

Safeguarding and Prevent Policy and Procedures 2025-2026

Contents

1	Designated persons for learner protection	3
2	Introduction	3
3	Definition	4
4	Recognition	4
5	Safer Recruitment Procedures	4
6	The role of individual staff and volunteers.....	5
7	Confidentiality	6
8	Staff Training.....	8
9	PREVENTING EXTREMISM AND RADICALISATION	9
10	Potential safeguarding concerns	10
11	Delivering Online learning, safely	11
	Summary of changes from V11	13
	Appendix 1 Safeguarding Referral Flow Chart	14
	Appendix 2 – Key contact numbers	15
	Appendix 3 – Incident Report Form	17
	Appendix 4 - Staff Code of Conduct	19
	Appendix 5 - External Speaker Checklist.....	23
	Appendix 6 - MISDC Online Learning Safeguarding Policy and Procedure 2025-26	23
	Appendix 7 - Channel Referral Process	24

Safeguarding and Prevent Policy and Procedure

1 Designated persons for learner protection

The CEO has the overall designated responsibility for Safeguarding protection, as appointed by the Board and is the organisation's Designated Safeguarding Lead (DSL). Anyone who has a concern about a learner should contact the DSL immediately on **020 7501 6450**. The Operations Manager is the Deputy Designated Safeguarding Lead and should be contacted in the **absence of the DSL on 020 7501 6450**. If neither of these are available, contact the senior member of staff onsite.

The designated person will:

1. Liaise with Local Authority Designated Officer (LADO), Social Services, key youth workers, police, and any other agencies on individual cases of suspected or identified learner abuse.
2. Be responsible for co-ordinating action on learner protection issues.
3. Ensure that all staff and volunteers are familiar with this Policy and Procedures and know how to report concerns.
4. Raise awareness about learner protection and arrange training as appropriate.
5. Providing support, supervision and advice for any staff member, learner or volunteer with a safeguarding or learner protection concern.
6. Providing safeguarding induction for new staff, learners and volunteers
7. Submit regular safeguarding reports to the board
8. Dealing with allegations against staff.

2 Introduction

The safety and welfare of our young people and adults is of the utmost importance. It is the duty of all staff and volunteers to protect learners from abuse and radicalisation and to be alert to the possibility of abuse and radicalisation.

This policy and procedures have been approved by the Board and are in accordance with the London Child and Vulnerable Protection, CHANNEL Procedures, and our main providers Council Safeguarding Child and Adult Protection Policies and Local Authority Designated Officers.

This policy refers to adults at risk of harm (19+). Our staff, providers, partners, and their staff have collective responsibility to prevent abuse, neglect, exploitation or risk of it for young people or adults at risk, including adults with disabilities or learning difficulties, to respect confidentiality and swiftly report any suspected or discovered incident.

In addition, statutory safeguarding duties apply to children, and adults who have care and support needs that make them more vulnerable to abuse, neglect or exploitation as stipulated under the Care Act 2014, section 42, and definitions set out by the NHS, CQC and local authorities to safeguard adults at higher risk of abuse, neglect or exploitation.

Staff who have unsupervised access to adults who may be at risk, undertake an enhanced criminal record check without a barred list check from the Disclosure and Barring Service (DBS), prior to commencement of employment. We set a contractual condition that our partner providers, associates and agencies carry out the required DBS checks on staff who have unsupervised access to adults who may be at risk. An enhanced check with a barred list check may be required for staff working with young people under 19 and adults receiving care, as above.

We expect all partner providers and associates to use or be informed by this policy and ensure that staff are aware of the procedures for safeguarding young people and adults at risk. We expect all staff and our partner providers and associates to swiftly report and act upon any allegation or concern regardless of how small or trivial it may seem.

Where young people or adults have been viewed as 'at risk' staff and providers are required to pay special attention to any learning needs and consider special requirements that they may have.

3 Definition

Child protection relates to any young person (under 18) who may suffer from or may be at risk of mental or physical injury, radicalised to support terrorism, neglect, emotional or sexual abuse, or exploitation.

This policy is based on the guidance for further education and skills providers, including the latest versions of Keeping Children Safe in Education, Working Together to Safeguard Children and the Further Education guidance for Prevent. Safeguarding and promoting the welfare of children is now defined as:

1. Providing help and support to meet the needs of children as soon as problems emerge
2. Protecting children from maltreatment, whether that is within or outside the home, including online
3. Preventing the impairment of children's mental and physical health or development
4. Making sure that children grow up in circumstances consistent with the provision of safe and effective care
5. Taking action to enable all children to have the best outcomes

4 Recognition

The first indication of concern about a child's or adult's welfare is not necessarily the presence of an injury. Concerns may be aroused by:

- Remarks made by the learner, another learner, a parent, or another adult.
- Negative behaviour or extremist views in respect race, religion, culture, environment, engagement with terrorist ideology.
- Observations of the learner's behaviour, reactions, or treatment towards others.
- Unexplained changes in the learner's behaviour or personality.
- Other effects experienced by learners if they see, hear or experience the effects of abuse, particularly in relation to domestic abuse.
- Neglect - where lack of due care for a learner is creating significant risk to their health and wellbeing.
- Bruises, bite marks, burns/scalds, scars or fractures on a learner's or other adult's body.

This list is not exhaustive, and concerns may be raised due to other circumstances.

