



Safeguarding Policy – Children and Adult Learners



Policy Administration			
Policy Group		HR & Governance	
Policy Owner		Director of HR & Governance	
Approving Body		SEG Group Board	
Applicable to		Trustees, Staff, Contractors, Associates, and Assessment Personnel.	
Aim		To ensure the protection and well-being of children and adults who are involved in any activities or services provided by the Skills and Education Group.	
To be read in conjunction with		Staff Code of Conduct	
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V1	New Policy implemented	February 2025	Interim Director of HR
V2	Policy Revised and updated in line with latest KCSiE Guidance	June 2026	Director of HR & Governance/ Director of Quality, Assessment and Regulation



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1. Purpose of the policy

Skills and Education Group (SEG) is committed to safeguarding children and adult learners. All staff and representatives of SEG share responsibility in relation to safeguarding any children and adults whom they encounter when carrying out their responsibilities.

This Safeguarding Policy aims to ensure the protection and well-being of children and adults who are involved in any activities or services provided by the Skills and Education Group. We are committed to the creation of a safe and secure environment for all individuals and to the prevention of abuse, neglect, or harm.

SEG operates as an awarding organisation and Assessment Organisation and is not responsible for the day-to-day safeguarding arrangements of centres, training providers, employers or other delivery organisations.

SEG recognises that these organisations retain primary responsibility for the welfare and safeguarding of learners in their care. However, SEG has a duty to take appropriate action where safeguarding concerns are identified through its own activities, including assessment, quality assurance, centre engagement, investigations, events and other business activities.

Where safeguarding concerns are identified, SEG will act appropriately to record, report, escalate and, where necessary, refer concerns to relevant agencies, regulators, centres, providers or employers. Safeguarding concerns may also be considered as part of SEG's wider quality assurance, risk management and regulatory responsibilities.

SEG and its employees will have regard to the statutory guidance Keeping Children Safe in Education (KCSIE), Working Together to Safeguard Children, the Safeguarding Vulnerable Groups Act 2006 and the Care Act 2014.

Whilst it is recognised that SEGs customers, third party employers and other stakeholders have primary responsibility for safeguarding learners as they have the most direct contact with them, SEG and its employees will endeavour to work in partnership with them to support their responsibilities in line with Local Safeguarding procedures. SEG and its representatives have a duty to act on concerns observed, for example, through EPA activity, however, this does not replace or substitute providers fulfilling their own safeguarding responsibilities.

As an area of the Company is a registered charity, SEG will comply with the Charity Commissions' guidance on safeguarding.

SEG will notify regulators in line with regulatory requirements if it has a cause to believe that a serious safeguarding event has occurred or is likely to occur which could have an Adverse Effect.



2. Definitions of Safeguarding

Under **KCSIE (2025)**, safeguarding and promoting the welfare of children is defined as: providing help and support to meet the needs of children as soon as problems emerge; protecting children from maltreatment, whether that is within or outside the home, including online; preventing the impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; taking action to enable all children to have the best outcomes.

Under KCSIE, **children** includes everyone **under the age of 18**.

Under the **Care Act (2014)**, an adult at risk is someone **over 18 years old** who: has care and support needs, is experiencing, or is at risk of, abuse or neglect, as a result of their care and support needs is unable to protect themselves against the abuse or neglect or the risk of it.

3. Scope

This policy applies to all staff, subcontractors, members, and representatives (collectively referred to as 'staff and representatives' in this Policy) who are affiliated with the Skills and Education Group (including through SEG Access, SEG Awards & BIIAB) or who carry out work on the organisation's behalf.

This policy applies to safeguarding concerns arising through all SEG activities, including but not limited to:

End Point Assessment (EPA) and Assessment Activity

External Quality Assurance (EQA)

Centre recognition and monitoring activity

Assessment material development and review

Appeals

Malpractice and maladministration investigations

Events, conferences and promotional activities

Remote assessment and online engagement

4. Accountability and Responsibility

SEGs Designated Safeguarding Lead:

Verity Swan

Email: VSwan@skillsedugroup.co.uk

Mobile: [07976 570917](tel:07976570917)

Safeguarding Email: Safeguarding@skillsedugroup.co.uk



In the absence of the Designated Safeguarding Lead, employees and representatives should liaise with SEGs Chief Executive via the switchboard on 0115 854 1626 .

