



Safeguarding and Prevent Duty Policy and Procedures 2020-21



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Introduction

Geason fully recognises its statutory and moral duty to promote the safety and welfare of those learners who are under the age of 18 years and those adult learners who are deemed to be vulnerable; however; Geason has a moral duty and is committed to the safeguarding of all learners regardless of their age and vulnerability.

This policy has been developed in accordance with the principles established by the

- Children Acts 1989 and 2004; the Education Act 2011, and in line with the government publication:
- 'Keeping Children Safe in Education and Working Together to Safeguard Children 2018' the statutory guidance
- 'Keeping Children Safe in Education or Working Together to Safeguard Children (2018)' and the Local Safeguarding Children Board (LSCB) procedures

Scope

This policy and its procedures will apply to:

- Employees of Geason
- Learners
- Contractors
- Employers providing an apprenticeship
- All other users of Geason
- All Geason activities

The Policy and Procedures will always apply when Geason is providing services or activities that come under the responsibility of the organisation.

Geason recognises that Safeguarding and promoting the welfare of its learners is everyone's responsibility. Everyone who comes into contact with a learner and their families, carers and employers have a role to play in safeguarding. The safeguarding policy is shared with all staff, learners and employers on an annual basis and, as and when, any in-year updates are made aligned to legislation changes. The policy, its purpose and reporting procedures will be reinforced via team and employer meetings, staff training, learning resources and literature. Additional support and guidance will be provided to ensure that any learner with a learning difficulty or language barrier can access the policy, its aims and supporting literature.

Safer Recruitment and Training for Staff

When recruiting new members of staff, Geason follows the government guidance “Safeguarding Children: Safer Recruitment in Education” and Safer Recruitment principles and pays due regard to the Safeguarding Vulnerable Groups Act 2006 and the Protection of Freedoms Act 2012. Geason adapts the guidelines within the Baseline Security Standard (BPSS) for all appointments and ensures that the relevant staff member uses the DBS checking service to assess applicants’ sustainability for positions of trust. The company also complies fully with the Code of Practice and aims to treat all applicants for positions fairly. DBS checks are undertaken in line with government guidance and current legislation, alongside appropriate references being obtained and ensuring qualifications are verified. Safer Recruitment training has been undertaken by senior members of staff who conduct recruitment activities in accordance with statutory guidance.

Newly appointed staff will be inducted into the business, as part of this induction a robust introduction into the safeguarding of children, young people and adults at risk policy and procedures are included. This includes mandatory reading of internal and external policies and e-learning modules. All staff have received and confirmed their understanding of the Keeping Children Safe in Education 2019.

Definitions

Although legislation is specifically related to children and vulnerable adults as defined below, Geason is committed to the Safeguarding of all learners and the term learner is used throughout this policy.

Child - In terms of this policy, a child is defined as anyone who has not reached their 18th birthday.

Vulnerable Adults - In terms of this policy, a vulnerable adult is defined as a person aged 18 years or over and who is or may be in need of community care services by reason of mental or other disability, age or illness and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation. This may include a person who has a learning difficulty, a physical or sensory disability or a mental illness.

Definition of Safeguarding

Safeguarding and promoting the welfare of learners is defined in ‘Working Together to Safeguard Children (2018)’ as:

- Protecting children from maltreatment
- Preventing impairment of children’s health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Note: Learners with additional needs and/or disabilities can face further safeguarding challenges. It is essential that these learners are given the support and guidance to remove barriers.

Safeguarding actions may be needed to protect learners from the following:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Bullying including cyberbullying
- Child missing from education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence / violence against women and girls (VAWG)
- Mental health
- Private fostering
- Preventing radicalisation
- Relationship abuse
- Sexting
- Trafficking
- Sexual Violence
- Sexual Harassment

Staff need to have an awareness of the different types of safeguarding issues and explanations and definitions (Appendix C). Staff should also be aware that behaviours linked to, for example, drug taking, alcohol; abuse, truancy and sexting also put learners in danger.

Geason take their safeguarding responsibilities very seriously and as such will not tolerate any forms of abuse, bullying or harassment.

Looked After Children

All staff need to be aware of issues around safeguarding looked after children. The most common reason for young people becoming looked after is as a result of abuse and/or neglect.

