CENIT COLLEGE

Cenit College UK Safeguarding Policy

0330 828 0953 bootcamp@cenitcollege.co.uk www.cenitcollege.co.uk

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1. Safeguarding Policy

1.1 Introduction

Cenit College UK is a predominantly online provider of adult education committed to maintaining a safe, inclusive, and supportive learning environment for all learners, staff, contractors, and visitors. While our programs are delivered remotely to learners aged 19 and over, we recognise that online learning environments can present safeguarding risks. We therefore take proactive steps to identify, prevent, and respond to concerns relating to abuse, exploitation, neglect, radicalisation, bullying, discrimination, harassment, and mental wellbeing.

Safeguarding is at the heart of our culture and underpins our commitment to protecting the welfare, rights, and dignity of all individuals engaged with the College. We promote a zero-tolerance approach to abuse, harm, exploitation, and neglect, ensuring that concerns are recognised, reported, and addressed promptly and appropriately.

This policy sets out the principles, responsibilities, and procedures that guide our safeguarding practice. It applies to all staff, tutors, contractors, partners, and other stakeholders and outlines their responsibilities for recognising, preventing, and responding to safeguarding concerns. The policy aims to ensure that all learners, regardless of age, background, identity, or circumstances, feel safe, respected, and supported throughout their learning journey.

Cenit College UK recognises that safeguarding responsibilities extend to both children and adults at risk. Unless otherwise stated, the term *safeguarding* within this policy applies to both groups. Through this policy, the College demonstrates its commitment to embedding safeguarding within all aspects of its operations and fulfilling its responsibilities to protect the welfare and safety of all learners.

1.2 Policy Ownership

This policy is owned by the Executive Director, Governance and Board of Directors.

1.3 Purpose

The purpose of this policy is to demonstrate the commitments of Cenit College to adult safeguarding and to ensure all associated with Cenit College understand:

- relevant legislation, policies and procedures for adult safeguarding
- individual roles and responsibilities of safeguarding adults

Our policy aligns itself to the necessary compliance of the UK Government's Prevent strategy in England. We are committed to promoting British Values, part of the governments counter terrorism strategy – CONTEST and further information on this is detailed in this policy. Cenit College believes that all individuals have an equal right to protection from abuse, regardless of their age, gender, race religion, ability, sexual identify or language and consider the welfare and wellbeing of the individual as paramount. We also believe it is the responsibility of all colleagues to understand and know how to support any concerns observed or raised whilst fulfilling the duties of their role. We will, therefore, take every reasonable step to ensure that children and adults are protected and safeguarded.

Steps to take or contact for expressing concerns about an adult's welfare or well-being within the organisation. We also aim to ensure:

- We inform our employees, learners, and other stakeholders of their responsibilities in safeguarding children and vulnerable adults.
- Inform our employees, learners, and other stakeholders how to raise a concern with regard to safeguarding.
- Reassure our employees, learners, and stakeholders that we take safeguarding our learners seriously and are committed to always ensuring their safety and wellbeing, while they are using our services.
- Reassure our employees, learners and stakeholders of our commitment to safeguarding and creating an ethos and culture of safeguarding within the college.

We will do this by:

- Valuing individuals, listening to them, and respecting them
- Providing a safe environment for adults to learn in
- Identifying individuals who are suffering or likely to suffer significant harm and report concerns swiftly to the relevant agencies
- Working in partnership with other relevant agencies to support multiagency safeguarding work and share information where necessary to do so

- Responding effectively and in a timely manner to any circumstances giving grounds for concern or where formal complaints or expressions of anxiety are relayed
- Providing safeguarding training to all employees to ensure they are aware of their responsibilities and are knowledgeable of the types and signs of abuse
- Supporting employer partners to understand their obligations and promote a safe working environment
- Ensuring strict safer recruitment practices, exercising due diligence with all employment checks
- Regularly monitoring and evaluating how our policies, procedures and practices are working to safeguard children and adults
- Reviewing our policies and procedures at least annually.

We will achieve this through:

- Fostering strength and independence of individuals through relationship building, developing confidence, trust and security
- Raising awareness amongst colleagues – more specifically those in front facing roles or who are representing Cenit College with service users - of their responsibility to recognise, respond and report safeguarding and/or welfare concerns where a child or adult may be at risk of harm
- Providing a robust system and process of recording and monitoring those known or thought to be at risk of harm or vulnerable
- Promoting the necessity for solid communication between colleagues from Cenit College, our service users and partner employers
- Developing and ensuring effective working relationships with external agencies to include Local Child or Adult Services and Safeguarding Boards, CQC, education bodies (Ofsted (England), the Police, our commissioning groups and where applicable, consulting with other external agencies such as Channel Coordinators for Prevent within the United Kingdom.

1.4 Scope

This policy encompasses all individuals associated with Cenit College including board members, employees, learners, volunteers, guest speakers, and all other stakeholders, regardless of their employment status or role. It is expected that all staff and stakeholders will be:

- Be vigilant and aware of signs that a learner has been neglected or abused.
- Listen to learners if they advise them of abuse.
- Report all concerns to the safeguarding officer in accordance with the procedure outlined in this policy.

This policy applies to all colleagues within Cenit College UK, (please refer to the specific related policies, these are listed in Section 5).