5 Safer Recruitment Procedures

The recruitment policy stipulates that all staff (paid or voluntary) will complete an application form, detailing past work history and references¹. Individuals are interviewed and references requested for those selected. Only

¹ The majority of our roles complete an application form, however in some circumstances, particularly when we use Recruitment agencies, we use a CV. When this happens, we interrogate any identified gaps at interview or prior to interview with the Recruitment agency.

on receipt of satisfactory references and other mandatory checks will a formal offer of employment or placement be made.

All staff and volunteers working directly with any adults (19+) are required to have an enhanced criminal record check without a barred list check, through the Disclosure and Barring Service – the Government’s Criminal Records Bureau (DBS/CRB) before commencement of work or placement. We are registered as a DBS check approved organisation.

The checks will be conducted in line with current guidance and requirements which can be checked on [DBS check - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/what-is-a-db-check). DBS checks will be recorded together with the unique reference number; information relating to any learner protection issues will be kept confidentially and securely locked within the organisations administration office.

If the DBS check has not been received by the start of any planned learner-facing activity (teaching, IAG etc), then a thorough risk assessment with supervision is carried out to minimise any potential risk.

The following will be required for all staff:

- A minimum of 2 satisfactory employment references wherever possible, one of which should be from the current or most recent employer. References will be checked for authenticity.
- Original documentary evidence checks of identity, nationality, residence and ‘right to work’ status pre-appointment.
- If the person has worked or lived outside the UK further checks will be made in line with government guidance in place at the time, including but not limited to criminal record check for overseas applicants. In addition, a letter of professional standing from the professional regulating authority in the country in which the applicant has worked will be required. Outcomes of these checks will be recorded in the single central record.
- An Enhanced Disclosure and Barring Service (DBS) Disclosure with a barred list check, where staff have unsupervised access to children, young people (16-18 years) and adults receiving care and support, or may be asked to work on school sites.
- A Section 128 check for senior managers where stipulated under Government guidance.
- An online search to identify any incidents or issues that are publicly available. Applicants will be made aware that online check will be made.
- Original documentary evidence of qualifications.
- A common application form is completed for the majority of candidates if an advertisement has been put out, otherwise CVs are accepted, usually via a recruitment agency. Any gaps in employment need to be explained during the interview and the interview panel must identify and agree these before the interview. The interview panel must make sure that this interrogation of work history is carefully recorded.
- The candidates mental and physical fitness to carry out their work responsibilities will be confirmed during interview. A candidate will be asked relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.

6 The role of individual staff and volunteers

All staff and volunteers must be aware that any learner may be the victim of abuse. Any concern about a learner must be discussed with the Designated Safeguarding Lead so that, if necessary, a referral can be made.

Individual staff and volunteers must not investigate concerns or prompt the learner for details. This is the role of the statutory agencies. However, if a learner does say something, it is vital to listen carefully, so that it can be reported accurately.

Any staff member organising or inviting a visiting speaker to talk to learners must follow the visiting speaker's procedure at **Appendix 5**. This is to ensure that the content of the programme and representative visiting are appropriate for our learners.

Working with only one learner or lone working

In the event there is only one learner present for a class, or you are delivering training 1-1 out in the community or on an employers' premises, additional safeguards should be in place:

- Let centre staff know you are lone working or in a class with only one learner. Let them know when the learner leaves.
- If you are on your own in a classroom, make sure that you are visible, eg, keep the door open, try to be in a central location and ask other staff to walk by regularly.
- If necessary, ask the learner to remain in reception until another member of staff arrives.
- If you are delivering in an employers' workplace, ensure the duty manager in charge is aware of where you are and who you are with. If you are on your own, ensure that doors are open and that you are visible to other members of the employers' staff.

If a class is cancelled on short notice, and there are adults at risk attending that class, then the Operations Manager should notify the adult at risk and their carers/support workers.

7 Confidentiality

Our learners have the right to expect all staff and volunteers will deal sensitively and sympathetically with their situation. It is important that information remains confidential and that only those with a 'need to know' should be privy to it.

Procedure - what to do:

Concerns may arise from observations of the learner (eg injury, behaviour, appearance and nature of work or content of work produced) or because of something said by the learner, another learner, or another member of staff.

Do not delay:

1. Tell the Designated Safeguarding Lead - as soon as you can, and document accordingly. DSL or Deputy Designated Lead on **020 7501 6450**.

Early referral gives more time to help the learner before the situation becomes severe or serious. When necessary, early referral gives more time for others to protect the learner and anyone else who may be at risk.

The Designated Safeguarding Lead may consult with the appropriate **Local Authority Designated Officer (LADO)**, Social Services, or the police. A flow chart of what to do and who to contact is explained further in a Referral Flow Chart at **Appendix 1** and the Channel referral procedure in cases of concern regarding extremism and terrorism is at **Appendix 6**.

2. Make written notes - as soon as you can, write down your concerns and record the facts accurately on the Incident Record Form, available from administration office, in the classrooms and at **Appendix 3**. Include in your notes any learner behaviours as well as what they are saying.

These notes must be given to the Designated Safeguarding Lead immediately and will help to ensure accuracy in recalling events.

3. Concern about what the learner or what someone says

If a learner comes to you with an apparent report of abuse, you should listen carefully to them, using the following guidelines. When listening to the individual staff must:

Do not promise to keep it secret - Remind the individual of your obligation to pass on information and that you will not be able to keep information confidential if it is a safeguarding concern as you will need to tell someone who can help.

