

Safeguarding Policy 2026/27

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Section 1 – Introduction, Safeguarding Commitment and Leadership

Hull Training and Adult Education (HTAE) is committed to creating and maintaining a safe, inclusive and supportive learning environment to protect every learner from harm, abuse, neglect, exploitation and discrimination. We recognise that effective safeguarding is everyone's responsibility and that every member of staff, volunteer, governor, contractor, employer partner and visitor has an important role in promoting the welfare of children, young people and adults who may be at risk.

HTAE is fully committed to promoting the welfare of children in accordance with the principles of **Keeping Children Safe in Education (2026)** and **Working Together to Safeguard Children**, while also fulfilling its responsibilities under the **Care Act 2014** to safeguard adults with care and support needs.

Our safeguarding arrangements are underpinned by the principles of:

- putting the learner at the centre of decision making
- listening to the voice of the learner
- acting early to prevent harm
- working collaboratively with families, employers and partner agencies
- promoting equality, diversity and inclusion
- ensuring safeguarding practice is proportionate, professional and evidence based
- maintaining a culture of vigilance, professional curiosity and continuous improvement.

HTAE has a clear safeguarding leadership structure to ensure effective oversight, accountability and timely decision-making.

The **Head of Hull Training and Adult Education** is the organisation's **Designated Safeguarding Lead (DSL)** and holds overall strategic responsibility for safeguarding, child protection and the welfare of learners across the service.

All members of the **Senior Leadership Team (SLT)** are trained to **Level 4 Safeguarding** and act as **Deputy Designated Safeguarding Leads (DDSLs)**. They are authorised to deputise for the DSL, provide strategic safeguarding leadership, support complex decision-making, oversee safeguarding practice and ensure continuity of safeguarding arrangements across the service. Access to safeguarding records, CPOMS and safeguarding communication channels will be maintained through agreed DSL and DDSL contingency arrangements.

HTAE also has a network of **Safeguarding Support Officers** located throughout its learning centres. These colleagues provide learners with a familiar, approachable and visible safeguarding presence, offering advice, guidance and support while working closely with the DSL and Deputy DSLs to ensure concerns are responded to promptly and effectively. **HTAE Safeguarding Manager** is responsible for oversight and support of all HTAE safeguarding incidents, record keeping, referrals and monitoring using CPOMS.

The **Safeguarding Manager** is responsible for the operational management of safeguarding, child protection, learner welfare and wellbeing activities across HTAE. The Safeguarding Manager oversees safeguarding referrals and casework, under the direction of the DSL and DDSL they ensure compliance with safeguarding procedures, oversees learner support plans, attendance monitoring and intervention activity,

coordinates multi-agency support, delivers staff training, maintains safeguarding records and reporting systems, and provides day-to-day guidance to managers and staff.

Safeguarding arrangements are strengthened through close partnership working with:

- Hull City Council Children's Services
- Adult Social Care
- Hull Safeguarding Children Partnership
- Hull Safeguarding Adults Board
- Humberside Police
- Health partners
- Employers
- Community organisations
- Other statutory and voluntary agencies.

HTAE is committed to maintaining robust safeguarding governance through regular case review, quality assurance, learner voice, staff training, safeguarding audits and continuous monitoring of safeguarding practice.

Everyone working with HTAE is expected to uphold the highest standards of professional conduct, act in the best interests of learners at all times and contribute to maintaining a culture where safeguarding is visible, understood and embedded throughout the organisation.

Safeguarding is not viewed as a standalone responsibility but as an integral part of high-quality education, outstanding learner support and the wider culture of HTAE.

Commitment from the Head of Service (Designated Safeguarding Lead)

At Hull Training and Adult Education, safeguarding is our highest priority. Every learner has the right to feel safe, respected and supported throughout their learning journey. As Designated Safeguarding Lead, I am committed to ensuring that safeguarding remains at the heart of every decision we make. Through strong leadership, effective partnership working, robust quality assurance and a culture of openness, we will continually strengthen our safeguarding practice to protect children, young people and adults who may be at risk.

We expect every member of our organisation to demonstrate professional curiosity, act without delay when concerns arise and work collaboratively to achieve the best possible outcomes for our learners.

Safeguarding is everyone's responsibility, but protecting our learners is a shared commitment.

Section 2 - Purpose, Aims and Safeguarding Principles

The purpose of this policy is to establish a clear framework for safeguarding and promoting the welfare of all learners attending HTAE.

This policy sets out the responsibilities, expectations and procedures that ensure learners are protected from abuse, neglect, exploitation and harm while participating in education and training delivered by HTAE.

It applies to all provision delivered by HTAE, including learning that takes place within education centres, community venues, workplaces, employer premises, online and through any other approved learning environment.

Policy Review

This policy applies throughout the academic year and will be:

- reviewed annually as a minimum
- updated immediately following changes to statutory guidance or legislation
- amended where learning from safeguarding reviews, inspections or audits identifies the need for improvement.

The Designated Safeguarding Lead is responsible for ensuring the policy remains current, effective and compliant with national and local safeguarding requirements.

Section 3 – Scope and Application of the Policy

This Safeguarding Policy applies to all activities undertaken by HTAE, regardless of where learning takes place.

The policy applies to all children, young people and adults who engage with HTAE, together with all individuals who work for, represent or provide services on behalf of the organisation.

HTAE recognises that safeguarding responsibilities extend beyond classroom environments and apply equally to all learning, support and enrichment activities delivered in person, online, within workplaces, community venues and employer premises.

Safeguarding is embedded throughout every aspect of HTAE's provision and applies at all times when learners are engaged in HTAE activities.

3.1 Learners Covered by this Policy

This policy applies to all learners enrolled with HTAE, including those participating in:

- Education Programmes for Young People.
- High Needs funded provision, including learners with an Education, Health and Care (EHC) Plan.
- Apprenticeships at all levels.
- Adult Skills Fund (ASF) programmes including Tailored Learning.
- Employability and work readiness programmes.
- English, mathematics and digital skills provision.
- Family learning (where applicable).
- Programmes funded through devolved or national skills funding.
- Employer-responsive training.
- Programmes delivered through partnership arrangements approved by HTAE.

The policy also applies during:

- induction activities
- tutorials
- enrichment activities

- educational visits
- external events
- work experience
- industry placements
- apprenticeships
- work-based learning
- online and blended learning
- assessments and examinations
- learner support activities.

3.2 Adults at Risk

HTAE delivers education and training to many adults who can make independent decisions and manage their own wellbeing.

However, some learners may have care and support needs that place them at increased risk of abuse or neglect.

For the purposes of this policy, an adult at risk is an individual aged 18 or over who:

- has care and support needs (whether or not those needs are being met); and
- is experiencing, or is at risk of, abuse or neglect; and
- as a result of those care and support needs is unable to protect themselves from the abuse, neglect or risk of it.

HTAE will fulfil its safeguarding responsibilities in accordance with the Care Act 2014 and local multi-agency safeguarding arrangements.

3.3 Individuals Covered by this Policy

This policy applies to all persons working within, for or on behalf of HTAE.

Every individual has a responsibility to safeguard learners and to report any concerns immediately using HTAE safeguarding procedures.

3.4 Locations Covered by this Policy

Safeguarding responsibilities apply in all locations where HTAE delivers services.

The organisation recognises that safeguarding arrangements must be appropriate to each learning environment and that risk assessments will be undertaken where necessary.

3.5 Employer and Work-Based Learning

HTAE recognises that many learners undertake learning within employer settings.

Employers supporting apprenticeships, industry placements or work experience are expected to:

- provide a safe working environment
- comply with relevant health and safety legislation
- understand their safeguarding responsibilities
- cooperate with HTAE safeguarding procedures
- report safeguarding concerns without delay
- support learners appropriately throughout their placement.

HTAE will ensure that employer settings are subject to appropriate pre-placement checks and ongoing monitoring proportionate to the level of risk.

3.6 Online and Digital Learning

Safeguarding responsibilities apply equally to learning delivered through digital platforms.

Learners and staff are expected to use HTAE digital systems safely, responsibly and professionally.

The organisation will promote:

- online safety
- cyber security awareness
- safe, responsible and ethical use of artificial intelligence (AI), including awareness of deepfakes and AI-generated content
- protection from online exploitation
- protection from cyberbullying
- appropriate professional boundaries during online teaching.