1.5 Policy Statement

Cenit College UK is committed to maintaining effective safeguarding arrangements that promote the safety, welfare, and wellbeing of all learners and support a culture of vigilance, accountability, and early intervention. Safeguarding is a collective responsibility. All Board members, employees, tutors, contractors, volunteers, partners, and other individuals acting on behalf of the College are required to understand their safeguarding responsibilities and to act promptly and appropriately when concerns arise. Failure to comply with this policy may result in disciplinary action and, where appropriate, referral to external agencies.

The College will take all reasonable and proportionate measures to:

- Maintain clear safeguarding procedures for identifying, reporting, recording, and managing concerns.
- Ensure safeguarding concerns, disclosures, allegations, and incidents are responded to promptly, appropriately, and in accordance with statutory guidance.
- Appoint appropriately trained Designated Safeguarding Leads (DSLs) with responsibility for overseeing safeguarding practice and managing referrals.
- Provide mandatory safeguarding, Prevent, and online safety training relevant to employees' roles and responsibilities.
- Operate safer recruitment and selection procedures, including appropriate vetting and pre-employment checks.
- Promote a safe, respectful, and inclusive learning environment that supports equality, diversity, and learner wellbeing.

- Work collaboratively with external agencies, local authorities, employers, awarding organisations, and other relevant bodies where safeguarding concerns require intervention or support.
- Maintain accurate, secure, and confidential safeguarding records in accordance with data protection legislation and information-sharing requirements.
- Ensure safeguarding considerations are embedded within curriculum delivery, learner support activities, digital learning environments, and employer engagement.
- Monitor, review, and continuously improve safeguarding arrangements to ensure compliance with legislative, regulatory, and organisational requirements.

Where concerns relate to an adult at risk, Cenit College UK will adopt the safeguarding principles of the Care Act 2014, promoting the individual's right to safety, dignity, choice, and independence. The College will also fulfil its responsibilities under Prevent legislation and associated statutory guidance by taking appropriate action to protect learners and staff from the risk of radicalisation and extremism.

If there are any concerns about the way in which safeguarding regulatory duties are carried out, staff should refer to the College Whistleblowing Policy.

1.6 Prevent Strategy

A key aim of this Safeguarding Policy is to protect learners from the risk of being drawn into or supporting terrorism, in line with the College's responsibilities under the Prevent Duty. The College's approach to preventing radicalisation and extremism is set out in full within the separate **Prevent Strategy**, which outlines the measures in place to:

- Promote and reinforce shared values, including respect for fundamental British values and the creation of safe spaces for lawful and respectful debate.
- Foster inclusion, understanding and engagement across diverse learner communities.
- Maintain a safe learning environment free from bullying, harassment, discrimination and intimidation.
- Identify and support learners who may be vulnerable to radicalisation and provide access to appropriate advice and guidance.
- Ensure staff and learners understand their roles and responsibilities in preventing extremism and radicalisation.
- Work collaboratively with employers to raise awareness of the Prevent Duty and support their understanding of safeguarding responsibilities.

- Ensure employers are aware of how to raise concerns regarding learners with the College.

Please refer to the College's **Prevent Strategy** for further information on the College's arrangements, procedures and responsibilities relating to the Prevent Duty.

2. Definitions & Responsibilities

2.1 Definitions

Further detailed information on safeguarding definitions and categories is provided in **Appendix 7.1** and should be read alongside this policy.

Abuse: The violation of an individual's human rights. It can be a single act or repeated acts. It can be physical, sexual, or emotional. It also includes acts of neglect or an omission to act.

Accountability: being transparent in our delivery of safeguarding for children and adults alike.

Adults at risk: Safeguarding adults involves the protection of an adult's right to live safely, free from abuse and neglect. The Care Act 2014 places specific safeguarding duties to an adult who:

- Has needs for care and support (whether the local authority is meeting any of those needs or not)
- Is experiencing, or is at risk of abuse or neglect
- As a result of those care and support needs, is unable to protect themselves from either the risk of abuse or experiencing abuse or neglect. An adult with care and support needs may be:
- An older person
- A person with a learning or physical difficulty, difference or disability
- Someone with mental health needs
- Someone with a long-term health condition
- A person who misuses substances or alcohol to the extent that it affects their ability to manage day to day living.

Artificial Intelligence: Cenit College is dedicated to safeguarding learners by implementing comprehensive measures to ensure the responsible and secure use of artificial intelligence. We will provide training for staff to raise awareness of potential risks associated with AI, including data privacy, bias, and ethical considerations. Please refer to our AI Policy for full details.

Children: Any person up to the age of 18.

Discriminatory abuse: verbal abuse, unequal treatment, inappropriate use of language, slurs, treating a person in a way that is inappropriate to their age and /or culture background, deliberate exclusion

Domestic abuse: violence or abuse by someone who is or has been an intimate partner or family member regardless of gender or sexuality. It includes 'honour' based violence, stalking behaviours*, coercive control, emotional, sexual, financial, psychological and physical abuse

Financial or material abuse: coercion, theft, and fraud, possessions or benefits

Grooming: for the purpose of sexual, criminal or radicalisation intent

Homelessness: Being homeless or being at risk of becoming homeless presents a real risk to an individuals welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

Learner on learner abuse: learners abusing each other

Neglect and acts of omission: failure to provide access to appropriate needs, care and support or educational services, ignoring medical, emotional or physical care needs

Organisational abuse: neglect and poor care practice

Partnership Working: directly with our communities, parents/carers and external agencies where necessary (to ensure appropriate communications and actions are undertaken)

Physical abuse: such as smacking, slapping, pushing, misuse of medication, restraint, hair pulling

Psychological abuse: emotional abuse, threats of harm or abandonment, humiliation deprivation of contact from others, verbal abuse, cyber bullying, blaming and controlling

Racism: means treating someone 'less favourably' (whether or not it was intended) because of their colour, nationality (including citizenship), ethnic or national origins, or a combination of these things, when compared to someone else who does not share the same racial characteristic(s) and can take the form of direct and indirect discrimination, discrimination by association, discrimination by perception, harassment and victimisation.

