely what has been alleged, using key phrases and words the individual used. You are not expected to remember every detail of the conversation, and therefore it is not recommended that notes or any other recording is made during the conversation, but immediately afterwards.

You should also record your observations of the individual, as well as your interpretation of the facts as long as you clearly identify when you are doing so.

The report should be a clear and comprehensive summary of the concern, and detail how the concern was followed up and resolved.

On completion of Part 1 of the Safeguarding Protection Report Form, the following activity should take place:
Email ellen.mould@showcasetraining.co.uk with the heading URGENT SAFEGUARDING ISSUE.

Please ensure prior to emailing the Safeguarding Protection Form or making contact with an Advisor, all sections and information is completed accurately, failure to do so could result in unnecessary delays and increased risk of harm to the client or learner.

If the matter involves an allegation against an employee this should be brought to the immediate attention of the relevant Directors.

Referrals

Learner and Client Referrals

As detailed on the Safeguarding Protection Form, formal learner and client referrals must only be made by an Equality & Safeguarding Representative or at the request of the Senior Safeguarding Lead.

Details of any such referrals must be included on the Safeguarding Protection Form, this is to prevent numerous referrals being made for the same incident; it also allows consistency in the process and means that the Equality & Safeguarding Representative can build relationships with their local referral agencies and safeguarding boards.

Employee Referrals

Where it is identified that an employee poses a risk, has abused their position of trust, or caused some form of harm to a child, young person, or vulnerable adult whether through an act or omission, the Company is legally required to make an appropriate referral to the DBS.

Employee DBS referrals must only be made by the appropriate People Manager following consultation with the appropriate Senior Line Manager and the Senior Safeguarding Lead. Prior to a formal referral, advice and clarification must be sought from the Safeguarding Board to assess whether the situation requires such a referral and once referred it will be their decision whether or not to take any further action.

Safeguarding for Employees

All staff must follow guidelines regarding protecting their own safety in relation to safeguarding. Under our Lone Working policy, it is mandated for employees to keep their Outlook calendars up to date, and for updates to be made daily if needed. This is so we are able to establish whereabouts in the event of an emergency and ensure we can trace contact with employees where required. Additionally, staff should remember to take personal safety precautions especially when working off-site, such as texting a work 'buddy', parking in well-lit, public spaces and following well-lit routes (especially in Winter months), and always keeping digital equipment in the boot of the car out of sight of potential thieves. When off-site in settings, staff should be careful to follow nursery procedures; however, the employees must always sign in at settings and never be left unchaperoned.

Allegations Against Staff

The safety of a child, young person or an adult at risk is of paramount importance. Immediate action may be required to safeguard investigations and any other children, young people, or adults at risk. Any concern that children, young people or adults may be at risk of harm or abuse, must immediately be reported.

All staff must be familiar with referral procedures to protect an adult/child at risk. The concern must also be reported to the staff member's line manager, who should take advice from the designated safeguarding lead (DSL).

It is essential that every effort must be made to maintain confidentiality and manage communications while an allegation is being investigated.

The DSL will ensure (if appropriate) that a child protection/ adult at risk referral is made (or has been made) to the relevant Children/Adult Social Care Team and where appropriate the Police. The referral must be put in writing to Children/Adult Social Care by the individual reporting the concerns within 24 hours or in the event of a weekend the earliest opportunity of the next working day.

Where the issue is in relation to safeguarding children, the DSL will liaise with the Local Authority Designated Officer (LADO), who will agree any information that needs to be shared with other geographical areas depending on where the staff member lives.

Where the issue is in relation to an adult at risk of harm or abuse, the DSL will discuss the case and allegations with the police and identify which agency will be leading on the investigation.