Further information is provided within the Online Safety section of this policy.

3.7 Responsibilities of Everyone

Safeguarding is everyone's responsibility.

Every individual covered by this policy must:

- promote the safety and wellbeing of learners
- remain alert to signs of abuse, neglect or exploitation
- maintain appropriate professional boundaries
- complete mandatory safeguarding training
- understand HTAE safeguarding procedures
- report concerns immediately
- cooperate with safeguarding investigations
- maintain accurate and timely records
- contribute to a culture of openness, vigilance and continuous improvement.

No member of staff should assume that somebody else has reported a safeguarding concern. Any person who has a concern about the welfare of a learner has a duty to act immediately in accordance with this policy.

3.8 Equality, Diversity and Inclusion

HTAE recognises that safeguarding responsibilities apply equally to all learners, regardless of:

- age
- disability
- sex
- gender reassignment
- race
- religion or belief
- sexual orientation
- pregnancy or maternity
- marriage or civil partnership (where applicable under employment legislation)
- socio-economic background
- immigration status
- care experience
- additional learning needs.

Some learners may face additional barriers to reporting concerns or increased vulnerability due to their personal circumstances. HTAE is committed to ensuring safeguarding arrangements are inclusive, accessible and responsive to the diverse needs of all learners.

Section 4 – Legal and Statutory Framework

This policy reflects current legislation and national guidance and provides the framework through which HTAE meets its safeguarding responsibilities.

4.1 Key Legislation

Our safeguarding arrangements are informed by the following legislation and statutory guidance.

Keeping Children Safe in Education (KCSIE) 2026

This is the key statutory guidance for safeguarding children in education.

Although originally written for schools and colleges, its principles are equally relevant to further education and skills providers. HTAE applies these principles across all areas of its provision to ensure that learners under the age of 18 are protected from harm and that safeguarding remains everyone's responsibility.

Working Together to Safeguard Children

Effective safeguarding relies on organisations working together.

HTAE works closely with Children's Social Care, the Police, Health Services, the Hull Safeguarding Children Partnership and other relevant agencies to ensure concerns are shared promptly and that learners receive coordinated support when it is needed.

Care Act 2014

Many of our learners are adults who are independent and able to make their own decisions. Others may have care and support needs that make them more vulnerable to abuse or neglect.

The Care Act places a duty on organisations to protect adults at risk while recognising their right to make informed choices wherever possible.

HTAE follows the six safeguarding principles of the Care Act:

- Empowerment
- Prevention
- Proportionality
- Protection
- Partnership
- Accountability

These principles underpin our approach to supporting vulnerable adults across all areas of our service.

Children Acts 1989 and 2004

These Acts establish that the welfare of the child is paramount.

They also place duties on organisations to work together to safeguard children and promote their wellbeing.

Counter-Terrorism and Security Act 2015

HTAE has a statutory duty to have due regard to preventing people from being drawn into terrorism.

Through our Prevent training and awareness we support learners to develop critical thinking, challenge extremist narratives and know how to seek help if they have concerns.

Equality Act 2010

We are committed to providing an inclusive learning environment where every learner feels respected, valued and safe.

We recognise that some learners may face additional barriers because of disability, race, religion, sexual orientation, gender identity or other protected characteristics. Our safeguarding arrangements take into account all of these additional vulnerabilities and ensure learners receive equitable support.

Human Rights Act 1998

Every learner has the right to be treated fairly, respectfully and with dignity. HTAE seeks to balance the rights, wishes and views of learners while taking appropriate action to protect them from harm whenever safeguarding concerns arise.

Data Protection Act 2018 and UK GDPR

Safeguarding often requires the sharing of sensitive information. HTAE will always record and share information responsibly, ensuring that it is accurate, proportionate and shared only with those who need to know in order to protect a learner. The protection of personal data must never prevent appropriate information sharing where someone's safety is at risk.

Working Together Across the Local Authority

As part of Hull City Council, HTAE works within local safeguarding arrangements and contributes to the wider safeguarding responsibilities of the Council. Working together enables us to provide coordinated support for learners and respond quickly where concerns arise.

4.2 Other Relevant Guidance

HTAE also has regard to national guidance including:

- Prevent Duty Guidance
- Keeping Learners Safe in Education and Skills
- Information Sharing Advice for Practitioners
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges (where applicable)
- Local Safeguarding Children Partnership procedures
- Local Safeguarding Adults Board procedures
- Safer Recruitment guidance
- Ofsted's Further Education and Skills Inspection Framework and Education Inspection Toolkit.

4.3 Our Commitment

Legislation provides the framework for safeguarding, but it is our culture that makes the greatest difference.

At HTAE, safeguarding is not simply about complying with statutory guidance or following procedures. It is about building trusted relationships, noticing when something does not feel right, listening carefully to learners, acting promptly and working together to help keep people safe.

Every member of staff has a role to play. We encourage professional curiosity, open conversations and respectful challenge. We want learners to know that they will be listened to, believed and supported, and we want staff to feel confident that raising a concern is always the right thing to do.

By combining strong leadership, effective partnerships and a genuine commitment to learner wellbeing, HTAE aims to create a culture where safeguarding is visible, understood and embedded in everyday practice.

Section 5 – Safeguarding Principles

At HTAE, safeguarding is more than a statutory duty - it is a shared commitment to creating an environment where every learner feels safe, valued and able to succeed.

We recognise that learners achieve their best when they feel respected, listened to and supported. Whether someone is joining us as a 16-year-old on an education programme for young people, an apprentice starting their career, a learner with an Education, Health and Care (EHC) Plan, or an adult returning to education later in life, they should know that their wellbeing matters and that help is available whenever they need it.

Safeguarding is everyone's responsibility. Every member of staff, regardless of their role, has a part to play in recognising concerns, responding appropriately and helping to create a culture where learners feel confident to ask for help.

Putting Learners First

The welfare of our learners is at the heart of every decision we make. When concerns are raised, we will always consider what is in the learner's best interests, taking time to listen carefully to their views, understand their circumstances and work with them to achieve the best possible outcomes. Where appropriate, learners will be involved in decisions about the support they receive and will be treated with dignity, empathy and respect throughout.

Creating a Culture of Trust

We want every learner to feel confident that they can speak to someone if they are worried about themselves or someone else. Building trusted relationships is an important part of safeguarding. Staff are encouraged to be approachable, compassionate and professional so that learners know they will be listened to without judgement. We recognise that sharing a concern can be difficult. Every concern will be taken seriously, handled sensitively, responded to promptly and recorded on CPOMS.

Recognising Concerns Early

Safeguarding is often about noticing small changes before they become bigger problems. A learner's behaviour, attendance, appearance or engagement may indicate that something is not right. Staff are expected to remain professionally curious, ask

appropriate questions and seek advice whenever they are unsure. We believe that early support can often prevent situations from becoming more serious and can make a significant difference to a learner's wellbeing.

Working Together

No single person or organisation can safeguard learners alone.

HTAE works closely with families, employers, local authority services, social care, health professionals, Humberside Police and other partner organisations to ensure learners receive the right support at the right time. We recognise the value of sharing information appropriately and working collaboratively to protect children, young people and adults at risk.

Respecting Difference

Our learners come from a wide range of backgrounds, experiences and communities. We celebrate diversity and are committed to creating an environment where everyone is treated fairly and with respect. We recognise that some learners may experience additional barriers or vulnerabilities because of disability, learning difficulties, mental health, care experience, language needs, personal circumstances or protected characteristics. Our safeguarding approach reflects these individual needs.

Supporting Independence

Education should help learners develop the confidence and skills to make informed choices and keep themselves safe. Alongside responding to concerns, we actively promote personal development, healthy relationships, online safety, British Values, equality, wellbeing and resilience through our curriculum and learner support activities. By helping learners recognise risk and understand where to seek help, we enable them to become more confident and independent.

Professional Responsibility

Every member of staff is responsible for safeguarding. Staff are expected to complete mandatory safeguarding training, understand HTAE's safeguarding procedures, maintain appropriate professional boundaries and report concerns without delay. Nobody should assume that someone else will act. If something doesn't feel right, it should be reported.