Safeguarding: "Safeguarding means protecting a citizen's health, wellbeing, and human rights; enabling them to live free from harm, abuse and neglect. It is an integral part of providing high-

quality health care. Safeguarding children, young people and adults is a collective responsibility". (NHS England).

Self-neglect: either unable or unwilling to provide adequate care for themselves, or obtain necessary care to meet their needs or declining essential support

Sexual abuse: Includes rape, indecent exposure, inappropriate looking or touching, sexual teasing or innuendo, harassment and subjection to sexual pornography or witnessing sexual acts.

Support and Empowerment: to service users and our employees who may have experienced or be experiencing significant harm) encouraging people to make their own decisions and give informed consent

Welfare: is defined as a child or vulnerable adult in need of universal help from those already involved or from a single or multiple agency response.

2.2 Responsibilities

Senior Leadership & Colleagues Responsibilities

The College Executive Director holds overall accountability for the College's safeguarding arrangements.

Board of Directors

The Board of Directors will ensure safeguarding roles within their functions of responsibility are assisted by the provision of sufficient time, funding, and support to fulfil our adults safeguarding responsibilities effectively. They will do this by:

- Overseeing this policy and monitoring its effectiveness, including any required reviews.
- Ensuring the College meets its safeguarding obligations and complies with relevant statutory guidance and legislation.
- Appointing a suitably trained Designated Safeguarding Lead (DSL).
- Ensuring safeguarding policies and procedures are in place, regularly reviewed, and published as required.
- Ensuring staff receive safeguarding training appropriate to their roles.
- Receiving and scrutinising regular safeguarding reports and updates.

- Ensuring safer recruitment practices are implemented in line with statutory requirements.
- Ensuring allegations or concerns relating to staff are managed appropriately.
- Providing assurance that staff have the knowledge, skills, and support required to safeguard learners effectively.

Senior Leadership Team

A member of the Senior Leadership Team will hold the College policy and operational lead and must ensure policies are contemporary with legislative requirements and that processes across the Group are supporting swift and effective practices

Human Resources Manager

A Human Resources Manager is identified as a Safeguarding Lead to oversee the management of safeguarding allegations against staff and the safer recruitment of employees. Identified HR personnel will also manage the College Single Central record (SCR)

Designated Safeguarding Lead (DSL)

The DSL has lead responsibility for safeguarding and promoting the welfare of learners. Key responsibilities include:

- Maintaining appropriate safeguarding training and continuing professional development.
- Receiving, recording, and managing safeguarding concerns and disclosures.
- Responding to concerns with empathy, professionalism, and without prejudice.
- Making referrals to children's and adults' social care, safeguarding partners, and other agencies as appropriate.
- Reporting concerns to the police where a crime may have been committed.
- Maintaining effective relationships with safeguarding partners and relevant local authority contacts.
- Keeping learners informed throughout safeguarding processes, where appropriate.
- Ensuring accurate, secure, and confidential safeguarding records are maintained.
- Referring reportable safeguarding matters to funding partners where required.
- Liaising with senior leaders regarding safeguarding concerns, ongoing enquiries, and investigations.
- Providing safeguarding advice and support to staff.

- Delivering safeguarding updates and maintaining training records.

All employees have a responsibility to:

- Read, understand, and comply with this Safeguarding Policy.
- Create and maintain a safe environment in which learners can learn and thrive.
- Remain vigilant to signs of abuse, harm, exploitation, neglect, or other safeguarding concerns.
- Report any safeguarding concerns immediately to the Designated Safeguarding Lead (DSL), or to the police if there is an immediate risk of harm or where appropriate.
- Take action on all safeguarding concerns; doing nothing is not an option.

Learners:

Learners are expected to:

- Take reasonable responsibility for their own safety and wellbeing, and that of others, both online and on College premises.
- Remain vigilant and report any safeguarding, welfare, or safety concerns to a member of staff or the Designated Safeguarding Lead (DSL).
- Comply with the Cenit College UK Learner Code of Conduct, including the acceptable use of College facilities and IT systems.
- Behave in a responsible manner that promotes a safe and respectful learning environment and does not place themselves or others at risk.

Details of the College's Designated Safeguarding Personnel can be found in Appendix 7.3.

3. Procedure

The following sections describe the procedure for raising a safeguarding concern, investigation and feedback.

3.1 Raising a Concern

Cenit College operates robust procedures to enable colleagues and service users to raise a concern. There are specific processes detailed in section 5, 'Linked Policies and Procedures' or as detailed in the Appendix. In the most part these will occur as a direct result of colleagues recognising and responding to a concern or potential issue.

3.2 Recording of Information and Sharing

- All safeguarding concerns, actions and decisions will be promptly recorded and saved securely. This evidence will include the safeguarding reporting tool to record

incidents and actions. The designated safeguarding lead will have overarching oversight of this safeguarding tool. This will be securely stored with limited access.

