

Safeguarding and Child Protection Policy

Supporting Education Group – Qualifications & Training Practice

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Purpose and Intent

The purpose of the Supporting Education Group Qualifications and Training Safeguarding, Child Protection and Prevent Policy is to protect all learners, children, young people, vulnerable adults, employees and others who engage with Supporting Education Group and its training providers, **Best Practice Network (BPN), Eden Training Solutions and LMP Education** from harm, abuse, exploitation or radicalisation, and to ensure they feel safe, supported and respected.

This policy sets out clear safeguarding, child protection and Prevent principles, responsibilities and procedures in line with statutory guidance including Keeping Children Safe in Education (KCSIE) 2026, Working Together to Safeguard Children, and the Education and Training (Welfare of Children) Act 2021.

Supporting Education Group Qualifications and Training practice has a statutory duty to have due regard to safeguarding guidance and to ensure that arrangements are in place to safeguard and promote the welfare of children and adults at risk.

Supporting Education Group Qualifications and Training practice and its partners are committed to promoting a strong culture of safeguarding through safe recruitment and operational practices, ongoing training and awareness, effective protection of learners with wellbeing or additional support needs, and active collaboration with learners, parents, carers, employers and external agencies.

Supporting Education Group Qualifications and Training practice is committed to the following safeguarding principles:

- The welfare of everyone is paramount.
- Every person, regardless of age, disability, gender, race, religion or belief, sexual orientation or gender identity, has the right to equal protection from all forms of harm or abuse.
- Working in partnership with learners, families, carers and relevant agencies is essential to safeguarding and promoting wellbeing.

For the purposes of this policy, a child or young person is defined as anyone under the age of 18. Due consideration is also given to adults aged 18 or over who may be identified as vulnerable due to safeguarding, wellbeing or support needs.

Legal and Regulatory Framework

This policy is informed by, and compliant with, the following legislation and statutory guidance (as amended):

- **Children Act 1989 and Children Act 2004**
www.legislation.gov.uk/ukpga/2004/31/contents
- **Keeping Children Safe in Education (KCSIE) 2026**
https://assets.publishing.service.gov.uk/media/6a4cf903b7203c4c023fd2f3/Keeping_children_safe_in_education_2026.pdf
- **Working Together to Safeguard Children 2026**
https://assets.publishing.service.gov.uk/media/69fb1c28d0e316a40f269a5b/Working_together_to_safeguard_children_2026_a_guide_to_multi_agency_working.pdf
- **Care Act 2014**
www.gov.uk/government/publications/care-act-statutory-guidance/care-and-support-statutory-guidance
- **Children and Social Work Act 2017**
www.socialworkengland.org.uk/media/1501/cswa-2017.pdf
- **Education and Training (Welfare of Children) Act 2021**
www.legislation.gov.uk/ukpga/2021/16?view=plain
- **Counter-Terrorism and Security Act 2015 (Prevent Duty)**
www.gov.uk/government/collections/counter-terrorism-and-security-bill
- **Prevent Duty Guidance for England and Wales**
www.gov.uk/government/publications/prevent-duty-guidance
- **Modern Slavery Act 2015**
www.gov.uk/government/collections/modern-slavery-bill
- **Equality Act 2010**
www.gov.uk/guidance/equality-act-2010-guidance
- **Safeguarding Vulnerable Groups Act 2006**
www.legislation.gov.uk/ukpga/2006/47/pdfs/ukpga_20060047_en.pdf
- **Ofsted Education Inspection Framework**
www.gov.uk/government/publications/further-education-and-skills-inspection-toolkit-operating-guide-and-information
- **DfE funding and safeguarding requirements**
https://assets.publishing.service.gov.uk/media/6a68cabe229c578debc1a78c/Funding_Rules_2627_Version_3_Final.pdf

Additional data protection and online safety framework

- Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR).
- Online Safety Act 2023, where relevant to organisational services and online safeguarding arrangements.

Immediate Action and Reporting

If you identify, witness or receive a safeguarding concern:

If there is an immediate risk to life or serious harm, call 999 without delay.

Do not investigate the concern yourself or delay reporting to gather further evidence.

Listen, remain calm and do not promise confidentiality.

Record what you saw or were told factually, using the person's own words where possible.

Employees must report the concern immediately through MyConcern. If MyConcern is unavailable, contact the Safeguarding Hub.

Learners, employers, visitors and other external parties may contact the Safeguarding Hub at safeguardinghub@supportingeducation.com.

If you believe a concern has not been acted upon appropriately, escalate it to the Practice Head of Safeguarding, an authorised senior leader or the relevant external safeguarding agency.

Keeping Children Safe in Education requirements will be applied where they legally apply and adopted as organisational safeguarding standards across other provision where appropriate.

Scope

This policy applies to all individuals working for, engaged by, or acting on behalf of Supporting Education Group Qualifications and Training practice and its partner providers, including:

- Senior leaders, board and advisory members
- Employees and associates
- Tutors, trainers, facilitators, assessors and mentors
- Volunteers, sessional workers and agency employees
- Contractors and service providers
- Learners, apprentices and trainees

The policy applies to all programmes, qualifications and training provision delivered by Supporting Education Group Qualifications and Training practice, including apprenticeships, adult education, traineeships and both funded and commercial programmes. This includes provision delivered face-to-face, online, in the workplace or through blended learning models.

This policy applies to all activities where learners may work directly or indirectly with children, young people or adults at risk, including learning environments, employer premises and work placements.

All employees, associates and relevant partners are required to read, understand and acknowledge this policy prior to undertaking any work or engagement connected with Supporting Education Group Qualifications and Training practice.

Definitions

Safeguarding	Safeguarding refers to the actions taken to promote the welfare of children, young people and adults at risk and to protect them from harm. This includes: - Protecting from abuse and maltreatment - Preventing impairment of physical or mental health and development - Ensuring safe, effective care and learning environments - Taking action to enable the best possible outcomes
Child / Young Person	Any individual under the age of 18, as defined by legislation.
Adult at Risk / Vulnerable Adult	An adult who has care and support needs, is experiencing or at risk of abuse or neglect, and, because of those needs, may be unable to protect themselves from the abuse or neglect or the risk of it. Vulnerability must be assessed according to the person's circumstances and must not be assumed solely because of a diagnosis, disability or personal characteristic.
Learner	Any individual of any age who is enrolled with one of the Supporting Education Group Qualifications and Training practice providers, or who is currently in the enrolment process, including apprentices, trainees and programme participants.
Employee / Employees	Anyone working for or on behalf of Supporting Education Group Qualifications and Training practice or a delivery partner, whether in a paid or voluntary capacity, including contractors, sessional workers and agency employees.
Significant Harm	The threshold at which intervention by statutory or external agencies may be required.
British Values	Democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Supporting Education Group Qualifications and Training practice partners promote these values in line with the Equality Act 2010, ensuring inclusivity and respect across all protected characteristics.