Learners with Special Educational Needs and Disabilities

All staff need to be aware that additional barriers can exist when recognising abuse and neglect in learners with special educational needs (SEN) and disabilities. This can include:

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- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the learner's disability without further exploration
 - Learners with SEN and disabilities can be disproportionately impacted by issues such as bullying without outwardly showing any signs
 - Communication barriers and difficulties in overcoming these barriers

Staff should refer to the learner's Education, Health Care Plan (EHCP). This will provide additional guidance specific to the learner's support needs.

Geason recognises that Safeguarding is not just about protecting learners from deliberate harm, neglect and failure to act. It relates to the broader aspects of care and education and the following procedures should be read in conjunction with this policy:

- Health and Safety Welfare Policy
- Staffing and Recruitment Appointment Policy and Guidelines
- Code of Conduct for All Staff
- Learner Behaviour Policy
- External Speakers and Events Policy
- Education, Health and Care Plan

Procedure for Staff

If Geason staff have concerns about a learner this must be referred to either the Designated Safeguarding Lead, Matt Edwards, or the Designated Safeguarding Officer, Brendan Knowles, to agree a course of action. Options can include referral to specialist services or early help services. Geason recognises its role in identifying learners who may benefit from early help and providing support as soon as a problem emerges in a learner's life. Providing early help is more effective in promoting the welfare of young people than reacting later. Staff may be required to support other agencies and professionals in an early help assessment and share information to support early identification and assessment. If relevant criteria have been met, the DSL will be required to report a referral immediately to the local safeguarding authority.

If early help is appropriate, the Designated Safeguarding Lead will support the staff member to liaise with external agencies. The learner should then be monitored and if the situation does not appear to be improving, a referral will be made by the Designated Safeguarding Lead and to the Local Authority Designated Officer (LADO) or Local Safeguarding Board to ensure the learner's situation improves.

Prevent related concerns should also be escalated to the Designated Safeguarding Lead immediately who will refer to the Regional Prevent Coordinator for advice and guidance.

If Geason staff believe a learner is in immediate danger or at risk of harm, the concern must be reported to the Designated Safeguarding Lead and if a learner is in immediate danger or is at risk of harm, a referral will be made to the Local Authority Designated Officer (LADO), Safeguarding Board or to the police immediately.

Staff responsibilities or 5Rs are summarised as:

- Recognise
- Respond
- Record
- Report
- Refer

If a learner makes a disclosure to a member of staff

If a learner makes a disclosure to a member of staff, the learner should be acknowledged, taken seriously and listened to.

As soon as it becomes clear that the learner is talking about a Safeguarding issue, you need to gently stop them and inform them that you have a legal obligation to pass this information on to a Designated Safeguarding Person. You cannot promise confidentiality to the learner. Reassure the learner but tell them that a record of information given will be made.

It is important not to ask too many questions, and you must not, under any circumstances investigate any accusations.

Allow the learner to freely recall significant events, keeping questions to the absolute minimum, necessary to ensure a clear and accurate understanding of what has been said. Record the factual details of what has been told to you using the Safeguarding Disclosure Form.

Concern / Disclosure Form (Appendix A).

Contact the Designated Safeguarding Lead (Matt Edwards) or Designated Safeguarding Officer (Brendan Knowles) immediately to explain the situation and pass on the written notes. The Designated Safeguarding Lead/Officer will outline the action that he/she has to take so that you can explain this to the learner. It may be appropriate for the Designated Safeguarding Lead/Officer to meet the learner. You must not take any further action yourself. This includes contacting parents/carers or outside agencies. The Designated Safeguarding Lead will be required to report a referral immediately to the Local Safeguarding Authority.

If a member of staff receives information about a learner from another person

If a member of staff receives information about a learner, which suggests that there is a Safeguarding issue, or that one is likely, this must be recorded on the Safeguarding Concern / Disclosure Form and reported immediately to a member of the Designated Safeguarding Team. Geason has a duty to refer these concerns to the Local Authority Children's Social Care Office for the area in which the learner lives or to the police if the learner is in immediate danger.

If a member of staff suspects a learner has a safeguarding concern

If a member of staff suspects that a learner is at risk from a Safeguarding issue, they must discuss these concerns with a member of the Designated Safeguarding Team and not take any independent action. The concerns must be recorded on the Safeguarding Concern / Disclosure form.

