



Vision
Training
North
East

Safeguarding Policy

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Signed:

L Bennett
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Policy Name	Safeguarding Policy
Policy Owner	Quality & Safeguarding Lead
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Approvals

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Governance Approved	Y
SMT Approved	Y

Applicable To / Accessible By

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Employers	✓
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Safeguarding Policy

1. Policy Statement

Vision Training (North East) Limited is committed to providing a safe and supportive learning environment that promotes wellbeing and security for all learners and employees.

As part of assessment activities employees may come into contact with those who are adults at risk, perhaps because of their age, physical or mental ability or ill health. For example, a person at risk may be a child, have a physical impairment, a sensory loss, or a learning disability, perhaps present from birth or due to advancing age, chronic illness, or injury. They might self-harm, be dependent upon or misuse substances such as alcohol or drugs, or experience physical, or mental ill-health. We are responsible for ensuring that children and other adults at risk are not harmed in any way through that contact.

Vision Training (North East) Limited recognises that the current threat from Terrorism and Extremism in the United Kingdom is real and severe and can involve the exploitation of children and adults at risk. As we have a duty to safeguard our employees and learners, we have designed our Prevent Policy to provide a clear framework to structure and inform our response to safeguarding concerns for those people who may be at risk to the messages of extremism. (see Prevent Policy)

We will take all reasonable steps within our power to ensure the safeguarding of children and adults at risk.

This policy is informed by statutory guidance including Keeping Children Safe in Education (2025) and Working Together to Safeguard Children (2026).

2. Purpose

Learners have the right to access the organisation free from fear of harm and to be protected from mistreatment and abuse. Adults at risk should be supported to access learning safely, with appropriate risk management in place where required.

This policy sets out the principles, responsibilities and reporting expectations for safeguarding across the organisation.

Safeguarding means:

- taking all reasonable measures to ensure that the risks of harm to the welfare of children and adults at risk are minimised
- where there are concerns about children and adults at risk welfare, taking immediate and appropriate action to address those concerns.



3. Scope

This policy is about safeguarding children and adults at risk with whom employees of Vision Training (North East) Limited, or those acting on our behalf, come into contact.

4. Roles and Responsibilities

4.1 Employee responsibilities

4.1.1 All employees have a responsibility to:

- a) Be aware of and implement the policy, the Safeguarding Low Level Concerns Policy, the Prevent Policy and the Welfare Policy.
- b) Promote a safeguarding ethos, provide a secure and supportive environment for all learners, including “adults at risk”.
- c) If the job role involves them coming into contact with children or adults at risk, they must undertake staff development appropriate to their role.
- d) If the job role involves assessment of learners or enrolment/induction of learners in Social Care, the employee must go through the DBS and Barring Service Checks (see Disclosure & Barring Policy).
- e) Report any safeguarding or extremism concerns to the Safeguarding Lead or Safeguarding Officer within 24 hours or immediately depending on the concern raised. See Appendix 1 for the Safeguarding Reporting Process Flowchart outlining the referral steps.
- f) Promote safeguarding in their contact with learners.
- g) Complete mandatory safeguarding training on an annual basis and read part 1 of Keeping Children Safe in Education annually to ensure knowledge relating to safeguarding is refreshed.
- h) Complete bi-monthly safeguarding activities within the whole team meeting and deliver to learners.
- i) Visibly wear (during all working hours) Vision Training (North East) Ltd ID badge
- j) Abide by the Centre Employee Code of Conduct
- k) Complete Prevent training appropriate for the job role
<https://www.et-foundation.co.uk/professional-development/safeguarding-prevent/>

4.1.2 All employees that deliver learning and development to learners have a responsibility to promote the safety and safeguarding of learners including within:

- a) Housekeeping: provides opportunities to raise safeguarding concerns in confidence following the confidentiality policy
- b) Ground rules: set at the beginning of the qualification, reviewed throughout and addressed where applicable
- c) Lesson plans: should include teaching and opportunities to promote safeguarding, welfare, prevent, radicalisation & extremism



- d) Learner reviews (held every 10-12 weeks): are set to alternate between safeguarding and prevent topics, to actively promote key topics, discussions and further independent studies
- e) Hot topic calendar: scheduled and carried out monthly in sessions
- f) The first 3 months of programme: ensuring that the learner completes the required prevent e-learning
<https://www.support-people-susceptible-to-radicalisation.service.gov.uk/portal#awareness-course>, this is also reviewed at the learners mid and end point of the qualification.
- g) Where learners do not have the equipment to access this training, tutors must support this by setting the training up on a company laptop for the learner to complete in training sessions.