Learning and Improving

Safeguarding is continually evolving, and so must we. We regularly review our practice, learn from safeguarding cases, listen to feedback from learners and staff, and respond to changes in legislation and national guidance.

Our aim is to create a culture where learning, reflection and continuous improvement strengthen safeguarding across every part of HTAE.

What This Means in Practice

These principles guide the way we work every day.

They influence how we recruit staff, support learners, respond to concerns, work with employers and partner agencies, and continually review the quality of our safeguarding arrangements.

They also shape the culture we want every learner and member of staff to experience: one where people feel safe, respected, listened to and supported.

Safeguarding is not the responsibility of one person or one team. It is part of who we are as a service and reflects our shared commitment to protecting those who learn with us and helping them to achieve their full potential.

Section 6 – Roles and Responsibilities

Safeguarding is a shared responsibility. While some staff have specific safeguarding duties, everyone at HTAE has a role to play in protecting learners and promoting their wellbeing.

Governors

HTAE Governors provide a strategic responsibility to ensure that effective safeguarding arrangements are in place for all learners under 18, and vulnerable adults where applicable. In line with *Keeping Children Safe in Education (KCSIE)*, they provide leadership and oversight of safeguarding policies, safer recruitment practices, staff training, the effectiveness of the Designated Safeguarding Lead (DSL), and the organisation's safeguarding culture, ensuring compliance with statutory duties and promoting the welfare of children and young people. They also ensure the provider works effectively with local safeguarding partners and other agencies, sharing information appropriately and contributing to multi-agency safeguarding arrangements as set out in *Working Together to Safeguard Children*, to support early intervention, protection, and positive outcomes for learners. Within the Board of Governors there is a Designated Safeguarding Governor who is the first point of contact for the Board of Governors for oversight and for when safeguarding cases require escalation and Board involvement. The DSG will work closely with the DSL on safeguarding reports presented to the Board of Governors.

Designated Safeguarding Lead (DSL)

The Head of Hull Training and Adult Education is the Designated Safeguarding Lead (DSL) and has overall responsibility for leading safeguarding across the service. The DSL ensures safeguarding arrangements are effective, works with partner agencies, oversees complex cases, supports staff and promotes a strong safeguarding culture throughout HTAE.

Deputy Designated Safeguarding Leads (DDSLs)

Members of the Senior Leadership Team are trained to Level 4 Safeguarding and act as Deputy Designated Safeguarding Leads. They support the DSL, provide safeguarding advice, review concerns, make decisions where appropriate and deputise for the DSL when required.

Safeguarding Manager

The Safeguarding Manager is responsible for the operational management of safeguarding, child protection, learner welfare and wellbeing activities across HTAE. The post holder also manages and monitors support for learners, including those with SEND and additional support needs, ensuring they receive appropriate support to achieve positive outcomes.

Safeguarding Support Officers

Safeguarding Support Officers provide a visible and approachable presence within our learning centres. They support learners, respond to day-to-day concerns, encourage learners to seek help and work closely with the DSL and Deputy DSLs to ensure concerns are recorded and acted upon promptly.

Managers

Managers are responsible for creating a positive safeguarding culture within their teams. They ensure staff complete mandatory training, understand their safeguarding

responsibilities and feel confident to raise concerns. Managers lead by example and promote safeguarding through everyday practice.

All Staff

Every member of staff has a responsibility to safeguard learners. Staff are expected to complete safeguarding training, remain alert to signs of abuse or neglect, maintain professional boundaries and report any concern immediately in line with HTAE safeguarding procedures. No concern is too small to share if it could affect a learner's safety or wellbeing.

Learners

Learners are encouraged to play an active role in creating a safe and respectful learning environment. They are expected to treat others with respect, report any worries about themselves or others and engage positively with the support available.

Employers and Partners

Employers, contractors and partner organisations working with HTAE learners are expected to share our commitment to safeguarding. They must provide safe learning environments, report concerns promptly and work with HTAE to protect the welfare of learners.

Working Together

Safeguarding works best when everyone understands their role and works together. By building trusted relationships, sharing concerns promptly and supporting one another, we create an environment where learners feel safe, respected and able to thrive.

Section 7 – Safer Recruitment

At HTAE we recognise that safeguarding begins before someone starts working with our learners. We are committed to recruiting staff who share our values and our commitment to creating safe, supportive and inclusive learning environments.

As part of Hull City Council, HTAE follows the Council's Safer Recruitment Policy and the requirements of **Keeping Children Safe in Education (2026)**.

These checks may include:

- verification of identity and right to work in the UK
- satisfactory references
- confirmation of qualifications and professional status where required
- employment history checks
- enhanced Disclosure and Barring Service (DBS) checks, including Barred List checks where appropriate in accordance with the Crime and Policing Act 2026 and KCSIE 2026.
- online searches for shortlisted candidates, in line with current statutory guidance
- any other checks relevant to the role.

Where appropriate, a risk assessment will be completed before an individual is permitted to undertake any duties.

Volunteers undertaking regulated activity with children will be subject to the appropriate enhanced DBS and barred list checks in accordance with KCSIE 2026 and the Crime and Policing Act 2026.

Staff involved in recruitment receive appropriate safer recruitment training and understand their responsibility to identify and respond to any safeguarding concerns that arise during the recruitment process.

HTAE maintains a Single Central Record in line with statutory requirements, and recruitment practices are subject to regular review to ensure they remain compliant with legislation, local authority procedures and national guidance.

Safeguarding does not end once someone is appointed. All new colleagues receive a thorough induction, complete mandatory safeguarding training and are expected to maintain the highest standards of professional conduct throughout their employment.

By recruiting safely and supporting staff from the outset, we help ensure that learners are cared for by people who are suitable, well prepared and committed to keeping them safe.

Section 8 - Managing Safeguarding Concerns About Staff, Volunteers and Contractors

HTAE is committed to creating a culture where concerns about the behaviour or conduct of adults working with learners are taken seriously, managed fairly and acted upon promptly.

Safeguarding is built on trust and accountability. Everyone working at HTAE has a responsibility to maintain high professional standards and to act in a way that protects the wellbeing of our learners and maintains public confidence in the service.

Any concern that a member of staff, volunteer, contractor or visitor may have:

- behaved in a way that has harmed, or could harm, a learner
- committed a criminal offence against a child or adult at risk
- behaved in a way that indicates they may pose a risk to learners
- failed to maintain appropriate professional boundaries

must be reported immediately.

Concerns should be shared with the Designated Safeguarding Lead or, where the concern relates to the Designated Safeguarding Lead, with the appropriate senior manager in accordance with Hull City Council procedures.

Where required, HTAE will consult and work with the Local Authority Designated Officer (LADO), Children's Social Care, Adult Social Care, Humberside Police and other relevant agencies to ensure concerns are managed appropriately.

Staff are encouraged to raise concerns without fear of blame or reprisal. Anyone reporting a genuine safeguarding concern will be supported, and all concerns will be considered fairly, confidentially and in line with statutory guidance. Where concerns relate to poor practice that does not meet the threshold for a safeguarding allegation, they will be managed through appropriate supervision, support or the relevant employment procedures.

Our priority will always be the safety and wellbeing of learners while ensuring that concerns involving staff are handled professionally, sensitively and fairly.

8.1 Low-Level Concerns

HTAE recognises the importance of creating a culture of openness, transparency and accountability where concerns about the conduct of adults working with learners can be raised at an early stage.

A low-level concern is any concern, no matter how small, that an adult working with learners may have acted in a way that is inconsistent with the HTAE Staff Code of Conduct, professional standards or expected safeguarding behaviours, but which does not meet the threshold for a formal safeguarding allegation.

Examples may include:

- being over-familiar with a learner
- using inappropriate language or humour
- failing to maintain appropriate professional boundaries
- communicating with learners outside agreed professional channels
- showing favouritism towards particular learners
- behaviour that may make others feel uncomfortable or raise questions about professional judgement.

All low-level concerns should be reported promptly to the Designated Safeguarding Lead (DSL), Safeguarding Manager or an appropriate senior manager. Staff should not dismiss concerns on the basis that they appear minor or isolated.

