

Safeguarding and Prevent Policy

Riverside Training (Spalding) Ltd

Document owner	Executive Director
Approved by	Governance Advisory Board
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2026 transition note: KCSIE 2025 remains in force until 31 August 2026. RTS will apply KCSIE 2026 from 1 September 2026. Working Together to Safeguard Children 2026 is reflected in this version.

Policy Statement

RTS is fully committed to safeguarding and promoting the welfare of all learners. We operate a culture of vigilance and zero tolerance to harm, abuse, neglect and exploitation. We meet the requirements of:

Keeping Children Safe in Education (KCSIE) 2025, work in line with Working Together to Safeguard Children 2026, the Children Acts 1989/2004, the Care Act 2014 (adult safeguarding), and we are inspection-ready under Ofsted's current Education Inspection Framework (EIF) for further education and skills and Ofsted's current further education and skills inspection toolkit and operating guide.

We comply with the Prevent duty and implement safer recruitment in accordance with statutory guidance and legislation.

Safeguarding is everyone's responsibility. All staff are trained, know how to recognise concerns, and report immediately to the Designated Safeguarding Lead (DSL) or a deputy. We work in partnership with statutory agencies and safeguarding partners and follow local thresholds and procedures.

SCOPE

This policy applies to:

- The Board and governance
- Employees, associates, agency workers and volunteers
- Learners (including apprentices)
- Contractors and service providers
- Employers providing work experience/placements
- Visitors and guest speakers
- All locations, online environments, events and business activities of RTS

LEGAL AND POLICY FRAMEWORK (KEY REFERENCES)

- Keeping Children Safe in Education (KCSIE) 2025
- Working Together to Safeguard Children 2026
- Children Act 1989 (incl. s.17 Child in Need; s.47 Significant Harm) & Children

Act 2004

- Education Acts and relevant FE legislation
- Care Act 2014 (adult safeguarding)
- Mental Capacity Act 2005 (incl. best interests, time- and decision-specific capacity)

- Counter-Terrorism and Security Act 2015 & Prevent Duty (with Channel guidance)

- Safeguarding Vulnerable Groups Act 2006 & Protection of Freedoms Act 2012

- Rehabilitation of Offenders Act 1974 (Exceptions Order)
- DBS Code of Practice & DBS ID checking guidance (Apr 2025)
- UK GDPR & Data Protection Act 2018 (incl. information sharing)
- Equality Act 2010
- Ofsted Education Inspection Framework and FE & Skills Toolkit &

Operating Guide (from 10 Nov 2025)

- DfE Filtering & Monitoring Standards for Schools and Colleges (online safety)

(Where this policy cites specific years (e.g., KCSIE 2025), internal procedures will be updated automatically should DfE issue in-year revisions.)

PRINCIPLES

- Learner-first: needs and wishes of learners (especially those most vulnerable) are paramount.
- No wrong door: any concern raised to any member of staff is taken seriously and passed to the DSL/deputy the same day.
- Proportionality: share information lawfully, proportionately and securely with those who need to know.
- Prevention: build a safe culture (curriculum, environment, online safety, respectful conduct).

- Partnership: work with safeguarding partners, parents/carers and employers while prioritising safety.
- Accountability: robust governance, safer recruitment and clear recording/quality assurance.

DEFINITIONS (SUMMARY)

We recognise and respond to: physical abuse, emotional abuse, sexual abuse, neglect, child-on-child abuse (incl. sexual violence/harassment), criminal exploitation (incl. county lines), sexual exploitation, online harms, radicalisation/extremism, so-called honour-based abuse (incl. FGM and forced marriage), domestic abuse, bullying/cyberbullying, trafficking/modern slavery, self-neglect, self-harm and suicide risk. Additional vulnerability exists for looked-

after children/care leavers, and for learners with SEND who may face barriers to disclosure and identification. Detailed definitions are provided in Appendix A.