4.1.3 All Employees who visit employer premises have a responsibility to:

- a) Read the current risk assessment
- b) Make themselves aware of safety aspects of the employers' premises including fire exits
- c) Sign in and out of the building (where this facility is available)
- d) Carry out a visual risk assessment of any room being used for learning and development activities
- e) Report any concerns

4.2 Management responsibilities

4.2.1 All Managers have a responsibility to:

- a) Embrace a whole company approach to promoting and safeguarding the welfare of children and adults at risk.
- b) At induction, ensure employees read company policies and procedures and receive appropriate training and support to undertake their roles effectively, including:
 - a. Alert training
 - b. Online safeguarding tutor/learner course, refreshed annually and following relevant policy changes
 - c. Prevent for practitioners training via <http://preventforfeandtraining.org.uk/home/practitioners/>
- c) Ensure this policy is implemented within their areas of work.
- d) Provide current, up-to-date training to team members to ensure compliance with current legislation

4.2.2 Team Manager has a responsibility to:

- a) Spot check safeguarding processes within all drop-in observations scheduled on employers' premises and report any concerns to the Designated Safeguarding Lead.



- b) Monitor the safeguarding mobile phone on a four-week rota basis.

4.2.3 The Quality Lead is responsible to:

- a) Promote safeguarding through recruitment of employees
- b) Utilise the principles and services of the Disclosure and Barring Service (DBS) on both DBS barred lists the Children's Barred List and the Adults Barred List, for:
 - o all new employees (Including overseas checks, as appropriate)
 - o 3 yearly DBS update checks on current employees

See also Essential Recruitment and Selection procedure for further responsibilities.

4.2.4 The Employer Engagement Officer is responsible to:

- a) Provide employers with current versions of this document
- b) Promote safeguarding of learners with employers
- c) Ensure all employers have an up-to-date risk assessment in place and records of insurance
- d) Ensure employers are aware of the need to take reasonable measures to safeguard learners and visitors whilst on their premises

4.3 Designated Employee Responsibilities

The Designated Safeguarding Lead and Officer are responsible for:

- a) Being the first contact for any safeguarding issues or concerns.
- b) Promoting a whole company approach to safeguarding
- c) Undertaking specialist training to ensure their roles are carried out effectively including managing an alert and referral.
- d) Advising on induction and staff development arrangements for safeguarding
- e) Liaising with company management, the local authority, and other agencies in relation to policies, procedures, and individuals.
- f) Gathering and reviewing information concerning cases of suspected abuse or allegations, making referrals to the relevant agencies.
- g) Contributing to strategy discussions as appropriate.
- h) Maintaining confidential records relating to safeguarding issues.
- i) Liaising with the Directors to inform them of any issues and on-going investigations.
- j) Promoting the Prevent Policy and supporting employees with its procedures
- k) Reporting to the company to ensure that the policy is updated and reviewed annually.
- l) Providing bi-monthly safeguarding/prevent training activities for delivery practitioners in whole team meetings that can be delivered to learners
- m) Regularly updating social media sites with updates on local, regional, and national risks and information, advice and guidance on safeguarding
 - a. Facebook for learners



- b. Engage for employees

4.4 Responsibility for Implementing the Policy

The Directors:

- a) Have overall responsibility for the implementation of this Policy across the company.
- b) Have overall responsibility for liaison with the local authority or other agencies regarding allegations made against employees including any allegations concerning the designated employees.

4.5 Company Responsibility

- a) The Finance Director has responsibility for liaison with the local authority or other agencies regarding allegations made against Management employees.

5. Policy Implementation - Procedures

5.1 Recruitment

Wherever Vision Training (North East) Limited's employees acting on our behalf are required to have direct contact with children or adults at risk, we will recruit or appoint staff or contractors who are deemed suitable to work with children and adults at risk, based on their declarations of unspent and exempt convictions and completion of DBS and Barring Checks (see *DBS & Barring Checks Policy*)

Any employees involved in any aspect of recruitment are required to read and adhere to the Essential Recruitment & Selection Practice Procedure. This procedure focuses on the recruitment of employees under the prevailing legislation and details explicitly employment checks that will be undertaken in relation to the recruitment of staff.

5.2 What to do if you suspect abuse or extremism

Any safeguarding concern must be reported immediately to the Designated Safeguarding Lead or Safeguarding Officer, or within 24 hours depending on the level of risk.

Decisions will be based on safeguarding thresholds and the level of risk to learners.