Safeguarding Principles and Approach

Supporting Education Group Qualifications and Training practice and its approved delivery partners are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. Our safeguarding approach is underpinned by nationally recognised principles and reflects our responsibility to prevent harm, respond appropriately to concerns, and support positive outcomes for all learners.

All learners and employees have the right to work, learn and participate in training in an environment where they feel safe, respected and protected from harm, regardless of age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation. The welfare of individuals is always paramount, particularly where learners may be more vulnerable due to age, previous experiences, dependency, communication needs, or mental or physical health.

Supporting Education Group Qualifications and Training practice and its providers promote a strong culture of safeguarding vigilance, where safeguarding is everyone's responsibility. All employees, associates, contractors and volunteers working on behalf of Supporting Education Group Qualifications and Training practice are expected to remain alert to signs of abuse, harm, neglect, exploitation or radicalisation, and to act promptly and appropriately where concerns arise.

Safeguarding practice across Supporting Education Group Qualifications and Training practice is guided by the following six key principles:

- Empowerment – Learners are supported and encouraged to make informed decisions about their lives and learning wherever possible, with appropriate choice, control and consent.
- Prevention - Preventing harm, abuse and neglect is central to effective safeguarding. Early intervention is always preferable to responding after harm has occurred.
- Protection – Some individuals may be unable to protect themselves or seek help. Safeguarding professionals must be ready to intervene and provide appropriate support where risk is increased.
- Proportionality – Safeguarding responses should be the least intrusive appropriate to the level of risk, based on careful consideration of each individual case.
- Partnership – Safeguarding is most effective when organisations work collaboratively with learners, families, employers, communities and relevant statutory and external agencies.
- Accountability – Safeguarding practice must be transparent and accountable. While designated safeguarding roles provide leadership, everyone has a responsibility to contribute to keeping others safe.

Our Safeguarding Approach

Safeguarding and promoting welfare mean acting to:

- ✓ Protect children, young people and vulnerable adults from maltreatment, abuse and peer-on-peer abuse
- ✓ Promote and monitor digital safety when learners are using the internet, social media or organisational systems and devices
- ✓ Prevent harm to physical and mental health, development and overall wellbeing
- ✓ Provide safe, inclusive and effective learning environments, support and care
- ✓ Support positive outcomes, enabling learners to reach their full potential and successfully progress into adulthood, employment or further learning

Safeguarding prevention aims to reduce the likelihood of harm occurring, while child protection and adult safeguarding procedures ensure a prompt, effective and proportionate response where harm has occurred or where risk of harm is identified.

Advisory Board Responsibilities

The Qualifications and Training Advisory Board has ultimate oversight responsibility for safeguarding arrangements across Supporting Education Group Qualifications and Training practice and its approved delivery providers.

The Advisory Board will:

- Receive regular safeguarding and Prevent reports.
- Review safeguarding performance and key risk indicators.
- Monitor safeguarding and Prevent training compliance.
- Scrutinise safeguarding trends and emerging risks.
- Review significant safeguarding incidents and lessons learned.
- Ensure annual review of safeguarding policies and procedures.
- Seek assurance that safeguarding responsibilities are being discharged effectively across all brands and delivery models.

A nominated Advisory Board member will maintain oversight responsibility for safeguarding and provide appropriate challenge, scrutiny and support to senior leaders and safeguarding professionals.

Annual Safeguarding Report

The Practice Head of Safeguarding will produce an annual safeguarding report for the Qualifications and Training Advisory Board.

The report will include:

- Safeguarding referral activity and trend analysis.
- Prevent referrals and activity.
- Learner vulnerability analysis.
- Safeguarding audit outcomes.
- Training compliance information.
- Emerging safeguarding and welfare risks.
- Lessons learned.
- Continuous improvement actions.

Each delivery division and apprenticeship brand also has an established Safeguarding Network, providing local safeguarding and wellbeing support within their own organisation. Full details of named safeguarding contacts and arrangements are set out in each brand's Safeguarding Network posters; the key contacts are below:

Director of Quality & Compliance	chris.garcia@supportingeducation.net
Practice Head of Safeguarding	anita.devilliers@lmp-group.co.uk
Safeguarding Contact: safeguardinghub@supportingeducation.com	

The Practice Head of Safeguarding acts as the Group Designated Safeguarding Lead (DSL). Individual provider brands may appoint additional Deputy DSLs or safeguarding officers to support local operational delivery.

For the purposes of good governance and oversight, the Practice Head of Safeguarding has a direct link to the Qualifications and Training Advisory Board. A nominated Quality Advisory Board Member holds responsibility for safeguarding oversight at board level, providing challenge, scrutiny and advice to ensure safeguarding processes, practice and continuous improvement remain robust and effective.

Safeguarding Network

Supporting Education Group Qualifications and Training practice and its partner providers are committed to creating an environment where all learners, employees and partners feel safe and supported within a strong culture of safeguarding concern.

As part of its duty of care Supporting Education Group Qualifications and Training practice has a nominated Practice Head of Safeguarding (DSL), who oversees safeguarding practice and processes across the training providers.

Safeguarding Risk Register (MyConcern)

The safeguarding network will maintain oversight of organisational safeguarding risks, emerging themes and agreed mitigating actions. Significant risks will be escalated through the Qualifications and Training Advisory and risk-management arrangements.

Roles and Responsibilities

Safeguarding is a shared responsibility across Supporting Education Group Qualifications and Training and all approved delivery providers, including Best Practice Network (BPN), Eden Training Solutions (Eden-TS), LMP Education. All organisations operate within a clear culture of safeguarding concern, where the safety, welfare and wellbeing of learners, children, young people and adults at risk are a priority.