Reassure - The learner has done nothing wrong - tell them it is all right to talk. Allow the individual to speak without interruption.

Never trivialise or exaggerate the issue and never make suggestions.

Never coach or lead the individual in any way.

Reassure the individual, let them know you are glad they have spoken up and that they are right to do so. Make the individual feel secure and safe without causing them any further anxiety.

Ask enough questions to clarify your understanding, do not probe or interrogate – no matter how well you know the individual – spare them having to repeat themselves.

Remain calm – remember this is not an easy thing for them to do.

Do not show your emotions – if you show anger, disgust, or disbelief, they may stop talking. This may be because they feel they are upsetting you or they may feel your negative feelings are directed towards them let the individual know that you are taking the matter very seriously.

Any detailed information about a case will be confined to the DSL except where referral to an external multi-agency partner is to be made. Information will be dealt with in a confidential manner and in line with specific GDPR guidance on sharing information related to safeguarding. Staff will be informed of relevant details on a need-to-know basis when the DSL feels their having knowledge of a situation is relevant and appropriate. A written record will be made of what information has been shared with whom, when and why.

The DSL should keep written records of all concerns, discussions and decisions, including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LADO or the Prevent program.

Safeguarding records will be stored securely in a central place. Access to these records by staff other than the DSL and their deputies is restricted. We will not disclose to a parent, spouse, other relative or carer any information held on a learner if it would put them at further risk of significant harm.

Although we are only funded to work with learners over the age of 19, all staff must be aware of the mandatory duty to report to police any case where an act of female genital mutilation appears to have been carried out or about to be carried out on a girl under the age of 18.

If in doubt, consult with senior staff members. Do not ignore concerns, even if these are vague. **Your first responsibility is to the learner.**

4. Contact with the family.

Do not contact a learner's family without specific approval of the Designated Safeguarding Lead or Deputy.

In cases where a **physical injury causes concern**, it is most appropriate to discuss this with the learner. If the explanation suggests the injury was non-accidental (or a failure to protect the learner from harm), the learner should be informed of the need to refer the matter to the appropriate agency for support and safety.

In cases of **possible neglect, self-neglect, poor mental health, emotional abuse or exploitation**, the concern is likely to have built up over a period. There may have been discussion with the learner about sources of help (e.g. Social Services, NSPCC), but if concerns persist, there must be a report to adult services for support and guidance.

Where there is **suspicion or confirmation of sexual abuse, sexual violence, or harassment either in person or online**, the Designated Safeguarding Lead will ensure the learner is safe and seek immediate advice from the relevant agency.

Where there are **Financial Issue Concerns**, the Designated Safeguarding Lead will ask the learner how they would like to proceed. If the learner gives permission, or would like you to speak to other support services they are accessing or need help or clarity to understand advice from other agencies (eg CAB, social worker, support worker, housing officers etc), then this should be noted by the DSL.

5. Concern about a member of staff or volunteer

Allegations or concerns about any member of staff or volunteer must immediately be referred to the Designated Safeguarding Lead. If the allegation is about the Designated Lead, then this should be referred to the Chair of the Board. If the concern or allegation has been established and internal investigation completed, then the DSL/Chair makes referrals to the appropriate agency.

6. Requests for assistance by other agencies

We assist local authority Social Services or the Police when they are making enquiries about the welfare of learners within our provision. Information about a learners will only be shared with consent from our learners (19+). When such requests are received by telephone, **always** maintain security by checking the telephone listing before calling back. Always advise the Designated Safeguarding Lead of this contact prior to disclosing information.

7. General issues

All staff and volunteers must always observe the above policy and procedures and adhere to the **Code of Conduct at Appendix 4**. This policy and procedures will be reviewed annually or as required should guidance change.

8 Staff Training

In line with Section 1 [Keeping Young people Safe in Education \(2025\)](#) and [Guidance on Inspecting Safeguarding](#), MISDC is committed to preparing us, our associates and our partner providers and their staff to act in accordance with this Safeguarding Policy and procedures with 'Our Guide to Safeguarding' leaflet.

The Designated Safeguarding Lead and Deputy are trained every 2 years to a minimum of level 3. In addition, the Designated Safeguarding Lead and Deputy will undertake annual development which is documented on the central staff training record. At least one member of any hiring panel should have completed Safer Recruitment training within the last 3 years.

All new staff have a safeguarding induction at commencement of employment, before they start in their role, followed by mandatory safeguarding training. For learner-facing staff this should be equivalent to level 2 safeguarding training standards. This can be written and delivered by a recognised safeguarding practitioner or a Designated Safeguarding Lead and/or accessing training and CPD via <https://www.et-foundation.co.uk/professional-development/safeguarding-prevent/safeguarding-and-prevent-training/>

Staff undertake formal refresher training every two years. This is in addition to annual refresher training and updates delivered by the Designated Lead or by a recognised safeguarding practitioner. In year updates to policies or procedures are communicated to relevant staff via email, updates or through team meetings.

Training includes information to ensure that staff are aware of the procedures in place to protect learners online when using MIC devices or networks.

Further to mandatory safeguarding training the Designated Safeguarding Lead and Deputy are available to offer generic and specific information, advice, and guidance to staff around day-to-day safeguarding matters either by phone or by email. If you are unsure, ask.