Designated Safeguarding Lead:

Louise Bennett



12 Yarm Road, Stockton-on-Tees, TS18 3NA
louise@visiontrainingnortheast.com
07738 947 855

Safeguarding Officer:

Sharada Hoganson
12 Yarm Road, Stockton-on-Tees, TS18 3NA or
sharadah@visiontrainingnortheast.com
07966 476 872

5.2.1 We have a dedicated safeguarding telephone number for our registered learners and employees, monitored by our Managers on a rota basis:

07976 598 717

5.2.2 In exceptional circumstances, if none of the above are available advice can be gained from the Operations Director Carol Doherty 07718 204 308

5.2.3 In an emergency situation, if an individual is in immediate danger, the Designated Safeguarding Lead, Designated Safeguarding Officer, Operations Director or a member of the Senior Management Team must call the police and/or ambulance service.

See also Appendix 1 – Safeguarding Reporting Process Flowchart.

5.3 Gaining support and guidance

All learners, their employers and all employees should contact our DSL (Designated Safeguarding Lead) or the DSO (Designated Safeguarding Officer) with any queries or concerns they may have

DSL:

Louise Bennett louise@visiontrainingnortheast.com 07738 947 855

DSO:

Sharada Hoganson sharadah@visiontrainingnortheast.com 07966 476 872

The Learner Handbook, the Safeguarding & Welfare section of the website https://visiontrainingnortheast.com/?page_id=2800 and VTNE learner and employee SharePoint sites contain safeguarding advice and guidance for learners and employees including signposting to other national and local agencies.

As a learning provider working within the health and social care sector we recommend the NHS England Safeguarding app to all learners, details of which can be found here <https://www.england.nhs.uk/safeguarding/nhs-england-safeguarding-app/> It provides 24-hour, mobile access on up to date legislation and



guidance across the safeguarding life course. The app also provides information on how to report a safeguarding concern and has a directory of safeguarding contacts for every local authority in England, searchable by region.

5.4 Referral

The Designated Safeguarding Lead will assess all concerns and determine the appropriate course of action, including whether a referral to external agencies is required.

This may include referral to:

- Local Authority safeguarding teams
- Police
- Safeguarding partnerships

Referrals will be made within 24 hours, or immediately where there is risk of harm.

Allegations against adults working with learners will be managed in line with the Managing Allegations Against Adults Working with Learners Policy.

The DSL will seek advice from and make appropriate referrals to the area councils safeguarding team, such as

- First Point for Teesside/County Durham – 03000 267 979
- Multi-Agency Safeguarding Hub (MASH) for Manchester – 01612 734 555
- Leeds Safeguarding Adults Board – 0113 222 4401
- Multi-Agency Safeguarding Hub (MASH) for Bradford – 01274 431 077
- North Yorkshire partnerships – 01609 780 780

All concerns, complaints or suspicions will be taken seriously and managed in line with the appropriate organisational policy and safeguarding procedures.

The welfare of the learner is the paramount consideration in all safeguarding decisions.

5.5 Types of Abuse and Indicators

Employees are trained to recognise and respond to a wide range of safeguarding concerns, including, but not limited to:

- Child-on-child abuse, including violence and harassment
- Physical abuse



- Emotional and psychological abuse
- Sexual abuse and harassment
- Neglect and acts of omission
- Financial or material abuse
- Domestic abuse
- Exploitation, including criminal and sexual exploitation
- Radicalisation and extremism
- Online safety risks

Detailed guidance on recognising signs and indicators of abuse is provided through safeguarding training and statutory guidance.

5.5.1 Discriminatory

Discriminatory abuse may occur due to:

- Race or religion
- Gender or gender identity
- Age
- Disability
- Sexual orientation

Indicators of discriminatory abuse may include:

- Change in behaviour – anger, fear, frustration, anxiety and loss of self esteem
- Become withdrawn or isolated

Indicators may also come in the form of:

- Criminal damage to property
- Derogatory comments, verbal or physical abuse in public places
- Harassment
- Hate mail, trolling on social media

5.5.2 Psychological/Emotional

Psychological abuse sometimes referred to as emotional abuse, can include the following:

- Prevention of making choices or expressing their opinions
- Forced social isolation; not allowed to see friends, access education
- Denying access to mobility or communication aids
- Use of threats, fear or bribes
- Prevention of accessing services
- Cyber bullying
- Intimidation, humiliation, bullying, threats, harassment or verbal abuse

Indicators may include:



- Low self esteem
- Change in behaviour around their abuser
- Change in behaviour – become uncooperative, aggressive, tearful, angry, withdrawn
- Change in appetite – unusual weight loss or gain

5.5.3 *Financial or material*

Financial and material abuse involves an individual's funds, resources or possessions being taken or inappropriately used by a third party. Risks of financial abuse may increase if the adult lacks capacity or numeracy skills, lives alone and is regarded as "an adult at risk" within the local community and where there is a dependence on other people with the management of finances.