ROLES AND RESPONSIBILITIES

6.1 The Board

- Approves and annually reviews this policy and ensures inter-agency working.
- Receives termly anonymised safeguarding reports; ensures any weaknesses are remedied without delay.
- Nominates a Board Safeguarding Lead to liaise with the Managing Director/DSL.
- Ensures compliance with the Prevent duty and safer recruitment.
- Ensures an allegation against the Executive Director is reported to the LADO via the Chair.

6.2 Executive Director

- Overall responsibility and accountability for safeguarding across RTS.
- Ensures policies are implemented, resources are provided, and culture supports reporting concerns.
- Ensures policies are available to learners, parents/carers and employers on request.

6.3 Designated Safeguarding Lead (DSL) and Deputy DSLs

- Lead on safeguarding, advise/support staff, and liaise with children's social

care, adult services, police and safeguarding partners.

- Maintain secure, accurate records; monitor patterns; oversee early help and referrals.
- Provide annual report to the Board; coordinate safeguarding training; quality assure practice.
- Ensure suitable arrangements with host employers for placements; oversee visitor/guest speaker vetting.
- Prevent SPOC: coordinate Prevent/Channel referrals; liaise with DfE regional Prevent coordinators.

6.4 All Staff, Associates and Volunteers

- Read and understand KCSIE 2025 Part 1 (or Annex A where appropriate) and this policy; complete induction and annual refresher training.
- Know the 5 Rs: Recognise, Respond, Record, Report, Refer.
- Never promise confidentiality; act immediately on concerns and follow DSL direction.
- Model British/Community Values; promote safe online practice; challenge discriminatory/extremist language.

6.5 Contractors, Visitors and Guest Speakers

- Must sign in, wear ID, be supervised as appropriate and follow our code of conduct.
- Guest speakers are vetted proportionately to risk; they are not left alone with learners.

1. SAFER RECRUITMENT, VETTING AND BARRING (KCSIE PART 3)

7.1 Safer Recruitment Culture

We deter, identify and reject unsuitable candidates through robust processes and trained interviewers. Recruitment adverts, role profiles and application packs include safeguarding commitments and expectations.

7.2 Pre-employment Checks (recorded on the Single Central Record – SCR)

For staff, appropriate volunteers and governance as applicable:

2. Identity and Right to Work in the UK

3. Enhanced DBS (child workforce) and, where regulated activity, a children's barred list check (or separate barred list check where permitted and necessary prior to start)
4. Prohibition from teaching (TRA) where relevant; management and other role-specific checks as required
5. Qualifications and professional registration (where applicable)
6. Employment history with explanations for gaps; two references including most recent employer, taken directly and verified
7. Online searches for shortlisted candidates (proportionate, role-related)
8. Overseas checks where the candidate lived/worked abroad (incl. certificates of good conduct where obtainable)
9. DBS ID checking in line with the April 2025 guidance
10. Disclosure assessment: risk assess any positive disclosures; safeguarding decision recorded

Volunteers/Contractors/Agency: checks are risk-based and aligned to role, supervision and legal requirements. No individual begins unsupervised regulated activity before clearance.

7.3 Induction and Probation

All new starters receive safeguarding/Prevent induction (policies; reporting routes; code of conduct; online safety; whistleblowing; low-level concerns) and sign to confirm understanding. Suitability is reviewed during probation.

7.4 Ongoing Suitability

We respond to concerns immediately; repeat/re-verify checks when mandated or on role change; update SCR accordingly.

7.5 Single Central Record – Minimum Fields

See Appendix E for the SCR template columns and guidance.

11. TRAINING AND BRIEFING

- All staff: safeguarding and Prevent induction on start; annual update; regular briefings (including online safety, filtering/monitoring, and sexual violence/harassment).
- DSL/Deputies: advanced training and refreshers; ongoing CPD.
- Governance: safeguarding oversight training.
- Learners: age/stage-appropriate safeguarding and online safety education; signposting to support.