All contact with outside agencies over issues of Safeguarding must be approved by the Designated Safeguarding Lead. The Designated Safeguarding Lead will decide whether to make a referral to children's social care, Local Safeguarding Board or Local Authority Designated Officer (LADO).

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

Parents / carers have the right to be informed in respect of any concerns or any action taken to safeguard and promote their welfare, providing this does not compromise the learner's safety. Keeping Children Safe in Education 2019.

Allegations of abuse made against other young people

Staff must recognise that young people are capable of abusing their peers and be aware that safeguarding issues can manifest themselves via peer on peer abuse. Peer on peer abuse is abuse young people may experience from their peers (people of their own or similar age) perpetrated by a young person/s (under the age of 18 years)/vulnerable adult/s on young person/s/vulnerable adult/s.

Staff need to be aware that abuse is abuse and should never be tolerated or passed off as ‘banter’ or ‘part of growing up’. Geason will take any concerns of this nature very seriously and concerns should be raised in the same way as any other concerns, directly to a Personal Tutor or to the Safeguarding Team.

Peer on peer abuse can take the form of bullying (including cyber-bullying) sexting and any other form of sexual or physical abuse. Gender based issues can also occur for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

Visitors

All official visitors to Geason premises are required to report to the main reception on arrival and sign in. Visitors are issued with a visitor pass on a Geason lanyard, which must be worn and visible at all times. Visitors are asked to wait in reception until they are collected by a member of staff. Visitors are not permitted to enter or access-controlled areas unless accompanied by a member of staff.

Guest Speakers will be subject to the guest speaker vetting procedure. All centres must carry out appropriate checks on the material that is being presented prior to a guest speaker event. The relevant checks must be made against all guest speakers before any event is approved. Guest speakers are not permitted to work alone with any learners and will be accompanied by a Geason staff member at all times.

The Guest Speaker approval form must be completed prior to the event and shared with the DSL.

Apprentices work settings

Geason has a responsibility to ensure the health, safety and welfare of all learners undertaking apprenticeships with employers.

Geason will ensure that employers are aware of this policy and their responsibilities for compliance in relation to Safeguarding and the Prevent duty for any learner who is placed with them and that arrangements are in place to ensure that a learner’s wellbeing is safeguarded.

Learners with Criminal Convictions

Geason is committed to the fair treatment of all learners and welcomes applications from a wide range of individuals, including those with criminal convictions.

Geason is committed to the equality of opportunity and selects individuals based on their skills, qualifications and experience, and not on their background or personal circumstances. Having a criminal conviction will not necessarily prevent someone from studying at Geason.

Geason is mindful, however, of the duty of care it owes to its learners, staff and the wider community to act reasonably to protect their health, safety and welfare. As a consequence, Geason requires all applicants to disclose any criminal convictions on application and re-enrolment.

If a criminal conviction is disclosed or otherwise brought to our attention, Geason will work with that person to determine the level of risk posed by the conviction to both the individual and/or to others. The individual will be required to complete a safeguarding risk assessment, providing Geason with further information about the offence and contact details for any relevant third party e.g. a Probation Officer.

The information given on the Disclosure Form will then be used to assess whether there is any risk posed should the individual enrol on a course at Geason. An interview must take place with a member of the Safeguarding Team prior to enrolment to approve the application and sign the enrolment form.

Where medium/high risk has been identified, this will be referred to the Senior Leadership Team in order to review, and enrolment deferred until a decision is reached.

Concerns about another Staff Member

It is recognised that sometimes allegations may involve a member of Geason staff. In these circumstances the allegation must be reported directly to the Operations Director.

In the absence of the Operations Director, a member of the Senior Leadership Team should be informed. On receipt of such an allegation, Geason's disciplinary procedures relating to allegations of abuse will be followed.

Concerns about Safeguarding Practices

All staff should feel able to raise concerns about poor or unsafe practice and potential failures in the Geason's safeguarding practices and that such concerns would be taken seriously by the Management and Leadership Team.

If staff members have any concerns about the safeguarding regime, they should raise this initially with their Line Manager. If no immediate action is taken, then appropriate Whistleblowing Procedures are in place for such concerns to be raised with the Management and Leadership Team.