Low-level concerns will be:

- recorded appropriately and proportionately
- reviewed and assessed by a senior leader
- managed in accordance with HTAE policies and procedures
- retained securely to support safeguarding oversight and accountability.

HTAE recognises that a series of seemingly minor incidents may indicate a wider safeguarding issue. Recording and reviewing low-level concerns helps identify patterns of behaviour, emerging risks and potential breaches of professional standards at an early stage.

Where appropriate, low-level concerns may be addressed through advice, guidance, supervision, training or increased monitoring. If information subsequently suggests that the concern meets the threshold for a safeguarding allegation, it will be managed in accordance with the organisation's procedures for allegations against staff.

HTAE encourages staff to raise concerns without fear of blame or reprisal. Maintaining clear professional boundaries and addressing concerns early are essential components of a strong safeguarding culture and help ensure learners remain safe, respected and protected.

Section 9 - Whistleblowing

HTAE is committed to an open safeguarding culture where staff feel confident to speak up if they are concerned about unsafe practice, inappropriate behaviour or a failure to act on a safeguarding concern. Concerns should normally be raised through the appropriate management or safeguarding route; however, where this is not appropriate,

or where a concern has not been addressed, staff should use **Hull City Council's Whistleblowing Policy**.

Anyone raising a genuine concern in good faith will be treated fairly and should not fear disadvantage for speaking up. Where a concern relates to the conduct of the DSL or another senior leader, it must be reported through an alternative senior management or Local Authority route so that it can be considered independently. The safety and wellbeing of learners will always remain the priority.

Section 10 - Recognising Abuse, Neglect and Exploitation

Abuse can happen to anyone, regardless of their age, background or circumstances. It may take place in person, online, at home, in the community or within a relationship of trust.

At HTAE, we recognise that abuse is not always obvious. Learners may not tell us directly that something is wrong, so it is important that staff remain observant, listen carefully and respond to any concerns with sensitivity and professionalism.

Staff are not expected to investigate safeguarding concerns or decide whether abuse has occurred. Their role is to recognise when something doesn't feel right, record what they have seen or heard and report their concerns promptly in line with HTAE's safeguarding procedures.

HTAE recognises the impact of Violence Against Women and Girls (VAWG), including misogyny, gender-based abuse, sexual harassment, stalking, coercive control and sexual violence. Learners affected by these behaviours will be supported through safeguarding procedures and, where appropriate, referrals made to specialist services.

Abuse may include, but is not limited to:

- physical abuse
- emotional abuse
- sexual abuse
- neglect
- financial abuse
- domestic abuse
- child criminal or sexual exploitation
- child on child abuse
- county lines
- modern slavery and human trafficking
- radicalisation and extremism
- online abuse and cyber exploitation
- bullying, including cyberbullying
- harmful sexual behaviour
- forced marriage
- female genital mutilation (FGM)
- honour-based abuse
- stalking or harassment
- self-neglect (adults)
- discriminatory abuse.

Serious Violence, Criminal Exploitation and Knife Crime

HTAE recognises that some learners may be at risk of serious violence, criminal exploitation, gang involvement, county lines activity or knife crime. These risks can have a significant impact on a learner's safety, wellbeing and future opportunities.

Staff should remain alert to indicators that may suggest a learner is being exploited or exposed to serious violence. Possible signs may include:

- unexplained injuries or possession of weapons
- sudden changes in behaviour, friendships or presentation
- increased absence, disengagement or missing episodes
- unexplained money, gifts or expensive items
- substance misuse
- evidence of intimidation, coercion or controlling relationships
- travelling to unfamiliar locations or concerns linked to county lines activity.

HTAE adopts a safeguarding approach to these concerns, recognising that learners may be victims of exploitation as well as involved in harmful situations. Any concerns relating to serious violence, criminal exploitation, county lines or knife crime will be reported and responded to in accordance with HTAE's safeguarding procedures, working closely with parents, carers, employers and relevant partner agencies where appropriate.

HTAE recognises that child criminal exploitation and child sexual exploitation may constitute modern slavery. Staff should be alert to indicators and concerns will be referred in line with safeguarding procedures and relevant statutory guidance.

Early identification, information sharing and timely intervention are essential in helping to reduce risk and safeguard learners from harm.

Child-on-Child Abuse (Including Harassment and Violence)

HTAE recognises that children can abuse other children and that this can happen both in person and online. Child-on-child abuse may include bullying, physical or sexual abuse, sexual harassment, misogyny, misandry and gender based prejudice, harmful sexual behaviour, making, possessing or sharing nudes or semi-nudes, coercive or controlling behaviour and abuse within young people's relationships.

HTAE takes all such concerns seriously. Staff should never dismiss harmful behaviour as "banter", "part of growing up" or something young people simply have to tolerate. Concerns will be reported and responded to through HTAE's safeguarding procedures, with appropriate support provided to everyone affected. All incidents involving the making or sharing of nudes or semi-nudes involving children will be treated as safeguarding concerns and responded to in accordance with KCSIE guidance.

Some learners may be more vulnerable because of additional learning needs, disabilities, mental health, previous trauma, care experience or their personal circumstances. These learners may need additional support to help them recognise risk and access appropriate help.

If a learner shares a concern, staff should remain calm, listen without judgement, avoid asking leading questions, reassure the learner that they have done the right thing by

speaking up, and report the concern immediately a Safeguarding Support Officer, the Deputy Designated Safeguarding Lead or the Designated Safeguarding Lead.

No member of staff should ignore a concern or assume that someone else will act. Even small pieces of information can be important and, when shared appropriately, may help protect a learner from harm.

At HTAE, we believe it is always better to report a concern that proves to be unfounded than to miss an opportunity to protect someone who needs help.

Section 11 – Responding to Safeguarding Concerns

At HTAE, we encourage staff to act on concerns without delay. Safeguarding is everyone's responsibility, and it is always better to share a concern than to risk missing an opportunity to protect a learner.

If a learner discloses abuse or a member of staff has concerns about their safety or wellbeing, they should listen carefully, remain calm and reassure the learner that they have done the right thing by speaking up. Staff should never promise to keep a safeguarding concern secret, as information may need to be shared with those who can provide help and protection.

All concerns must be reported to the Safeguarding Support Officer (SSO), the Deputy Designated Safeguarding Lead (DDSL) or the Designated Safeguarding Lead (DSL) as soon as possible and recorded accurately using HTAE's agreed safeguarding recording system CPOMS.

The DDSL or DSL will consider the information, assess the level of risk and decide on the most appropriate course of action. This may include providing internal support, making a referral to Children's Social Care or Adult Social Care, seeking advice from the Local Authority Designated Officer (LADO), contacting the Police, or working with other partner agencies.

Where there is an immediate risk of serious harm, staff should contact the emergency services without delay and inform the DSL or DDSL at the earliest opportunity.

HTAE recognises the importance of working in partnership with learners, families, employers and external agencies where appropriate. Information will be shared lawfully and proportionately, always with the aim of protecting the learner and promoting their wellbeing.

Every safeguarding concern is recorded on CPOMS and reviewed to ensure that appropriate action has been taken and that the learner continues to receive the support they need.

By responding quickly, listening carefully and working together, we aim to ensure that every learner feels safe, supported and confident that their concerns will be acted upon.

Section 12 – Supporting Learners and Early Intervention

At HTAE, we believe that safeguarding is about more than responding to concerns—it is about creating an environment where learners feel safe, respected and supported from the moment they join us.

Many learners will experience challenges that affect their wellbeing or ability to learn. These may include mental health difficulties, family circumstances, financial hardship, caring responsibilities, online risks, relationship issues or additional learning needs. HTAE recognises that young carers may face additional barriers to attendance, wellbeing and achievement and may require additional safeguarding and pastoral support. HTAE recognises that learners with medical conditions may be more vulnerable and may require additional safeguarding support, risk assessment and partnership working. By recognising concerns early and offering the right support, we can often prevent problems from becoming more serious.

Our staff take time to build positive relationships with learners, creating opportunities for open conversations and ensuring that support is easy to access. Learners are encouraged to speak to any trusted member of staff if they are worried about themselves or someone else or by emailing **Goodtoshare@hullcc.gov.uk**.

