

2023
V3

Learner Safeguarding & Safeguarding Vulnerable Adults Policy

Introduction

Learner Safeguarding & Safeguarding Vulnerable Adults Policy

The purpose of the policy is to ensure that Debut Academy adheres to its legal obligation and social responsibility in relation to safeguarding children, young people and vulnerable adults. This policy applies to all staff, including senior managers, paid staff, volunteers, temporary staff, learners and anyone working on behalf of Debut Academy.

Responsibility and Authority

The organisation has ultimate responsibility for the following:

- Learner protection and will ensure that the arrangements for safeguarding learners
- are effective, robust and reviewed on a regular basis.
- have an obligation and focus to identify concerns early, provide help, promote
- welfare and prevent concerns from escalating further.
- Identify individuals who may benefit from early help.
- All Debut staff have a responsibility to provide a safe environment where our learners
- can thrive, learn and meet their full potential.
- To follow processes, involve outside agencies (as applicable) and maintain logs fully.
- Ensure staff are aware of safeguarding guidelines and policies and update their
- training and knowledge regularly.
- Staff receive safeguarding related bulletin updates.

As such the following staff members are responsible for safeguarding:

Linda Edwards

Designated Safeguarding Lead

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Kersti Harding

Safeguarding Deputy

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Poppy-Ann Lowe

Safeguarding Officer

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Safeguarding Officer

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Collette Palmer

Safeguarding Officer

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Legal Framework

This policy has been drawn up based on law and guidance that seeks to protect children, namely:

- Keeping Children Safe in Education Act 2023
- United Convention of the Rights of the Child 1991
- Data Protection Act 1998
- Human Rights Act 1998
- Sexual Offences Act 2003
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Protection of Freedoms Act 2012
- Children & Families Act 2014
- Care Act 2014
- Modern Slavery Act 2015
- Special Educational Needs & Disability (SEND) Code of Practice 0-25 Years –
- Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities: HM Government 2014
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers: HM Government 2015
- Working together to safeguarding children: a guide to inter-agency working to safeguard and promote the welfare of children: HM Government 2018 (updated 2021)
- Every Child Matters – Information sharing advice for practitioners providing safeguarding services (DFE July 2018)

The term 'learner' within this document refers to young people and any other individual enrolled at Debut Academy and or engaged in any activity on our premises.

Policy Statement

Debut Academy is committed to improving and promoting best practice throughout the organisation and ensuring that the wellbeing of learners is safeguarded, that they are protected from harm and feel that Debut provides them with a safe environment.

We believe everyone has a responsibility to promote the welfare of all children and young people, to keep them safe and to provide a service in a way that protects them. We will give equal priority to keeping all children and young people safe regardless of their age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation. We also recognise that some children are additionally vulnerable because of the impact of discrimination, previous experiences, their level of dependency, communication needs or other issues.

Our safe and secure environment promotes opportunities for them to thrive and benefit from their learning experience. Debut believes that all individuals have a right to freedom from abuse and harm and promotes this throughout the organisation.

Under this policy abuse and neglect are defined as forms of maltreatment to any learner. This may be by omission or commission i.e. inflicting harm or failing to prevent harm. We recognise a learner can be abused in a family, an institution or community setting by those known to them or more rarely by a stranger. Abuse may be by an adult or a peer.

We recognise that

- The welfare of the child is paramount, as enshrined in the Children's Act 1989.
- All children regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have a right to equal protection from all types of harm or abuse.
- Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues.
- Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.

We will seek to keep children and young people safe by:

- Valuing them, listening to and respecting them
- Appointing a designated Safeguarding Officer
- Adopting child protection and safeguarding practices through procedures and code of conduct for staff, visitors and volunteers
- Developing and implementing an effective e-safety policy and related procedure
- Providing effective management for staff and volunteers through supervision, support, training and quality assurance measures
- Recruiting staff and volunteers safely, ensuring all necessary checks are made.
- Recording and storing information professionally and securely, and sharing information about safeguarding and good practice with young people, their families, staff and volunteers via leaflets, posters, one-to-one discussions, workshops and policies
- Using our safeguarding procedures to share concerns and relevant information with agencies who need to know, and involving young people, parents/carers or family members appropriately
- Creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise
- Ensuring that we have an effective complaints and whistleblowing policies and measures in place
- Ensuring that we provide a safe physical environment for our learners, staff, volunteers, by applying health & safety measures in accordance with the law and regulatory guidance
- Ensuring learners, staff and visitors are all kept safe and have knowledge of Prevent and BV via posters, workshops or policies

