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Policy owner	Jon Grocock
Signature	
Position	Joint Managing Director & DSL

SAFEGUARDING & PREVENT POLICY

POLICY STATEMENT

Rebus Training Ltd believes that children and young people should never experience abuse of any kind and we have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.

Rebus Training as a training provider for funded apprenticeships, recognises and accepts its legal duty under PREVENT legislation.

Rebus Training are committed to promoting the welfare of children and vulnerable adults as defined in:

- Children's Act 2004
- Keeping children safe in education' September 2021
- Working together to safeguard children' December 2020
- The Counter Terrorism and Security Act' February 2015
 - Prevent Duty Guidance: for further education institutions in England and Wales' April 2021

The Prevent Strategy is the government's response to the ideological challenge of terrorism and the threat from those who promote it; to prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support.

The situation in Britain regarding radicalisation is one where there can be significant threats from the extreme far right, dissident republicans and some Muslim groups. The Prevent Strategy is thought to be the best way to prevent a person starting the journey to extremism in the first place. It is accepted that this strategy is not limited by age; this is reflected through all work completed at Rebus Training.

It is the duty of all members of staff to play an active role in ensuring this policy is fully implemented.

We will ensure that this commitment to safeguarding applies to all areas of our operation, including our role as an employer, a deliverer of work-based learning (including sub-contracted provision) and an influencer of our employer base and collaborative partnerships.

The Designated Safeguarding Lead **Jon Grocock** will have overall responsibility for ensuring the organisation meets its obligations within this area. The governance board will be responsible for the approval of the safeguarding policy.

Principles

Rebus Training believe that children and vulnerable adults given the right support, training and encouragement can realise their true potential and make a valuable contribution to their local community. All children / vulnerable adults, regardless of age, disability, gender, race, religious belief and sexual orientation or identity have the right to protection from all types of harm and abuse.

Rebus Training's Safeguarding and PREVENT policy is based on the following principles:

- An ethos that promotes a positive, supportive and secure environment where learners feel valued and equipping learners with the skills needed to keep them safe;
- A culture of respect and tolerance between apprentices as well as between staff and apprentices;
- Liaison with other agencies that support learners, such as the local authority;
- All allegations and suspicions of abuse are taken seriously and responded to swiftly and appropriately.
- All concerns or suspicions of extremist views or radicalisation are taken seriously and responded to swiftly and appropriately.

The five main elements to the policy:

1. Ensuring that Rebus Training practices safe recruitment in checking the suitability of staff, both employed and self-employed, to work with young people; and checking their continued suitability through routine monitoring.
2. Raising awareness of safeguarding and child protection issues amongst staff;
3. Implementing procedures for identifying and reporting cases or suspected cases, of child abuse or concerns of radicalisation;
4. Supporting the young person/vulnerable adult who has been abused or is at risk of radicalisation through referral to the appropriate specialist agencies;
5. Establishing a safe environment in which young people can learn and develop, where they are able to talk and be listened to.

Definitions

The following definitions apply throughout the policy and associated procedures:

Child or Children

The Children Act 1989/2004 defines a child as a person under eighteen for most purposes.

Vulnerable Adult or Adults

The Protection of Vulnerable Adults Scheme (PoVA 2004) defines a vulnerable adult as a person aged 18 or over who has a condition of the following type:

- A substantial learning or physical disability;
- A physical or mental illness or mental disorder, chronic or otherwise, including addiction to alcohol or drugs;
- A significant reduction in physical or mental capacity.

Rebus Training also recognises that an adult may not have any of these disorders but may still be vulnerable to radicalisation.

Safeguarding

The action that is taken to promote the welfare of children and protect them from harm. Safeguarding and promoting the welfare of children is defined for the purpose of the Children Acts 1989 and 2004 respectively as:

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Enabling children to have optimum life chances.
- Enabling children to enter adulthood successfully

PREVENT

PREVENT is one of four strands of the government's counter-terrorism strategy, known as Contest.

PREVENT is designed to support people at risk of joining extremist groups and carrying out terrorist activities.

Radicalisation

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases to then participate in terrorist groups.

Extremism

Extremism is vocal or active opposition to the fundamental British Values.

Fundamental British Values

- Democracy
- Rule of law
- Individual liberty
- Mutual respect and tolerance

Phishing

the fraudulent practice of sending emails purporting to be from reputable companies in order to induce individuals to reveal personal information, such as passwords and credit card numbers.