Supporting Education Group Qualifications and Training practice and its providers ensure that effective safeguarding systems, policies and procedures are in place, regularly reviewed and aligned with statutory guidance. This includes ensuring:

- Clear safeguarding leadership and accountability arrangements
- Designated Safeguarding Officers (DSO) and appropriately trained safeguarding network teams
- Robust safer recruitment practices
- Effective safeguarding training, reporting, recording and monitoring processes

Senior leaders across all brands are responsible for promoting a strong safeguarding culture, ensuring compliance with safeguarding and Prevent requirements, and providing assurance that safeguarding responsibilities are fulfilled across all areas of provision.

Responsibilities of All Employees, Associates and Partners

All individuals working for or on behalf of Supporting Education Group Qualifications and Training practice and its providers have a duty to:

- ✓ Protect learners, children, young people and adults at risk from harm
- ✓ Be familiar with safeguarding and Prevent policies and procedures
- ✓ Always maintain professional and appropriate behaviour
- ✓ Recognise signs of abuse, neglect, exploitation, radicalisation or wellbeing concerns
- ✓ Report immediately any safeguarding concerns, disclosures or allegations using the agreed safeguarding referral process
- ✓ Know who the Designated Safeguarding Lead and safeguarding network members are and how to contact them
- ✓ Complete required safeguarding and Prevent training
- ✓ Contribute to a culture where safeguarding concerns can be raised safely and without fear

Employees are not responsible for investigating safeguarding concerns. They must act promptly and pass information to safeguarding leads, who will determine appropriate next steps. No employee, associate or volunteer will undertake unsupervised activity involving learners until all safer recruitment checks, including a satisfactory DBS check where required, have been completed.

Role of the Practice Head of Safeguarding

The Practice Head of Safeguarding for Supporting Education Group Qualifications and Training practice holds overall responsibility for safeguarding and Prevent across the sector and is supported by senior leaders, brand Safeguarding Networks. Key responsibilities include:

- ✓ Acting as a source of safeguarding advice, guidance and expertise
- ✓ Leading and promoting a strong safeguarding and Prevent culture across all brands
- ✓ Receiving, managing and responding to safeguarding and Prevent concerns
- ✓ Making referrals to external agencies, including children's or adult social care, LADO, Channel and the Disclosure and Barring Service (DBS), where required
- ✓ Acting as the main point of contact with safeguarding partners
- ✓ Supporting learners who are subject to social worker involvement or additional protective plans
- ✓ Ensuring appropriate information sharing to promote learner safety and positive outcomes
- ✓ Overseeing safeguarding risk assessments where risks are identified
- ✓ Ensuring safeguarding records, including low-level concerns, are accurately recorded and securely retained
- ✓ Contributing to the review and development of safeguarding policies, procedures and training

- ✓ Undertaking regular safeguarding and Prevent refresher training to remain up to date with statutory guidance and emerging risks

The Practice Head of Safeguarding across Qualifications and Training is supported by the senior leaders, the brand safeguarding networks, SENCO teams and delivery employees, ensuring continuity and effective decision-making across the organisation. Each brand will have a further reference to their Roles and Responsibilities guidance; this detail can be found in:

Information Sharing, Confidentiality and Professional Record Keeping

Effective safeguarding depends upon timely, accurate and proportionate information sharing. Supporting Education Group Qualifications and Training practice and its providers recognise that:

- Safeguarding information should be shared on a need-to-know basis.
- Sharing information can be essential for protecting children, young people and adults at risk.
- GDPR and data protection legislation should not be viewed as barriers to safeguarding.
- Information may be shared with Social Care, Police, Local Authorities, Prevent partners and other statutory agencies when safeguarding concerns exist.
- Information sharing decisions will always consider necessity, proportionality and the welfare of the individual concerned.

Confidentiality

All safeguarding information will be treated confidentially and managed appropriately. Confidentiality cannot be guaranteed where:

- A child or adult may be at risk of significant harm.
- Criminal activity may have occurred.
- Information must be shared to fulfil safeguarding duties.

Learners will be made aware that safeguarding concerns cannot always remain confidential where there are concerns regarding their safety or the safety of others.

Record Keeping

Safeguarding records must:

- Be factual, accurate and contemporaneous.
- Clearly record actions, decisions and outcomes.
- Be securely maintained using approved safeguarding recording systems.
- Be retained in accordance with organisational retention schedules.
- Be accessible only to authorised personnel.

Safer Recruitment – Supporting Education Overview & Single Central Record (SCR)

Supporting Education Group Qualifications and Training practice and each approved delivery provider maintain a Single Central Record (SCR) in line with Keeping Children Safe in Education. The SCR provides a clear, consistent and auditable record of all required recruitment and vetting checks for employees, associates, volunteers and others who work in regulated activity or have regular contact with learners.

The SCR includes, where applicable:

- Identity checks
- Right to work in the UK
- Enhanced DBS checks and barred list checks (where required)
- Prohibition checks (where applicable)
- Qualifications and professional registrations (where required)
- Confirmation that references have been obtained and verified

The SCR is kept up to date, regularly reviewed and made available for inspection by Ofsted or other regulatory bodies. Oversight of the SCR sits with senior leaders and the Practice Head of Safeguarding within Supporting Education Group Qualifications and Training practice, management of the vetting and collection of data is carried out and monitored by the central Supporting Education People Hub. Furthermore, line managers within each brand are responsible for ensuring compliance, accuracy and accountability for their employees.

Managing incomplete checks and suitability concerns

No individual will undertake unsupervised regulated activity until the required checks have been completed. Any exception, where lawful and necessary, must be supported by a written risk assessment approved by an authorised senior leader and the Practice Head of Safeguarding, with suitable supervision and review arrangements.

Employee Training

Supporting Education Group Qualifications and Training practice and its approved delivery providers are committed to ensuring that all employees, associates, contractors and volunteers receive appropriate safeguarding and Prevent training, regardless of role or level of learner contact. Training is central to maintaining a strong safeguarding culture, enabling employees to understand their responsibilities, recognise concerns early and respond appropriately.

Training Expectations

All employees working for or on behalf of Supporting Education Group Qualifications and Training are required to:

- ✓ Complete safeguarding and Prevent training as part of their induction
- ✓ Undertake refresher training at least every 12 months via Supporting Education Group Essentials, which includes:
 - KCSIE
 - Cyber Security [LC002]
 - Health and Safety [LC003]
 - GDPR [LC001]
 - Equality, Diversity and Inclusion [LC007]
 - Prevent Duty [LC008]
 - Sexual Harassment [LC0014]
 - Display Screen Equipment
- ✓ Complete additional role specific training where required, including Safer Recruitment training for managers and those involved in recruitment
- ✓ Access additional updates and guidance where new risks, statutory changes or emerging safeguarding themes are identified

Safeguarding and Prevent training is proportionate to role and responsibility and aligned with statutory guidance, including Working Together to Safeguard Children, Keeping Children Safe in Education and Prevent Duty guidance.