If a child, young person or adult at risk is believed to be in immediate danger or at risk of significant harm, staff and representatives should contact emergency services on 999 and/or the relevant safeguarding authority without delay. The Designated Safeguarding Lead should be informed as soon as reasonably practicable thereafter.

Skills and Education Group is accountable for this Safeguarding Policy and is responsible for establishing and maintaining the Policy and the relevant internal processes and procedures. The Group will adhere to relevant statutory and legislative guidance to safeguard and uphold the welfare of learners, apprentices, and staff.

The Designated Safeguarding Lead (DSL) is responsible for oversight of the organisation's policy and approach to safeguarding, supported by the Chief Executive. They must be notified of all concerns and allegations relating to staff or representatives and will co-ordinate any required investigation, reporting, or other appropriate action, including liaising with customers, third party employers and other stakeholders DSLs and the local Safeguarding Board as required.

The DSL will liaise with the Chief Executive with regards to any safeguarding incidents which may meet the thresholds to be reported to the Charities Commission and/or Ofqual / QAA. The DSL will report where deemed necessary.

All Skills and Education Group staff and representatives have the responsibility for ensuring their own conduct and behaviour is appropriate to the setting and the individuals present. Those whose roles bring them into contact with children and adults at risk must sign the organisation's Code of Conduct for Working with Children and Adults at Risk. Safeguarding is everyone's responsibility and Skills and Education Group will have a zero tolerance for harm demonstrated through early reporting of low level concerns. Hiring Managers, are responsible for ensuring that casual workers are aware of the safeguarding policies and that this is shared as part of the onboarding process.

All Skills and Education Group staff and representatives who had a concern in relation to the conduct and behaviour of a member of staff (who is directly employed by SEG) towards a child or vulnerable adult, will refer to SEGs Policy for Managing Safeguarding Allegations Against Staff. In line with this policy the concern must be reported to the DSL and the Chief Executive immediately.

All Skills and Education Group staff and representatives are responsible for raising and reporting any concerns involving children or adults at risk to the DSL

promptly. If in any doubt, and even if the concern is low level, the matter should be reported, in order that it may be recorded and fully considered.

5. Guidelines when visiting centres

All staff and representatives who visit centres or customers, face to face or remotely, that have contact with children and adults at risk must ensure that they abide by the centre or customer's safeguarding procedures. Where possible, they should work under the supervision of another adult staff member representing the centre or customer's organisation.

All staff and representatives who visit centres must adhere to the following guidelines:

- ensure that visits are conducted in accordance with Skills and Education Group's policies and procedures
- maintain appropriate professional boundaries and behaviour at all times
- report any concerns or incidents observed during visits to the customers, third party employers and other stakeholders DSL and also SEG DSL.

be aware of who the DSL is within the centre, training provider, employer, and immediately refer any issues or concerns to them

Staff and representatives must not:

exchange personal contact details with learners
communicate through personal social media accounts
develop relationships outside professional requirements
offer transport to learners unless specifically authorised
engage in behaviour which could be perceived as favouritism or inappropriate familiarity

Any concerns regarding professional boundaries must be reported to the DSL.

6. Online Safety and Digital Safeguarding

Skills and Education Group (SEG) recognises that safeguarding risks can occur in digital environments as well as in person. This includes risks arising through remote assessments, online communication, and the use of technology in the course of SEG's activities.

As an awarding organisation, SEG does not provide direct teaching, learning environments, or unsupervised online access for learners. Therefore, SEG does not operate filtering and monitoring systems in the same way as education providers. However, SEG takes a proportionate approach to online safety and ensures appropriate safeguards are in place for all digital interactions with learners. Any concerns regarding



6.1 Nature of Risk

SEG staff and representatives may come into contact with learners through:

- End Point Assessment (EPA), including face to face and remote 121 assessment activities
- External Quality Assurance (EQA) activity
- Video conferencing platforms
- Email or approved communication systems
- Review of learner evidence submitted digitally
- Learner Appeals
- Malpractice investigations
- Events and conferences

These interactions may present safeguarding risks, including:

- Inappropriate or unprofessional communication
- Exposure to safeguarding concerns within submitted work or interactions
- Online grooming or exploitation
- Cyberbullying or harassment
- Sharing of inappropriate or harmful content

Where a SEG colleague identifies concerns relating to a centre handling of safeguarding concerns, e.g. repeated safeguarding failures, unsafe assessment arrangements, untrained staff, failure to report concerns) the staff member should report these concerns to the DSL, who will ensure that safeguarding concerns are investigated and used to inform, as appropriate:

Centre monitoring

Sanctions

Action Plans

Approval Decisions

Centre Recognition status

6.2 Expected Standards of Conduct

All staff and representatives must:

- Use only SEG-approved systems and platforms for communication with learners
- Maintain professional boundaries at all times
- Not use personal email addresses, phone numbers, or social media accounts to contact learners
- Ensure that any remote interaction (e.g. video calls) is conducted in a professional, recorded or auditable environment where appropriate
- Avoid any behaviour which could be misinterpreted or lead to allegations
- Report any concerns arising from digital interactions in line with this policy and the Providers Safeguarding Policy.



6.3 Awareness and Recognition of Online Risks

All staff and representatives will receive safeguarding awareness training appropriate to their role, including awareness of online risks such as:

- Cyberbullying and online harassment
- Grooming or attempts to establish inappropriate relationships
- Sharing or requesting inappropriate images or content
- Indicators of exploitation or coercion in digital communications
- Safeguarding concerns identified in learner-submitted evidence

SEG applies a proportionate approach to online safety, reflecting its role as an awarding organisation. While primary safeguarding responsibility rests with training providers and employers, SEG recognises its duty to act on any safeguarding concerns encountered through its activities, including those arising in digital contexts.

7. Safe recruitment and selection

The Skills and Education Group is committed to safe recruitment and selection practices, with the aim of preventing individuals who pose a risk to children and adults at risk from joining the organisation.

Our Recruitment and Selection Policies for staff and representatives ensure that we will undertake the required statutory employment checks as part of our routine recruitment practices. Further details can be found in the Recruitment and Selection Policy.

Where a role is eligible for a DBS check, we will endeavour to ensure that this takes place before any unsupervised access to children and vulnerable adults.

Where required Risk Assessments will be undertaken to support this. We will undertake an enhanced DBS and Barred List check should this be required for the role if it meets the requirements under Regulated Activity in line with statutory guidance. All applicants will be informed of the requirement for a DBS and other statutory employment checks at an early stage in the recruitment process.

According to the guidance provided by the Disclosure and Barring Service (DBS), staff and representatives are eligible for an Enhanced DBS check if they have regular, unsupervised contact with children at risk. Regular is currently defined as four times or more in a month. For adults, the type of activity being performed is the deciding factor for eligibility and whether it is regulated activity which specifically includes: personal care, healthcare, social work, conveying and assistance with affairs.

In the context of the Skills and Education Group, Independent End Point Assessors (IEPAs) and External Quality Assurers (EQAs) may have unsupervised interactions with apprentices under 18 years of age and adults at risk. Due to

the varied nature of moderation and assessment and the difficulty in predicting which apprentices/learners might require an IEPA/EQA assessment, the organisation will aim to ensure that all IEPAs and EQAs undertake an Enhanced DBS and Barred List check before conducting any assessments.

The majority of staff of Skills and Education Group do not meet the criteria for an enhanced level check. However, it is standard practice at Skills and Education Group for all staff to undertake a Basic DBS check for assurance purposes on commencing employment.

8. Safeguarding Training

All staff and representatives will receive safeguarding training to enhance their awareness of safeguarding issues and clarify their responsibilities. Safeguarding awareness training will be delivered on commencement and at refresher training at regular intervals.

This training will include:

- understanding different forms of abuse and their indicators
- knowing how to respond sensitively and supportively to disclosures and concerns
- awareness of the organisation's reporting procedures and escalation protocols

The DSL will attend Level 3 DSL course every 2 years and undertake annual update training.

The training aims to ensure that those staff and representatives who come into contact with children/adults at risk:

- can evaluate their practices against recognised standards of good practice and assess risks to mitigate the likelihood of false allegations
- will promptly report any suspicions of poor practice or potential abuse
- adhere to organisational guidelines and participate in safeguarding training to stay informed about contemporary issues and relevant legislation.