This type of abuse can include:

- Theft of possessions, money or misuse of benefits
- Fraud or extortion through threat
- Exploitation
- Scams – internet, cold callers, rogue traders
- Misuse of power of attorney or other legal authority or coercion in relation to financial affairs
- False use of another person's bank account

Indicators may include:

- Inability to pay bills or financial hardship
- Unaccounted withdrawal of money from bank accounts
- Sudden change in wills or deeds to a house or property
- Personal items going missing
- Unnecessary property repairs or purchases

5.5.4 *Organisational (included for social care learners and tutors)*

Organisational abuse, also known as institutional abuse, may occur in residential and nursing homes, hospitals, day care centres or sheltered housing and can include:

- Lack of care, neglect and respect for dignity and privacy
- Poor professional practice due to inadequate structures, policies and procedures
- Discouragement of visitors
- Inadequate provision of food and drink, including the assistance with eating
- Misuse of medication
- Failure to respond to complaints

Indicators may include:



- Lack of personal belongs and clothing
- Rigid routines with no option of flexibility
- Unnecessary medical procedures such as; catheterisation
- Loss of weight, hunger or dehydration
- Inadequate care plans and care standards

5.5.5 *Neglect and acts of omission*

Neglect is the persistent failure to meet a person's basic physical and/or psychological needs and a necessary level of care and support, likely to result in the serious impairment of the person's health and/or development. Neglect can be deliberate or unintentional.

This type of abuse can include:

- Absence of emotional, physical, or medical health care
- Withholding of basic necessities such as nutrition, heating and medication
- Isolation

Indicators can include:

- Malnutrition
- Lack of basic necessities such as food, heating, lighting and adequate clothing
- Isolation
- Poor physical condition or personal hygiene
- Pressure sores or ulcers
- Untaken medication

5.5.6 *Physical*

Physical abuse is when there are injuries with no satisfactory explanation of how it has occurred. The different types can include:

- Assault – hitting, slapping, kicking, pinching, punching
- Physical punishments
- Force feeding or lack of feeding
- Inappropriate use of restraint or restricting movement
- Misuse of medication
- Involuntary isolation
- Purposefully making conditions uncomfortable, such as lack of warm bedding

Indicators may include:

- Unexplained bruising, burns, cuts or marks, especially in well protected areas of the body
- Weight loss due to malnutrition



- Subdued or behavioural changes, especially around the abuser
- Frequent injuries
- Failure to seek medical treatment

5.5.7 *Sexual*

Sexual abuse includes acts which involve physical contact; it may also include those acts which do not. Non-contact sexual abuse may include voyeurism, (coerced into being photographed or videotaped), being subjected to indecent exposure, serious sexual harassment, and innuendo. It could also include showing sexual material to a person who does not consent to, or have the capacity to consent to, watching such material.

Sexual abuse can include:

- Any sexual activity that is not consensual
- Rape, attempted rape or sexual assault
- Sexual harassment, inappropriate touching, sexual teasing, or innuendos
- Indecent exposure
- Sexual photography or forced use of pornography

Indicators can include:

- Change in usual behaviour
- Bruising, particularly to the thighs, upper arms, neck and buttocks
- Bleeding, pain or itching in the genital area
- Difficulty walking
- Sudden onset of confusion, incontinence, or soiling
- Overt sexual behaviour/language which is out of character
- Sexually transmitted disease or infections
- Torn or stained underwear
- Agitation when being bathed
- Pregnancy in a person unable to consent

5.5.8 *Sexual Harassment*

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- Sexual "jokes" or taunting
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature



- Online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence

5.5.9 Domestic Violence/Abuse

The cross-government definition of domestic violence and abuse as 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

Domestic abuse can include the following:

- Physical violence
- Psychological and emotional abuse; undermining an individual's self-confidence
- Sexual abuse
- Financial abuse
- So called 'honour' based violence, female genital mutilation and forced marriage

Indicators may include:

- Criticism and verbal abuse
- Isolation – preventing contact with family and friends, and taking away means of communication
- Low self-esteem
- Evidence of physical abuse
- Limited access to money
- Unexplained long periods of absence from work or school

5.5.10 Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender can be a victim.