In most circumstances, safeguarding concerns should be reported in the first instance to one of HTAE's **Safeguarding Support Officers**, who provide an accessible and familiar point of contact for learners and staff. Safeguarding Support Officers will respond appropriately, record the concern and, where necessary, escalate it promptly to a **Deputy Designated Safeguarding Lead (DDSL)** for further assessment and decision-making. Complex, high-risk or statutory safeguarding matters will be overseen by the **Designated Safeguarding Lead (DSL)**, who retains overall responsibility for safeguarding across the service.

Where a concern presents an immediate risk of harm, staff should not delay. They should contact a DDSL, the DSL or the emergency services immediately, following HTAE's safeguarding procedures.

Where additional support is needed, HTAE will work with the learner and, where appropriate, parents, carers, employers and external agencies to agree the most suitable support. This may include referrals to Universal Services and Community based Early Help, Family Help, Children's Social Care, Adult Social Care, health services or other specialist support.

For learners with special educational needs and disabilities (SEND), Education, Health and Care (EHC) Plans or other additional needs, support will be tailored to their individual circumstances, recognising that they may face increased vulnerability or barriers to seeking help.

HTAE recognises the impact of Violence Against Women and Girls (VAWG), including misogyny, gender-based abuse, sexual harassment, stalking, coercive control and sexual violence. Learners affected by these behaviours will be supported through safeguarding procedures and, where appropriate, referrals made to specialist services.

Every learner will be treated with dignity, compassion and respect. Our aim is to remove barriers to learning, promote wellbeing and ensure that every learner has the opportunity to achieve their potential in a safe and supportive environment.

Safeguarding is most effective when concerns are shared early, appropriate support is put in place quickly and everyone works together in the best interests of the learner.

Learners with Special Educational Needs and Disabilities (SEND)

HTAE recognises that learners with Special Educational Needs and Disabilities (SEND), learning difficulties, additional learning needs and Education, Health and Care (EHC) Plans can face increased vulnerability to abuse, neglect, exploitation and harm.

Some learners with SEND may experience additional barriers to recognising risk, communicating concerns or accessing support. These barriers can include difficulties with communication, social interaction, cognition, understanding relationships, independence, confidence or previous experiences of being misunderstood or not believed.

HTAE acknowledges that learners with SEND may:

- be more vulnerable to abuse, neglect and exploitation
- experience bullying, discrimination or social isolation
- find it more difficult to recognise when behaviour towards them is inappropriate
- face additional barriers when disclosing concerns or seeking help
- require adapted approaches to communication and safeguarding support
- be disproportionately affected by online risks, criminal exploitation or coercive behaviour.

Staff must not assume that indicators of abuse, neglect or poor wellbeing are directly related to a learner's disability, communication needs or additional learning needs. Staff are expected to maintain professional curiosity and consider whether changes in behaviour, presentation, attendance, emotional wellbeing or engagement may indicate a safeguarding concern.

Where safeguarding concerns involve a learner with SEND, HTAE will ensure that safeguarding responses are tailored to the learner's individual needs. This may include:

- adapting communication methods
- allowing additional time for discussions and concerns
- using visual, accessible or alternative communication approaches where appropriate
- involving specialist staff and support services
- working closely with parents, carers and partner agencies where appropriate
- ensuring safeguarding information and support remains accessible and understandable.

The welfare of the learner will remain central to all decision-making. HTAE is committed to creating an inclusive environment where learners with SEND feel listened to, respected and confident that their concerns will be taken seriously and acted upon appropriately.

Learners who are LGBT+

HTAE is committed to creating an inclusive environment where all learners are treated with dignity, respect and fairness.

We recognise that some learners who identify as lesbian, gay, bisexual, transgender or questioning (LGBT+) may experience bullying, discrimination, prejudice, social isolation or challenges relating to their wellbeing. These experiences can increase vulnerability and may create additional barriers to seeking help or reporting concerns.

Staff should be aware of these potential vulnerabilities and ensure that safeguarding support is inclusive, respectful and centred on the individual needs of the learner. However, HTAE recognises that being LGBT+ is not, in itself, a safeguarding concern. Any concerns relating to bullying, harassment, discrimination, hate incidents or emotional wellbeing will be taken seriously and responded to in accordance with HTAE's safeguarding, equality and behaviour procedures. HTAE is committed to ensuring that all learners feel safe, valued, listened to and supported throughout their learning journey.

Section 13 – Confidentiality, Information Sharing and Record Keeping

HTAE recognises that safeguarding often involves sensitive and personal information. Learners have a right to expect that information about them will be treated with respect and handled appropriately.

However, safeguarding concerns must never be kept confidential if doing so could place a learner or another person at risk of harm. Staff should explain that, while they will listen and provide support, information may need to be shared with those who have a responsibility to keep people safe. Decisions regarding information sharing will be informed by professional judgement, assessment of risk and the need to safeguard and promote the welfare of children and adults at risk

All safeguarding concerns must be reported promptly and recorded factually using **CPOMS**, HTAE's secure safeguarding recording system. Records should clearly distinguish between what has been observed, what has been disclosed and the actions taken. Accurate and timely record keeping helps ensure concerns are responded to consistently and that learners receive the right support at the right time.

Access to safeguarding records is restricted to authorised safeguarding personnel. Information is shared on a need-to-know basis and in accordance with the Data Protection Act 2018, UK General Data Protection Regulation (UK GDPR) and relevant safeguarding legislation.

The Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs) regularly review safeguarding records and case activity to ensure concerns are appropriately managed, actions are proportionate and outcomes remain focused on the welfare of the learner.

To strengthen quality assurance and provide independent oversight, HTAE's safeguarding arrangements include:

- regular internal case reviews led by the DSL and Deputy DSLs
- termly independent scrutiny of safeguarding caseloads by Hull City Council's Safeguarding Education Manager
- twice-yearly safeguarding scrutiny by the Chair of the Board of Governors and DSL to provide independent challenge and assurance that safeguarding arrangements remain effective.

This approach helps HTAE maintain high standards of safeguarding practice, identify opportunities for improvement and ensure that safeguarding remains transparent, robust and accountable across the service.

Effective record keeping is more than a statutory requirement—it is an important part of protecting learners, supporting informed decision-making and ensuring that no concern is overlooked.

Section 14 – Online Safety and Digital Safeguarding

Technology plays an important part in learning and everyday life, bringing many opportunities for education, communication and personal development. It also presents risks that learners and staff need to understand and manage safely.

At HTAE, we are committed to helping learners use technology confidently, responsibly and safely. Online safety is promoted through teaching, learner support and everyday conversations, ensuring learners know how to recognise risks, protect themselves online and seek help if something doesn't feel right. Risks are detailed in the HTAE E-Safety Policy 26/27. HTAE will review the effectiveness of filtering and monitoring systems at least annually and maintain records of these reviews.

HTAE recognises that Generative AI and emerging technologies can create new safeguarding risks. These may include deepfake images, audio or video, AI-generated bullying or harassment, online impersonation, misinformation and the manipulation or creation of harmful content. Staff and learners will be supported to use AI safely, responsibly and ethically, and any concerns relating to AI-generated content or technology-enabled abuse will be managed through HTAE's safeguarding procedures.

Staff are expected to model safe and professional use of technology, maintain appropriate professional boundaries and follow HTAE's policies when using digital systems, social media and communication platforms.

We recognise that online risks continue to evolve and may include cyberbullying, online grooming, exploitation, harmful or extremist content, inappropriate use of artificial intelligence (AI), misinformation, fraud and the sharing of indecent or abusive images.

HTAE maintains clear expectations regarding the safe and appropriate use of mobile phones and personal devices by staff and learners, including the use of cameras, messaging applications and social media.

Any concern relating to a learner's online safety will be treated as a safeguarding concern and responded to in line with HTAE's safeguarding procedures. Where appropriate, we will work with parents, carers, employers and partner agencies to ensure learners receive the advice and support they need.

By promoting digital awareness and encouraging open conversations about online safety, we aim to help learners develop the knowledge, confidence and resilience to stay safe in an increasingly connected world.

At HTAE, we recognise that technology is an essential part of learning, work and everyday life. While it provides many opportunities, it can also expose learners to risks. We are committed to helping learners use technology safely, responsibly and with confidence.

