

Safeguarding Policy

Policy Owner:	Robert Kingswood
Policy Version:	1.4
Date of Policy Implementation:	01st June 2022
Date of Last Review:	11th June 2024
Next Scheduled Review:	24 th January 2025

Introduction

CST Training is committed to ensuring that all learners and staff members are protected from harm and have a safe and supportive environment. This Safeguarding Policy has been established to provide a transparent framework that facilitates this commitment and ensures the safety and well-being of all learners and staff members.

Purpose of Policy:

The purpose of this policy is to detail CST Training's commitment to safeguarding all learners and staff members. The policy outlines the processes in place to ensure that everyone is protected from abuse, neglect, exploitation, and harm, both inside and outside of CST Training centres and online classrooms. It emphasises the importance of creating a secure environment and providing support to those in need.

What is Safeguarding?

Safeguarding at CST Training involves our duty of care to ensure learners are protected from harm inside and outside of our centres (or online classrooms). This includes protecting learners from abuse, neglect, and exploitation while promoting their welfare and well-being.

On your course:

- CST Training will talk to you about the different types of abuse that you or others may be facing and how to deal with these issues.
- We will work together to identify people at risk of abuse, neglect, or harm.
- We will keep CST Training centres (and our online classrooms) safe and secure for you.
- We will educate you to avoid unsafe people or situations outside of the classroom, including hidden and online dangers.
- CST Training will always try to prevent radicalisation.
- CST Training will tackle any form of bullying or harassment.

- CST Training will ensure that no member of staff poses a risk to any young or vulnerable person.
- CST Training safeguarding leads are trained to help prevent self-harm and spot self-neglect.
- CST Training will make sure you know exactly how to report any concerns you may have.

Examples of Safeguarding Concerns:

- **Physical Abuse:** No one should touch you in a way that physically hurts, such as hitting and kicking.
- **Discrimination:** No one should treat you differently due to your gender, age, disability, race, heritage, or sexual orientation.
- **Emotional Abuse:** No one should bully, harass, stalk, taunt, or constantly tease you.
- **Online Safety:** Always know who you are talking to online. Remember, what you post online will always be there.
- **Neglect:** If you rely on someone for help, you should be cared for and have your needs met.
- **Extremism:** No one should influence you to hold extremist views or carry out violent actions.
- **Sexual Abuse:** No one should touch you or make suggestive remarks in a way that upsets you.
- **Financial Abuse:** No one should take or control your money against your will.

Your Safety is CST Training's Top Priority Reporting Procedure

If you think you have suffered any of the forms of abuse (as per above) or have any concerns about your or someone else's safety, you should report it to a member of staff (or online at the link below) as soon as possible.

- Website Link (with online form): <https://www.csttraining.co.uk/safeguarding/>
- Email Address: safeguarding@csttraining.co.uk

Investigation Process

Upon receiving a report, CST Training will:

- Ensure that the report is investigated promptly and thoroughly, maintaining confidentiality and impartiality.

- Take necessary interim measures to protect the interests and well-being of all learners involved.
- Communicate the progress and outcomes of the investigation to the relevant parties, as appropriate.

Designated Safeguarding Person

The named Designated Safeguarding Person for CST Training is **Robert Kingswood**, who is responsible for:

- The intake and management of safeguarding alerts.
- Overseeing the investigation process and ensuring compliance with this policy.
- Serving as a point of contact for any concerns or queries regarding safeguarding.

Communication, Training, and CPD for Staff:

To ensure effective implementation of this policy, CST Training will:

- Regularly communicate the policy to all staff via internal communication channels.
- Provide training and CPD opportunities to staff on safeguarding practices and updates in legislation.
- Encourage staff to actively engage in discussions and contribute to the policy's ongoing development.

Legislation and National Guidance:

This policy complies with the Equality Act 2010 and all relevant educational standards and guidance, including those set by OFQUAL and various awarding bodies. Links to the legislation and guidance are made available to all staff for reference.

Safeguarding Alerts Examples

CST Training provides the following examples of safeguarding alerts related to assessment access:

- A learner expressing undue stress or anxiety about the assessment environment.
- Observations of behaviour suggesting that a learner is being unfairly disadvantaged or discriminated against.
- Reports of inappropriate conduct during the assessment process.

Reporting Procedure

In the event of a safeguarding concern related to assessment access, the following reporting procedure is to be followed:

Report the concern immediately to the Designated Safeguarding Person (DSP). Complete a written report detailing the concern, including dates, times, and individuals involved.