Where a staff member feels unable to raise an issue within Geason or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

General guidance can be found using the following methods:

NSPCC

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 - line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

ESFA

<https://www.gov.uk/guidance/how-esfa-handles-whistleblowing-disclosures>

Responsibilities

The Senior Leadership Team

The Senior Leadership Team will:

- Ensure that Geason has an effective Safeguarding Policy in place which is updated annually and that Geason contributes to inter-agency working in line with statutory guidance 'Working Together to Safeguard Children 2018' and 'Keeping Children Safe in Education 2019.
- Ensure that the Safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB)
- Ensure that Geason complies with the Prevent Duty as set out in the Counter Terrorism and Security Act 2015
- Ensure that the policies and procedures in place enable appropriate action to be taken in a timely manner to safeguard and promote learners' welfare
- Appoint a Senior Leadership Team Member with responsibility for Safeguarding and Prevent who will liaise with the Safeguarding Team
- Ensure that a Designated Safeguarding Lead is appointed to lead on safeguarding, advise/support staff and liaise with the Local Authority and other agencies. He/she will have status/authority to carry out the role e.g. commit resources to safeguarding and direct staff as appropriate
- Give scrutiny to regular reports which will provide detail on the numbers and types of safeguarding incidents and concerns which have arisen, along with updates from Human Resources
- Ensure that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay

The Operations Director

The Operations Director has overall responsibility for and oversight of Safeguarding within Geason and will ensure through the Safeguarding and Senior Leadership Team that:

- Safeguarding policies and procedures and any linked Safeguarding policies are fully implemented and followed by all staff
- All staff feel able to raise concerns about poor or unsafe practice regarding learners and that concerns will be addressed sensitively and in a timely and appropriate manner
- Policy / procedures are available to parents / carers and employers on request

The Designated Safeguarding Team

The Designated Safeguarding Team will:

- Ensure that the Safeguarding Policy, including Prevent, is reviewed annually and the procedures and implementation process are reviewed regularly by the Senior Leadership Team.
- Ensure that the Safeguarding Policy is made public and that parents/carers and employers are aware of referrals about suspected abuse or neglect may be made and the role that Geason plays within this
- Provide an annual Safeguarding report for the Senior Leadership Team, detailing any changes to the policy and procedures; training undertaken by self, staff with specific responsibility and all other staff and Board members and number and type of incidents/cases
- Ensure the quality assurance of the provision of safeguarding information, advice and guidance and procedures
- Ensure there is liaison with employers providing Apprenticeships to ensure proper safeguarding arrangements are in place
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and, when deciding to make a referral, by liaising with relevant agencies
- Keep detailed, accurate, confidential and secure written records of concerns, disclosures and referrals. Ensure all such records are kept confidential and secure
- Liaise with relevant staff to inform of any issues/ongoing investigations as appropriate
- Ensure the Safeguarding Team acts as a key point of referral for learners / staff / parents / carers and employers, offer advice, assess information promptly, take action or refer on to the Designated Safeguarding Lead so that Geason can respond swiftly and appropriately to all concerns, referrals and disclosures
- Have access to resources and attend any relevant or refresher training courses at least every two years
- Ensure that a member of the Safeguarding Team attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report
- Provide staff identification badges that must be worn during all working hours, carried out as part of the recruitment process by HR
- Ensure that Safer Recruitment arrangements are in place and are being carried out correctly by the business

The Senior Leadership Team

The Senior Leadership Team will:

- Oversee and review the Safeguarding/Prevent Duty Policy and Procedures, including linked policies. Raise awareness of developments in Safeguarding/Prevent legislation and good practice
- Ensure the quality assurance of provision of Safeguarding/Prevent information, advice and guidance
- Ensure compliance with national standards and LSCB guidance through annual audits
- Receive and commission reports from the Safeguarding Team
- Receive and monitor reports relating to Safeguarding/Prevent in the curriculum
- Receive and commission reports from the Health and Safety team on the progress of Safeguarding/Prevent through effective use of risk management
- Monitor the staff and Boards' workforce development record in relation to Safeguarding and Prevent.

Prevent Duty

The Prevent Duty, introduced as part of the Counter-Terrorism and Security Act 2015, came into effect for key bodies including schools, health bodies and police on 1 July 2015. The duty commenced for higher and further education institutions from the 18 September 2015.