Online safety is promoted through our curriculum, learner support and everyday conversations. We encourage learners to think critically, protect their personal information, behave respectfully online and know where to seek help if something doesn't feel right.

Staff are expected to model safe and professional use of technology, maintain appropriate professional boundaries and follow HTAE's policies when communicating with learners or using digital platforms.

Online safeguarding concerns may include cyberbullying, online grooming, exploitation, inappropriate or harmful content, the misuse of artificial intelligence (AI), fraud, online abuse or the sharing of indecent images. Any concern affecting the safety or wellbeing of a learner will be treated as a safeguarding concern and managed in line with HTAE's safeguarding procedures.

If concerns arise, they should be reported in the first instance to a Safeguarding Support Officer, who will work with a Deputy Designated Safeguarding Lead (DDSL) and, where appropriate, the Designated Safeguarding Lead (DSL) to ensure the learner receives the right support.

By promoting digital awareness and responsible online behaviour, HTAE aims to help every learner develop the knowledge, confidence and resilience to stay safe in an increasingly connected world.

Section 15 – Preventing Radicalisation and Extremism (The Prevent Duty)

At HTAE, protecting learners from radicalisation and extremism forms part of our wider safeguarding responsibilities. We are committed to providing a safe, inclusive and supportive learning environment where learners feel respected, valued and confident to express their views, explore different perspectives and develop a sense of belonging.

We recognise that vulnerability to radicalisation can affect individuals of any age, background or circumstance and may be influenced by a range of personal, social or environmental factors. Through our curriculum, enrichment activities and promotion of British Values, equality, diversity and inclusion, we encourage respect, tolerance, democratic participation and mutual understanding.

HTAE promotes open discussion, critical thinking and respectful debate, enabling learners to challenge misinformation, consider different viewpoints and develop the confidence and resilience needed to recognise and resist extremist influences in all their forms. Learners are encouraged to seek support if they are concerned about themselves or another individual.

All staff receive appropriate Prevent training to help them recognise signs of vulnerability to radicalisation, understand their safeguarding responsibilities and respond appropriately to concerns. Vulnerability does not mean that an individual has committed an offence; rather, it may indicate a need for advice, guidance or additional support.

Any concerns relating to radicalisation or extremism will be managed in line with HTAE's safeguarding procedures. Concerns should be reported in the first instance to a Safeguarding Support Officer, who will work with a Deputy Designated Safeguarding

Lead (DDSL) to assess the concern. Where appropriate, the Designated Safeguarding Lead (DSL) will oversee the response, seek specialist advice and make referrals through local Prevent or Channel arrangements.

All concerns will be considered carefully, proportionately and in partnership with relevant agencies where appropriate. HTAE's priority is always to safeguard learners; promote their wellbeing and ensure they remain safe from harm.

By fostering an environment based on respect, inclusion, equality and mutual understanding, HTAE aims to equip learners with the knowledge, confidence and resilience needed to participate positively and safely in modern society.

Section 16 – Mental Health and Emotional Wellbeing

At HTAE, we recognise that positive mental health is an important part of a learner's overall wellbeing and their ability to learn, achieve and thrive. Everyone can experience periods where they need additional support, and we are committed to creating an environment where learners feel safe to talk about their mental health without fear of stigma or judgement.

While staff are not expected to diagnose mental health conditions, they are often well placed to notice changes in a learner's behaviour, mood or engagement. Where concerns arise, staff should listen, offer reassurance and report any safeguarding concerns through HTAE's safeguarding procedures so that appropriate support can be provided.

Learners can access support through their tutor, Safeguarding Support Officer, Deputy Designated Safeguarding Lead (DDSL) or the Designated Safeguarding Lead (DSL). Where appropriate, HTAE will work with parents, carers, employers and external agencies to ensure learners receive the right support at the right time.

We understand that mental health concerns can sometimes become safeguarding concerns where there is a risk of harm to the individual or others. In these circumstances, concerns will be responded to promptly and in line with HTAE's safeguarding procedures.

By promoting positive mental health, encouraging open conversations and providing timely support, HTAE aims to create a learning environment where every learner feels valued, supported and able to achieve their potential.

Section 17 – Attendance, Engagement and Learner Welfare

At HTAE, we recognise that changes in attendance, punctuality, engagement or unexplained absence can sometimes be an early sign that a learner needs additional support.

While there may be many reasons why a learner's attendance changes, we do not make assumptions. Instead, we seek to understand what may be affecting them and work with the learner, and where appropriate parents, carers, employers or partner agencies, to offer timely support.

Staff are encouraged to identify and report any concerns about a learner's welfare, particularly where there are patterns of absence, changes in behaviour or a noticeable decline in engagement. These concerns should be shared through HTAE's safeguarding procedures so that appropriate support can be considered and welfare checks made. Our aim is to remove barriers to learning wherever possible. This may include pastoral support, wellbeing services, additional learning support or referrals to external agencies where appropriate.

Learners missing from education

A learner going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk.

These include children who:

- are at risk of harm or neglect
- are at risk of forced marriage or FGM
- come from Gypsy, Roma, or Traveller families
- come from the families of service personnel
- go missing or run away from home or care
- are supervised by the youth justice system
- Cease to attend HTAE
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves HTAE without a new training provider being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points. The HTAE data team inform connexions of any leavers under the age of 18.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Section 18 – Reporting Safeguarding Concerns

At HTAE, safeguarding concerns should always be reported without delay. Staff are not expected to investigate concerns or decide whether abuse has taken place. If something doesn't feel right, it should be reported. Every concern will be taken seriously, recorded

promptly and responded to appropriately. Acting early helps ensure that learners receive the right support at the right time.

Learners who do not feel comfortable speaking to a member of staff in person can report safeguarding or wellbeing concerns by emailing:

Goodtoshare@hullcc.gov.uk

The mailbox is monitored by the safeguarding team and concerns will be responded to in accordance with HTAE safeguarding procedures.

In most cases, concerns should follow the reporting pathway below. However, if a learner is at immediate risk of harm, staff should contact the emergency services and inform a Deputy Designated Safeguarding Lead (DDSL) or the Designated Safeguarding Lead (DSL) as soon as it is safe to do so.

HTAE Safeguarding Reporting Pathway

A safeguarding concern is identified

□

Concern recorded on CPOMS and reported to a Safeguarding Support Officer for action

□

Reviewed by a Deputy Designated Safeguarding Lead (DDSL)

□

Risk assessed and appropriate action agreed

□

Early Help Referral to Support /Partner Children's Social Care, Agencies Adult Social Care, Police, Prevent or other statutory services

□

Oversight by the Designated Safeguarding Lead (DSL)

□

Actions monitored, reviewed and learner supported

□

Case quality assured and closed when appropriate

Immediate Risk

If a learner is in immediate danger or requires urgent medical assistance:

- Contact **999** immediately.
- Inform a Deputy Designated Safeguarding Lead (DDSL) or the Designated Safeguarding Lead (DSL) as soon as possible.
- Record the concern on CPOMS at the earliest opportunity.

No member of staff should delay taking action because they are unsure. It is always better to report a concern that proves to be unfounded than to miss an opportunity to protect a learner.

For out of hours Safeguarding emergencies

- In an emergency always call police on **999**
- Child Adolescent Mental Health Service (CAMHS) Crisis Team 24/7 01482 259400
- Hull and East Riding Mental Health Advice and Support line 24/7 for people aged 18+ – **0800 138 0990**
- Hull Women's Aid – **0800 048 9944** (24hr helpline)
- **NSPCC Helpline, 0808 800 5000 or email help@nspcc.org.uk**
- The Samaritans – **08457 909090/01482 0323456**

Section 19 – Case Management

At HTAE, every safeguarding concern is taken seriously and managed in a way that is proportionate to the level of risk, always with the safety and wellbeing of the learner at the centre of decision-making.

Many concerns can be resolved through early support. Where appropriate, Safeguarding Support Officers may manage low-level safeguarding or welfare concerns at centre level, providing advice, support and early intervention. All actions and outcomes will be recorded on CPOMS, and concerns will continue to be monitored to ensure the learner's needs are being met.

Where a concern is more complex, involves an increased level of risk, requires multi-agency involvement or meets a statutory safeguarding threshold, it will be escalated without delay to a Deputy Designated Safeguarding Lead (DDSL). The Designated Safeguarding Lead (DSL) retains overall responsibility for safeguarding across HTAE and will oversee complex, high-risk or statutory cases.