9 PREVENTING EXTREMISM AND RADICALISATION

MI ComputSolutions is committed to providing a secure environment for learners, where they feel safe and are kept safe and where equality and inclusion are actively promoted.

We recognise that extremism, and exposure to extremist materials and influences, can lead to poor outcomes for learners and so should be addressed as a safeguarding concern. With an increased use of the internet and social media (in particular following the pandemic), we must recognise that radicalisation can occur here as well as in other settings. During the pandemic and now, extremists use the internet and social media to spread disinformation, misinformation, and conspiracy theories leading to a rise in false and misleading narratives. This has led to a marked increase in extremist hate narratives and a lack of places where such views can be challenged. If we fail to challenge extremist views, we are failing to protect our learners and to promote equality and diversity.

There is no place for extremist views of any kind in MI ComputSolutions, whether internally (from learners, staff, or Board members) or externally (from the community, external agencies, or individuals). Our classes must be a safe place where learners can explore controversial issues safely, and where our teachers encourage and facilitate this. We have a duty to protect this freedom alongside protecting our learners and staff from extremism. We balance our legal duties in terms of both ensuring freedom of speech and also protecting student and staff welfare.

What is extremism?

MI ComputSolutions uses the following definition of extremism:

‘Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of any person, whether in this country or overseas’.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice. Education is a powerful weapon against this by giving people the knowledge, skills and critical thinking to challenge and debate in an informed way. MI ComputSolutions wants to ensure that all learners thrive, feel valued and not marginalised.

If a concern about Prevent is raised to the DSL, they will refer via the Channel Referral Process in **Appendix 7**.

Staff responsibilities

From time to time, we may be informed of safeguarding issues related to our learners from other providers, the local authorities we work with or the police. Where appropriate, staff should be made aware of these and also look out for:

- Learners talking about their exposure to the extremist actions, views, or materials of others. This might include from other learners, relatives, or local community groups, especially where learners have not actively sought these out.
- Graffiti symbols, writing or artwork promoting extremist messages or images.
- Learners accessing extremist material online, including through social networking sites.

- Learners voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Intolerance of difference. This could include secular or religious intolerance or offensive views based on gender, disability, homophobia, race, colour, or culture.
- Attempts to impose extremist views or practices on others.
- Extreme anti-western or anti-British views.

Further information can be found at:

- www.gov.uk/government/publications/prevent-duty-guidance
www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty
www.preventforfeandtraining.org.uk

10 Potential safeguarding concerns

We have a duty to be vigilant and look for signs of abuse to protect our learners. These are some, but not all, of the potential dangers that learners could be exposed to:

Criminal Exploitation (County Lines)

Criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks groom and exploit vulnerable people (including children and young people) to sell drugs. Often these people are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs.

We have a duty to be vigilant and look for the signs of criminal exploitation in order to protect our learners.

Useful videos to support your understanding of County Lines can be found at:

<https://www.youtube.com/watch?v=3ILaguFXHr4&t=103s>
<https://www.educare.co.uk/news/what-is-county-lines>

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Child Sexual Exploitation (CSE)

CSE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been sexually exploited even if the activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. It may occur without the child or young person's immediate knowledge (e.g., through others copying videos or images they have created and posted on social media).

Domestic abuse

The cross-government definition of domestic violence and abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to psychological; physical; sexual; financial; and emotional.

Honour-based abuse (HBA)

So-called 'honour-based' abuse encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced

marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

11. Delivering Online learning, safely

It is essential that learners are protected from harmful and inappropriate material or behaviour online. Online risks can be grouped into four main categories, known as the **4Cs**:

1. **Content** – Exposure to harmful content, such as:
 - Pornography, violent or extremist material, racism, sexism, anti-Semitism, Islamophobia, fake news, or content promoting self-harm or suicide.
2. **Contact** – Harmful interactions with others online, such as:
 - Peer pressure, online advertising, or adults posing as young people to groom or exploit learners.
3. **Conduct** – Risky or harmful online behaviour by the learner, such as:
 - Sending or receiving explicit images (consensual or not), online bullying, or inappropriate sharing.
4. **Commerce** – Financial risks, such as:
 - Scams, phishing, gambling, or misleading advertising.

If you believe a learner or staff member is at risk from phishing or scams, escalate to the DSL, who will in turn support you or report it to the Anti-Phishing Working Group at <https://apwg.org>.

Keeping Learners Safe Online

Online safety should be considered in all policies, curriculum planning, staff training, and the work of the **Designated Safeguarding Lead (DSL)**. See related code of conduct guide for Staff (appendix 7) and learners (Learner Handbook, learning agreement, induction).

When delivering learning online, there are additional safeguarding responsibilities, including:

1. Privacy and Data Protection

- Learners must agree to an online code of conduct before joining sessions (covering respect, privacy, punctuality, recording, and image use).
- Sessions should be logged (time, date, attendance) and, where appropriate, recorded with learner consent.
- Any recordings must follow data protection rules, including where they are stored, who can access them, and how long they are kept.
- Staff who use their personal mobile for work purposes must be mindful of how they communicate with learners via email, social media or messaging servicing (see Appendix 4 for full guidance).
- Any learner data accessed from home must be handled in line with the Data Protection Act 2018 and GDPR.
- Resources used or shared must comply with copyright and licensing rules.
- Artificial Intelligence (AI) tools used by learners must be age-appropriate and aligned with this Safeguarding and Prevent Policy and MISDC’s AI Use Policy.