Safeguarding Updates and Continuing Professional Development

Safeguarding and Prevent 'Hot Topics' and regional updates are shared regularly through internal communications, briefings and newsletters to maintain awareness of emerging risks and national trends. Topics include, but are not limited to, online harms, exploitation, radicalisation, mental health and contextual safeguarding.

Employees are expected to discuss relevant safeguarding topics with learners during teaching sessions and reviews where appropriate. Safeguarding resources are maintained centrally and remain accessible to all employees.

Safeguarding Networks across Supporting Education Group Qualifications and Training meet collaboratively on a quarterly basis to share best practice, updates and continuing professional development opportunities. Each apprenticeship brand also provides tailored safeguarding updates relevant to their learners and delivery context.

Training for safeguarding leads

The Practice Head of Safeguarding and partner DSOs will complete role-appropriate safeguarding training at least every two years and receive regular updates between formal training events. Training records and compliance will be monitored and reported through Advisory Board arrangements.

Creating a Safe Learning Environment

Supporting Education Group Qualifications and Training promotes safe, inclusive and respectful learning environments. Learners will be told how to access support, identify safeguarding contacts and report concerns. Safeguarding will be reinforced through induction, curriculum activity, progress reviews, learner communications and employer engagement, as appropriate to the programme and learner group.

Learner voice and accessibility

Learner feedback on whether learners feel safe, supported and able to report concerns will be gathered through surveys, reviews, focus groups and other suitable feedback routes. Reporting information and safeguarding support will be accessible and adjusted where learners have communication, language or additional support needs.

External speakers and events

External speakers and events must be subject to proportionate due diligence and approval. Checks will consider the speaker, topic, audience, venue, online platform, equality and safeguarding risks, and Prevent requirements. Conditions, supervision or cancellation may be applied where risks cannot be managed. A record of the decision and any controls will be retained.

Recognising Signs of Abuse

Safeguarding risks may occur outside the home and learning environment, including within peer groups, communities, social media platforms, workplaces and public spaces. Employees will consider contextual factors when assessing risk and determining safeguarding responses.

Across Supporting Education Group Qualifications and Training practice, employees recognise that abuse can take many forms and may be interpreted in different ways. At its core, abuse represents a violation of an individual's human and civil rights.

Abuse may occur as a single incident or as a pattern of behaviour and can include physical, sexual, emotional or psychological abuse, neglect, exploitation, financial abuse or a failure to act to protect an individual from harm. Abuse may affect children, young people, vulnerable adults or employees.

Abuse can occur in any setting or relationship, including within families, education and training environments, workplaces, communities or online. It may be perpetrated by adults or by other children or young people.

To support early identification and appropriate response, employees in scope are provided with Keeping Children Safe in Education Part One. The organisation applies its core safeguarding expectations across other provision where appropriate. Employees must remain alert to indicators, patterns of concern and changes in behaviour that may suggest a safeguarding issue.

Learners with Additional Vulnerabilities

Supporting Education Group Qualifications and Training practice recognises that some learners may face increased safeguarding risks due to their circumstances.

Examples include learners who are:

- Identified as having SEND.
- Care experienced.
- Young carers.
- Experiencing mental health difficulties.
- Experiencing homelessness.
- At risk of exploitation.
- Experiencing substance misuse.
- Refugees and asylum seekers.
- LGBT+ learners.
- Subject to social worker involvement.

Safeguarding planning and interventions will take account of individual vulnerabilities, communication needs and any barriers to disclosure.

Mental Health, Wellbeing and Learner Welfare

Supporting Education Group Qualifications and Training practice recognises the important relationship between safeguarding and mental health.

Mental health difficulties do not automatically constitute safeguarding concerns. However, mental health concerns may become safeguarding concerns where there is a risk of harm to the individual or others.

Self-Harm

Where self-harm is disclosed, suspected or identified:

- Appropriate safeguarding procedures will be followed.
- Risk assessments will be undertaken where required.
- Support and referral options will be considered.
- Ongoing monitoring arrangements may be implemented.

Suicide Risk and Suicidal Ideation

Any disclosure which indicates suicidal thoughts, intentions or plans will be treated as a safeguarding concern.

Actions may include:

- Immediate safeguarding referral.
- Contact with emergency services where risk is imminent.
- Referral to specialist support services.
- Notification of appropriate agencies or emergency contacts.
- Enhanced welfare monitoring and support.

Welfare Monitoring and Learner Engagement

Supporting Education Group Qualifications and Training practice recognises that disengagement can be an indicator of safeguarding risk.

Examples include:

- Repeated absence.
- Multiple missed reviews.
- Non-engagement with learning.
- Sudden withdrawal from programmes.
- Loss of contact.
- Significant changes in behaviour.

Where welfare concerns arise, employees may undertake welfare checks and seek guidance from safeguarding teams.

Supporting Education Group Qualifications and Training employees have the responsibility to act promptly, appropriately and consistently in response to all safeguarding concerns or incidents. This includes suspicions, disclosures or allegations of abuse, neglect, exploitation, radicalisation or wellbeing concerns.

All safeguarding concerns must be reported immediately using the agreed safeguarding reporting processes. Across Supporting Education Group Qualifications and Training practice providers, internal employees are required to raise concerns through the MyConcern safeguarding platform. This ensures concerns are recorded securely and referred directly to the Practice Head of Safeguarding and relevant members of the safeguarding network for timely review and appropriate action.

External parties, including learners, employers and visitors, can directly contact and report safeguarding concerns via the Safeguarding Hub at:

safeguardinghub@supportingeducation.com

All safeguarding concerns, regardless of the reporting route used, are managed consistently and in line with Supporting Education Group Qualifications and Training practice safeguarding procedures. This includes timely review, appropriate response and signposting where required, escalation to external agencies when necessary, and effective monitoring to ensure concerns are addressed and outcomes are achieved.