Following notification to the children/adult Social Care and/or the Police if deemed necessary, the DSL should undertake an internal meeting with the appropriate personnel to decide how to manage the allegation. The LADO should attend this meeting if possible. This group should include the Line Manager, DSL, and a senior member of staff. Designated professionals may also be invited, as a safeguarding expert. At this meeting the following issues should be considered:

- What further contact is required with regional staff, local Police, children/adult Social Care.
- Whether the child/young person/ adult at risk of harm or abuse is safe from any further risk of harm or abuse.
- Review what action has already been undertaken so far to ensure the safety of the victim.



- Decide the internal investigation strategy to be undertaken. The Police and/or Social Care should be consulted when they are involved in any on-going investigation and/or criminal proceedings are pending.
- Decide how to present the allegations to the relevant staff member concerned and how to manage the investigatory process. An agreement should be reached with children/adult Social Care and the Police about what information should be passed to the staff member concerned.
- The Line Manager should be asked to provide appropriate support to the individual while the case is on-going and keep them regularly informed.
- Decide how the person/child/ adult at risk of harm or abuse, or their nominated parent/guardian/nominated carer making the allegation is to be kept informed of what is happening to their allegation, whilst adhering to the requirements of maintaining confidentiality and observing the requirements of the Human Rights Act and the Data Protection Act.
- The information to be shared with the senior management team.

Safeguarding Protection Form

The Safeguarding Protection Form can be found on the Policies Web Page along with all appropriate policies. Employees must ensure that they familiarise themselves with the content of both the content of this policy and the Safeguarding Code of Conduct prior to completing a Safeguarding Protection Form.

Employees should also inform their learners, clients, parents, employers, and suppliers of these policies, procedures, responsibilities, and associated documentation.

Low-Level Concerns

Low-level concerns are issues that do not meet harm thresholds, but still must be reported – low-level does not mean it is not important. Harm thresholds may include:

- Behaviour that has harmed a child, or may have harmed a child
- Possible crimes committed against or related to a child
- Behaviour towards a child that indicates a person may pose a risk of harm to a child
- Behaviour that indicates a person may not be suitable to work with children

A low-level concern may not indicate any of the above but could be behaviour that is inconsistent with the Employee Code of Conduct or is not serious enough to warrant a LADO referral. This could include:

- Being over-friendly with children
- Having favourites
- Taking photos of children on a mobile phone, contrary to internal policy
- Engaging with a child on a 1-2-1 basis in a secluded area
- Humiliating children

All low-level concerns raised with the DSL will be recorded internally and kept indefinitely.

Children Missing or Absent from Education

Children missing or absent from education can be a cause for concern, especially if there are repeated incidents or it is for a prolonged period. It could indicate signs of CCE, such as county lines. Any learner under the age of 18 missing or absent from education must be reported to the DSL immediately.

Storage of Documentation

All safeguarding documentation including, Safeguarding Protection Forms; supporting emails; referral information and statements must be sent electronically as soon as reasonably practicable in line with the guidance in this policy for secure storage, monitoring and logging.

Where documentation is required to be temporarily held locally all documents must be stored in a locked cabinet and accessible only to the Equality & Safeguarding Representative. Once documentation has been forwarded centrally and receipt of the documentation has been confirmed all local records must be destroyed securely.

Collection of Learners

Occasionally it may be requested for learners to be collected by Showcase staff members, particularly to attend an examination at the Showcase Office. For this to occur, the following steps should be taken and adhered to, to ensure the safety of staff and learners alike. It is the responsibility of the allocated tutor to ensure all parties are aware of all details required (below) and to ensure they have confirmed receipt and confirmation of the arrangements.

For Exams:

- When booking the exam with the setting/learner confirm if the learner needs collecting from Fareham Train Station.
- Contact directly the person invigilating the exam, and inform them of the learner's name, setting, when and where they need collecting from, giving a description of the individual. CC in the exams coordinator to book the exam, letting them know which exam is being sat and if it is a morning or afternoon slot. This should be done by email to create an audit trail.
- Contact the learner and setting directly giving them a description of the staff member collecting them, their car, and the car registration plate. This should be done by email to create an audit trail.
- If the learner is under 18, parental permission must be gained prior to the collection; the learner can have this on the day but please alert the staff member collecting to ensure they view this permission beforehand. The form is in the Appendices to this Policy.
- The collecting staff member must wear Showcase ID and clearly display this so there can be no confusion. They must check for any parental permission before proceeding with a journey.
- The person collecting must also ensure they have a list of learner names when collecting, and contact details in case of emergency.