12. ONLINE SAFETY (INCLUDING FILTERING AND MONITORING)

We implement proportionate technical and organisational measures so that filtering/monitoring is effective, age-appropriate and does not unreasonably block learning. Staff are trained to understand system capabilities and escalation routes. Online safety is covered across curriculum, induction and staff CPD. Concerns arising online follow the same safeguarding routes.

13. PROCEDURES FOR RESPONDING TO CONCERNS

10.1 If you are worried about a learner

- Recognise and Respond: if a learner may be at risk of harm, act now.
- Record: write a factual account immediately using the Safeguarding

Concern/Disclosure Form (Appendix C) and secure it.

- Report: inform the DSL/deputy the same day.
- Refer: the DSL decides on early help or referral to children's social

care/adult services/police. If a learner is in immediate danger, call 999 and inform the DSL.

10.2 If a learner makes a disclosure

- Listen, reassure, and explain you cannot promise confidentiality.
- Avoid leading questions; clarify only what is necessary to understand risk.
- Record verbatim significant statements, date/time, and your actions.
- Pass to DSL immediately; do not contact parents/carers or external

agencies yourself unless directed for safety.

10.3 If information is received from a third party / you suspect harm

- Complete the concern form and notify the DSL without delay.
- The DSL follows local thresholds (Children Act s.17/s.47; adult safeguarding

under the Care Act).

- Parents/carers are informed where appropriate and safe.

10.4 Early Help and Multi-Agency Working

We identify emerging needs promptly and contribute to Early Help Assessments and multi-agency plans.

10.5 Child-on-Child Abuse

We recognise that learners can abuse peers. We do not dismiss incidents as “banter”. We follow KCSIE guidance on sexual violence/harassment and provide support for all parties, including risk assessments, behaviour measures, and referrals as required.

10.6 Allegations and Low-Level Concerns about Staff/Volunteers

- We follow KCSIE Part 4. The Executive Director (or Chair if the allegation concerns the MD) liaises with the LADO where the harm threshold may be met.
- We operate a low-level concerns framework so that any conduct not meeting the threshold is recorded, reviewed and addressed to protect culture and learners.

14. ADULTS AT RISK AND MENTAL CAPACITY

We safeguard adults at risk in line with the Care Act 2014 and local safeguarding adults procedures. For learners 16+, capacity is presumed unless proven otherwise. Where capacity for a specific decision is in doubt, staff complete/arrange a time- and decision-specific capacity check; if lacking, decisions are taken in the learner's best interests, involving relevant professionals/representatives and, where necessary, the Court of Protection. Staff are trained to recognise capacity issues and to involve family/advocates appropriately.

15. PREVENT DUTY

We have due regard to preventing people being drawn into terrorism. Staff escalate Prevent concerns to the DSL/Prevent SPOC for assessment and potential Channel referral through local processes. We build resilience through curriculum and promote British/Community Values: democracy, the rule of law, individual liberty, mutual respect and tolerance of different backgrounds, characteristics, beliefs and faiths. We may seek support from DfE Regional Prevent Coordinators in complex cases. See Appendix B for the Prevent flow summary.

16. WORK PLACEMENTS AND EMPLOYERS

We assess the suitability of placements proportionately to risk, confirm safeguarding/Prevent arrangements, provide induction/briefing to the learner and the host, and ensure reporting routes are clear. Concerns in the workplace are reported via the same DSL route.

17. VISITORS AND GUEST SPEAKERS

All visitors sign in, wear visible ID and are supervised appropriately. Guest speakers are vetted (content, affiliation, purpose, and venue risk), are never left alone with learners, and must comply with our values and the law.

18. LEARNERS WITH SEND AND OTHER VULNERABILITIES

We recognise additional barriers to recognising abuse for learners with SEND and for looked-after children/care leavers. We ensure accessible communication, reasonable adjustments, and careful consideration of behavioural indicators which may be unrelated to disability.