5.5.11 Modern slavery & trafficking

This type of abuse can include:

- Human trafficking



- Domestic servitude and forced labour
- Sexual exploitation, such as prostitution or pornography

Indicators may include:

- Signs of physical or emotional abuse
- Malnourished
- Seeming to be under the control of others
- Lack of personal belongings
- Lack of identification documents
- Fear of strangers, officials and law enforcement
- Poor, cramped living conditions

5.5.12 Self-neglect

Self-neglect is when any adult fails to take care of himself or herself, and can include:

- Very poor living conditions and lack of self-care
- Not seeking medical attention for disease or illness
- Unwillingness or inability to manage their personal affairs
- Indicators can include:
 - Malnutrition
 - Dirty, unkempt appearance
 - Hoarding
 - Living in squalid conditions, failing to complete or report repairs
 - Unwillingness to allow people into their property
 - Lack of essential food and clothing
 - Unwilling to seek medical assistance or take medication

5.5.13 Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Educators can play an important role in safeguarding young people and adult at risk learners from forced marriage.

5.5.14 Child on Child Abuse (including harassment and violence)

Children can abuse other children. This is referred to as child-on-child abuse and can occur inside or outside the learning environment, in the workplace and online. All employees must recognise that child-on-child abuse can occur even where no



incidents have been reported and must remain alert to indicators that abuse may be taking place.

Child-on-child abuse can include, but is not limited to:

- bullying, including cyberbullying, prejudice-based and discriminatory bullying
- abuse within intimate personal relationships between children
- physical abuse, including hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- serious physical assault or harm, or threats of harm involving a weapon
- sexual violence and sexual harassment
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of intimate images or videos, including self-generated and AI-generated images or deepfakes
- upskirting
- initiation or hazing-type violence and rituals
- abuse, harassment or threats facilitated through online platforms or technology.

Vision Training (North East) Ltd has a zero-tolerance approach to abusive behaviour. Employees must challenge inappropriate behaviour and must never dismiss abusive or harmful behaviour as "banter", "having a laugh", "part of growing up" or similar. Such responses can normalise harmful behaviour and discourage learners from reporting concerns.

All employees have a responsibility to prevent, identify and respond to child-on-child abuse. Any concern, disclosure or allegation must be taken seriously and reported immediately to the Designated Safeguarding Lead (DSL) or Designated Safeguarding Officer (DSO) in accordance with the safeguarding reporting process within this policy.

Child-on-child abuse will be treated as a safeguarding concern for both the child who may have experienced the abuse and the child alleged to have caused the harm. The response will consider the immediate safety and support needs of those involved, any wider risks to other learners and whether referral to external safeguarding agencies is required.

Learners are informed through induction that abuse, harassment and harmful behaviour towards others will not be tolerated and are provided with clear information about how to report concerns and access support. This is reinforced through the curriculum and safeguarding activities, including discussion of consent, coercion, healthy relationships, bullying, harassment, online safety and other relevant safeguarding themes.



5.5.15 Female Genital Mutilation (FGM)

The Female Genital Mutilation Act 2003 places a statutory mandatory reporting duty on regulated health and social care professionals and teachers in England and Wales. Where, in the course of their professional duties, they are informed directly by a girl under 18 that FGM has been carried out on her, or they observe physical signs which appear to show that FGM has been carried out, they must report this directly to the police.

All VTNE employees, regardless of whether the statutory mandatory reporting duty applies to their role, must treat any known or suspected FGM as a safeguarding concern and report it immediately to the Designated Safeguarding Lead or Designated Safeguarding Officer. The DSL/DSO will ensure appropriate safeguarding action and referrals are made. Where an employee is personally subject to the statutory mandatory reporting duty, reporting the concern internally does not replace their legal duty to report directly to the police.

5.5.16 Hate Crime

Hate crime incidents are acts of violence or hostility directed at people because of who they are or who someone thinks they are. It can be motivated by hostility or prejudice based on one of the following characteristics:

- Disability
- Race
- Religion
- Transgender identity
- Sexual orientation

Whilst extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for Children and Adults at risk.

5.6 Radicalisation/Extremism (Prevent) – see also the Prevent Policy and Procedures

Extremism is the “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”.

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on certain bodies to have “due regard to the need to prevent people from being drawn into terrorism”. As a training provider, we are included as one of these bodies. This is known as the Prevent Duty.

All employees have a legal responsibility to make sure that they:



- have undertaken training in the Prevent Duty as identified in the employee induction
- are aware of when it is appropriate to refer Prevent related concerns about students, learners, or colleagues to the Designated Safeguarding Lead
- must exemplify British values of "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs" into their practice.