Cyberbullying

Cyberbullying is the use of communication technology to torment, threaten, harass, humiliate, embarrass or otherwise harm an individual by sending or posting text messages or pictures intending to do so.

Sexting

Sexting is when you send a sexual message, photo or video to someone else. It could be a picture of you, but sometimes people send pictures and videos of other people.

Messages could be to a friend, boyfriend, girlfriend or someone online.

Sexting includes:

being partly or completely naked, or in your underwear

posing in a sexual position

sending nudes

talking about sexual things you're doing or want to do

doing sexual things on a live stream

Forms of Child Abuse

The Children Act 1989/2004 defines four types of abuse: physical, emotional, and sexual and neglect, however for completeness we have included bullying.

Physical Abuse

Physical abuse may take many forms e.g. hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating. It may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child or vulnerable adult. This unusual and potentially dangerous form of abuse is now described as fabricated or induced illness.

Emotional Abuse

Emotional abuse is persistent emotional ill treatment causing severe and persistent effects on the child or vulnerable adult's emotional development and may involve:

- Conveying the message that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person;
- Imposing developmentally inappropriate expectations;
- Causing the child or vulnerable adult to feel frightened or in danger – e.g. witnessing domestic violence;
- Exploitation or corruption of children or vulnerable adults.

Some level of emotional abuse is involved in most types of ill treatment, although emotional abuse may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or vulnerable adult to take part in sexual activities, whether or not they are aware of what is happening and includes penetrative and non-penetrative acts.

It may also include non-contact activities, such as looking at, or being involved in the production of pornographic materials, watching sexual activities or encouraging children or vulnerable adults to behave in sexually inappropriate ways.

Neglect

Neglect involves the persistent failure to meet basic physical and/or psychological needs, likely to result in serious impairment of the child or vulnerable adult's health and development. This may involve failure to provide adequate food, shelter or clothing, failure to protect from physical harm or danger or failure to ensure access to appropriate medical care or treatment. It may also include neglect of basic emotional needs.

Bullying

Bullying involves deliberate hostility and aggression towards a person, physical pushing, kicking, hitting pinching, verbal name calling sarcasm, spreading rumours, teasing, ridicule, humiliation and ignoring individuals, racial taunts, graffiti and gestures, sexual and abusive comments and unwanted physical contact. Rebus Training should identify and deter any form of bullying behaviour. Bullying can escalate rapidly and can damage children or vulnerable adults significantly.

Peer on Peer abuse

children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

Child Sexual Exploitation

Child sexual exploitation is illegal activity by people who have power over children and young people and use it to sexually abuse them. This can involve a broad range of exploitive activity, from seemingly "consensual" relationships and informal exchanges of sex for attention, accommodation, gifts or cigarettes, through to very serious organised crime. Children and young people at risk of sexual exploitation are some of the most vulnerable in our society. Many have experienced abandonment or have suffered from physical and mental abuse.

Child Criminal Exploitation

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

Risk to self and /or others

This may include but is not exclusive to self-harm, suicidal tendencies or potential risk of harming others, which may or may not include children. This may be as a

consequence of an individual experiencing a significant level of personal, emotional trauma and or stress.

Financial or Material Abuse

Including theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions or the misuse or misappropriation of property, possessions or benefits.

Discriminatory Abuse

Is an action that denies social participation or human rights to categories of people based on prejudice. Rebus Training Ltd does not tolerate discrimination on any grounds.

Forced Marriages

These are marriage relationships conducted without the valid consent of both parties, where duress is a factor. If there are concerns that a student is in danger of a forced marriage the Designated Safeguarding Lead or Nominate will follow government guidelines and contact will be made with the "Forced Marriage Unit". Arranged marriage is an entirely separate issue and must not be confused with forced marriage.

Female Genital Mutilation (FGM)

FGM is a form of abuse which has devastating physical and psychological consequences for girls and women. Since 1985 it has been a serious criminal offence under the Prohibition of Female Circumcision Act to perform FGM or to assist a girl to perform FGM or herself. The FGM Act 2003 tightened this law to criminalise FGM being carried out on UK citizens overseas. Anyone found guilty of the offence faces a maximum penalty of 14 years in prison.