Staff Awareness

Debut staff are made aware that safeguarding concerns could arise from any of the following areas and they should be additionally vigilant:

- If the learner is SEN or has a EHCP
- If the learner has a mental health need or is disabled
- If the learner is a young carer
- If the learner could be susceptible of being drawn into anti-social, criminal behaviour, gangs, crime groups or county lines
- If the learner is missing from home or frequently goes missing
- If the learner has disclosed that they do not get on with other family members and there is conflict in the home
- If the learner is could be susceptible of being drawn into modern slavery, trafficking, or sexual exploitation
- If the learner could be susceptible of being radicalised or exploited
- If the learner has a family member who is in prison
- If the learner is using drugs or other substances
- If the learner has returned home from being in care
- If the learner may be at risk of FGM or forced marriage
- If the learner is fostered
- If the learner was previously absent from prior education and the pattern is continuing or the learner is on a break in learning

The four main categories of abuse are:

1. Neglect
2. Physical abuse
3. Sexual abuse
4. Emotional abuse

Recognition of actual or suspected abuse is the responsibility of ALL staff and must be reported to one of the above immediately. Learners at risk will be reviewed at staff meetings and input from all staff will be gathered. Safeguarding matters are also raised at Governance meetings. We also ensure that our learners and visitors are proactive in reporting abuse or other safeguarding concerns via information bulletins, handouts, posters etc.

Although we have detailed the four main categories of abuse, we are also mindful that abuse can also include the following:

- Domestic violence or abuse
- Psychological or emotional abuse
- Financial or material abuse
- Modern slavery
- Discriminatory abuse
- Organisational or institutional abuse
- Self-neglect
- Hate and Mate crime
- FGM

DBS Checks

Debut will apply for Enhanced DBS checks, and these are renewed every 3 years. Employment could be terminated should the results of the outcome is of an unsatisfactory nature. Debut's HR Officer will keep a central file for DBS records and monitor when they need to be renewed.

Procedure for Reporting Suspected Abuse or Concerns

To help you recognise when to report suspected abuse or concerns the following brief list of cause for concerns has been created. However, anything that gives you a concern must be reported regardless:

- signs of physical abuse for example bruising
- suspicions of abuse due to changes in behaviour
- disclosure by a learner where a member of staff then believes the learner to be at risk of harm
- any obvious signs of neglect
- any deterioration in health
- any signs of bullying
- child exploitation (sexual or criminal)
- radicalisation, county lines or prevent duty concerns

Debut will meet our commitment to keeping children safe by:

- listening to children and respecting them
- appointing a nominated child protection lead and deputy.
- our safeguarding practices will be scrutinised by our Board of Governors.
- having detailed safeguarding related policies
- making sure all staff and volunteers understand and follow the safeguarding and child protection procedures
- ensuring children, young people and their families know about the organisation's safeguarding and child protection policies and what to do if they have a concern
- building a safeguarding culture where staff, volunteers and children know how they are expected to behave and feel comfortable about sharing concerns.

In the event that an individual is concerned about the welfare of another individual they must:

- Record brief, but dated, notes of the observations they have made or information received on either a Welfare or Safeguarding Referral form.
- Contact one of the designated safeguarding personnel for further advice or speak to your line manager who will support and advise you and may contact the designated person on your behalf.
- The Designated Safeguarding Lead is responsible for maintaining a log relating to any safeguarding matters and welfare concerns, following up each case and signposting where necessary.
- The Designated Safeguarding Lead is also responsible for maintaining a Sexual Harassment Log so that any incidents or complaints are recorded accurately and followed up.
- The Designated Safeguarding Lead is responsible for overseeing a COVID Log, ensuring the recording of suspected or actual confirmed cases of COVID and following up each notification, requesting evidence of test results and notifying any parties that may be affected.