For Other Occasions, e.g. an off-site visit:

- When booking the visit with the setting/ learner confirm if the learner requires collecting, and the exact address of where from. This should be included on the diary entry of the visit taking place and by email to the learner.
- Contact directly the person collecting if this is anyone other than the tutor, and inform them of the learner's name, setting, when and where they need collecting from, giving a description of the individual.
- Contact the learner and setting directly giving them a description of the staff member collecting them, their car, and the car registration plate. This should be done by email to create an audit trail.
- If the learner is under 18, parental permission must be gained prior to the collection; the learner can have this on the day but please alert the staff member collecting to ensure they view this permission beforehand. The form is in the Appendices to this Policy.
- The collecting staff member must wear Showcase ID and clearly display this so there can be no confusion. They must check for any parental permission before proceeding with a journey.
- The person collecting must also ensure they have a list of learner names when collecting, and contact details in case of emergency.

Prevent Duty

Showcase Training are committed to upholding the requirements under the Prevent Duty and as such mandatory online training for all staff must take place within the induction period. Staff are also issued with guidance notes and are invited to view displayed infographics reminding them of the details regarding their responsibilities, signs of threat, and reporting procedures. All staff are issued with these information sheets for future reference. Showcase Training have a Prevent Risk Assessment in place, checked by the Regional Prevent Co-Ordinator Helene Morris.

Showcase Training take seriously the responsibility to work with local authorities, and to continually review the potential threat. As such it is mandatory for Prevent to be included into Safeguarding practices, including the assessment of how well our Apprentice Employers include Prevent into their practice, and as part of learner progress reviews at every visit.

The Hampshire and Isle of Wight Prevent Partnership has a website for further information: www.hampshireiowpreventboard.org.uk.

The Government also has a dedicated page: www.gov.uk/report-terrorism.

Key telephone numbers are:

999 or 101

Anti-Terrorist Hotline: 0800 789 321

Crime Stoppers: 0800 555 111

Local Safeguarding Teams:

Portsmouth – 0845 671 0271 (Children); 02392 688613 (Adults)

Southampton – 02380 833336 (Children); 02380 833003 (Adults)

IoW – 01983 814545 (Children); 01983 814980 (Adults)

Hampshire – 0300 555 1384 (Children); 0300 555 1386 (Adults)

For any further guidance or information, please contact Ellen Mould.

Female Genital Mutilation

FGM is the ritual cutting or removal of some or all of the external female genitalia.

A girl at immediate risk of FGM may not know what's going to happen or the danger faced; she may make you aware of:

- A long holiday abroad or going 'home' to visit family
- Relative or cutter visiting from abroad
- A special occasion or ceremony to 'become a woman' or get ready for marriage
- A female relative being cut – a sister, cousin, or an older female relative such as a mother or aunt.

Signs you may notice:

- A family arranging a long break abroad during the summer holidays
- Unexpected, repeated, or prolonged absence
- Academic work suffering

A young person may ask a teacher or another adult for help if she suspects FGM is going to happen, or she may run away from home or miss sessions.

Regulated health and social care professionals and teachers in England and Wales must report 'known' cases of FGM in under 18s to the police ([Home Office, 2016](#)).

Please refer to the FGM Poster displayed in centre for further information regarding potential signs and long-term effects.

e-Safety and IT Acceptable Use Policy

Learners and visitors to our centre may need to use our online resources. This policy aims to keep all safe from potential harm encountered via the internet. It is important for all staff, visitors, and learners to be aware of this policy and agree to its terms.