2. Professional Behaviour

- Staff and learners should be in a private space when online and ensure backgrounds are appropriate.
- Staff must maintain professional appearance and behaviour at all times.

- One-to-one contact should happen via agreed work channels (e.g., work phone or email), and limited via staff's personal devices that they use for work (see guidance in Appendix 4).

3. Safe Use of Technology

- All communication must happen via approved platforms (e.g., Teams, Zoom).
- Sessions should be invite-only and privacy settings must be in place.
- Learners should have their cameras on during learning sessions to ensure their safety and participation, but need to ensure no other people (including children and babies) appear in their backgrounds. If there is a reason the learner has a camera off, this needs to be agreed and noted in the group profile for ease.
- Staff must use clear, respectful language and avoid anything that could be misinterpreted online.

4. Supporting Staff

- Staff receive guidance and training on online teaching tools and safety.
- Staff welfare should be considered, especially if, on the rare occasion, they are working from home.

As part of our commitment to safeguarding adult learners, our online safety approach includes specific measures to protect against exposure to harmful or misleading online content. This includes ensuring that staff and learners are aware of the risks posed by misinformation, disinformation, and conspiracy theories. We maintain robust filtering and monitoring systems to help prevent access to inappropriate or dangerous material, and regularly review their effectiveness.

Useful illustrations for learners can be found here:

<https://youtu.be/1oGOAOPBEv4>

<https://fullfact.org/>

In line with Department for Education guidance, we are developing staff and learner understanding of safe and appropriate use of artificial intelligence (AI), including generative AI tools. We are accredited with Cyber Essentials, and follow the DfE's Cyber Security Standards for education providers, which map closely to Cyber Essentials, to strengthen our cyber resilience, protect sensitive data, and ensure continuity of service. Together, these controls support us to significantly reduce the risk of ransomware, data breaches, disruption to learning, and reputational damage.

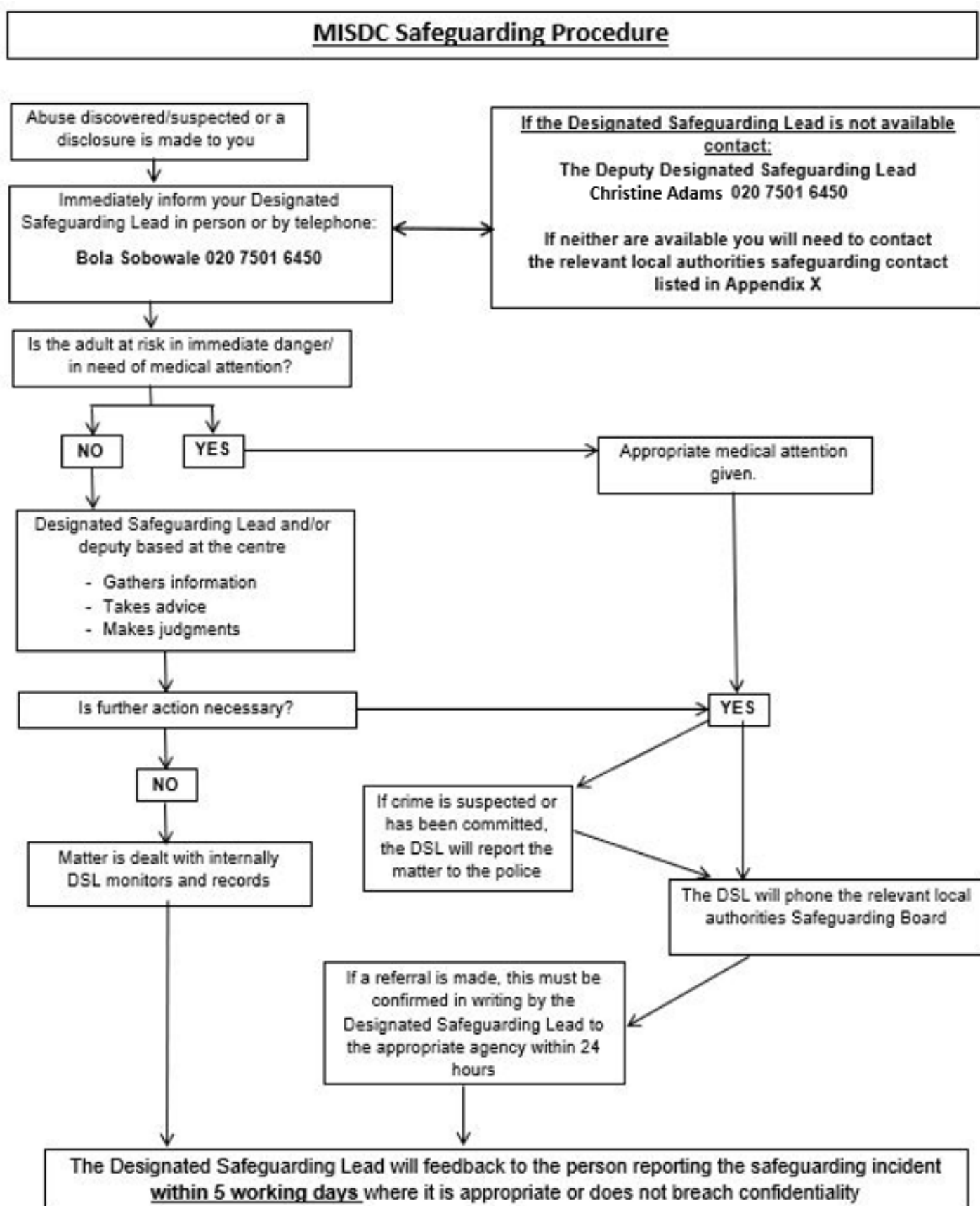
Reminder

All existing safeguarding procedures still apply to online learning. Any concerns should be reported to the **Designated Safeguarding Lead (DSL)** in the usual way.