19. DATA PROTECTION, INFORMATION SHARING AND RECORD-KEEPING

Safeguarding records are confidential, accurate and stored securely (separate from general learner files) with controlled access. We share information lawfully and proportionately in the learner's

best interests and to protect others. Records are retained and disposed of in line with statutory guidance and our retention schedules.

20. WHISTLEBLOWING AND ESCALATION

Staff can raise concerns about poor or unsafe practice with line management or directly with the DSL/Executive Director. If internal routes are not appropriate/effective, staff may use the whistleblowing policy and the NSPCC Whistleblowing Helpline (0800 028 0285; Mon–Fri 08:00–20:00; help@nspcc.org.uk). No detriment will arise from raising genuine concerns.

21. QUALITY ASSURANCE AND REVIEW

The DSL leads regular audits of casework, training compliance and SCR accuracy. The Board receives termly reports. This policy is reviewed at least annually and after statutory updates/serious incidents. Preparation for Ofsted inspections includes testing staff knowledge, sampling records, and validating compliance against the FE & Skills Toolkit & Operating Guide from 10 Nov 2025.

APPENDICES

Appendix A – Detailed Definitions

Physical Abuse: including hitting, shaking, throwing, poisoning, burning/scalding, drowning, suffocating, fabricated/induced illness.

Emotional Abuse: persistent maltreatment causing adverse effects on emotional development; includes serious bullying/cyberbullying, seeing/hearing ill-treatment of others.

Sexual Abuse: contact/non-contact (incl. online) sexual activity; grooming; sexual violence/harassment; can be perpetrated by adults or peers of any sex.

Neglect: persistent failure to meet basic needs; may begin prenatally; includes failure to provide food/clothing/shelter, protection, supervision, medical care, emotional needs.

Child-on-Child Abuse: bullying (incl. online), sexual violence/harassment, physical abuse, initiation/hazing, exploitation.

Criminal Exploitation (incl. County Lines): grooming/forcing children/young people to move drugs/money or commit crime.

Child Sexual Exploitation (CSE): sexual activity in exchange for something the victim needs/wants and/or for perpetrators' advantage. Indicators include unexplained gifts, older associates, missing episodes.

Domestic Abuse: pattern of controlling/coercive behaviour and/or violence between those aged 16+ who are or have been intimate partners/family members. So-called Honour-Based Abuse (incl. FGM/Forced Marriage/Breast Ironing): violence/abuse committed to protect 'honour'. FGM is illegal; teachers/regulated professionals have specific reporting duties for under-18s.

Online Harms: harmful content/contact/conduct; sexting (sharing nudes/semi- nudes); upskirting; cyberbullying.

Trafficking/Modern Slavery: movement/exploitation of persons by threat/force/coercion.

Self-Neglect, Self-Harm and Suicide Risk: staff respond with sensitivity, escalate promptly, and signpost to specialist support.

Adults at Risk: adults with care and support needs who may be unable to protect themselves from abuse/neglect.

Appendix B – Safeguarding and Prevent Process Flow (Summary)

1. Concern identified by anyone → ensure immediate safety; if urgent, 999.

2. Record

factual details on Safeguarding Concern/Disclosure Form immediately.

3. Report to DSL/deputy the same day.

23. DSL triage threshold met? → Early Help / Referral to children's social care (s.17/s.47) or adult services (Care Act) / Police.

24. Prevent: DSL (Prevent SPOC) assesses; if risk of radicalisation, consults safeguarding partners and considers Channel referral.

25. Support and review safeguarding plan; risk assessment(s); curriculum/online safety measures; record keeping and case supervision.