- Any reported incidents relating to the Prevent duty or that make any reference to the risk of radicalisation or extremism will immediately be reported to the DSL/SPOC within the business who will be responsible for any Prevent related referrals or actions. This will also be reported to the board of directors.
- Consideration will always be given to what information to share and the impact of disclosing information on the individual or any third party. Any information shared must be proportionate to the need and level of risk. It must also be accurate, relevant, and adequate to the purpose of sharing the information. Information sharing decisions will always be recorded and include the rationale to share what and with whom.
- From the outset of identifying safeguarding concerns, we will be open and transparent with the individual about why, what, how and with whom information will, or could be shared and we will also seek their agreement to share information, unless it is unsafe or inappropriate to do so.
- All information will be shared in a timely manner to reduce the risk of harm, and in an appropriate and secure way.
- Linked policies and procedures provide specific guidance in relation to recording and sharing of information in the event of a safeguarding concern.

3.3 Procedure for Raising a Safeguarding Concern

If an employee or any stakeholder feels that they have a safeguarding concern they should raise a concern under this policy. To do so they should:

1. Report their concern to the Designated Safeguarding Lead (DSL) using the MS forms referral form located on the staff SharePoint site. This will be directed to the private DSL email account safeguarding@cenitcollege.co.uk. The member of staff should asl contact the DSL immediately.
2. The person reporting a concern should make a full note of the facts that gave rise to their concern as soon as is practicable, by completing the online **Referral Form.**
3. If the person who first becomes aware of the concern feels it inappropriate to involve the safeguarding officer or disagrees with the safeguarding officers view that the

matter need not be reported, they should notify the police or the local authority themselves.

4. Concerns must be reported as soon as possible and where a person may be at immediate risk of harm or abuse, the safeguarding officer must be notified verbally straight-away, and a Referral Form completed as soon as reasonably practicable thereafter.
5. It is the responsibility of the safeguarding officer notified of a concern to consider the seriousness of the risk or concern and if they deem it appropriate to contact the local authority, police or other appropriate statutory or voluntary agencies in accordance with the specific guidance and training they have received.
6. The DSL will be responsible for ensuring the person is in a safe environment until the appropriate local agencies have become involved. Where appropriate the safeguarding officer will reassure the person concerned, of the process underway, and if appropriate to ascertain any relevant factual information. However, where the person is a child, the safeguarding officer should only ask questions of the child that are necessary to clarify whether the child is alleging that abuse has taken place.
7. Incidents relating to staff or learners:
    a. If the incident or information involves an allegation against a member of staff, the DSL will notify the Human Resources Manager.
    b. If the incident or information involves an allegation against another learner, the Safeguarding Lead will notify the Head of Training
    c. In either case, the learner or member of staff concerned will be offered the opportunity to receive appropriate advice or support.
    d. In either case it may be appropriate to suspend the staff member or learner from activities that include contact with the person until enquiries are complete.
    e. Where the incident or information reported involves a safeguarding concern and the subject of concern is a learner, who is over 18 and not an Adult at Risk, the Head of Training, supported by the DSL as appropriate, will oversee support for that individual through support provided by Learner Support Services.
8. All incidents and reports completed will be held in a secure located which will be encrypted and password protected.
9. Where a learner is identified as having a safeguarding concern and is placed on the College's Safeguarding Register, they will remain on the register for the duration of their learning programme with Cenit College, unless a formal safeguarding review

determines otherwise. Safeguarding records will continue to be monitored and updated as appropriate throughout the learner's journey with the College.

3.4 Action on occurrence or suspicion/concern regarding radicalisation

If anyone has worries or concerns that have been shared with them about an individual potentially being susceptible to or at risk of radicalisation, they should promptly report these concerns to the DSL. Upon receiving a report of such a nature, the DSL must adhere to the appropriate Prevent Channel Referral process. Should the concern involve a learner or an employee, it is imperative that the Designated Safeguarding Officer is informed. In the absence of the DSL, a member of the Board must be notified.

3.5 Procedure for dealing with concerns of possible abuse outside the College

If someone is concerned about an incident which has occurred outside the College they are required to raise the matter with the Designated Safeguarding Officer who will inform the individual of the appropriate service to contact and ensure that appropriate procedures are followed.

3.6 Statement of Best Practice

While not representing an exhaustive list, this Statement sets out general expectations of behaviour in the course of their duties in terms of what may be regarded as appropriate and what may be regarded as inappropriate by Cenit College representatives. Representatives in this case refers to employees, learners and contractors.

Cenit College representatives should:

- Treat everyone with fairness, equality and respect, and not show favouritism to particular children or vulnerable adults.
- Be sensitive to children's or vulnerable adults' appearance, race, culture, religious belief, sexuality, gender or disability.
- Act as a good role model and challenge any unacceptable behaviour from learners or from other college representatives.
- Report all allegations or suspicions of abuse using the procedures outlined in this policy;
- Be aware that physical contact with a children may be misinterpreted.
- Consider whether contact with an individual should involve a colleague being present.

- Retain a professional approach, including avoiding physical contact with a child (unless it is reasonably necessary to do so for health or safety reasons, or teaching and learning), and avoiding inappropriate familiarity or making sexually suggestive comments, even in jest to any children or vulnerable adults.
- Respect an individuals' right to privacy, and in residential accommodation, must not enter an individual's bedroom except in the case of an emergency.
- Avoid making inappropriate contact using social media.
- Contact the Local Authority Designated Officer (LADO) where there are safeguarding concerns.