Referrals and Outside Agencies

Debut will liaise with the following external agencies as appropriate and contact them for any guidance and advice :

- - Essex Safeguarding Children's Board (ESCB)

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

Tel: 0345 603 7627

- - Multi Agency Public Protection Agents (MAPPA)

<https://www.gov.uk/government/publications/multi-agency-public-protection-arrangements-mappa-guidance>

- - Local Authority Designated Officer (LADO) for Essex Area

https://schools.essex.gov.uk/pupils/Safeguarding/Managing_allegations_in_the_Childrens_Workforce/Pages/ManagingAllegationsInTheChildrensWorkforce.aspx

- Essex Children & Families Hub at Essex County Council. Tel: 0345 603 7627 8.45am to 5.15pm Monday to Friday or outside these hours Tel:

0345 606 1212

- NSPCC helpline - 0808 800 5000. Website: learning.nspcc.org.uk/services/nspcc-helpline
- Childline - 0800 1111. Website: childline.org.uk

The seven golden rules to sharing information

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their consent, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to date, is shared in a timely fashion and is shared securely.
7. Keep a record of your decision and the reasons for it whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Outcomes

The designated member of staff will refer information to, or seek advice from, other relevant organisations as appropriate for example Children's Social Care, Police or another agency (as applicable). There is an expectation that concerns for young adults should be shared with parents/carers unless by doing so the learner might be placed at greater risk of harm.

In the event of the concerns not being appropriate for referral to an outside agency at that stage then the learner will be monitored through an appropriate member of staff in liaison with the designated safeguarding person. Staff will receive support as required.

Children Absent in Education

The document Children Missing Education (DfE September 2016) sets out the key principles to enable local authorities in England to implement their duty under Section 436A of the Education Act 1996 to make arrangements to identify. As far as possible to do so, children missing education (CME).

Children absent in education is not itself a safeguarding matter, and there may be an explanation for the learner not attending lessons. However, regular college attendance is an important safeguard and unexplained non-attendance can be an early indicator of problems, risk and vulnerability.

Possible reasons why a child is could be absent from education include:

- Children who are looked after or who are privately fostered
- Failure to start appropriate provision and never enter the system
- Stopping attending, due to illegal exclusion or withdrawal by parents/carers
- Failure to complete a transition between schools
- Children of homeless families, including those living in temporary accommodation
- Children of new immigrant families not yet established in the UK
- Children from refugee and asylum seeking families
- Children from families who are highly mobile
- Children experiencing mental health problems
- Children of Gypsy, Roma and Traveller background
- Children living in women's refuges
- Children whose parent/carers fail to apply for a school place at reception or transition to secondary school
- Children at risk of a forced marriage
- Children experiencing abuse or neglect
- Children who fail to return to school following a holiday

- Pupils at risk of permanent exclusion
- Children moving out of independent schools

The above does not include children who are effectively home educated.

- Children who remain disengaged from education are potentially exposed to high degrees of risk.
- Children who are missing out on education are at increased risk of being criminally exploited or being groomed and exploited by gangs.
- Children who go missing or run away from home or care may be in serious danger and are vulnerable to crime, exploitation or abduction as well as missing education.

Debut Academy monitor attendance thoroughly on a daily basis for all classes, irrespective of the learner age. We have a designated student liaison staff member who monitor's attendance and any absent learners are chased within 15 minutes if they are not in class at their start time.

We also hold emergency contact numbers of parent/carers so that calls can be made if we cannot contact the individual child. Debut will not stop seeking clarification for an unknown absence until we have been informed of the child's whereabouts and reason for not attending. In addition, if a child leaves their class during the day before the lesson is concluded (fails to return from a break or walks out) we will follow the same protocol as above, trying to contact the child and their emergency contact to ascertain reason why they left premises without informing their tutor or admin staff.

If a child fails to stay in education until their course completion, Debut will notify Essex County Council by completing a Statutory Reporting spreadsheet informing them that the child is no longer in education so they can follow the matter up.

Transitional Safeguarding

Debut is committed to safeguarding adolescents and young adults fluidly across developmental stages of their young lives. It is recognising that the needs of young people do not change or stop when they reach 18 years, although the laws and services supporting them often do. It is about making sure they have the help they need to keep themselves safe and as independent as possible.

In this respect, it is important that if a learner comes to Debut that may have special needs we ensure any relevant documentation is provided, such as a EHCP, SEN or LDA. Debut's DSL will request this from the learner's parent/guardian so that the learner's needs are known and continuous support is provided. Debut will also engage with outside agencies around a young person to conduct periodic PEP meetings. Where a learner leaves Debut and may go onto another provider, Debut will bridge the gap and provide relevant information to the individual's ongoing provider.

Debut are committed to imparting age-specific life skills and other information whilst they are on programme. Debut's focus book covers a wide range of topics that provide awareness of risks (personal and safeguarding related). These topics are useful to take on into later life and give underpinning knowledge that learners can build on.