SEGs Director of HR and allocated members of the Senior Leadership Team will be trained in Safer Recruitment, along with other relevant postholders. Refresher training will be provided at intervals as recommended in line with statutory guidance.

SEGs Group Board will have an oversight of safeguarding and will receive safeguarding awareness training around governance responsibilities.



9. Reporting concerns and disclosures

In the event of a disclosure, concern or allegation of abuse, all staff and representatives must:

If a child, young person or adult at risk is believed to be in immediate danger or at risk of significant harm, staff and representatives should contact emergency services on 999 and/or the relevant safeguarding authority without delay. The Designated Safeguarding Lead should be informed as soon as reasonably practicable thereafter.

- listen carefully and take disclosures seriously, without making promises of confidentiality
- reassure the individual that they are being heard and that appropriate action will be taken
- report the disclosure immediately to the Designated Safeguarding Lead of the Centre, Training Provider or other employer

the disclosure should also be reported to SEGs DSL.

Staff and representatives must **NOT**:

- attempt to investigate the concerns
- promise confidentiality

In line with KCSiE there is an expectation that low level concerns are reported, for example in relation to boundary issues and inappropriate language. Concerns should be reported to the DSL and recorded using the recording form (Appendix D) even if they do not meet the harm threshold.

In the event of an allegation relating to a member of staff or representative of Skills and Education Group, this should immediately be reported to SEGs DSL and the Chief Executive in accordance with the Managing Safeguarding Allegations Policy.

Staff must report concerns to SEGs DSL and/or Chief Executive, however, KCSiE sets out that if it is not possible to do so staff should take a direct route to contact:

- Children's Social Care
- Police (999 in emergency)
- NSPCC whistleblowing line 0800 028 0285 or help@nspcc.org.uk

10. Concerns relating to Organisational Practice

SEG recognises that safeguarding concerns may relate to organisational practice as well as individual learners.



Where staff or representatives identify concerns regarding a centre, training provider, employer or other organisation's safeguarding arrangements, including concerns regarding culture, leadership, recruitment practices, reporting arrangements or failure to act on safeguarding concerns, these must be reported to the SEG DSL and considered as part of SEG's quality assurance and risk management processes. Guidance on Whistleblowing is set out in the policy below.

Where SEG believes that appropriate safeguarding action has not been taken by a centre, training provider, employer or other responsible organisation, SEG reserves the right to escalate concerns directly to children's social care, adult safeguarding services, the police, regulatory bodies or other relevant agencies as appropriate.

The welfare of the child or adult at risk will take precedence over organisational boundaries or reporting arrangements.

11. Prevent Duty and Radicalisation

Skills and Education Group (SEG) recognises that safeguarding includes protecting children, young people, and adults at risk from the risk of radicalisation and extremism. In line with the Prevent Duty, SEG has a responsibility to have due regard to the need to prevent individuals from being drawn into terrorism. Radicalisation is a form of abuse and, as such, is treated as a safeguarding concern.

Radicalisation refers to the process by which a person comes to support extremist ideologies, which may lead to harm to themselves or others. SEG acknowledges that, in its role as an awarding organisation, staff and representatives may identify indicators of concern through:

- Interactions during Assessment, End Point Assessment (EPA) or External Quality Assurance (EQA)
- Learner communication or behaviour
- Content within learner-submitted evidence

Potential indicators may include:

- Expression of extremist views or ideology
- Use of language associated with extremist narratives
- Changes in behaviour, social isolation, or fixation on particular beliefs
- Evidence of being influenced or groomed by others

12. Mental Health and Safeguarding

SEG recognises that mental health concerns can be an indicator of safeguarding risk or may themselves constitute a safeguarding concern.

While SEG does not provide direct pastoral support to learners, staff and representatives may encounter indicators of mental health difficulties during assessment activity, interactions, or review of learner evidence.