The aim of the Prevent Strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. In the Act this has simply been expressed as the need to have “due regard to the need to prevent people from being drawn into terrorism”. This includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

Where deemed appropriate, Geason will seek external support for learners through referrals to the Channel Programme. This programme aims to work with the individual to address their specific vulnerabilities and prevent them becoming further radicalised.

What is Terrorism/Extremism?

Terrorism covers all forms of extremism both violent and non-violent and is defined in the national Prevent Strategy as any 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. Prevent covers international and domestic terrorist threats, and includes the activities of far-right groups, and animal rights groups.

What is Radicalisation?

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups. There is no obvious profile of a person likely to become involved in extremism or a single indicator of when a person might move to adopt violence in support of extremist ideas.

The process of radicalisation is different for every individual and can take place over an extended period or within a very short time frame. Safeguarding from extremism is no different to how staff would share a concern about drugs, physical and sexual abuse or any other safeguarding concern.

What is Channel?

Channel is a key element of the Prevent Strategy. It is a multi-agency approach to protect people at risk from radicalisation using collaboration between local authorities, statutory partners, the police and local community to:

- Identify individuals at risk of being drawn into terrorism
- Assess the nature and extent of that risk
- Develop the most appropriate support plan for the individual concerned

The following indicators identify factors that may suggest a young person or their family may be vulnerable to being drawn into extremism:

- Identity crisis - distance from culture religious heritage and uncomfortable with their place in the society around them
- Personal crisis - family tensions, sense of isolation, adolescence low self-esteem, disassociation from existing friendship groups and becoming involved with a new and different group of friends searching for answers to questions about identity, faith and belonging
- Personal circumstances - migration, local community tensions, events affecting Country and region of origin, alienation from UK values having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy, unmet aspirations, perceptions of injustice feeling of failure, rejection of civic life, criminality, experiences of imprisonment, poor resettlement, reintegration, previous involvement with criminal groups

The process of radicalisation is different for every individual and can take place over an extended period or within a very short time frame. Potential indicators of radicalisation are listed below:

- Use of inappropriate language
- Possession or accessing violent extremist literature
- Behavioural changes
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Articulating support for violent extremist causes or leaders
- Using extremist views to explain personal disadvantage
- Joining or seeking to join extremist organisations
- Seeking to recruit others to an extremist ideology

Any prejudice, discrimination or extremist views, including derogatory language, displayed by learners or staff will always be challenged and where appropriate will be dealt with in line with the Learner Disciplinary Policy and the Code of Conduct for staff.

Staff should use their professional judgement and discuss with a Designated Safeguarding Lead/Officer if they have any concerns. Once assessed, and if appropriate, this will be referred into the Channel Panel Process.

Geason has an identified point of contact (SPOC) in relation to Prevent which is the Designated Safeguarding Lead, Matt Edwards and Designated Safeguarding Officer, Brendan Knowles and any concerns discussed with any member of the Safeguarding Team will be passed on and referred if appropriate.

To ensure compliance with the Prevent duty, all staff must make sure that they:

- Undertake training in the Prevent duty as identified by Geason to ensure they have an understanding of the factors that make people vulnerable to being drawn into terrorism and that they are able to recognise this vulnerability and are aware of what action to take
- Exemplify British/Community Values into their work and practice and that opportunities in the curriculum are used to promote these values to learners

Aims of the Prevent Policy

This policy has the following aims:

- To promote and reinforce a set of shared values, founded on tolerance and respect for others
- To create a safe space for free and open debate
- To promote a sense of community cohesion
- To ensure that learners are safe and that we create an environment that is free from bullying, harassment, and discrimination
- To support learners who may be at risk from radicalisation and to be able to signpost them to further external sources of support where appropriate
- To ensure that staff are aware of their responsibilities under this policy and are able to recognise and respond to vulnerable learners

British Values

Defining British Values

For the purposes of this policy British values will be defined as:

“democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different backgrounds, characteristics, beliefs and faiths”