3.7 Safeguarding SEND

We understand that adults with special educational needs, differences and disabilities (SEND) may face additional safeguarding challenges due to increased vulnerabilities as a result of several factors. We will promote awareness amongst our colleagues to make certain our service users are supported and heard. Colleagues are also encouraged to recognise that service users with SEND can be disproportionately impacted where a safeguarding concern is present. Due to the sometimes complexity of needs, colleagues must be alert of the additional barriers that exist in relation to r adults with a disability, difference or difficulties when recognising the signs, symptoms and indicators of all aspects of abuse.

3.8 Safeguarding Asylum or Refugee Seeking Adults at Risk

Cenit recognises that the communities we work with are becoming increasingly diverse. Where someone has become displaced from their own home and country and is seeking asylum or is has refugee status, the requirement for specific and targeted support increases. Evidentially, those seeking asylum or who have refugee status encounter greater barriers and are more likely to have suffered torture, cruel, inhuman or degrading treatment or punishment. Where there are safeguarding concerns relating to the care and welfare of any vulnerable adult, including where modern slavery is suspected or has been identified, these will be addressed in line with the statutory provisions' guidance and locally agreed protocols and processes and coordinated by the pillar DSL in the first instance, with the support of the area local authority.

3.9 Contextual Safeguarding

Contextual safeguarding centres around the exposure to harm that can occur, particularly in adolescence, beyond the remit of the family home. It considers the impact of environments such as parks, transport hubs, educational provisions and the exposure to harm that may be prevalent in and around such settings through relationships and connections, created with peers and other adults disconnected from their family setting, which have the capacity to be formed off and online. Cenit College recognises guidance from the University of Bedfordshire that informs practice, and which highlights the need for the DSL and any other designated personnel where appropriate, to consider extra familial contexts and relationships when responding to concerns raised for children beyond their familial settings. Colleagues will receive training with a particular focus in this field to support and develop understanding in this area.

3.10 Safeguarding Allegations Against a Colleague

In rare incidences where an allegation has been made about the conduct of a colleague towards a child or an adult whilst carrying out their work, we will liaise with the relevant Local Authority Designated Officer (LADO). The LADO will be advised of all cases where it is alleged that a person who works with children or adults with care and/or support needs has.

- behaved in a way that has harmed, or may have harmed a child or adult
- possibly committed a criminal offence against, or related to, a child or adult
- behaved towards a child, children, or adults in a way that indicated that they may be unsuitable to work with children or adults
- an association with anyone who poses a risk to children or adults; or
- where there are any suspected domestic abuse concerns and children, or adults may be involved.

In the first instance, the allegation/incident should be reported to the Head of Safeguarding and named HR representative who will follow the Disciplinary policy and procedures in addressing the matter. If an allegation is made against the Head of Safeguarding this should be referred immediately to the Executive Director, who is the Executive Lead for Safeguarding.

3.11 Safer Recruitment

Cenit College has in place safer recruitment practices to ensure those recruited are the best candidates for the role and are suitable to work in our educational setting.

Colleagues responsible for regulated activity will have criminal convictions checked at the point of appointment where relevant for the job role via the Disclosure and Barring Service. Cenit will also adhere to safer recruitment procedures to utilise sessional, volunteers and agency workers. This includes undertaking the appropriate level of vetting for those job roles and referencing and is detailed further in our Safer Recruitment Policy.

3.12 Supervision and Support for Staff and Volunteers

To maintain high safeguarding standards, the College provides appropriate supervision, support, and development opportunities for all staff and volunteers. This includes:

- Safeguarding information and guidance during induction, including relevant policies, procedures, reporting arrangements, and key safeguarding contacts.
- Access to safeguarding guidance and resources to support understanding of roles and responsibilities.
- Regular supervision and support sessions to discuss safeguarding matters, concerns, and professional development needs.
- Opportunities for new staff and volunteers to shadow experienced colleagues and receive mentoring where appropriate.
- A culture of open communication that encourages staff and volunteers to raise safeguarding concerns in a supportive and confidential environment.
- Regular safeguarding training, updates, and refresher sessions to ensure knowledge remains current and aligned with best practice and statutory requirements.

3.13 Guidelines for Employees:

The following are some guidelines for employees of Cenit College with regard to specific incidents:

Incident	Guidance
A learner becomes distressed in your office, teaching session or in an online setting (normal working hours)	This is not unusual, and many colleagues will have experience of this. Sometimes all is needed is a friendly chat. If you are not sure what to do, or if the learner needs a follow-up appointment, or is displaying more signs of anxiety than you can support, then follow some of the steps outlined below.

A learner is deemed 'in crisis' and is feeling actively suicidal.	• Emergency services – 999 • Contact the safeguarding officer.
A learner describes feeling homesick, low levels of anxiety, "stress".	• Self-help guides (description below) • Refer them to our external mental health support services.
A learner describes regular anxiety, low mood, sleeping problems, "impossible pressures".	• Refer them to our external mental health support services.
A learner is anxious and clearly struggling, describes symptoms that might sound "medical" (depression, a deterioration in mental health)	• Refer them to our external mental health support services. • The College cannot be available 24/7 for support. • You can refer to external services alongside our online materials
A learner gives you cause for concern in their behaviour or appearance – you are worried but the learner does not want to talk about it.	Concerns like these can be raised with the college UK Designated Safeguarding Lead (DSL). If you have concerns about a learner or believe that they need help in accessing our services, you can email safeguarding@cenitcollege.co.uk for further guidance. These will be responded to during business hours.
A learner under the age of 18 is absent without explanation or you have concerns regarding their wellbeing.	Urgent Safeguarding and Child Protection concerns should be referred immediately to the Training Manager.
A learner reports an incident of sexual assault or sexual harassment.	Report this to the Designated Safeguarding Lead immediately. Then work with the learner to fill in the Incident report form.
A learner during "out of hours" is in a state of significant distress.	In an emergency you should always and immediately contact the emergency services via 999.