Examples may include:

- Signs of distress, anxiety, or withdrawal
- Disclosure of mental health challenges
- Indications of self-harm, suicidal thoughts, or emotional crisis
- Behaviour or communication suggesting vulnerability or risk

SEG will ensure that:

- Staff and representatives understand that mental health concerns can be linked to safeguarding issues such as abuse, neglect, or exploitation
- Any concerns relating to a learner's mental health are reported promptly to the DSL, in line with safeguarding procedures
- Staff do not attempt to provide diagnosis or counselling, but instead refer concerns appropriately

SEG adopts a safeguarding approach where early identification and reporting of concerns contributes to the protection and wellbeing of learners.

13. Whistleblowing

Skills and Education Group (SEG) is committed to maintaining a culture of openness, transparency, and accountability. All staff and representatives are encouraged to raise concerns where they believe that safeguarding practice may be inadequate, unsafe, or not in line with this policy. Whistleblowing is an essential part of safeguarding and enables concerns about the conduct of colleagues, organisational practice, or safeguarding arrangements to be raised at an early stage.

Staff and representatives should raise concerns where they:

- Believe a safeguarding issue has not been appropriately addressed
- Have concerns about the behaviour or practice of colleagues or representatives
- Believe policies or procedures are not being followed
- Are concerned about the organisation's safeguarding culture or response

Concerns should normally be raised through SEG's Whistleblowing Policy, which outlines the process for reporting and escalation.

14. Record Keeping and Information Sharing

Skills and Education Group (SEG) recognises the importance of maintaining accurate, secure, and confidential records of safeguarding concerns.

All safeguarding concerns, disclosures, and incidents must be:

- Recorded promptly, clearly, and factually using the appropriate safeguarding recording mechanisms
- Dated, timed, and signed by the individual making the record
- Stored securely and handled in line with SEG's data protection and confidentiality requirements

SEG will ensure that safeguarding records are:

- Held securely and protected against unauthorised access

- Accessible only to those who need the information in order to safeguard individuals (“need-to-know” basis)
 - Managed in accordance with the Data Protection Act 2018 and UK GDPR
- Information will be shared appropriately to support safeguarding, while maintaining confidentiality wherever possible.

SEG recognises that effective safeguarding depends on appropriate information sharing. Staff and representatives should:

- Share information with the Designated Safeguarding Lead (DSL) without delay where there are concerns about a learner’s safety or wellbeing
- Understand that fears about sharing information must not prevent the sharing of information where there is a safeguarding concern
- Only share information externally where it is necessary, proportionate, and in line with safeguarding responsibilities

Where appropriate, information will be shared with:

- The relevant centre, training provider, or employer DSL
- Local authority safeguarding services
- Other agencies or regulators, where required

Staff must:

- Ensure that records are accurate and do not include personal opinions or assumptions
- Not retain personal copies of safeguarding information outside approved systems
- Report all concerns rather than attempting to manage situations independently

15. Board/Trustee Responsibilities

Governance and Board Oversight of Safeguarding Skills and Education Group (SEG) recognises that effective safeguarding arrangements require strong governance and oversight. The Board and, where applicable, Trustees, have overall responsibility for ensuring that appropriate safeguarding measures are in place and are effective.

The Board / Trustees will:

- Provide strategic oversight of safeguarding arrangements across the organisation
- Ensure that safeguarding policies are in place, up to date, and reviewed regularly
- Seek assurance that safeguarding responsibilities are understood and implemented effectively by staff and representatives
- Ensure that sufficient resources, training, and support are in place to enable effective safeguarding practice
- Receive regular safeguarding updates and reports from the Designated Safeguarding Lead (DSL), proportionate to the organisation’s level of activity

- Be informed of any significant safeguarding incidents, risks, or trends where appropriate
- Monitor the effectiveness of safeguarding arrangements through periodic review

16. Safeguarding and Centre Monitoring and Sanctions

Where safeguarding concerns indicate weaknesses in a centre's, provider's or employer's arrangements, SEG may consider such concerns within its quality assurance, recognition and risk management processes.

This may include additional monitoring activity, action planning, sanctions, referral to regulators or review of approval status where appropriate.

17. Monitoring and Review

This policy is reviewed annually and in line with updates to KCSiE.

I have read and understood the policy and understand my responsibility to comply with it.