In addition, Debut instils information relating to being reliable, personal appearance, self- management, integrity, making decisions, respectfulness, communicating appropriately, accepting people are different, resolving conflicts, resilience, having goals and self-care.

Modern Slavery

The Modern Slavery Act 2015 stipulates commercial organisations whose annual turnover threshold is £36M and who provide services or goods and conduct business in the UK must publish an annual slavery and human trafficking statement. However, Debut's annual turnover does not fall under this criterion.

Modern slavery is a crime and a violation of fundamental human rights. It takes various forms, such as slavery, servitude, forced and compulsory labour and human trafficking, all of which have in common the deprivation of a person's liberty by another in order to exploit them for personal or commercial gain. Debut is committed to informing our staff and learners about modern slavery and ensure any concerns are reported promptly – which can be done by following the whistleblowing policy. Modern slavery can take the form of any of the following areas:

- Sex Trafficking
- Child Sex Trafficking
- Forced Labour
- Bonded Labour or Debt Bondage
- Domestic Servitude
- Forced Child Labour
- Unlawful Recruitment and Use of Child Soldiers

In the UK trafficking can also take the form of cannabis farming, sexual exploitation, domestic slavery or forced labour on farms, in construction, shops, bars, nail bars, car washes or manufacturing.

Debut will not knowingly support or deal with any businesses found to be involved with any acts of slavery or human trafficking and has a zero tolerance on this matter and expects suppliers and associated businesses to comply with these values. The vast majority of the college's sources are from inside the United Kingdom and as such are less at risk of slavery and human trafficking issues. Debut ensures that their safer recruitment procedures and robust checks ensure that pre-appointment checks are followed through. Debut has a duty to report any concerns regarding to modern slavery to a first responder and will call the Modern Slavery Helpline 0800 0121 700 or report it online by completing a referral form at : <https://www.modernslaveryhelpline.org/report>

Allegations Made Against Staff of Debut Academy

If an allegation is made against a member of staff or associate it should be reported immediately to Linda Edwards, Designated Safeguarding Lead. She will then report the allegation to the local LADO prior to any investigation taking place. The DSL will discuss the concerns and seek advice relating to what action needs to be taken. If the allegation is found to be malicious or false then no further action will be taken.

Staff Induction

Safeguarding knowledge is a mandatory part of a staff member's induction and is provided by the DSE. They will be provided with knowledge on how respond, make referrals, how to spot signs of a safeguarding concern (abuse, neglect, etc), make complaints and whistle blowing. Staff will be signposted to reading key safeguarding policies (including the safeguarding, prevent, whistle blowing, anti-bullying & harassment, suicide safety and e- safety policies). The induction is carried out either prior to commencing employment or on the first day of employment. New staff who are under a probationary period will be mentored during their early employment, they will be assigned a mentor and/or line manager

Training

Safeguarding training is an indispensable part of an effective provider who understands safeguarding is a priority within areas of its service and delivery. It is essential that every employee is trained to perform his or her job effectively and with safeguarding at the forefront of what they do.

All employees will then take part in mandatory safeguarding training. Training will include NCFE to Level 3 for DSEs and Assessors and other office staff will undertake a Skills First Level 2 Safeguarding qualification, refreshed as necessary (appropriate to their role). Training sessions will be held every year, or as often as is deemed necessary and will provide another opportunity for employees to express any fears or concerns they might have about their jobs. Safeguarding knowledge will be assessed during regular observations, walkthroughs, reviews, feedback, meetings and assessments. Safeguarding training may also be provided during staff CPD weeks. For example, Prevent training is refreshed annually. Safeguarding is a regular topic on staff meetings and standardisation meetings.

KCSIE (Keeping Children Safe in Education)

KCSIE is statutory safeguarding guidance that must be followed by schools and colleges (including maintained nursery schools, pupil referral units, further education colleges, sixth form colleges, and other providers of post-16 education and training). The key areas within this guidance cover safeguarding information for all staff, the management of safeguarding, safer recruitment, safeguarding concerns raised about, and allegations made against staff (including supply teachers, volunteers and contractors).

The latest version of this statutory guidance comes into force on 1st September 2023. Debut make it a mandatory policy throughout the academy that all staff and Governors read the latest guidance and sign a declaration to confirm completion. When any guidance on KCSIE is updated, staff will be sent this again as a mandatory procedure to read and sign to confirm. The reading and return of the declarations by staff is monitored by our HR Officer and she will chase up any staff who do not comply by set deadlines.