3.14 Online Safety

Cenit College recognises that the online world provides broad positive opportunities for information and communication; however, it can also present significant risks and challenges. Being alert to the risks online harm presents and aware of how to navigate these in order to protect oneself and enjoy the opportunities for growth is key, and we are committed to the provision of information and guidance in relation to online digital literacy to build resilience amongst participants. Colleagues can access Online safety specific training which covers:

- Content (being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti- Semitism, radicalisation, and extremism)
- Contact (being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes)
- Conduct (online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying)
- Commerce (risks such as online gambling, inappropriate advertising, phishing and or financial scams)

Some risks to be aware of include:

On-line grooming:

Involving an adult collecting personal information from a child or another adult, building up their trust and confidence (often by pretending to be a child or someone else) and offering gifts to entice them into a relationship or action.

Cyber bullying:

Using an on-line platform to harass, intimidate, threaten or humiliate another person which can be done in a variety of ways e.g. - by posting malicious content on social media, gaming platforms or spreading rumours online and making false statements about someone, often anonymously.

Deepfakes and Manipulated Media:

The College recognises the increasing risk posed by deepfakes and AI-generated content. Deepfakes use artificial intelligence to create or alter images, videos, audio recordings, or messages in ways that can appear genuine but are misleading, deceptive, or harmful.

Learners and staff should be aware that deepfakes may be used to:

- Impersonate individuals and organisations.
- Spread misinformation, disinformation, or fake news.
- Facilitate bullying, harassment, blackmail, or reputational harm.
- Support fraud, phishing, scams, or identity theft.

- Create fake or manipulated images, videos, or audio designed to exploit, intimidate, or deceive others.

The College will promote digital literacy and critical thinking skills to help learners and staff identify, question, and report suspicious or manipulated online content. Any concerns regarding the creation, sharing, or use of deepfake material that may cause harm, constitute a safeguarding concern, or potentially involve criminal activity should be reported immediately to the Designated Safeguarding Lead (DSL).

Sexting: this involves individuals taking and sending an indecent image of themselves or sharing them on line or via a mobile phone. There are legal implications of sending an indecent image of a person under the age of 18 or a child being in possession of an indecent image of another child.

4. Monitoring & Review

The Board of Directors will review this policy annually to ensure its continued effectiveness and compliance with statutory requirements.

The Designated Safeguarding Lead (DSL) is responsible for maintaining records of safeguarding concerns and incidents and will provide an annual safeguarding report to the Board of Directors. This report will remain confidential and will identify any emerging themes, trends, or areas for improvement, which will be addressed through appropriate actions.

Safeguarding arrangements are monitored through:

- Safeguarding incident records and reports.
- Monthly Safeguarding Group meetings chaired by the DSL.
- Monthly safeguarding updates provided to the Board of Directors.
- Analysis of safeguarding themes, trends, and outcomes to inform continuous improvement.

5. References and Related Policies

Safeguarding Adults Legislation

Safeguarding Adults in all home nations is compliant with United Nations directives on the rights of disabled people and commitments to the rights of older people. It is covered by:

England

Care Act 2014
Children Act 1989
Children Act 2004 and subsequent amendments
Children and Families Act 2014
Children and Social Work Act 2017
Counter Terrorism & Security Act 2015
Criminal Justice Act 2003
Equality Act 2010
Education and Skills Act 2008
Every Child Matters: Change for Children 2009
General Data Protection Regulation (GDPR) and Data Protection Act 2018
Information sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers – HM GOV
Keeping Children Safe in Education 2026 (KCSiE)
Mental Capacity Act 2005
Modern Slavery Act 2015
Mandatory Reporting of FGM (Oct 2015) and the Children and Social Work Act 2017
Multi-agency public protection arrangements (MAPPA): Guidance 2024
Prevent duty guidance: Guidance for specified authorities in England and Wales 2023
The Prevent duty in further education and skills providers (England/Wales & Scotland)
Safeguarding Disabled Children: Practice Guide 2009
Section 175 of the Education Act (2002)
Special Education Needs & Disability Code of Practice 2020
Sexual violence and sexual harassment between children in schools and colleagues
The Safeguarding Vulnerable Groups Act 2006 & Amendments
The Prevent duty in further education and skills providers (England/Wales & Scotland)
Working Together to Safeguard Children 2026

The following policies demonstrate and support a shared commitment to safeguarding and promoting the welfare of its stakeholders:

- HR01.1UK Employee Handbook
- HR1.2UK Equality and Diversity Policy
- HR1.3UK Whistleblowing Policy
- HR1.4UK Modern Slavery and Human Trafficking Policy
- HS1.2UK Lone Working Policy
- HS1.1UK Health and Safety Policy
- HS1.5UK Prevent Strategy
- QA4.1a UK Safer Recruitment Development and Management Policy
- QA7.1 Support for Learners Policy (includes learner code of conduct & disciplinary policy)