Allegations or concerns relating to third-party suppliers, contractors or service providers are managed through the same safeguarding reporting and response processes to ensure consistency, accountability and learner safety.

Immediate welfare response

Where there is an immediate risk to life or serious harm, emergency services must be contacted without delay. Employees must not leave a person at immediate risk unsupported where doing so would increase risk. The concern must also be reported through the approved safeguarding route as soon as it is safe to do so.

Peer-on-Peer Abuse and Harmful Behaviour

Supporting Education Group Qualifications and Training practice recognises that abuse can occur between children, young people and adults and may happen within education settings, workplaces, communities and online environments.

Peer-on-peer abuse may include:

- Sexual harassment.
- Sexual violence.
- Bullying and cyberbullying.
- Coercive and controlling behaviour.
- Image-based abuse.
- Sharing of inappropriate images.
- Online abuse.
- Hate-related incidents.
- Initiation or hazing behaviours.
- Exploitation by peers.

All reports of peer-on-peer abuse will be taken seriously and managed through safeguarding procedures.

Victims will be supported appropriately and allegations assessed on an individual basis. The fact that the alleged perpetrator may also be a child or learner will not prevent appropriate safeguarding action being taken.

Employer Safeguarding Responsibilities

Employers play a critical role in safeguarding apprentices, trainees and learners undertaking workplace learning.

Employers are expected to:

- Provide a safe working environment.
- Promote learner wellbeing and welfare.
- Report safeguarding concerns promptly.
- Support Prevent Duty responsibilities.
- Maintain appropriate reporting routes for bullying, harassment and discrimination.
- Cooperate with safeguarding investigations.
- Identify safeguarding contacts where appropriate.

Employer safeguarding responsibilities will be communicated through employer engagement, onboarding and monitoring activities.

Work Placement and Workplace Safeguarding

Supporting Education Group Qualifications and Training practice is committed to ensuring that workplace learning environments are safe and supportive.

The requirements apply to:

- Apprenticeships.
- Work experience placements.
- Employer-based programmes.

Safeguarding arrangements include:

- Employer due diligence.
- Risk assessment processes.
- Appropriate supervision.
- Learner induction.
- Welfare monitoring.
- Clear escalation routes.
- Safeguarding guidance for employers and learners.

Supporting Education Group Qualifications and Training practice and its partners provides clear, accessible and confidential routes for learners, employers, parents and carers to raise safeguarding concerns. External parties, including learners, employers and visitors, can directly contact and report safeguarding concerns via the Safeguarding Hub at:

safeguardinghub@supportingeducation.com

The Practice Head of Safeguarding will ensure safeguarding concerns can be raised easily, discreetly and without barriers. Once a concern is submitted via the email address, it will be reviewed promptly by safeguarding leadership. Where appropriate, contact will be made with the individual who raised the concern to provide reassurance, clarify information and explain next steps.

If a child, young person, learner or adult is believed to be at immediate risk of harm, emergency services should be contacted by calling 999 without delay. Once the immediate risk has been addressed, employees must record the concern through MyConcern. Learners, employers, visitors and other external parties may contact the Safeguarding Hub so that safeguarding teams can provide ongoing support and follow-up.

Employer monitoring and escalation

Safeguarding expectations will be communicated during employer onboarding and reviewed through progress reviews, quality activity and risk-based monitoring. Where an employer does not respond appropriately to a concern or cannot provide a safe environment, Supporting Education Group Qualifications and Training practice may apply additional controls, pause activity, remove a learner from the workplace or escalate to the relevant agency or commissioner.

Professional Conduct, Low-Level Concerns and Allegations

Professional Boundaries

All employees, associates, contractors and volunteers are expected to always maintain clear and appropriate professional boundaries with learners.

Employees should avoid:

- Unauthorised social media contact.
- Sharing personal phone numbers.
- Personal relationships with learners.
- Excessive personal communications.
- Favouritism.
- Giving inappropriate gifts.
- Transporting learners without authorisation.
- Conduct that could be considered grooming or inappropriate.

Maintaining professional boundaries helps protect both learners and employees.

Lone Working

Supporting Education Group Qualifications and Training practice recognises that some employees undertake duties independently within learner homes, workplaces, community settings or remote environments.

Examples include:

- Apprenticeship coaches.
- Assessors.
- Tutors.
- Mentors.

Employees undertaking lone working activities must:

- Follow lone working procedures.
- Undertake dynamic risk assessments.
- Maintain agreed communication arrangements.
- Follow check-in and escalation procedures.
- Report any safeguarding or personal safety concerns immediately.

Low Level Concerns

Supporting Education Group Qualifications and Training practice and its approved delivery providers are committed to promoting an open, transparent and professional safeguarding culture, where concerns about adult behaviour are taken seriously and addressed at the earliest opportunity. By identifying and responding to low-level concerns promptly, Supporting Education Group Qualifications and Training and partners aims to reduce the risk of abuse and maintain safe learning environments for all learners.

A low-level concern refers to any behaviour or conduct by an adult working on behalf of Supporting Education Group Qualifications and Training and its approved delivery providers, that falls short of expected professional standards but does not meet the threshold for an allegation and does not require referral to the Local Authority Designated Officer (LADO). Low-level concerns may arise from intentional or unintentional actions and may cover a wide range of behaviours.

Examples of low-level concerns may include, but are not limited to:

- Being overly familiar with a learner or failing to maintain appropriate professional boundaries
- Showing favouritism towards individual learners
- One-to-one interactions with learners behind closed doors or arranging to meet learners outside of normal professional activities for social purposes
- Offering financial, personal or emotional support beyond professional boundaries

- Using inappropriate, sexualised, intimidating or offensive language

All concerns should be reported via the individual brands MyConcern platform.

Allegation Against an Employee

Supporting Education Group Qualifications and Training practice and its approved delivery providers recognise the seriousness of any allegation made against an employee, associate, contractor or volunteer. All allegations are managed promptly, fairly and confidentially, in line with statutory guidance and safeguarding procedures.

Reporting an Allegation

An allegation refers to any concern that an adult working on behalf of Supporting Education Group Qualifications and Training practice and its approved delivery providers may have:

- Behaved in a way that has harmed, or may have harmed, a child, young person or adult at risk.
- Committed a criminal offence against, or related to, a child or adult at risk; or
- Behaved in a way that indicates they may pose a risk to learners.