Safeguarding cases are reviewed regularly to ensure that actions remain appropriate, risks are effectively managed and learners continue to receive the support they need. Cases may move between levels of support as circumstances change, and concerns will be escalated whenever new information indicates an increased level of risk.

To ensure consistency and effective oversight, safeguarding cases are routinely categorised as:

- Active / Monitoring – safeguarding actions are ongoing, the learner continues to receive support, and their circumstances are regularly reviewed.
- No Further Action – the concern has been assessed, and no further safeguarding action is required at this time.
- Closed – agreed actions have been completed, risks have reduced and the case has been formally closed by agreement with both the DSL and DDSLs.

Quality assurance is an important part of HTAE's safeguarding arrangements. The DSL and DDSLs regularly review safeguarding cases, supported by termly independent caseload scrutiny from Hull City Council's Safeguarding Education Manager and twice-yearly scrutiny by the Chair of the Board of Governors and DSG. This independent oversight provides assurance that safeguarding decisions are consistent, timely and focused on achieving the best possible outcomes for learners.

Our aim is always to provide the right support, at the right time, by the right people, ensuring every learner feels safe, listened to and supported throughout their learning journey.

Section 20 – Safeguarding Governance, Quality Assurance and Continuous Improvement

HTAE is committed to maintaining the highest standards of safeguarding practice and recognises that effective safeguarding requires ongoing scrutiny, evaluation and continuous improvement. Safeguarding arrangements are regularly reviewed to ensure they remain effective, responsive to emerging risks, compliant with statutory requirements and focused on achieving positive outcomes for learners.

Safeguarding quality assurance is not viewed solely as a compliance exercise. It is an essential part of creating a culture where learners feel safe, staff feel confident to act and safeguarding remains embedded throughout the organisation.

Learner Voice

Learners play an important role in helping HTAE evaluate the effectiveness of its safeguarding arrangements. Learner views are gathered through surveys, focus groups, tutorials, learner forums, feedback activities and routine safeguarding discussions. Feedback from learners helps HTAE understand:

- whether learners feel safe
- whether they know how to report concerns
- whether they understand safeguarding and Prevent-related issues
- the effectiveness of support services
- emerging risks affecting learners.

Learner feedback is analysed and used to inform safeguarding improvements and service development.

Staff Voice

HTAE recognises that staff are often best placed to identify strengths and areas for development within safeguarding practice.

Staff feedback is gathered through:

- team meetings
- supervision sessions
- safeguarding reviews
- staff surveys
- training evaluations
- safeguarding workshops and briefings.

This feedback contributes to safeguarding improvement planning and helps ensure staff remain confident in their safeguarding responsibilities.

Safeguarding Surveys and Self-Assessment

Regular safeguarding surveys and self-assessment activities are undertaken to evaluate the effectiveness of safeguarding arrangements across the service.

These reviews consider:

- learner knowledge and confidence
- staff confidence and competence
- safeguarding culture
- reporting arrangements
- accessibility of support

- awareness of safeguarding risks
- compliance with policies and procedures.

Findings are used to inform improvement activity and strategic safeguarding planning.

Safeguarding Audits and Quality Reviews

HTAE undertakes regular safeguarding audits and quality assurance activities throughout the academic year.

These may include:

- safeguarding compliance audits
- case file audits
- learning walks
- thematic reviews
- policy reviews
- safer recruitment audits
- training compliance reviews.

Audit findings are monitored by senior leaders and used to identify strengths, areas for development and examples of effective practice.

CPOMS Monitoring and Oversight

HTAE uses CPOMS to record, monitor and manage safeguarding concerns.

Regular monitoring of safeguarding data allows the DSL, Deputy DSLs and Safeguarding Manager to:

- identify safeguarding trends and emerging risks
- monitor referral activity
- review response times
- evaluate outcomes for learners
- identify repeat concerns or recurring themes
- ensure cases are progressed appropriately.

This information supports strategic safeguarding decision-making and helps ensure safeguarding interventions remain effective and proportionate.

Governor and Leadership Scrutiny

Safeguarding governance is an essential component of HTAE's safeguarding arrangements.

Senior leaders provide regular safeguarding reports to Governors, enabling independent scrutiny and challenge of safeguarding performance.

This oversight includes consideration of:

- safeguarding activity and trends
- training compliance
- audit outcomes
- safeguarding incidents
- learner welfare concerns
- policy compliance
- safeguarding improvement priorities.
- Random sampling of CPOMS

Governors provide challenge, support and assurance that safeguarding arrangements remain effective and compliant with statutory requirements.

Lessons Learned Reviews

HTAE is committed to learning from safeguarding incidents, case reviews, audits and emerging national guidance.

Where appropriate, lessons learned reviews will be undertaken to:

- identify good practice
- review decision-making
- strengthen procedures
- improve communication and partnership working
- identify training needs
- reduce future risk.

Learning is shared with staff and incorporated into safeguarding improvement activity.

Annual Safeguarding Report

An annual safeguarding report is produced to provide a comprehensive overview of safeguarding effectiveness across HTAE.

The report may include:

- safeguarding activity and referral data
- learner wellbeing themes
- training statistics
- audit outcomes
- lessons learned
- emerging safeguarding risks
- areas of strength
- priorities for future development.

The report supports accountability, governance and continuous improvement.

Safeguarding Action Planning

Findings from audits, surveys, learner feedback, safeguarding reviews, CPOMS monitoring and governance activities are used to develop and monitor a Safeguarding Action Plan.

Actions are reviewed regularly by senior leaders and governors to ensure that improvements are implemented, evaluated and sustained.

Through robust quality assurance, effective governance and a commitment to continuous improvement, HTAE aims to ensure that safeguarding remains proactive, responsive and centred on the safety, wellbeing and success of every learner.

Section 21 – Safeguarding Training

HTAE is committed to ensuring that everyone working with our learners has the knowledge, confidence and skills to recognise safeguarding concerns and respond appropriately.

All staff receive safeguarding training as part of their induction before working with learners and complete regular refresher training to ensure their knowledge remains current. Training reflects national legislation, local safeguarding arrangements and emerging safeguarding risks.

The **Designated Safeguarding Lead (DSL)** and all **Deputy Designated Safeguarding Leads (DDSLs)** are trained to **Level 4 Safeguarding** and complete regular updates to maintain their knowledge and leadership of safeguarding practice.

Safeguarding Support Officers are trained to Designated Safeguarding Lead training Level 3 and receive enhanced safeguarding training to enable them to respond to concerns, provide early support and work closely with the DSL and DDSLs in managing safeguarding cases.

In addition to core safeguarding training, staff receive appropriate training in areas including:

- Prevent
- online safety
- safer recruitment (where appropriate)
- mental health awareness
- equality, diversity and inclusion
- professional boundaries and the staff Code of Conduct.

Safeguarding training is monitored through HTAE's quality assurance processes to ensure it remains up to date and that all staff understand their individual responsibilities.

At HTAE, safeguarding training is more than a compliance requirement. It helps create a confident workforce, promotes a positive safeguarding culture and ensures that every learner is supported by staff who are equipped to recognise concerns, respond appropriately and act in the learner's best interests.