Signed:	
Date:	



APPENDIX A

Indicators of abuse and neglect

As set out in statutory guidance, *Keeping Children Safe in Education* (KCSIE):

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and

technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue and all staff should be aware of it and of their organisations policy and procedures for dealing with it.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness

Peer-on-Peer Abuse (Child-on-Child)

Skills and Education Group (SEG) recognises that children can abuse other children, and that this can take place both in person and online. Peer-on-peer abuse is a safeguarding concern and will be taken seriously.

SEG acknowledges that, due to the nature of its role as an awarding organisation, it does not have day-to-day oversight of learner interactions. However, staff and representatives may become aware of such concerns through assessment activity, centre visits, or disclosures.

Peer-on-peer abuse can include, but is not limited to:

- Sexual harassment, including inappropriate sexual comments, remarks, or jokes
- Sexual violence or unwanted physical contact
- Online abuse, including cyberbullying, harassment via messaging platforms, or sharing harmful content
- Physical abuse, such as hitting, kicking, or other forms of violence
- Emotional abuse, coercion, intimidation, or humiliation

SEG will ensure that:

- Any concerns relating to peer-on-peer abuse are reported immediately in line with safeguarding procedures
- All concerns are treated seriously and not dismissed as "banter", "part of growing up", or harmless behaviour
- The appropriate Designated Safeguarding Lead (DSL) at the relevant centre, training provider, or employer is informed, alongside the SEG DSL



APPENDIX B

Indicators of abuse and neglect with Adults could include:

- **Physical Abuse** – including hitting, slapping, pushing, kicking, misuse of medication, restraint or inappropriate sanction
- **Domestic abuse**
- **Sexual Abuse** – including rape and sexual assault to which the vulnerable adult has not consented to, including Child Sexual Exploitation which has continued into adulthood.
- **Psychological Abuse**
- **Financial or material abuse** – including theft, fraud and exploitation
- **Modern slavery**
- **Discrimination** – e.g. racist or sexist abuse
- **Organisational abuse**
- **Neglect and acts of omission** – e.g. ignoring medical or physical needs
- **Self-neglect** (this does not include self-harm or suicidal idealisation)
- **“Cuckooing”** – exploiting a vulnerable individual by way of “taking over their home” for the purpose of criminal activity



APPENDIX C

Supporting Information and Helplines

Skills and Education Group will provide staff, representatives, members, and learners with access to supporting information regarding safeguarding policies, procedures, and resources through training and helpful contacts that are listed below.

Useful external contacts:

Age UK	0800 678 1602
Child Exploitation and Online Protection (CEOP)	www.ceop.police.uk
Childline	0800 1111
Female Genital Mutilation (FGM)	0800 028 3550
Hourglass	0808 808 8141
Local Authorities Safeguarding Boards can be found using this link	www.gov.uk/find-your-local-council
Men's Advice Line	0808 801 0327
MENCAP	020 7454 0454
National LGBT+ Domestic Abuse helpline	0800 999 5428
NSPCC	0808 800 500
Nottingham City Safeguarding Children's Partnership (NCSCP)	0115 876 4762
Nottingham City Safeguarding Adults Board (NCSAB)	0115 876 3330



For other Local Safeguarding Boards contact details see above	(see above)
Refugee National Domestic Abuse Helpline (England only)	0808 2000 247
Thirtyone:eight	0303 003 1111



APPENDIX D

CAUSE FOR CONCERN RECORDING FORM - CONFIDENTIAL

Any concerns that you may have in relation to child protection or a vulnerable adult must be recorded. Do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the Centre/Organisation's Designated Safeguarding Lead (DSL) or in the case of a Vulnerable Adult a member of the Senior Leadership Team. In addition to this please report the matter to SEGs appointed DSL.

NOTES				
Centre/Organisation Name:				
Date, time and place of incident (ie of observed behaviour / discussion / report of abuse/concern)				
Day:	Date (day/month):	Year:	Time:	Place:
Name of child/adult		Year Group/ Course Area		
Nature of incident / concern including relevant background (record child/adult's statement word for word):				
Name of person completing this form (sign and print name):				
Date:				
Date reported: (DSL/Senior Manager to complete):				
Designated Safeguarding Lead/ Member of SLT (sign and print name) date:				
Date reported to SEG DSL:				