Signs that may indicate a child/adult is being radicalised include:

- isolating themselves from family and friends
- talking as if from a scripted speech
- unwillingness or inability to discuss their views
- a sudden disrespectful attitude towards others
- increased levels of anger
- increased secretiveness, especially around internet use
- vocalising support about others' extremist acts
- talking about or researching extremism, weapons or ways to obtain money or resources

5.7 Online Safety

Computers are the property of the company and are primarily designed to assist in the performance of work duties. All computers are password protected and those passwords must not be shared with others.

We provide employees with on-line safety guidance at induction and tutors provide online safety advice during learner induction.

Smoothwall monitors ICT usage via data securely sent to Smoothwall monitoring staff, who are all DBS checked, and Child Exploitation and Online Protection trained and provide ongoing reports of any incidents. They monitor for website usage, images, and words. In addition, Smoothwall provides website filtering using customisable parameters. This filtering ensures that employees and learners are kept safe at all times yet are not constrained by restrictions when researching and teaching sensitive topics to learners.

In-line with Cyber Essentials all devices are administrator protected ensuring that no malicious software is installed, have two-factor authentication through Office 365, are loaded with McAfee Total Protection and all employees are required to ensure security updates are kept up to date.

Vision Training (North East) Ltd preferred option for remote meetings and for learner lessons is Microsoft Teams which uses encryption as a default. Where Tutors use



ZOOM for remote contact with learners, they must utilise the end-to-end encryption option.

All employee mobile phones must be password protected to maintain the security of employee and learner contact details.

The Centre has a separate ICT acceptable use Policy and Social Media Policy which staff should be familiar with and ready to apply. These policies are reviewed and updated annually to ensure they remain responsive to the risks and harms related to ICT as these evolve and change rapidly.

5.8 Key Definitions and Emerging Risks

We all have a responsibility to protect children, young people and adults at risk from all forms of abuse. Employees do not need to be certain that abuse has occurred before raising a concern. If there is a concern that someone may be experiencing abuse, neglect or harm, or that their safety or wellbeing may be at risk, this must be reported to the Designated Safeguarding Lead or Designated Safeguarding Officer in line with this policy.

Safeguarding

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

Child

Within the context of this policy, a child is anyone who has not yet reached their 18th birthday, in accordance with the Children Act 1989.

Adult at Risk

In line with the Care Act 2014, an adult at risk is an adult aged 18 or over who:

- a) has needs for care and support, whether or not the local authority is meeting any of those needs;
- b) is experiencing, or is at risk of, abuse or neglect; and
- c) as a result of those care and support needs, is unable to protect themselves from either the risk of, or the experience of, abuse or neglect.



An adult may become at risk at different times and as a result of different circumstances. Employees should not assume that an individual is or is not at risk based solely on their age, disability, health condition or other personal characteristics.

Where there are concerns that an adult may be experiencing, or be at risk of, abuse or neglect, employees must report these in accordance with the safeguarding reporting procedures within this policy.

5.8.1 Vulnerability and Risk

Young people and adults at risk who are defined as being 'in need' under Section 17 of the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of service(s). A child with a disability is a child in need.

5.8.2 Exploitation

Exploitation occurs where an individual or group takes advantage of a learner for personal or financial gain.

This may include criminal or sexual exploitation, where learners are coerced, manipulated or deceived. Indicators may include changes in behaviour, unexplained possessions, disengagement, or association with risky individuals.

All concerns must be reported in line with this policy.

5.8.3 Modern Slavery and Trafficking

Modern slavery includes slavery, servitude, forced labour and human trafficking.

Learners may be at risk where there are signs of control, restricted freedom, poor living conditions, or fear of authorities.

Concerns must be reported immediately.

5.8.4 Online Safety and Harm

Online safety risks include exposure to harmful content, exploitation, harassment, or inappropriate communication.

Learners may be at risk through social media, messaging platforms, or digital environments.

Employees must promote safe use of technology and report any concerns.

5.8.5 Other Safeguarding Concerns

Safeguarding concerns may also include:



- Bullying or cyberbullying
- Mental health concerns
- Substance misuse
- Domestic abuse or coercive control
- Honour-based abuse
- Homelessness or instability

This list is not exhaustive. Any concern relating to a learner's safety or wellbeing must be reported.

5.9 Non-compliance with this policy

Non-compliance with this policy may lead to disciplinary action and where gross misconduct is proved, dismissal.