Cyberbullying

See [cyberbullying](#)

Protecting our Apprentices

To make sure our apprentices are safe in centre, at work and in their own time, we have implemented a range of measures designed to educate, recognise, report and support that includes:

- A robust recruitment policy with a clear process to ensure only suitable staff are employed to work with children
- Named DSL and deputy for the centre
 - Designated Safeguarding Lead (DSL) **Jon Grocock**
 - Safeguarding Deputy **Rob Glover**Both the safeguarding lead and deputy have undertaken level 2 training. The details for safeguarding persons are posted at key positions around the centre.
- Staff training to ensure indicators of concern are recognised
See [staff training](#)
- Staff know how to raise a concern if they have a suspicion.
The process for reporting a concern is displayed in the staffroom and staff corridor.
Staff understanding of this process is reviewed during staff development days
- Staff know how to listen and record a disclosure from an apprentice while ensuring the anonymity of the individual other than to those people that need to know.
- Staff understand the actions they should take if they feel the concern has not been sufficiently acted upon.
Staff understand that if they feel a concern has not been sufficiently acted upon, and they still believe the child is at risk, they have the right to report their concern externally themselves.
- Promoting a culture of respect and tolerance
Through the induction, centre rules and expectations are explained to the apprentices. This addresses expected behaviour including use of inappropriate language along with what is considered unacceptable use of the ICT facilities.
Staff are vigilant to the nature of conversations taking place in the centre particularly at break times. They also remain vigilant to the nature of content being accessed on personal mobile phones.
- Educating apprentices in what is acceptable behaviour and what the consequences of their action can lead to.
Wider elements delivery is carried out with every class attending the centre. Apprentices who do not attend lessons in centre are educated in safeguarding and PREVENT through the 12 weekly reviews with their Apprentice Liaison Officer and Training Adviser.
Staff are alert to the fact that children can abuse children ([Peer on Peer abuse](#)). Staff look out for indicators such as social exclusion, comments or remarks between apprentices under the label of banter, sexual harassment and aggressive behaviour. Peer on peer abuse will often present itself in some form of bullying including cyberbullying. Apprentices are taught that what they say or the actions they do even if it is not intended to be harmful can be seen differently by the victim and can cause serious harm.

- Promoting British Values. The fundamental British Values are the same values that underpin the principles of Rebus Training.

The wider elements delivery programme is designed to engage and educate apprentices in a situations that can affect their lives. Included in the delivery are fundamental British values, PREVENT (exploring extremism and extremist views) and internet safety including the dangers from social media.

Staff will promote British values through class discussion reflecting on learners' experience both in the workplace and home life. The learners understanding of fundamental British values is further promoted and evaluated through progress review.

- Making sure apprentices and employers know who to contact at Rebus with any concerns and educating employers on safeguarding and PREVENT issues.

Rebus Training recognise that as a provider of learning we play a significant part in the prevention of harm to our learners by providing them with good lines of communication with trusted adults and an ethos of protection, both in learning and at work.

Rebus Training will:

- Establish and maintain an environment where children/vulnerable adults feel secure, are encouraged to talk and are always listened to;
- Ensure learners know who to speak to in learning and at work if they are worried or experiencing difficulties. Apprentices are advised when they start on programme, that they can speak to any member of staff who they are most comfortable talking too if they have any concerns or need any support or advice. The contact details for the DSL and deputy are posted in the reception and canteen area in centre. To check apprentice awareness, apprentices are asked in questionnaires if they know who they can speak to at Rebus Training.
- Include in the learning programme development opportunities that equip children/vulnerable adults with the skills they need to recognise and stay safe from abuse.
- Clearly communicate this policy to learners and employers at induction and throughout the learning programme.

Employers are made aware of Rebus Training responsibilities to safeguarding young people during the signup process (onboarding). They are issued with safeguarding guidance (AO1 002) and they are asked to sign to confirm that they have read and understood the information. This document contains various contact information for Rebus Training as well as other specialist organisations where advice can be sort or concerns raised.

- Educating employers on safeguarding and PREVENT issues during vetting and apprentice signup (AO1 002)
- Logging of concerns and with a system for following up
- Reporting concerns to external organisations including local authority Channel Panel and LADO
- Oversight of the policy from the board of governors

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside the training centre. Extrafamilial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.'

Mental Health 'All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Apprentice absence

The class register is completed at the start of each session throughout the day. Any apprentice regardless of age, who is absent at the start of the first session (and has not given a reason for their absence) is contacted by the admin team. If they have not been able to make contact, the employer is contacted by telephone. If contact cannot be made with the employer, the apprentices emergency contact is then called. For apprentices under 18, this process is repeated until contact is made.

For JTL or Total People apprentices where contact with the apprentice cannot be made the training officer is contacted by telephone. If contact with either the apprentice or the training officer has not been made, for apprentices under 18, this process is repeated until contact is made.