Managing risks and responding to events

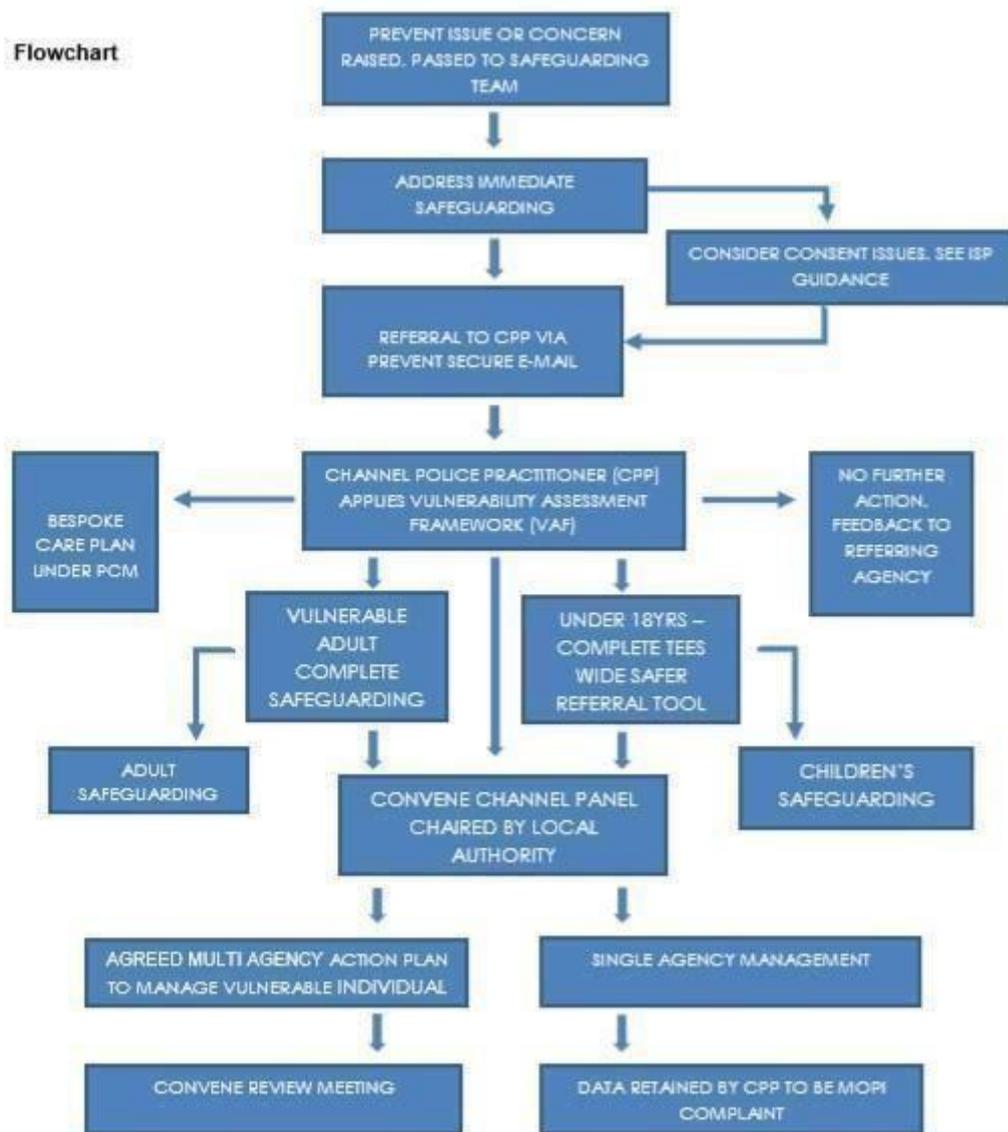
Embedding values within the provision

Equality and Diversity, the values of respect and tolerance will be embedded within teaching and learning sessions, learning materials and progress review meetings. Trainers will be empowered to encourage open and safe debate with support from specialist staff where this is deemed necessary. The Safeguarding Team will take a lead on this aspect of the policy.

Coordination and overall responsibilities

The Safeguarding Team, working in partnership with the Senior Leadership Team, will have overall responsibility for the coordination of Prevent activity.