We will not tolerate any abuse of IT systems; any reported incident or bullying, harassment or other unacceptable behaviour will be treated seriously as set out in the staff disciplinary procedures

The full policy including roles and responsibilities, risks, safe practice, and details of sanctions applicable can be found on the Policy section of OneFile and on our website (www.showcasetraining.co.uk/policies).

Code of Conduct

We aim to provide a safe and supportive environment where everyone can study and work to the best of their ability. Enrolment onto a course means you have joined the Showcase values and are expected to behave accordingly.

We expect you to:

- Treat other students and staff with respect
- Be punctual
- Dress appropriately
- Hand all assignments in on time
- Achieve the standard of work required of you
- Let your tutor know straight away if you have difficulties with your work
- Attend all classes and tutorials
- Notify your local centre office or the relevant course tutor if you will be absent
- Notify your tutor/assessor if you are absent and cannot keep an appointment with your assessor
- Keep to the Acceptable Use Policy when using
- Follow instructions given by a member of staff
- Give your name and ID to any member of staff who asks for it

We will not accept:

- Unacceptable behaviour in or around Showcase buildings
- Inappropriate language including swearing, defamatory remarks, abusive language.
- Action which could be seen as harassment of a fellow student or member of staff
- Abuse, threats, or rudeness to a member of staff. These may be verbal or sent electronically, for example through Facebook.
- The use of illegal drugs or alcohol on or near Showcase buildings.
- Damage deliberately caused to Showcase property or seriously attempted damage to Showcase property.
- Theft, attempted theft, or unauthorised possession of any items belonging to Showcase, or to any students, member of staff or employer.
- Breaking the rules of an awarding body such as copying someone else's work.
- Repeated problems with the quality of work produced or of handing it in on time, affecting your own and or other students' chances of gaining accreditation
- Disruptive behaviour in class, work placements, or other Showcase spaces

Please see the full Code of Conduct Policy for further, more in-depth information.

Support

The Company is committed to providing timely and effective support to all learners, clients, and employees to achieve and maintain a safe and secure environment for all.

Equality & Safeguarding representatives as part of their remit should build a local list of useful contacts and support agencies which as a minimum should include details of the local Safeguarding Board; Local Children's Services, Local Adult Services; Local Police Station and other specialist agencies where clients and learners may be referred to.

Assistance on building a local network and directory can be sought from the appropriate Senior Safeguarding Lead.

Contacts

Hampshire Children’s Services: 0300 5551384 (out of hours) 0300 5551373

Hampshire Safeguarding Board: 01962 876230

Hampshire Adult Services: 0300 555 1386

Or Hampshire Police on 101. In emergencies if you believe someone is in immediate danger call 999

Issue	Issue Date	Author	Revision Notes
1	15/11/2015	Aneta Orłowska	1st Issue
2	24/06/2016	Ellen Mould	Revision of policy
3	21/11/2017	Ellen Mould	Revision of policy
4	23/01/2018	Ellen Mould	Revision of policy
5	05/03/2018	Ellen Mould	Revision of Policy
6	04/02/2019	Ellen Mould	Revision of Policy
7	07/03/2019	Ellen Mould	Revision of Policy
8	18/10/2019	Ellen Mould	Revision of Policy
9	23/09/2021	Ellen Mould	Revision of Policy
10	11/10/2022	Ellen Mould	Policy Reviewed
11	14/06/2023	Ellen Mould	Policy Updated
12	07/09/2023	Ellen Mould	Policy updated



Appendices

1.1 Parental Consent Form

Parental Consent Form

Showcase Training continually look to ensure the safety and well-being of our learners, and actively work to safeguard them from any harm.

Occasionally, we may offer to travel with a learner to ensure they arrive safely at the Showcase Training Office. For learners under the age of 18, we require permission from a parent or guardian to enable us to do this.

Details of Travel

Name of Learner	
Date of Travel	
Reason	
Location	
Staff Member Responsible	
Details	

I hereby allow permission for the above travel to take place:

Signed	
Name	
Relationship to Learner	
Date	