Summary of changes from V11

Section	Changes from previous version
6	Addition: Lone Working
9	Updated and included Prevent section
10	Updated specific concerns
11	Addition: Delivering online learning, safely, including information about misinformation etc in line with KCSiE 2025
Appendix 4	Addition: Learner Communication: guidelines about appropriate communication with learners

Appendix 1 Safeguarding Referral Flow Chart



Appendix 2 – Key contact numbers

Urgent Referrals: Phone 999 where there is immediate risk of injury or security, or medical assistance is required.

MI COMPUTSOLUTIONS

Designated Safeguarding Lead – Bola Sobowale 020 7501 6450

Deputy Safeguarding Lead – Christine Adams 020 7501 6450

LONDON BOROUGH OF LAMBETH

Lambeth Adult Social Care 020 7926 5555

Lambeth Child/Vulnerable Protection Unit (LSCB) 020 7926 5555

Out of hours emergency duty team: 020 7926 5555

Email: adultsocialcare@lambeth.gov.uk

To report a concern online

<https://www.lambeth.gov.uk/forms/raising-concerns-that-an-adult-may-be-at-risk-form>

Lambeth Safeguarding Adults Board

<https://www.lambethsab.org.uk/>

Lambeth Safeguarding Children Partnership

020 7923 3344

<https://www.lambethsaferchildren.org.uk/>

LONDON BOROUGH OF LEWISHAM

Lewisham Safeguarding Adults Board (Monday–Friday 9am–5pm)

020 8314 7777

Email: gateway@lewisham.gov.uk

Lewisham Safeguarding Adults Board

020 8314 7777

<https://www.safeguardinglewisham.org.uk/lscab>

Lewisham Young people’s Board

020 8314 6660

Lewisham Council Multi Agency Safeguarding Hub (MASH)

Out of office hours

020 8314 6000

(5pm -9am weekdays, weekends, and Bank Holidays)

ask for the emergency duty team.

Lewisham Safeguarding Young People’s Partnership.

<https://www.safeguardinglewisham.org.uk/lscp>

LONDON BOROUGH OF WANDSWORTH

Wandsworth Safeguarding and Adult Abuse

020 8871 7707

<https://www.wandsworth.gov.uk/health-and-social-care/adult-social-care/adult-social-care-information-and-advice/staying-safe/safeguarding-and-adult-abuse/>

Wandsworth Multi-agency Safeguarding Hub (MASH)

020 8871 6622

https://www.wandsworth.gov.uk/make_a_referral_to_the_multi_agency_safeguarding_hub

ESSEX COUNTY COUNCIL

Essex Safeguarding Adults Board

0345 603 7630

<https://www.essexsab.org.uk/>

Essex Safeguarding Young People Board.
<https://www.escb.co.uk/>

0345 603 7627

OTHER USEFUL CONTACTS

NSPCC Child/Vulnerable Protection Help line
THE MIX
Essential support for under 25s
<https://www.themix.org.uk/>

0808 800 5000
Text 85258

VICTIM SUPPORT
To request support online
<https://www.victimsupport.org.uk/help-and-support/get-help/request-support>

0808 168 9111

THE SAMARITANS
Hourglass formerly ACTION ON ELDER ABUSE
Raises awareness of elder abuse and provides information.

116 123
0808 808 8141

ALZHEIMERS SOCIETY Local
ANN CRAFT TRUST

0333 150 3456
0115 951 5400

A national association working with staff in the statutory, independent, and voluntary sectors in the sectors in the interest of work.

COUNSEL AND CARE
(Monday to Friday 10-12 and 2-4 except Wednesday afternoons)

0845 300 7585

Advice line: - This organisation has expertise in residential and nursing home care and runs an advice line for older people, carers, and relations.

MIND Support line
MIND's support line is a safe space for you to talk about your mental health. Our advisors are trained to listen to you and help you find specialist support if you need it.

0300 102 1234

MIND Info line
Information with reference to mental health issues.
Help in finding out and local services Mon – Fri (9–6)

0300 123 3393

MIND Welfare benefits line
MIND's welfare benefits line supports anyone with mental health problems who is navigating the benefits and welfare system.

0300 222 5782

MIND legal line
Legal information and general advice on mental health related law
Mon – Fri (9–6)

0300 466 6463

Care Rights UK
Email: advice@reles.org
Help information or advice about a relative who is in a care home or about to enter one.
Helpline available from 9.30-1pm Monday to Friday

020 7359 8136

RESPOND
Provides therapeutic intervention for people with learning disabilities who have been abused.