The Official Referral Process for Prevent – Training Providers

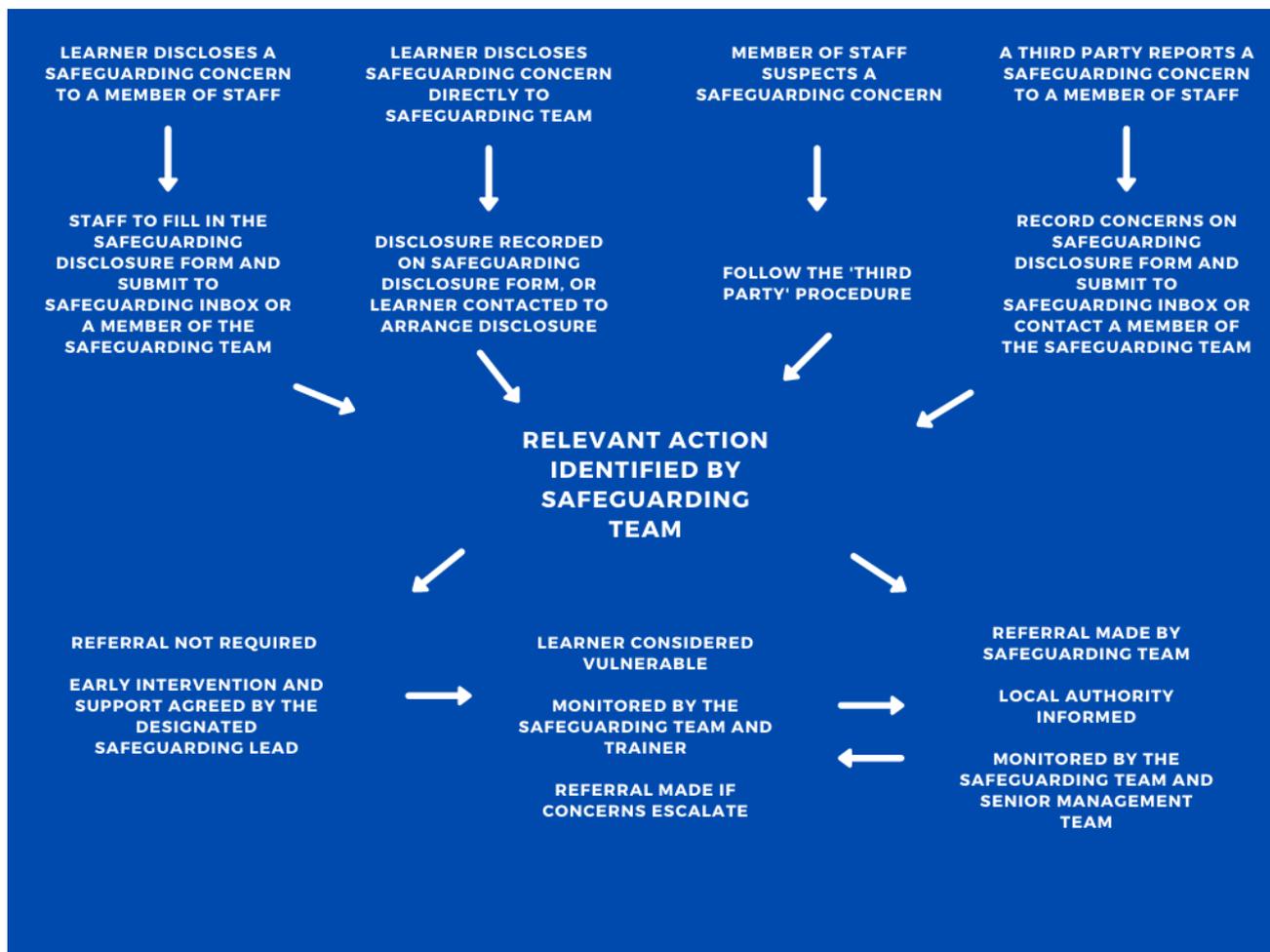


CPP - Channel Police Practitioner

CPP - Channel Police Practitioner

PCM - Primary Care Manager

Safeguarding Learners Procedure Flow Diagram



Safeguarding Concern / Disclosure Form

Learner Name	
DOB	
Learner Number	
Course	
Company	
Reported by	
Reported to	
Date reported	
Details / Type of Concern / Disclosure / Current external agency involvement (also note if there are any dependants associated with the learner).	
Action Referred / Not Referred To	
Follow Up / Outcome	
Completed by	Date

***Please complete the form in as much detail as possible and email over to safeguarding@geason.co.uk**