- QA7.2 Approval and Monitoring of Venues
- QA8.3UK Data Protection Policy
- ICTA05 Internet Access Policy
- Cenit College Learner Handbook Learner Behaviour in an online environment

6. Version Control

Version	Date	Description	Review Date	Originator	Approved by
Version 1	25/03/2024	New UK version of policy	25/03/2025	Celia Robotham	B.O.D March 2024
Version 1.1	29/07/24	KcSiE 2024 updates and role of DSO added to policy	25/08/2025	Celia Robotham	Quality Committee
Version 1.2	31/07/2024	Changes name to eliminate Bootcamps from title	31/07/2024	Perri Williams	Quality Committee
V2	31/07/2024	Approval of Policy	25/08/2025	Celia Robotham	B.O.D
V 3	11/01/2025	DSL name added Section 1.5 Page 4	25/08/2025	Celia Robotham	Quality Committee
V 3.1	31/01/2025	Information added regarding volunteers	25/08/2025	Celia Robotham	B.O.D
V 4	30/06/2025	New policy library numbering system added to policy Update introduction. References to Cenit Group changed to Cenit College UK Page 2: add prevent strategy to bullet point list Update working together to safeguard children to 2023 Remove DSO from policy page 5	30/06/2025	Celia Robotham	B.O.D
V5	28/08/2026	Whole policy audit to align with parent company policy 1.1. updated introduction 2.1. Additional definitions added 2.2. Responsibilities wording aligned with parent company policy. SLT & HR added	01/09/2026	Celia Robotham	B.O.D

		3. Raising a concern procedure updated to reflect new referral process 3.4 new sections added on SEND and Asylum refugee and contextualised safeguarding 3.8 Safer recruitment and online safety includes grooming and deepfakes. Section 7 New Appendices with more information and links added			
5.1	22/09/2026	Formatting and branding update	22/09/2026	Renata Sikorska	B.O.D

6.1 Next Review Date

The next scheduled review of this document will be August 2027, or sooner if significant changes occur.

6.2 Document Authorisation

Document Authorised	
Name And Position	**Authorisation & Date**
Karl Milne Executive Director	 02/09/2026

7. APPENDICES

Appendix A: Related Areas to Safeguarding information for Colleagues

The College recognises the following as categories of abuse and neglect:

Abuse and neglect can occur in person, online, within a family, institution, community, or through those known to, or trusted by, the individual. Abuse may consist of a single incident or a pattern of incidents and can result in significant harm to a person's health, development, wellbeing, or safety.

1. **Physical Abuse**

Physical abuse is the deliberate use of physical force that causes, or is likely to cause, harm. This may include hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, misuse of medication, or otherwise causing physical injury.

2. **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of an individual, causing adverse effects on their emotional wellbeing and development. This may include humiliation, intimidation, threats, rejection, isolation, coercive control, bullying, exploitation, or exposing an individual to domestic abuse

3. **Sexual Abuse**

Sexual abuse involves forcing, persuading, manipulating, or enticing an individual to take part in sexual activities, whether or not they are aware of what is happening. It includes contact and non-contact activities, grooming, sexual exploitation, indecent images, online abuse, sexual harassment, and sexual violence.

4. **Neglect**

Neglect is the persistent failure to meet an individual's basic physical and/or psychological needs, which is likely to result in the impairment of their health, wellbeing, or development. This may include failing to provide adequate food, clothing, shelter, supervision, medical care, education, or emotional support.

5. **Domestic Abuse**

Domestic abuse can include physical, emotional, sexual, psychological, financial, or controlling and coercive behaviour between individuals who are personally connected. Exposure to domestic abuse can itself constitute a safeguarding concern.

6. **Online Abuse**

Online abuse includes any form of abuse facilitated through technology, social media, gaming platforms, messaging services, or other digital channels. This may include cyberbullying, grooming, exploitation, harassment, sextortion, sharing of indecent images, and exposure to harmful content.

7. **Financial or Material Abuse**

Financial abuse involves the unauthorised or improper use of a person's money, assets, property, or resources. Examples include theft, fraud, exploitation, coercion relating to finances, or misuse of benefits.

8. **Modern Slavery and Human Trafficking**

Modern slavery encompasses slavery, servitude, forced or compulsory labour, and human trafficking. Victims may be exploited for criminal, labour, sexual, domestic, or financial purposes. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance.

9. **Honour-Based Abuse**

Honour-based abuse refers to incidents or crimes committed to protect or defend the perceived honour of an individual, family, or community. This includes forced marriage and female genital mutilation (FGM).

10. **Bullying and Harassment**

Bullying and harassment may be physical, verbal, emotional, discriminatory, or online in nature. Such behaviour can have a significant impact on an individual's wellbeing, safety, and ability to learn.

11. **Self-Neglect and Self-Harm**

Self-neglect refers to an individual's inability or unwillingness to care for their own basic needs. Self-harm includes any behaviour where a person deliberately causes injury to themselves, regardless of intent.

12. **Child Sexual Exploitation (CSE)**

Child Sexual Exploitation occurs where a child or young person is manipulated, coerced, or deceived into sexual activity in exchange for something they need or want, or for the financial advantage or increased status of the perpetrator.

13. Child Criminal Exploitation (CCE)

Child Criminal Exploitation occurs where a child or young person is manipulated or coerced into criminal activity for the benefit of others. This may include county lines activity, drug trafficking, theft, violence, or other criminal conduct.

