

SAFEGUARDING – REPORTING A CONCERN PROCEDURE

Procedure Statement

At Activate Learning we want all students and apprentices to feel safe, supported and cared for in line with the core values of our Learning Philosophy and commitments outlined in the Safeguarding and Child Protection Policy. The procedures outlined in this document will help ensure that the Safeguarding and Child Protection Policy is implemented consistently across the Activate Learning College Group.

This document outlines the staff's responsibilities in relation to safeguarding and the steps they should follow when responding to concerns about a child or adult at risk, including how to respond to a disclosure and make referrals to the Safeguarding Team.



Staff should be reassured that it is not their responsibility to investigate abuse; their role is to respond effectively, document the disclosure, and promptly report it to the Safeguarding Team.

How To Respond to a Safeguarding Disclosure

Do	Don't
Listen carefully, giving your full attention	Interrupt or rush them, or become distracted thinking about what to say or do next
Use open and neutral body language	Act shocked, disgusted, or panicked
Reassure the student they have done the right thing in telling somebody and what you are going to do next	Promise to keep information confidential or 'a secret' or make promises you cannot keep
Make accurate notes using the student's exact words	Make assumptions or use your own words to describe events
Accept what they are saying, take it seriously and convey belief	Try to investigate yourself or assume information is already known or has been reported to relevant professionals
Use a body map if mapping injuries	Take photographs or receive / view indecent images of children

Sometimes it will be appropriate to ask clarifying questions to better understand the context of a disclosure. It is important to use open-ended questions or phrases rather than leading or closed questions.

Appropriate Questions	Inappropriate Questions
Where, when and/or how did this happen?	Did you feel sad when that happened?
Could you describe what happened?	Did they hurt you?
Who was there?	Things haven't been very good at home recently, have they?
Can you tell me more about that?	They aren't very nice, are they?
Is there anything else you'd like to talk about?	Why didn't you tell anybody before?
Is there anything else I can help with?	Are you sure this is true?

You should inform the learner that you cannot keep this information a secret or confidential and have a duty of care to pass on any information that indicates they or somebody else is at risk of harm.

You should reassure them that they will be kept informed about and supported through the next steps.

Procedure For Referring to The Safeguarding Team

If you are worried about the safety or welfare of any student (regardless of their age), you must pass this on immediately to the Safeguarding Team.

You can report a concern in one of the following ways:

- **Call: 01865 550401**
- **Email: safe@activatelearning.ac.uk**
- **Complete a record of concern form on SharePoint ([Link to record of concern form](#))**
- **Speak to the Designated Safeguarding Adviser directly (Appendix 1 lists the Safeguarding Team members on each campus).**

IMPORTANT - Once referred, staff must follow up immediately with a written record and ensure this is sent to the relevant Designated Safeguarding Adviser. This can be via email or on a safeguarding Record of Concern form. Safeguarding referrals should not be via ProMonitor due to confidentiality.

Next Steps

The Safeguarding Team will likely liaise with the referrer to gather more information. They will arrange to meet with the student(s) to explore the concerns further.

Depending on the nature of the concerns, the Safeguarding Team may take one or more of the following actions:

- Refer to Police and/or Adult or Children's Social Care
- Refer or signpost to specialist external support such as mental health services or rape and sexual assault services, specialist counselling etc.
- Speak with the student's parent/carer(s), so long as this does not place the student at greater risk or harm.
- Refer to internal support such as college counsellors, learning support, intervention progress coaches etc.
- Create or update the student's support plan on Promonitor and/or conduct a Safeguarding Personal Risk Assessment (PRA).
- Offer the student ongoing emotional and pastoral support.

Procedure For Responding to a Concern Outside of Normal College tsre



Activate Learning recognises that



Appendix 2

What constitutes a safeguarding concern?

A safeguarding concern is one which relates to abuse, harm or neglect of a child or adult at risk. It relates to instances where a child or adult who needs care and support is or is at risk of experiencing harm.

All staff should be aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.

Each report or incident is dealt with in a person-centered manner and on a case-by-case basis. However, below are some scenarios which are generally considered a safeguarding concern and should be reported to the Safeguarding Team. This list is not exhaustive and cannot account for all instances, therefore, if staff are unsure, they should speak to a member of the Safeguarding Team for advice and guidance.

Safeguarding Concern	Examples
Addiction	Not having control over doing, taking, or using something to the point it may be harmful e.g., gambling, drugs, alcohol, pornography.
Allegations Against Staff	An allegation that implies a staff member may have: <ul style="list-style-type: none">• Behaved in a way which has or may have harmed a young person,• Possibly committed a criminal offence related to a child or adult at risk,• Indicates they may be unsuitable to work with children or may pose a risk of harm to children or adults at risk.
Bullying	Individuals or groups seek to harm, intimidate, or coerce someone who is perceived to be vulnerable e.g., <ul style="list-style-type: none">• Physical assaults e.g., fights.• Verbal abuse e.g., name calling.• Threats of harm or intimidation.• Racial, sexual, or homophobic bullying.• Making silent, hoax or abusive calls.
Child-On-Child Abuse	Abusive behaviours involving children under the age of 18. May include: <ul style="list-style-type: none">• Bullying (e.g., cyberbullying, prejudice-based and discriminatory bullying).• Abuse in intimate personal relationships between children.• Physical abuse such as hitting, kicking.• Sexual violence such as rape, assault by penetration and sexual assault.• Sexual harassment such as sexual comments, remarks, jokes.• Causing someone to engage in sexual activity without consent.• Consensual and non-

Sexual Abuse

Forcing or enticing a child to take part in sexual activities e.g., rape, sexual touching, indecent images of children etc



	<p>If absent for a prolonged period, Tutor/Faculty to arrange a 'Cause for Concern' meeting with student to address the concerns.</p>
	<p>If under 18, or under 25 with an EHCP, parent/carer(s) to be contacted by tutor.</p>
	<p>Refer to Retention Panel.</p>

Student shares they have a
Social Worker, are on a Child