0207 383 0700

SANELINE

A national out-of-hours mental health helpline offering specialist emotional support, guidance, and information to anyone affected by mental illness, including family, friends, and carers. We are open every day of the year from 4.30pm to 10.30pm

0300 304 7000

ONE IN FOUR

One in Four gives survivors of child sexual abuse their voice

020 8697 2112

Appendix 3 – Incident Report Form

Your Name:	
Your Position:	
Learner's Name (and reporting person's name if this is different):	
Date of Birth:	Contact No:
Date and Time of any Incident:	
Your Observations:	
Exactly what was said and what you said (Remember; do not lead the learner – record actual details. Continue separate sheet if necessary)	
Action Taken so far:	
This section to be filled in by the DSL. External Agencies Contacted (Date and Time)	
POLICE Yes/No	If yes – Which Station and Officer: Contact Number: Details of Advice Received:
Social Workers ASSESSMENT TEAM: Yes/No	Contact Name: Contact Number: Details of Advice Received:

CHILD/YP/VA PROTECTION ADVISOR Yes/No	Contact Name: Contact Number: Details of Advice Received:
LOCAL AUTHORITY Yes/No	Authority: Contact Name: Contact Number: Details of Advice Received:
Other (e.g. NSPCC)	Which: Contact Name: Contact Number: Details of Advice Received:
Reporting Person	
Name:	
Signature:	
Date:	

- Remember to maintain confidentially on a need-to-know basis only if it will protect the Child/Vulnerable Adult or Young Person/Adult at risk.
- Do not discuss this incident with anyone other than those who need to know.

The DSL will send a copy of this form to borough Social Workers Assessment Team e.g. Lewisham Social Worker Assessment Team after the telephone report and to the Designated Protection Officer. The DSL will also ensure that information is recorded in the central safeguarding incident log.

Appendix 4 - Staff Code of Conduct

All adults and young people must be treated with equality, dignity, and respect. All staff are required to adhere to the following practices when carrying out on or off-site activities.

Organisational responsibilities

1. All groups, volunteer helpers and paid staff are to be given a copy of these guidelines and where appropriate a copy of the **MI Skills Development Centre (MISDC) Safeguarding Policy**. Staff (paid and unpaid) must also follow the MISDC Recruitment Procedures and agree to have a disclosure DBS check and digital screening carried out.
2. If an adult at risk or young person is to be interviewed alone there should be two adults present, or door left open in view of another adult. Where possible the gender of the adults in a working or supervisory position, should reflect that of the group worked with or interview to be carried out.
3. A register and record of attendance of adults at risk or young people attending activities should be kept for each session. Also written consent should be sought for any on or off-site activities.
4. Confidentiality about, young people and adult's personal information must be practiced. All volunteers paid staff and helpers must respect issues of confidentiality.
5. It is important to keep a check on visitors and guests whether their visit is by invitation or unsolicited. This will help to ensure the welfare of learners to be always safeguarded.
6. A first aid kit and staff trained in first aid will be always available, with clear information as to how to access it and where to get help in case of emergency. **Accident Book** - any accidents should be recorded immediately in the book.
7. All health and safety issues should be considered in the rooms and general areas. This includes all equipment, resources and substances used and a separate risk assessment should be carried out for all activities and reviewed on a regular basis.
8. Photography and videoing events or activities can only be carried out with the full consent of learners at the time of enrolment, and for those under 18 years of age their parents or carers.

Staff code of behaviour

MISDC recognises that it is not practical to provide definitive instructions that would always apply to all situations whereby staff meet people at risk, and to guarantee the protection of all learners and staff. Below are the standards of behaviour required of staff to fulfill their roles and duty of care. This code should assist in the protection of both individuals and members of staff.

Staff Responsibilities, all staff must:

1. Always implement the Safeguarding Policy and Procedures
2. Have due regard to the need to prevent people from being drawn into terrorism which includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit².
3. Understand their legal responsibility to exemplify British values of "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs" in their practice.³

² Prevent Duty Guidance: for Further Education institutions in England and Wales 2015

³ Prevent Duty Guidance: for Further Education institutions in England and Wales 2015

4. Have due regard to the safe and responsible use of online and digital technologies. (see appendix 6)
5. Staff should promote activities that are fun, enjoyable, and educational, ensuring fair play and challenging any bullying or intimidating behaviour.
6. Any allegations or disclosure by a learner must be treated seriously and dealt with in line with this Safeguarding Protection Policy.
7. Members of staff should as part of their supervision of activity areas, check the toilet areas from time to time.
8. All staff (paid and unpaid) must not use any foul or abusive language and avoid making sexually suggestive comments to a learner or young person, even in fun.
9. The learner/young person should always be told why his/her behaviour is not acceptable and the reasons for applying a particular sanction. You must ensure that career/parents are fully informed and support whatever sanction is applied.
10. The leader in charge must be fully aware of fire safety and evacuation procedures in the event of an emergency and practice them at least once every six months.
11. Ensure that any social media, online association, or group that staff have, has appropriate settings to ensure learners cannot access information. As part of our recruitment of staff a digital check will be made of online public information available to ensure there is nothing inappropriate or that contravenes our standards.