26. Feedback to referrer (as appropriate); Board oversight via anonymised reporting.

APPENDIX C – SAFEGUARDING CONCERN / DISCLOSURE FORM (TEMPLATE)

For office use only: Case No:

Learner name:

DOB:

Programme/Location:

Date/time of concern or disclosure:

Reporting staff member (print and sign):

Details of concern (facts only; include exact words where possible):

Immediate actions taken (incl. who was present)

Was the learner in immediate danger? ☐ Yes ☐ No (if Yes, 999 called at :

Reported to DSL/deputy: Name

Time

DSL decision: ☐ Monitor ☐ Early Help ☐ Referral to CSC/Police ☐ Other: _

External agencies contacted:

Parent/carers informed: ☐ Yes ☐ No (reason if No):

Records stored by DSL: ☐ Yes Location:

APPENDIX D – SAFER RECRUITMENT CHECKLIST (HIRING MANAGER)

Planning and Advertising

- ☐ Role description inc. safeguarding responsibilities
- ☐ Person specification inc. values/behaviours
- ☐ Advert with safeguarding statement and self-disclosure stage
- ☐ Application form requiring full employment history and refs Shortlisting and Interview
- ☐ Trained panel (safer recruitment)
- ☐ Explore gaps, motivation to work with children/learners, safeguarding scenarios
- ☐ Proportionate online search completed and recorded

Pre-Employment Checks (recorded on SCR)

- ☐ Identity ☐ Right to Work ☐ Enhanced DBS (child workforce)
- ☐ Children's barred list (if regulated activity/legally permitted prior to start)
- ☐ Qualifications/registrations verified
- ☐ Two references (most recent employer) verified
- ☐ Prohibition from teaching/management checks (as applicable)
- ☐ Overseas checks (as applicable)
- ☐ DBS ID check per Apr 2025 guidance
- ☐ Risk assessment for any positive disclosure

Induction and Probation

- ☐ Policy briefing (CP, online safety, Prevent, code of conduct, whistleblowing, low-level concerns)
- ☐ KCSIE 2025 Part 1/Annex A read and understood
- ☐ Training booked/completed; probation reviews scheduled

APPENDIX E – SINGLE CENTRAL RECORD (SCR) TEMPLATE (MINIMUM FIELDS)

- Full name; role; start date; site/department

- Identity check: date/by whom
- Right to Work: date/by whom
- Enhanced DBS: certificate no.; date; workforce type; outcome
- Barred list: date/check route (if applicable)
- Prohibition from teaching (if applicable): date/outcome
- Section 128/management prohibition (if applicable): date/outcome
- Qualifications verified (where required): date/by whom
- References received/verified: dates/sources
- Overseas checks (if applicable): details/dates
- Online search completed: date/notes
- Safeguarding/Prevent induction completed: date
- Notes/actions/risk assessments

A secure digital SCR is maintained by HR/Compliance and is available for inspection. Access is restricted. Data is retained per policy and statutory requirements.

APPENDIX F – COMPLIANCE SELF-AUDIT (KCSIE 2025 / OFSTED EIF)

Leadership and Culture

- ☐ “It could happen here” ethos; staff know signs and what to do ☐ Low-level concerns policy and logs in place
- ☐ Board oversight and timely remediation of weaknesses

Policies and Training ☐ Policy reflects KCSIE 2025 and local procedures

- ☐ Annual training for all; advanced DSL CPD; records held
- ☐ Online safety (incl. filtering/monitoring) embedded

Safer Recruitment

- ☐ Processes align to Part 3; SCR accurate, complete and current
- ☐ Proportionate online searches evidenced
- ☐ Volunteers/contractors risk-assessed and supervised/checked

Practice and Casework

- ☐ Timely recording; secure storage; appropriate information sharing
- ☐ Clear early help and referral pathways; timely LADO contact where applicable ☐ Support for victims, alleged perpetrators and witnesses

Prevent ☐ Staff trained; Prevent/Channel pathways known

- ☐ British/Community Values promoted across curriculum
- ☐ Guest speaker/visitors’ vetting and oversight in place

Placements and Off-site ☐ Employer safeguarding checks proportionate to risk; clear reporting routes

Inspection Readiness

☐ Evidence mapped to EIF and FE and Skills Toolkit and Operating Guide (from 10 Nov 2025)

☐ Staff spot-checks completed; lessons learned implemented

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Owner: Designated Safeguarding Lead

Approved by: Board

Review due: July 2026