Local Risks

Debut are very conscious that local risks play an important part in understanding areas of safeguarding concern locally to each area where they are providing a service. Risks concerning crime can be brought to Debut attention via social media town groups, neighbourhood watch, broadcasted news reports. Debut also utilise www.ourwatch.org/uk and www.essex.police.uk

Local risks are then reviewed, and this information is relayed to our staff, employers and learners monthly so they are aware and can keep themselves safe.

In addition, the DSL will provide additional alert bulletins if concerns are raised locally on a safeguarding matter. Debut also provide monthly bulletins to relay police community event dates for staff/learners to attend if needed to get advice or report crime.

The DSL is proactive in relaying 'topical' safeguarding-related information promptly to staff, employers and learners. This may include current scams, safeguarding-related matters highlighted in the news/social media, personal harm risk and even safeguarding concerns right on the doorstep.

Serious Case Reviews/Domestic Homicide Reviews

By reviewing serious case review publications on Direct.gov, Debut can obtain a better understanding of professional practice, challenges and lessons learnt. It is mandatory for DSEs at Debut academy and others with similar responsibility for safeguarding to learn from reviews so they understand how to improve the way children, young people or other vulnerable individuals can be protected. Vital information/recommendations from reviews then forms any changes of policy, training and cascading of information to staff.

Every Child Matters

This Government initiative's primary emphasis is for every child to fulfil by reducing levels of educational failure, ill health, substance misuse, teenage pregnancy, abuse and neglect, crime and anti-social behaviour among children and young people. Every Child Matter's objective was to set out a positive vision of five outcomes which mostly mattered to children and young people which underpin important elements of Debut's obligation to safeguarding. These are:

- Being healthy – enjoying good physical and mental health and living a healthy lifestyle
- Staying safe – being protected from harm and neglect.
- Enjoying and achieving – getting the most out of life and developing the skills of adulthood
- Making a positive contribution – being involved with the community and society and not engaging in anti-social or offending behaviour
- Economic well-being – not being prevented by economic disadvantage from achieving their full potential in life.

For fuller information on this vision please go to:

<https://www.education.gov.uk/consultations/downloadableDocs/EveryChildMatters.pdf>

The Prevent Duty (Revised April 2021)

The Prevent duty aims to safeguard people from becoming terrorists or supporting terrorism.

The government created two sets of statutory guidance to support the strategy, one is specifically for further education provisions, which establishes they should have a due regard and need to prevent people from being drawn into terrorism (including violent and non-violent extremism). More guidance can be found at: <https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-further-education-institutions-in-england-and-wales>

Under the Counter Terrorism and Security Act 2015.

To comply with the Prevent duty, providers need to:

- assess the risks associated with Prevent and draw up a plan to mitigate these
- have effective welfare support systems, linking to DfE Prevent coordinators, local authorities or the police if necessary
- have systems for assessing and mitigating risks around external speakers and events on campus, while maintaining the existing duty to promote freedom of speech
- arrange ongoing Prevent training for relevant staff
- have an IT usage policy, and where appropriate a research policy, which cover the Prevent duty
- engage with students and ensure that students' unions and societies are aware of policies concerning activities on campus.

Sexual Harassment

Sexual harassment is unwelcome conduct of a sexual nature which makes a person feel offended, humiliated and/or intimidated. It includes situations where a person is asked to engage in sexual activity as a condition of that person's employment, as well as situations which create an environment which is hostile, intimidating or humiliating for the recipient. Sexual harassment can involve one or more incidents and actions constituting harassment may be physical, verbal, and non-verbal.

Debut is committed to providing a safe environment for all its learners, visitors, and employees free from discrimination on any ground and from harassment at work or in the learning environment including sexual harassment. Debut will operate a zero-tolerance policy for any form of sexual harassment in the workplace, treat all incidents seriously and promptly investigate all allegations of sexual harassment. Any person found to have sexually harassed another will face disciplinary action, up to and including dismissal from employment. All complaints of sexual harassment will be taken seriously and treated with respect and in confidence. No one will be victimised for making such a complaint. Please refer to our Anti-Bullying, Harassment & Victimisation Policy for more guidance & information. Sexual Harassment is also a theme within our Safeguarding Workshop for learners.