Any allegation meeting these criteria must be reported immediately to the Practice Head of Safeguarding and/or a relevant brand Designated Safeguarding Officer (DSO). Allegations must not be investigated by employees or managers prior to referral.

Where an allegation relates to the Practice Head of Safeguarding or a senior leader or director, the concern must be raised directly and without delay with the Local Authority Designated Officer (LADO).

Management of Allegations

Allegations will be managed in line with statutory guidance and LADO procedures. This includes appropriate liaison with external agencies, consideration of necessary interim measures, and proportionate action to protect learners while ensuring fair treatment of the individual concerned.

All information relating to allegations is treated sensitively and confidentially and shared only on a strict need-to-know basis. Support is provided to both the individual who is the subject of the allegation and to any learner affected, in accordance with safeguarding and Supporting Education Group People Hub HR procedures.

Concerns that do not meet the threshold for an allegation may be managed under the Low-Level Concerns procedure.

Whistleblowing

Supporting Education Group Qualifications and Training practice and its providers encourage all employees to report concerns about the conduct of colleagues through safeguarding or whistleblowing procedures. Employees who raise concerns in good faith will be supported and protected from detriment or victimisation. Policy can be located on Lighthouse: [Click Here](#)

Concerns about the Group DSL or senior leadership

Where a concern relates to the Group DSL, it must be reported to the Director of Quality and Compliance or another authorised senior leader, and to the Local Authority Designated Officer where the relevant threshold is met. Where a concern relates to the most senior executive, it must be reported through the Advisory Board and whistleblowing routes without delay.

Reporting, Responding, Escalating and Monitoring a Concern

Safeguarding Reporting and Escalation Process

All safeguarding concerns must be reported immediately.

The safeguarding reporting process is:

1. Concern identified, witnessed or disclosed.
2. Immediate risk assessed.
3. Emergency services contacted where immediate danger exists.
4. Concern submitted through MyConcern or approved safeguarding reporting route.
5. Review by the Practice Head of Safeguarding and/or delivery partner DSO.
6. Referral to external agencies where required.
7. Ongoing risk management and support.
8. Case review and closure when appropriate.

Employees must never delay reporting in order to gather additional evidence or conduct their own investigation.

Escalation and professional challenge

If a staff member believes that a concern has not been acted upon appropriately, they must escalate it to the Practice Head of Safeguarding, an authorised senior leader or the relevant external safeguarding agency. Employees must continue to escalate where they remain concerned about immediate or continuing risk.

Case closure and review

Safeguarding cases will only be closed when recorded actions have been completed, current risk has been reviewed and the rationale for closure is documented. Cases may be reopened if new information or concerns arise.

Online Safety, Filtering, Monitoring and Artificial Intelligence

Online Strategy

Supporting Education Group Qualifications and Training practice and its approved delivery providers recognise that safeguarding learners, service users and employees includes protecting them from potentially harmful or inappropriate online activity and content. Online safety is an integral part of the safeguarding framework and is embedded within a whole-organisation approach that promotes safe, responsible and informed use of digital technology.

Supporting Education Group Qualifications and Training practice acknowledges that online risks are broad, continually evolving and may present in different ways across education, training and workplace learning environments. Online safety risks are categorised into four key areas:

- Content – Exposure to illegal, inappropriate or harmful material, including pornography, extremism, radicalisation, racism, misogyny, antisemitism, self-harm, suicide, misinformation, disinformation and conspiracy theories.
- Contact – Harmful interactions with others online, including peer-to-peer pressure, inappropriate advertising, or adults posing as children or young people for the purposes of grooming, exploitation or abuse.
- Conduct – Online behaviour that may increase the risk of harm, including cyberbullying, harassment, and the making, sending or sharing of explicit images, whether consensual or non-consensual.
- Commerce – Financial risks such as online gambling, phishing, financial scams and inappropriate advertising. Suspected phishing or scam activity should be reported in line with organisational guidance.

Supporting Education Group Qualifications and Training practice and its providers ensure that employees receive appropriate online safety training. This includes recognising online risks, knowing how to report concerns, and understanding filtering and monitoring responsibilities where organisational digital systems are used. Learners are supported through education, guidance and clear expectations to promote safe, responsible and respectful online behaviour.

Clear and accessible reporting routes are in place for online safety concerns, including reporting via the MyConcern safeguarding system. All online safety concerns are managed in line with safeguarding procedures by the Practice Head of Safeguarding and/or members of the safeguarding network, with support from the Supporting Education Group IT and Cybersecurity team where required. Appropriate action is taken to protect individuals at risk and to prevent further harm.

Digital safeguarding across Supporting Education Group Qualifications and Training practice is supported through:

- Technical measures, including filtering and monitoring of organisational systems where applicable
- Guidance and support, including training, awareness-raising and accessible reporting routes
- Clear procedures for responding to online safety incidents and escalating concerns appropriately

Online safety arrangements are reviewed regularly to reflect new and emerging risks, ensuring continuous improvement and effective protection for learners, employees and stakeholders.

Filtering and Monitoring

Effective filtering and monitoring rely on a combination of appropriate technical controls, clear policies and procedures, and employee training, in line with Keeping Children Safe in Education and relevant digital and technology standards. Supporting Education Group Qualifications and Training practice and its approved delivery providers are responsible for ensuring that organisational systems are as safe and secure as reasonably practicable. This includes controlling access to data, protecting personal information, maintaining system logs and reviewing user activity where appropriate.

Responsibility for filtering and monitoring arrangements sits with senior leaders, supported by the Supporting Education Group Qualifications and Training Practice Head of Safeguarding and the Supporting Education Group IT and Cybersecurity service provider. Supporting Education Group aligns its cyber-security practices with recognised frameworks, including the UK Government Cyber Essentials scheme, which provides a baseline level of protection against common cyber threats.

Reviews and audits of system security, including filtering and monitoring controls, are conducted to respond to evolving online risks and emerging cyber threats. Internet filtering is used to reduce the risk of access to illegal or inappropriate content on Supporting Education Group provided systems; however, it is recognised that filtering alone cannot provide complete protection and must be supported by online safety education, clear acceptable use expectations and employee awareness.

Monitoring of activity on Supporting Education Group provided devices and platforms supports a safe working and learning environment for employees and learners. Monitoring is proportionate and transparent, does not prevent access to content, and is used to help identify potential safeguarding or conduct concerns promptly. Any concerns identified through monitoring are managed in line with safeguarding and, where appropriate, HR procedures.