5.10 Linked Policies & centre documents

Please also refer to the following policies that affect the safeguarding of learners and employees (this list is not exhaustive):

- *Managing Allegations Against Adults Working with Learners Policy*
- *Safeguarding Low-Level Concerns Policy*
- *The Disciplinary Policy*
- *The Disclosure & Barring Policy*
- *The Harassment & Bullying Policy*
- *The Health & Safety Policy*
- *The ICT Acceptable Use Policy*
- *The Modern Slavery Policy*
- *The Prevent Policy*
- *The Recruitment & Selection Policy*
- *The Welfare Policy*
- *The Whistleblowing Policy*
- *Employee Code of Conduct*
- *Essential Recruitment & Selection Practice Procedure*

COMMON ADDENDUM

POLICY REVIEW

The Policy & Procedure Lead is responsible for managing the annual review of the policy.

The manager(s) indicated on the first page are responsible for completing the annual review of the policy and communicating all necessary changes to the Policy



and Procedure Lead. The owner will then sign off the policy once updates are complete.

The review can be delegated to another manager as part of their Professional development. However, the policy owner retains full responsibility for ensuring the policy:

- Complies with current legislation
- Meets the centre's responsibilities as
 - a lead independent training provider
 - a sub-contractor
 - a partner in line with funding and awarding bodies' requirements
- Supports stakeholders in implementing the policy effectively.

The Quality Lead ensures that all employees acknowledge policy updates through the Quarterly Policy Monitoring Form.

POLICY ACCESS, COMMUNICATION AND PROMOTION

Internal, all employees

All policies are accessible via the VTNE shared folder. Managers must communicate relevant policies to their teams and ensure employees:

- Read the policies during induction
- Receive guidance on responsibilities and implementation
- Receive necessary training, e.g. Health & Safety
- Sign to confirm their understanding

Policy updates are communicated via email, intranet, and team meetings.

The Data and ICT Lead ensures policies are accessible to learners and employers, either online or by request.

Promotion of the policy to learners and employers (where applicable)

Tutors: Ensure learners understand their responsibilities and deliver related activities (e.g., safeguarding, welfare).

Employer Engagement Lead: Promotes relevant policies to employers and ensures they understand their responsibilities.

Monitoring and Reporting

Line managers monitor policy compliance within their teams and address any issues as they arise. Employees have a clear process for reporting any concerns, which should be communicated by line managers.



1. DEFINITIONS FOR POLICY PURPOSES

Please note that not all terms may be used within this policy.

Candidate(s): A person individual who has expressed an interest in a programme with Vision Training (North East) Limited but is not yet registered.

Learner(s): A registered learner on a short course or an apprentice learner registered on an apprenticeship with Vision Training (North East) Limited or a partner college.

Employer(s): The employer of a registered learner or candidate.

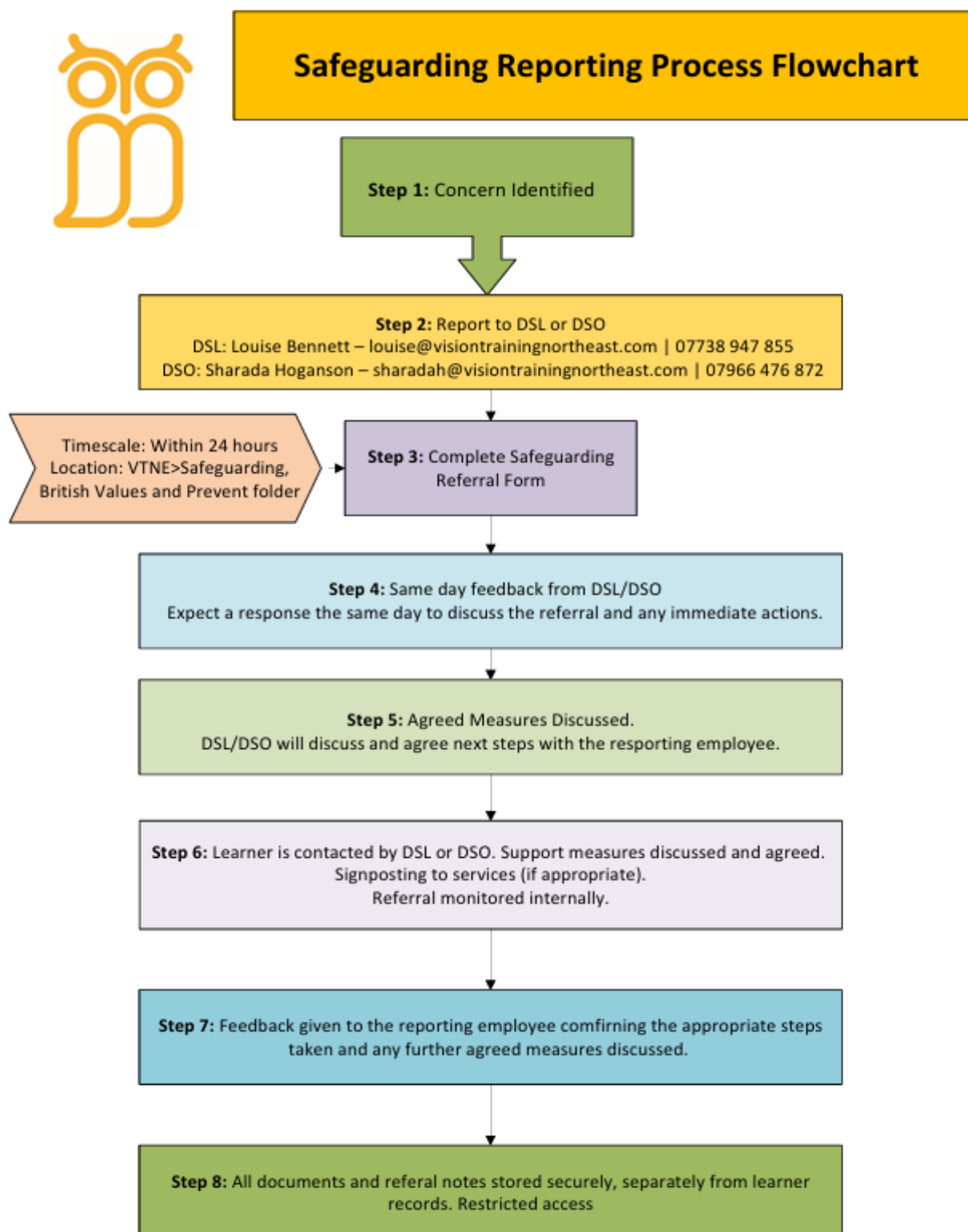
Employee(s): A person employed by Vision Training (North East) Limited.