COVID-19 - Safeguarding

At the onset of COVID we started following Government and other guidance from our Awarding Body. We conduct regular risk assessments and adapt our procedures accordingly as guidance changes. We have a separate COVID policy and action plan which goes into more detail on the measures in place.

During lockdowns when face-to-face training cannot be carried out and the learner contact is then conducted remotely, we ensure the following:

- We closely monitor learner participation in all scheduled online lessons, following up any absences promptly
- If no communication is received by the learner, it is standardised policy to contact an emergency contact to clarify why the learner has not attended lessons and if there are any problems that we need to look into that may be preventing them from joining lessons. We will continue to follow up any non-attendance until each absence case is checked and verified.
- Learners who are in the 'vulnerable category' will be contacted and a plan will be put in place to ensure they will not be put at any risk of harm by attending with their peers so that their learning can continue. This may include separate 1:1 sessions. This may include learners who are pregnant, have underlying medical conditions etc
- Our staff and tutors are aware to be additionally vigilant during periods where we are only delivering via online training. Learners are aware of our expectations that they must have their video and speaker switched on during online lessons so the tutor can evaluate their welfare each time they have contact with them. Our contract managers may also have contact with any at risk learners so that additional and full evaluation of the learner's situation in the home is known.
- We send out regular communications by email or social media advising learners of safeguarding signposting contacts should they need it when isolating at home.
- Learner attendance, progress and is reviewed monthly, with learners having 1:1 time with their tutor to review their learning, set goals etc. This is still carried out during remote learning periods when we are in lockdown.
- Learners have been provided with an expectation declaration regarding remote learning, conveying Debut's expectations, which includes using appropriate language, being dressed appropriately, not using their phone during a lesson etc.
- If the event of anything inappropriate arising during an online lesson, the tutor is aware to end the lesson immediately and report it to Management, providing any evidence (via a recording or image) as appropriate.
- Our Head of Teaching & Learning will monitor interactions online, accessing lessons and sitting in to evaluate classroom integrity, quality of learning taking place and also will evaluate learner safeguarding is in place and no issues are apparent.
- Importantly, learners have regular communications/bulletins or communications throughout any remote learning, so they know they are fully supported, what has been planned and what is expected of them. This includes advising them on any new ways of working. They are aware they can reach out at any time and ask questions or relay any concerns. They will still have access to their tutor via email, the Academy contact number and their cohort WhatsApp group chat.

Yearly Safeguarding Review

The DSE(s) will conduct a review of the previous year's safeguarding and this will include looking at concerns and referrals within welfare and safeguarding logs, training, learner awareness, apprentice employer awareness, frequency of meetings, serious case review publications, cascading information, local risks, matters raised by Governors, policy. The review is usually conducted after the academic year end 31st August.

Learner Knowledge

Debut ensures that it embeds Safeguarding throughout a learner's programme and will also evaluate learning has taken place by means of a workshop, questioning, practical assessments, review questions, learner questionnaires and completion of a in class task. We also make apprentices aware that they should know who the designated in workplace safeguarding person is (usually their main supervisor/manager) so they know who to go to for any matters. Learners will also have workshops on the subjects of e-Safety, Prevent, CV & Careers, H&S and British Values.

Please refer to Debut's linked policies below for additional information regarding Safeguarding Standards:

- Anti-Bullying, Anti-Harassment and Victimisation Policy
- Code of Conduct – Staff Policy
- Code of Conduct – Learner Policy
- Complaints Policy
- Counselling Policy
- COVID policy
- Confidentiality and Disclosure Policy
- Data Protection/Privacy Policy
- Disciplinary Policy
- Employer (Work Based) Support & Expectation Policy
- Equal Opportunities & Inclusion Policy
- Freedom of Information Policy
- Guidance Policy
- Health & Safety Policy
- Health & Wellbeing Policy
- Induction Procedure – Staff Policy
- Induction Procedure – Learners Policy
- Internal Quality Assurance (IQA) Policy
- Learner Support & Super Group Policy
- Learner Positive Behaviour Management Policy
- Learner Contribution & Learner Voice Policy
- Meetings Policy
- Mentoring – Staff Policy
- Mentoring – Learner Policy

- Observation of Teaching, Learning & Assessment Policy
- Prevent Policy
- Quality Assurance Policy
- Safer Recruitment Policy
- Staff CPD/Personal Development Training Policy
- Staff Confidentiality Policy
- Teaching & Learning Policy
- Whistle Blowing Policy

Policy Revision

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