Filtering and monitoring arrangements apply to organisational systems and devices and form part of the wider safeguarding framework. These arrangements are kept under regular review to ensure they remain effective, proportionate and aligned with safeguarding, data protection and cyber-security requirements.

Artificial Intelligence (AI)

Supporting Education Group Qualifications and Training practice recognises the potential benefits of artificial intelligence (AI) in enhancing learning, assessment and operational effectiveness, while also acknowledging the ethical, safeguarding and data protection risks associated with its use. The organisation and its providers operate in line with an approved policy in which Supporting Education Group Qualifications and Training practice, sets clear expectations for employees.

Employees and tutors are required to use AI responsibly, ensuring lawful, secure and unbiased use of data, transparency in how AI tools are used, and consideration of ethical implications. Learners are supported to use AI tools appropriately to enhance learning, while maintaining academic integrity; the use of AI does not exempt learners from avoiding plagiarism, and all AI-assisted content must be properly acknowledged where required.

Security and online safety measures are in place to protect users, and guidance is provided to promote responsible, safe and authentic use of AI in learning and assessment.

Prevent Duty

Supporting Education Group Qualifications and Training practice will have due regard to the need to prevent people from being drawn into terrorism. Prevent is managed as part of safeguarding and applies across relevant learning, workplace and online environments.

Prevent risk assessment and action plan

A proportionate Prevent risk assessment and action plan will be maintained and reviewed at least annually, and sooner where local, national or programme risks change. This will consider learner profile, delivery locations, online activity, employer settings, external speakers, employees' capability and relevant local risks.

Recognising and reporting a Prevent concern

Employees must report concerns about radicalisation, extremism or potential involvement in terrorism through MyConcern or the approved safeguarding route without delay. Where there is immediate danger or a suspected offence, the police must be contacted. The Practice Head of Safeguarding will assess the concern, seek advice where appropriate and determine whether a referral to Prevent, Channel or another agency is required.

Prevent & Advisory Board Assurance

The Advisory Board reporting will include Prevent risk assessment outcomes, referrals and themes, training compliance, external speaker assurance and improvement activity. Information will be anonymised and handled in accordance with safeguarding and data protection requirements.

Quality Assurance of Safeguarding

Supporting Education Group Qualifications and Training Head of Practice will undertake:

- Annual safeguarding self-assessment.
- Safeguarding audits.
- Learner voice activities.
- Employees surveys.
- File audits.
- Compliance reviews.

Findings will inform safeguarding improvement planning.

Annual safeguarding self-assessment and improvement plan

An annual safeguarding self-assessment and improvement plan will be completed, reviewed by senior leaders and reported to the Qualifications and Training Advisory Board. Actions will be assigned, monitored and closed through the agreed quality assurance process.

Associated Policies and Procedures

- Recruitment and Selection Policy.
- Whistleblowing Policy.
- Data Protection Policy.
- Online Safety and Acceptable Use arrangements.
- Prevent risk assessment and action plan.
- Health and Safety and Lone Working procedures.
- Employees Code of Conduct.
- Complaints and Feedback Policy.

Appendix: Types of Safeguarding Harm and Further Guidance

The following reference list supports employees to recognise safeguarding concerns. It does not replace immediate reporting or professional safeguarding advice.

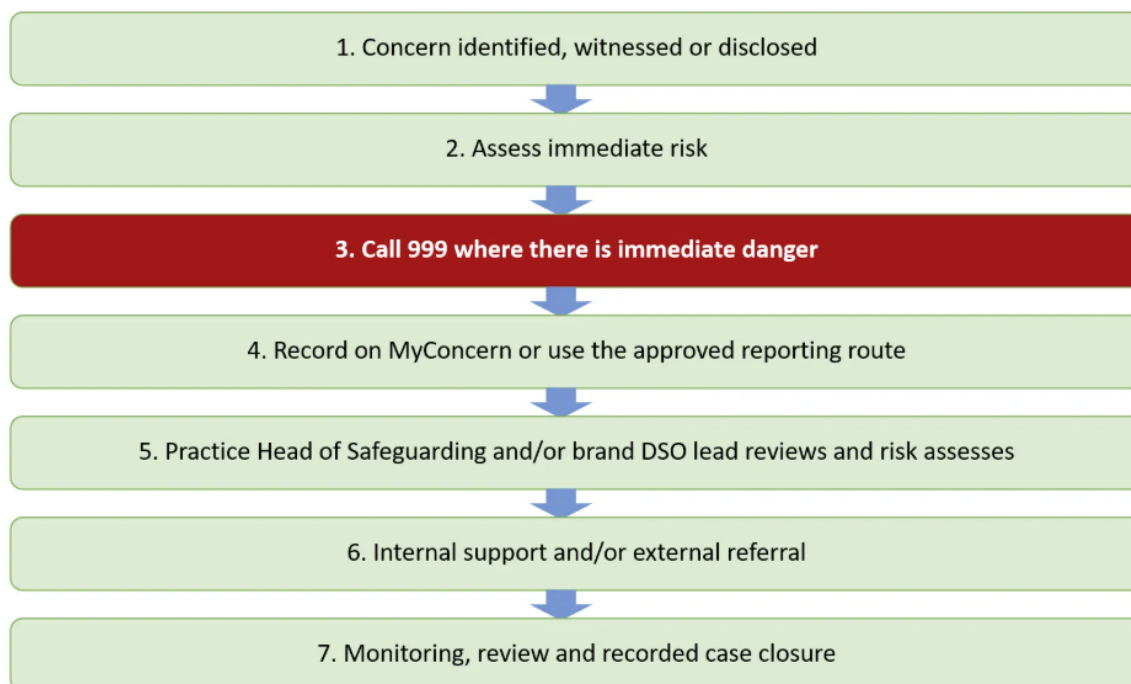
- Bullying including cyberbullying - [Click Here](#)
- Child sexual exploitation - [Click Here - page 8](#)
- Contextual safeguarding - [Click Here](#)
- Criminal child exploitation - county lines - [Click Here](#)
- Domestic violence/abuse - [Click Here](#)
- Domestic abuse – Operation Encompass - [Click Here](#)
- Drug abuse/misuse - [Click Here](#)
- Fabricated or induced illness - [Click Here](#)
- Faith abuse - [Click Here](#)