The Centre: Vision Training (North East) Limited's Training Centre in Stockton-on-Tees and any current satellite offices.

Stakeholders: A member of one or more of the above groups relevant to the policy.



APPENDIX 1 - Safeguarding Reporting Process Flowchart





APPENDIX 2 - Reporting Form



**Safeguarding, Prevent, Welfare and Low-Level
Concern Reporting Form**

Guidance for Reporting a Concern - All concerns must be reported using this form, regardless of perceived severity. Please complete Sections 1 to 6 with as much factual detail as possible and submit the form immediately to the Designated Safeguarding Lead (DSL), Deputy Safeguarding Officer (DSO), or designated manager. Do not delay reporting to gather further information. Employees are not expected to determine the level of risk, all concerns will be reviewed and classified by the DSL, DSO or designated manager.

Section 1: Reporter Details

Name of Person Reporting:	
Role:	
Contact Details (Emails/phone):	
Date of Report:	
Time of report:	

Section 2: Individual(s) concern relates to

Name of individual:	
DOB (if known):	
Employer:	
Learner/Employee/Other (please state):	

Section 3: Nature of Concern (Initial View)

Please indicate the nature of the concern (initial view):	☐	Safeguarding/Prevent
	☐	Welfare/Wellbeing
	☐	Low level concern (conduct/emerging concern)
	☐	Unsure

Section 4: Details of Concern

Provide a clear factual account (what happened, when, where, who involved, exact words if disclosed):



Section 5: Immediate Risk Assessment

Is there an immediate risk of harm?

☐

Yes

☐

No

If yes, what action was taken? Include who was contacted and when (if applicable)

Section 6: Initial Actions Taken

What actions have you taken so far?

Is the individual happy to be contacted by the DSL/DSO or designated manager?

☐

Yes

☐

No

From this point onwards, sections must be completed by the DSL, DSO or designated manager responsible for reviewing and classifying the concern. All decisions must be clearly recorded with rationale.



Section 7: Threshold Decision (DSL/DSO/Manager only)

Following review, the concern is classified as:	☐	Low level concern
	☐	Welfare concern
	☐	Safeguarding concern
	☐	Prevent concern

Section 8: Rationale for Decision

Reason for classification, including risk level, context, and any known history:

Section 9: Actions, Outcomes and Review

Initial actions and outcome following review:	☐	Logged for monitoring
	☐	Internal support provided
	☐	Escalated to safeguarding
	☐	External referral made
	☐	No further action

Ongoing Review / Updates (if applicable)

Date	Action/Update	Reviewed by



Section 10: Sign-Off

Name:	
Role:	
Signature:	
Date:	