Submit the report confidentially and securely as per CST Training's reporting guidelines.

Investigation Process

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Designated Safeguarding Person

The named Designated Safeguarding Person for CST Training is **Robert Kingswood** who is responsible for:

- The intake and management of safeguarding alerts related to assessment access.
- Overseeing the investigation process and ensuring compliance with this policy.
- Serving as a point of contact for any concerns or queries regarding fair access to assessments.

Examples of Policy in Action

CST Training has a duty of care towards the health, well-being, and mental health of its staff members and learners. Below are examples of the policy in action for staff members and vulnerable learners, along with a case study related to Prevent.

For Staff Members

1. A Tutor Reporting Themselves

Example:

A tutor, Jane, feels overwhelmed by her workload and has been experiencing stress and anxiety. She reports her concerns to the Designated Safeguarding Person (DSP) via email.

Case Study:

Jane, an adult education tutor at CST Training, felt overwhelmed by her workload and started experiencing stress and anxiety. She decided to report her concerns to the DSP via email, detailing her situation. The DSP arranged a meeting with Jane to discuss her concerns and provided her with access to mental health support services. As a result, Jane received the help she needed, which improved her well-being and allowed her to continue performing her duties effectively.

2. A Tutor Reporting a Colleague

Example:

A tutor, John, notices that his colleague, Sarah, has been unusually withdrawn and seems distressed. He reports his concerns to the DSP through the online form.

Case Study:

John, a tutor, noticed that his colleague Sarah had been unusually withdrawn and seemed distressed. Concerned for her well-being, he reported his observations to the DSP through the online form. The DSP promptly reached out to Sarah to offer support and resources. Sarah was referred to counseling services, which helped her address her issues and return to her normal self. This intervention ensured that Sarah received the necessary support and maintained a positive work environment.

For Vulnerable Learners

1. A Vulnerable Learner Reporting Themselves

Example:

A learner, Alex, who is experiencing bullying, reports the issue to the DSP using the online safeguarding form.

Case Study:

Alex, an adult learner at CST Training, was experiencing bullying from a fellow student. Feeling unsafe, Alex used the online safeguarding form to report the issue to the DSP. The DSP immediately investigated the matter, took appropriate action against the bully, and

provided Alex with support services. This intervention helped Alex feel safe and supported, allowing him to continue his studies without fear.

2. A Vulnerable Learner Reporting a Fellow Learner

Example:

A learner, Sam, notices that his friend, Maria, has been showing signs of neglect and reports this to the DSP via email.

Case Study:

Sam noticed that his friend Maria had been coming to class in unclean clothes and seemed malnourished. Concerned for her welfare, Sam reported these observations to the DSP via email. The DSP investigated the situation and discovered that Maria was facing severe neglect at home. Social services were involved, and Maria was placed in a safer environment. The prompt action by Sam and the DSP ensured Maria's safety and well-being.

3. A Tutor Reporting a Vulnerable Learner

Example:

A tutor, Emily, observes that one of her learners, Liam, has been exhibiting signs of depression and self-harm. She reports her concerns to the DSP through the online form.

Case Study:

Emily, a tutor, noticed that Liam, one of her adult learners, had been exhibiting signs of depression and self-harm. Concerned, she reported her observations to the DSP through the online form. The DSP met with Liam, provided him with mental health resources, and involved his support network to ensure he received the necessary support. This intervention helped Liam get the care he needed and prevented further harm.

Prevent Case Study

Example:

A tutor, Mark, hears a learner, Tom, discussing a far-right march he attended over the weekend and encouraging another learner to join him in the future. Mark reports this to the DSP via email.

Case Study:

Mark, a tutor, overheard Tom, an adult learner, discussing his attendance at a far-right march over the weekend and trying to persuade another learner to join him next time. Recognising this as a potential Prevent issue, Mark reported the conversation to the DSP via email. The DSP immediately involved the Prevent lead, who conducted a thorough investigation and engaged with Tom to understand his motivations. Tom was referred to a de-radicalisation program, and the other learner was given support to ensure they felt safe and informed. This timely intervention helped address the radicalisation issue and provided necessary support to all involved.

Declaration:

CST Training ensures that this policy is in place and has been reviewed as per the scheduled review date. This policy is up to date and accurately reflects our current procedures and practices.

Approval:

Signed	Dan Fuller
(Print Name):	Dan Fuller
(Position):	Head of Compliance & Corporate Governance
Date:	11/06/2024