Staff must never:

1. Engage in rough, physical games including horseplay with any learners.
2. Allow or engage in inappropriate or intrusive touching of any kind.
3. Do things of a personal nature for adults or young person that they can do for themselves.
4. Physically restrain an adult or young person unless the restraint is to prevent physical injury of the adult/other adults/visitors or staff/yourself. In all circumstances physical restraint must be appropriate and reasonable; otherwise, the action can be defined as assault. Any incidents of physical restraint must be recorded and reported to the Designated Safeguarding Lead.
5. Make sexually suggestive comments or to any learner.
6. Take adults or young people in their own in a vehicle. Where circumstances require the transportation of individuals in their vehicle, another member of staff/volunteer must travel in the vehicle. It is essential that there is insurance for the vehicle to cover transporting individuals as part of the business of your work. In extreme emergencies (for medical purposes) where it is required to transport an individual on their own, it is essential that another member of staff/or manager and any key worker, parent or carer are notified immediately of the situation.
7. Take or accompany an individual to the toilet unless another adult is present or has been made aware. This is regulated activity that also requires a barred list check so must be carried out by a member of staff who has a barred list check and appropriate training in personal care.
8. Spend time alone with an individual on their own, outside of the normal tutorial/classroom situation or any other. If a member of staff finds themselves in a situation where they are alone with an at-risk individual, the member of staff must make someone aware of the meeting and ensure that they can be clearly observed by others. For example, by leaving the door open whilst maintaining confidentiality.
9. Engage in a personal relationship with any learner. Any existing relationships with an adult who becomes a learner must be declared to the Designated Safeguarding Lead.
10. Share **personal** mobile, email or social media sites with learners. If use of a personal mobile is unavoidable, block the called number as soon as possible.

Staff who breach any of the above, or fail to disclose relevant information, may be subject to disciplinary procedure. If an allegation against a member of staff has occurred, then an investigation will be carried out in accordance with the safeguarding procedure for dealing with such allegations against staff.

Learner Communication

We want to ensure that tutors and learners can have open, transparent and honest discussions about their learning and progression, however we must maintain professionalism and professional boundaries at all times, regardless of the method of communication – including via WhatsApp or other electronic messaging services.

1. Respectful and professional communication between staff and learners

- **Maintain Professionalism:** All communication with staff members and learners, whether in group chats, direct messages, emails, or in-person, must be conducted in a professional and respectful manner.
- **Appropriate Language:** Use polite and clear language. Avoid using slang, offensive language, or excessive emojis that might hinder clear communication. Remember that your communication reflects on you as a learner, or member of staff.
- **Constructive Dialogue:** If you have concerns or issues, please express them constructively. Our staff are here to support you, and clear communication helps us do that effectively.

2. Official Communication Channels:

- **Designated WhatsApp Chats:** For class-related communication, please use only the official WhatsApp groups set up by MISDC staff. Do not create or join any additional unofficial class WhatsApp groups.
- **MISDC Wallpaper:** Please note that staff members are required to use official MISDC logo as the wallpaper for all official class chats and personal chats with learners. This helps to identify official communications.
- **Other Channels:** Email and in-person discussions are also official communication channels.

3. Documentation of Communications:

- **Purpose of Documentation:** MISDC staff may record and store conversations and communications with learners. This is done for several important reasons, including:
 - To keep a clear record of discussions related to your attendance, progress, and any support provided.
 - To document reasons for absences or performance issues.
 - To ensure consistency in communication and support.
 - To provide evidence of support offered and interventions implemented.
- **What is Documented:** This documentation may include, but is not limited to:
 - Screenshots of conversations from official WhatsApp chats or direct messages with learners/staff.
 - Copies of emails exchanged between learners and staff
 - Notes from in-person meetings or phone calls.
- **Storage Location:** These communications will be stored securely in your individual learner file within MISDC's SharePoint system.
- **Timely Uploads:** Staff members are required to upload relevant communications and notes to learner files by the end of the calendar month in which the communication occurred.

4. Access to Learner's Files:

Confidentiality and Purpose: While your learner file is confidential, please be aware that its contents, including documented communications, may be accessed by specific individuals for legitimate purposes. These may include:

- **Other MISDC Staff:** Your trainers, assessors, and administrative staff who are directly involved in your training and support.

- **Auditors and Funders:** External bodies who audit our programs or provide funding (e.g., government agencies, awarding bodies). This is to ensure compliance and proper use of funds.
- **Ofsted or Similar Professionals:** Regulatory bodies who inspect and assess the quality of our education and training provision.
- **Other Relevant Professionals:** In specific circumstances, and with the learners' knowledge/consent where appropriate, other professionals involved in their support (e.g., safeguarding officers, welfare support) may need to access relevant parts of the learner's file.

5. Learner's Responsibility:

- By enrolling as a learner, you acknowledge and agree to the terms outlined in this policy.

We encourage you to communicate openly and honestly with staff members about any challenges or questions you may have. We believe that clear and transparent communication is vital for our learners' success at MISDC. If you have any questions about this policy, please do not hesitate to speak with a member of staff.

Appendix 5 - External Speaker Checklist

Any member of staff organising a visiting speaker to talk to a group of staff or learners must follow the visiting speaker's policy and procedure. Speakers and the content of their presentation must be approved prior to the event.



MISDC - Contractors
and External Speaker

MICs does not rent out or allow any individuals or organisations to use premises other than when working in collaboration with staff.

Appendix 6 - MISDC Online Learning Safeguarding Policy and Procedure 2025-26



MISDC Online
Learning Safeguardi

Appendix 7 - Channel Referral Process