Section 22 - Appendices, Forms and Reference Documents

Appendices Including

List of names for key safeguarding staff - Appendix 1
Safeguarding record keeping guide
Vulnerable Category Handbook
Referral Flowchart - Appendix 2
Prevent Flowchart - Appendix 3
List of useful contacts - Appendix 4

Links to Policies

E-Safety Policy
SEND Policy
Substance Education Policy
Cyber Security Policy

Links to Key Legislation

Keeping Children Safe in Education 2026 (KCSIE)
Working Together to Safeguard Children
Care Act 2014
Children Act 1989 & 2004
Education Act 2002
Prevent Duty Guidance
Counter Terrorism and Security Act 2015
Working Together to Improve School Attendance (where applicable for study programmes)
Keeping Learners Safe in Education and Skills
Ofsted Further Education & Skills Inspection Framework and September 2026 toolkit
Data Protection Act 2018 / UK GDPR
Equality Act 2010
Human Rights Act
Local Safeguarding Children Partnership Procedures
Local Authority Adult Safeguarding Board Procedures
Safer Recruitment Guidance

Date 20/8/2026

Signed copy held on file

Mr Alex Codd
HTAE Chairman of the Board of Governors
Assistant Director of Economic Development and Regeneration

Louise Clubley
Interim Head of Service, HTAE

Appendix 1 - List of names for key safeguarding staff

Governors

- Shirley Sloan, Head of Learning and Development – Governor Safeguarding Lead

Designated Safeguarding Lead (DSL)

- Louise Clubley, Head of Service (Interim)

Deputy Designated Safeguarding Leads (DDSLs)

- Adam Wilson, Senior Lead Business Development & Contracting
- Rachel David, Deputy Head of Service
- Jayne Maltby, Senior Lead Quality
- Natalie Parker, Senior Lead Performance, Funding & Finance (Interim)

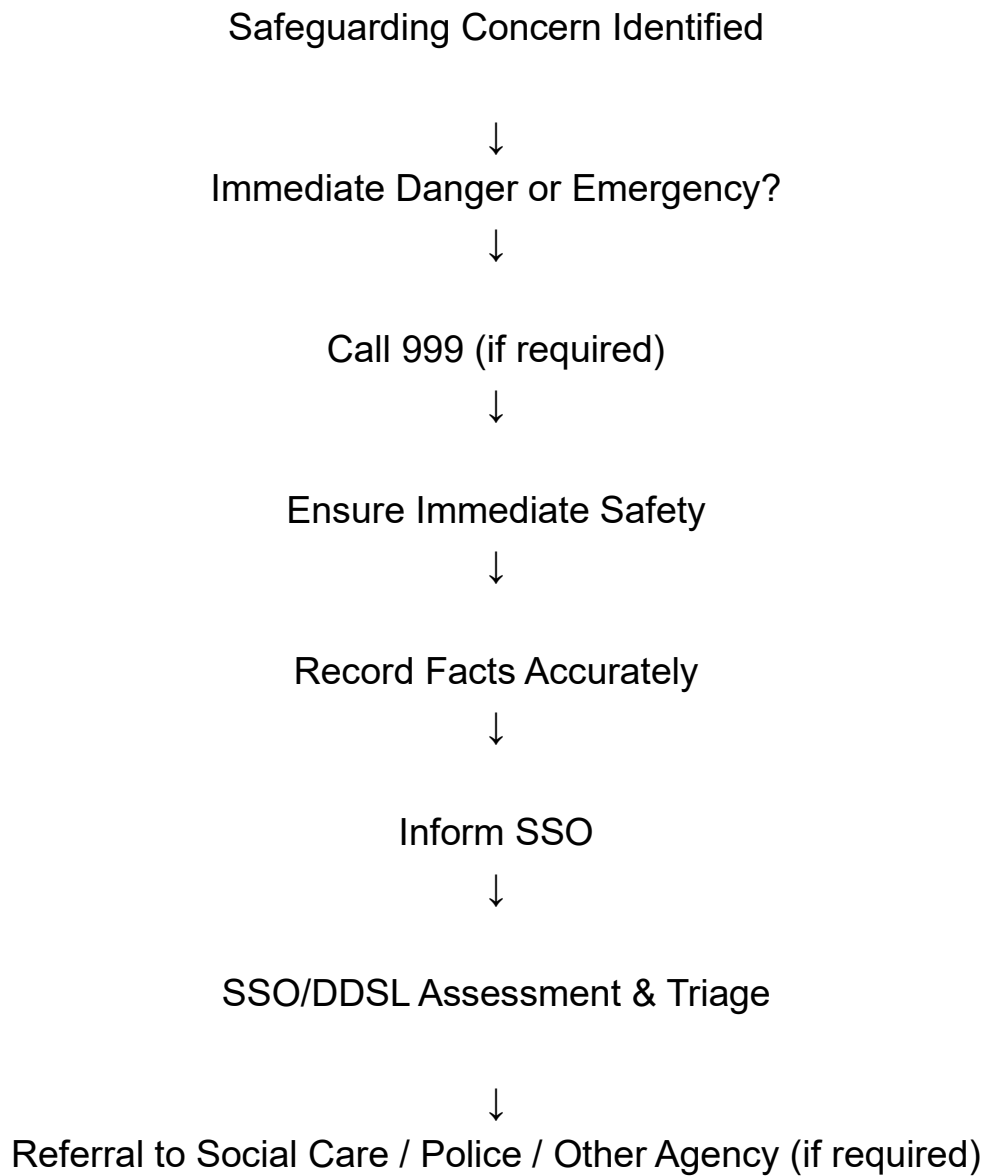
Safeguarding Manager (SM)

- Vanessa Drax, Safeguarding Manager

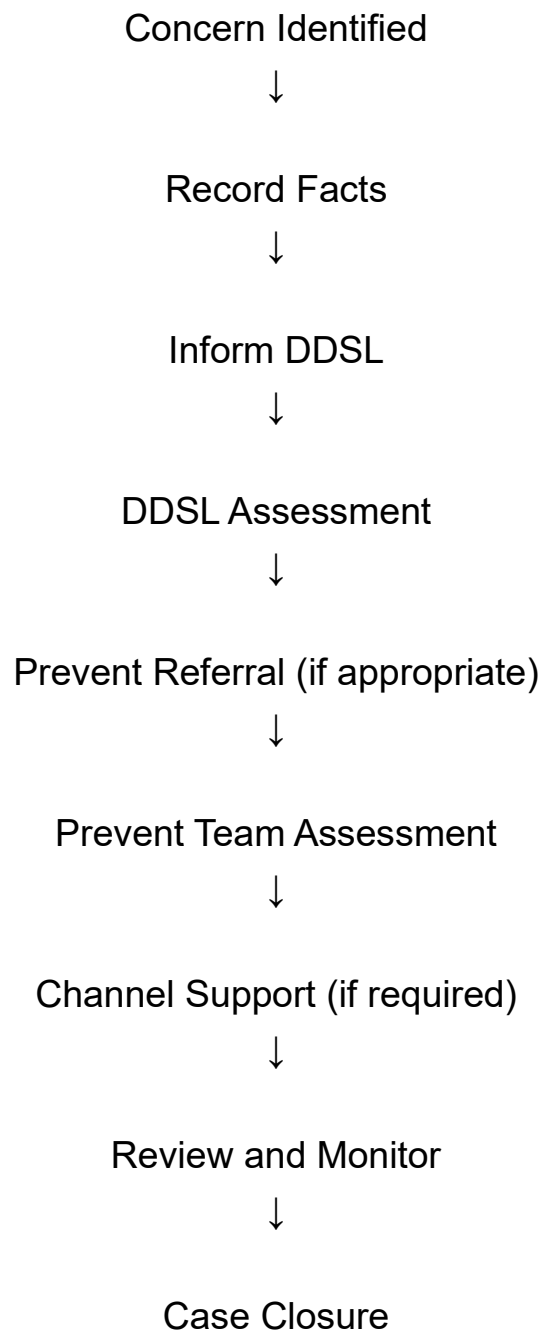
Safeguarding Support Officers (SSO)

- Donna Ackroyd, Tutor
- Lee Crossland, Audit & Compliance Lead
- Natalie Gibson, Tutor/Assessor
- Christine Jewitt, Equality & Diversity Lead
- Bev Johns, Tutor/Assessor
- Lisa Shepherdson, Business & Digital Manager
- Sian Ward, Outreach Co-ordinator
- Lynn Wilson, Tutor/Assessor
- Louise Greene, Engagement Lead (Construction)

Appendix 2 - Referral Flowchart



Appendix 3 - Prevent Flowchart



Appendix 4 - List of useful contacts

Emergency situations:

In an emergency – call 999

Police: Emergency 999 | non-emergency 101

East Riding Adult Social Care - 01482 396940 email ersab@eastriding.gov.uk

Hull Adult Social Care – 01482 616092 email: adultsafeguarding@hullcc.gov.uk

Hull Children's Social Care/MASH: 01482 448879

Early Help Family Support – 01482 615346/01482 615356

EHASH – 01482 615346/01482 615356

Domestic Abuse Partnership – 01482 318759