Online safety

In recent years, with the advancement in technology, online activity has become an increasing threat to the safeguarding of children and vulnerable adults.

Rebus Training is committed to ensuring the safety of the apprentices when they are engaging in online activity including, but not limited to, online gaming, accessing the internet, email and online purchasing.

With the increase in social media platforms children and vulnerable adults are at risk from other dangers such as, cyberbullying, grooming and [sexting](#).

Children and vulnerable adults may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies.

Additionally, some children and vulnerable adults may find themselves in activities which are inappropriate or possibly illegal.

Apprentices are educated on the various dangers through the [wider elements](#) delivery programme. Dangers include:

- Hackers
- [Phishing](#)
- identity theft
- scamming
- viruses
- illegal activity such as [sexting](#)
- grooming

- radicalisation.

Apprentices are actively encouraged to use Rebus laptops for research and assignment work. All session activity is monitored by Tutors that are vigilant to the online risks. Laptops are assigned to learners to facilitate this monitoring process.

The internet server for the centre incorporates a firewall that prevents malware and viruses from installing onto the ICT equipment. Apprentice laptops can only access the internet via this server.

When apprentices receive the centre induction, they are instructed regarding acceptable use of the ICT facilities. To acknowledge that they understand the guidance given, they are required to sign an “Apprentice Laptop and Internet Use” agreement.

Laptops provided for apprentice use are setup using child settings. This prevents access to certain online content and from downloading any unauthorised files.

Recognising the Risks and Vulnerabilities of Radicalisation

Rebus Training will work to protect and take action to protect all learners from extremist and violent views in the same way that we have undertaken to safeguard learners who come under our jurisdiction, this is made clear through the induction process as learners join Rebus Training.

Most people, even those that hold radical views do not become involved in extremism, however they can be at risk from messages of extremism from family members, friends or with direct contact with extremist groups or organisations. It is believed that 90% of the radicalisation process happens on line.

If a person is put at risk they could be drawn into criminal activity and this has the potential to cause significant harm. If an individual is in face to face or online contact with extremist groups, a clever groomer exercises empathy to encourage the victim to speak their grievances and explain why they feel disenchanted with society, ultimately giving the groomer the information they need to manipulate the victim. Safeguarding and protecting these vulnerable people is the key to preventing radicalisation.

The following indicators have been identified as Risk Factors promoting vulnerability

- Family tensions
- A sense of isolation
- Migration
- Distance from cultural heritage
- Experiences of racism or discrimination
- Feelings of failure etc.
- Pressures from local communities
- Peer pressures

- Social exclusion
- Unemployment

As a result individuals may become involved in a new friendship group, they are looking for answers to questions about their identity, faith, and belonging. They may possess extremist literature, change their behaviours and language and seek to promote their new ideals to others.

It is important to understand that changes such as these may be attributed to other factors such as alcohol or drug abuse, family breakdown, domestic abuse, bullying etc. In these cases the training and professional judgments within Safeguarding and PREVENT is crucial in recognising vulnerability and increasing support to promote safe choices.

Other critical factors to consider are:

- Is the person in contact with extremist recruiters?
- Do they speak about extremist causes or leaders?
- Are they accessing extremist websites and/or social media?
- Do they possess extremist literature?
- Do they use extremist narrative to try and explain their own disadvantages?
- Do they try and justify the use of violence to solve social issues?
- Have they joined extremist organisations?
- Have there been significant behavioural or appearance changes?

Promoting the policy

The policy is published on the company website and as such is promoted to interested parties including apprentices, parents, apprentice employers and staff.

Safeguarding and PREVENT is included within the centre induction, completed with all apprentices when they start. This is then repeated in the 2nd and 3rd year induction updates at the start of each academic year.

All new staff undergo an induction period which includes support and guidance on policies and procedures.

Updates to the policy are communicated to centre staff through email, staff intranet and during staff development days.

Safe recruitment policy and procedure

Rebus Training Ltd (RTL) is committed to promoting and safeguarding the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. RTL recognises that the effectiveness and safety of its recruitment policy and procedures make a major contribution to child protection by helping to deter, reject or identify people who might be unsuitable for working with children.

See the safe recruitment policy and procedure (SRP 001)

For new staff the safer recruitment checklist / risk assessment SG1 003 is completed. The risk assessment will remain in force until all criteria on the checklist is met.