- Female genital mutilation – [**Click Here**](#)
- Financial abuse - [**Click Here**](#)
- Forced marriage - [**Click Here**](#)
- Gangs and youth violence - [**Click Here**](#)
- Gambling - [**Click Here**](#)
- Gender-based Violence (GBV) - [**Click Here**](#)
- Homelessness - [**Click Here**](#)
- Mental health - [**Click Here**](#)
- Mental Health 2 - [**Click Here - Young Persons**](#)
- Modern day slavery - [**Click Here**](#)
- Parental alienation - [**Click Here**](#)
- Physical abuse - [**Click Here**](#)
- Prevent and radicalisation - [**Click Here**](#)
- Psychological abuse - [**Click Here**](#)
- Online safety - [**Click Here**](#)
- Online safety – sharing content and sexting - [**Click Here**](#)
- Online Safety - [**Click Here**](#)
- Run, Hide and Tell - [**Click Here**](#)
- Sexual violence and sexual harassment - [**Click Here - page 123**](#)
- Sexual harassment - [**Click Here**](#)
- Honour-based Violence (HBV) - [**Click Here - page 170**](#)
- Substance misuse – [**Click Here**](#)
- Trafficking - [**Click Here**](#)
- Up-skirting - [**Click Here**](#)
- Verbal abuse - [**Click Here**](#)
- Violence against women and girls (VAWG) - [**Click Here**](#)
- KCSIE26 Annex A - [**Click Here - page 155**](#)

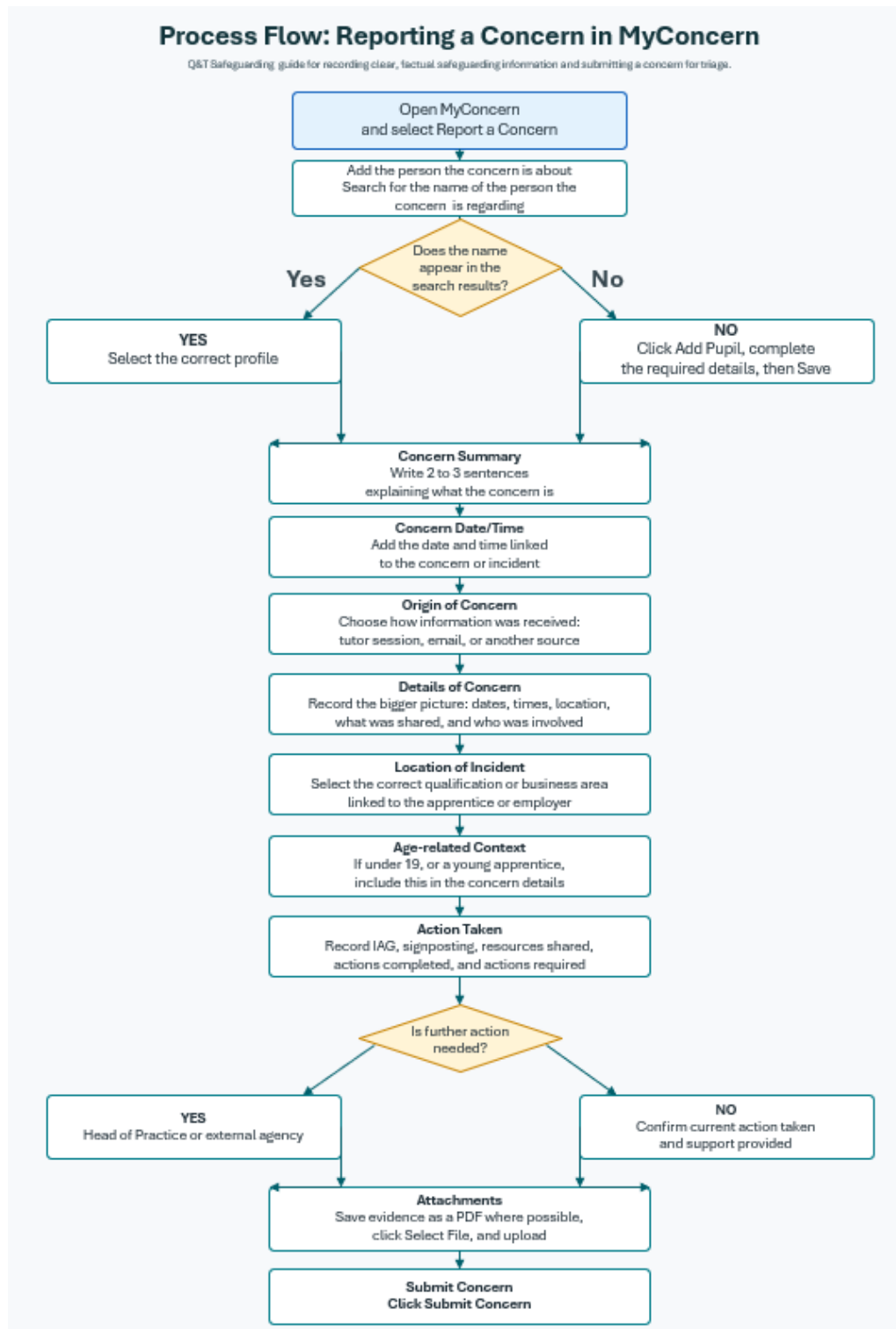
This list is not exhaustive. Employees are not expected to investigate or diagnose abuse but must report any concerns, disclosures or suspicions immediately in line with Supporting Education Group Qualifications and Training practice safeguarding procedures.

Appendix A: Safeguarding Reporting Flow

Appendix A: Safeguarding Reporting Flow



Appendix B: My Concern Reporting Flowchart



Appendix C: Emergency and Safeguarding Contacts

Emergency Safeguarding Contacts

The following emergency contacts should be maintained and reviewed regularly:

- Emergency Services: 999
- Police non-emergency: 101
- NSPCC Helpline: 0808 800 5000
- Childline: 0800 1111
- Samaritans: 116 123
- Shout Crisis Text Service: Text SHOUT to 85258
- Local Authority Children's Social Care Contacts
- Local Authority Adult Safeguarding Contacts
- Local Prevent Referral Contacts
- Local Authority Designated Officer (LADO) Contacts

Each provider brand will maintain localised safeguarding contact information.

Provider-specific, Local Authority, adult safeguarding, Local Authority Designated Officer and Prevent contacts must be maintained in the relevant provider annex or controlled contact list and reviewed regularly.