Staff commitment towards the policy

Staff, when they join the organisation, are required to read the policy, and confirm in writing (via email) that they have read and understood the document. Staff are also required to confirm in writing that they have read and understood any updates or changes to the document.

Tutors, assessors and apprentice liaison officers are regularly involved in delivering subjects through our wider elements programme for example, British values, online safety and cyber bullying. The apprentices understanding is monitored through progress reviews and questionnaires. This generates the need for staff to maintain their currency in these areas and to be committed to Rebus Training Safeguarding and PREVENT policy.

Staff are required to read “Keeping Children Safe in Education” Part 1 *updated September 2021* and confirm in writing that they understand the document.

All staff members are expected to be aware of their duty to report concerns, the guidance for identifying child abuse, what to do if a child makes an allegation of child abuse, the indicators to look out for somebody at risk of extremism and issues around confidentiality.

Staff training

Designated Safeguarding Lead and Deputy

The DSL and deputy have completed:

- NCFE Cache level 2 certificate in understanding safeguarding and prevent
- Designated safeguarding lead training

Staff who are promoted to these positions will undertake this training or the equivalent available at such time.

Other staff

Initial training and guidance is carried out at induction and throughout the probation period. This will include:

- Learning how to access the policy, procedures and recording forms
- Identifying the key members of staff (designated safeguarding lead *DSL* and deputy).
 - DSL – Jon Grocock
 - Deputy – Rob Glover
- Completion of the E Learning Level 1 Awareness: Safeguarding children and protecting them from abuse
- Completion of the PREVENT online training course

Further training on changes and updates to the safeguarding and PREVENT policy or procedure is carried out on staff development days. Training can include:

- Centre policy and procedure updates
- Local and national government updates
- National legislation updates including Keeping Children Safe in Education
- Case study and scenarios

Updates received from external organisations including safe and inclusive updates from Solvendis. Updates shared with centre staff.

Guest speakers from the local authority are invited to attend, to present on regional issues that can affect our centre and the apprentices who attend.

Updates from PREVENT network meetings chaired by the local authority and attended by Rebus Training Apprenticeships Manager **Fern Bell**, are shared throughout the organisation.

Through regular training and updates staff maintain currency with both local and national issues. They are able to recognise the signs that might give cause for concern such as changes in behaviour and report these to the DSL or deputy.

Duty to Report

All members of staff at Rebus Training, including full time, part-time and self-employed are responsible for safeguarding and promoting the welfare of children and vulnerable adults.

All staff that come into contact with children and vulnerable adults in their everyday work have a duty to safeguard and promote the welfare of children and vulnerable adults. Failure to comply with these responsibilities will be seen as a serious matter which may lead to disciplinary action.

Staff are expected to:

- Attend safeguarding training as required;
- Familiarise themselves with, and adhere to, the Safeguarding Policy and associated procedures;
- Safeguard and promote the welfare of children and vulnerable adults;
- Alert the Designated Safeguarding Lead if they have concerns about a child or vulnerable adult.

Reporting concerns – Safeguarding and PREVENT

The DSL and deputy are responsible for all investigations and the monitoring of concerns through to their conclusion within Rebus Training. The DSL and deputy are responsible for reporting concerns to:

- Relevant training providers (JTL or Total People) as appropriate
- External organisations such as the local authority and counter terrorism PREVENT teams as appropriate

To report a safeguarding concern follow the safeguarding process **SG2 001**

To report a PREVENT concern follow the PREVENT process **SG2 003**

To report any concern use the Learner Concern Form **SG2 002**

Contacts:

Rebus Training

Designated Safeguarding Lead: Jon Grocock

Telephone office: 01782 976555

Mobile; 07929021352

Email: jon@rebus training.co.uk

Safeguarding deputy: Rob Glover

Telephone office: 01782 976555

Email: rob@rebus training.co.uk

Local Authority Designated Officer - LADO

The LADO must be consulted when there are concerns that a person in a position of trust has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

Stoke -on-Trent LADO Contact: John Hanlon

Telephone: 01782 233857

For contact details for other authorities follow the link to the National LADO directory:

[LADO Directory – national-lado-network.co.uk](http://national-lado-network.co.uk)

Staffordshire Safeguarding Children Board

Staffordshire County Council's First Response Service:

Phone: 0300 111 8007

Monday – Thursday 8:30am – 5:00pm Friday 8:30am – 4:30pm

Emergency Duty Service: (Out of Hours)

Telephone: 0345 604 2886 Mobile: 07815 492613

Stoke-on-Trent Safeguarding Referral Team:

Phone 01782 235100

Monday – Thursday 8:30am – 5:00pm Friday 8:30am – 4:30pm

Emergency Duty Team (Out of hours)

Telephone: 01782 234234

Cheshire West and Chester safeguarding children board

<https://www.cheshirewestscp.co.uk/>

Office hours: 0300 1237047

Out of hours: 01244 977277

Cheshire East Safeguarding Children's Partnership

<https://www.cescp.org.uk/homepage.aspx>

Telephone: 0300 1235012

Stoke-on-Trent Counter Terrorism

Stoke-on-Trent City Council's Prevent Team:

Sarah Dyer, Prevent Education Officer, 01782 233239

Sarah.Dyer@stoke.gov.uk.

Shahzad Tahir, Community Cohesion Manager, 01782 238771

Shahzad.Tahir@stoke.gov.uk.

Cheshire Counter Terrorism

anti-terrorist hotline on 0800 789 321.

Information Sharing & Confidentiality

Rebus Training staff should never give absolute guarantees of confidentiality to children and vulnerable adults wishing to tell them about something serious. They should however guarantee that they will only pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to protect the child/vulnerable adult.

Record Keeping

Any member of staff receiving a disclosure of abuse from a child/vulnerable adult, or noticing signs or symptoms of possible abuse, should make notes as soon as possible, writing down exactly what was said, using the child/vulnerable adults' own words. All notes should be timed, dated and signed by the member of staff on the Learner Concern Record (SG2 002) which should be passed to the Designated Safeguarding Lead, or their deputy. Under no circumstances must the apprentice sign the Learner Concern Record. All concerns will be recorded on the Safeguarding Log (SG3 001). All records will be securely stored and only accessible by authorised staff

Managing a Disclosure

All staff working in direct contact with learners must be alert to the signs of abuse. Anyone who suspects that abuse is taking place inside or outside of the setting, or to whom a learner discloses issues relating to safeguarding, should contact the Designated Safeguarding Lead immediately.

Staff who are approached with concerns about a child or vulnerable adult, must bring the concerns raised to the attention of the Designated Safeguarding Lead immediately.

The Designated Safeguarding Lead will develop effective links with relevant agencies and co-operate as required with any enquiries regarding child or vulnerable adult protection matters, including attendance at case conferences.

Allegations against staff

Allegations of abuse, or concerns raised against members of Rebus Training staff, will always be treated seriously. The allegation must always be referred to the Designated Safeguarding Lead who will follow the Safeguarding Procedure in the same way as for other safeguarding allegations.

The Designated Safeguarding Lead will take the appropriate steps to ensure the safety of the child or vulnerable adult, and any others who may be at risk.

If the allegation or concern is against the Designated Safeguarding Lead, it should be reported to the safeguarding deputy.

Where there is a complaint against a member of staff there may also be criminal (police) investigations and/or a child/vulnerable adults protection investigation, carried out by Social Services.

Whistleblowing

Rebus Training recognise that children and vulnerable adults cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

If a member of staff believes that a Safeguarding concern has not been actioned appropriately, they are expected to report it themselves to an external agency. See [reporting concerns](#).

Reporting to the Independent Safeguarding Authority (ISA)

Rebus Training has a statutory duty to make reports and provide relevant information to the Independent Safeguarding Authority (ISA) where there are grounds for believing, following an investigation, that an individual is unsuitable to

work with children or vulnerable adults, or may have committed misconduct. The responsibility for reporting cases to the ISA lies with the Designated Safeguarding Lead.

The Independent Safeguarding Authority make barring decisions for Section 142 of the Education Act (formally known as List 99), The Protection of Children Act List (PoCA) and the Protection of Vulnerable Adults List (PoVA).

Supporting Staff

Rebus Training are aware that safeguarding cases can be distressing and that staff who have been involved may find it helpful to talk about their experiences, in confidence, with our Designated Safeguarding Lead. Those staff requiring additional support have access to a free, confidential counselling service.

Resignations

If, during the course of an investigation relating to safeguarding, an employee tenders his or her resignation, or ceases to provide their services, Rebus Training is not prevented from following up an allegation in accordance with these procedures. Every effort will be made to reach a conclusion in cases relating to the welfare of children or vulnerable adults, including those where the person concerned refuses to co-operate with the process.

Monitoring and Review

Rebus Training will undertake an annual review of the Safeguarding and PREVENT policy and procedures to reflect new legislation and amendments to current legislation.