14. Forced Marriage

The tradition of arranged marriages has operated successfully within many countries and communities. A clear distinction must be made between a forced marriage and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice whether to accept the arrangements remains with the individuals. In forced marriages at least one party does not consent to the marriage, and some element of duress is involved. Forcing someone to marry in the UK is a criminal offence.

Most cases of forced marriage involve young women and girls aged between 13 and 30 years. However, there is increasing evidence to suggest that as many as 15% of victims are male. This includes heterosexual, as well as gay, bi and transsexual men.

15. Female Genital Mutilation (FGM)

Female genital mutilation is a collective term for procedures which include the removal of part or all of the external female genitalia for cultural or other nontherapeutic reasons. This practice is not required by any major religion and medical evidence indicates that female genital mutilation causes harm to those who are subjected to it. Girls may be circumcised or genitally mutilated illegally by doctors or traditional health workers in the UK or Ireland or sent abroad for the operation.

Female circumcision, excision or infibulation (FGM) is illegal in both Ireland and UK.

16. Stalking

Stalking can be defined as a pattern of repeated unwanted behaviour that causes an individual to feel distressed, scared, and / or fear violence. It differs from harassment, in that the perpetrator will be obsessed with, or fixated on, the individual they are targeting. Such as repeatedly damaging property, watching or spying including tracking devices, contacting workplaces, colleagues, friends close to the victim, online monitoring, blackmail, making

threats to hurt those close to the victim, including their children, repeatedly sending unwanted letters or gifts and sexual and physical assault.

17. Hate Crime

Hate crime or incidents means any incident that is perceived by the victim, or any other person, to be racist, homophobic, transphobic or due to a person's religion, beliefs, gender identity or disability. Anyone can be a victim of hate crime or incidents regardless of race, age, disability, sexuality or gender. Lesbian, gay, bisexual and transgender (LGBT) individuals could face additional concerns around homophobia and gender discrimination. Individuals may be concerned that they will not be taken seriously, recognised as a victim. Abusers may also control their victims by threatening to 'out' them to friends and family or support services.

18. Gangs

A gang is defined as a relatively durable group who have collective identity and meet frequently. They are predominately street-based groups of young people who see themselves (and are seen by others) as discernible groups, engaging in criminal activity and violence which can be integral to the group's identity, laying claim over territory (this is not just geographical territory but also includes illegal economy) and in conflict with other similar gangs.

The risk posed to young people involved in gangs are being exposed to violence, weapons, drugs and sexual exploitation. Evidence suggests that gangs are predominately male with an average age of 20 years. They have extensive criminal histories with the average age of the first conviction being at 15 years old. However, there is a reported increase in female members in gangs. There is often pressure for girls to associate with young boys in gangs to 'link' with gang members to attain status for their own protection and perhaps benefit from a criminal lifestyle. Sexual exploitation and abuse is a risk for girls. For example, rape by gang members as a form of retaliation or as an act of violence is said to occur quite frequently in some areas and reports to police are rare due to fear of intimidation.

19. Mate Crime

This term is understood to refer to the befriending of people who are perceived by perpetrators to be vulnerable, for the purpose of taking advantage of, exploiting and /or abusing them. The relationship is likely to be of some duration and, if left unchecked, may

lead to a pattern of repeat and worsening abuse. Mate crimes are likely to happen in private, often in the victim's homes. It can also occur via social media, where victims are financially or sexually exploited after being befriended online. Whilst this crime can affect many people, individuals with learning disabilities, mental health, older people and those with substance abuse issues are all at greater risk.

20. Child Abduction and Community Safety Incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

21. Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional well-being
- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late, and
- regularly miss school or education or do not take part in education.

22. County lines County lines

Is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children’s homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

23. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti- social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children’s social care where a child has been harmed or is at risk of harm. Public The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homelessness Factsheet - Shelter England

24. Mental Health

Where individuals have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood.

25. Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'.

These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and, • making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above. Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK.

26. Serious Violent Crime

There are a number of indicators, which may signal children or young adults are at risk from, or are involved with, serious violent crime. These may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:

- being male
- having been frequently absent, or permanently excluded, from school
- having experienced child maltreatment and having been involved in offending, such as theft or robbery. A fuller list of risk factors can be found in the Home Office's Serious Violence Strategy.

Professionals should also be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be

particularly risky for young people involved in serious violence. Advice for schools and colleges is provided in the Home Office's Criminal exploitation of children and vulnerable adults: county lines guidance. The Youth Endowment Fund (YEF) Toolkit sets out the evidence for what works in preventing young people from becoming involved in violence.

Home Office funded Violence Reduction Units (VRU) operate in the 20 police force areas across England and Wales that have the highest volumes of serious violence, as measured by hospital admissions for injury with a sharp object.

The Police, Crime, Sentencing and Courts Act 2022 introduced a new duty on a range of specified authorities, such as the police, local government, youth offending teams, health and probation services, to work collaboratively, share data and information, and put in place plans to prevent and reduce serious violence within their local communities. Educational authorities and prisons/youth custody authorities will be under a separate duty to co-operate with core duty holders when asked, and there will be a requirement for the partnership to consult with all such institutions in their area.

Appendix B: Sources of Information and Support

Action on Elder Abuse

A national organisation based in London. It aims to prevent the abuse of older people by raising awareness, encouraging education, promoting research and collecting and disseminating information.

Tel: **020 8765 7000**
Email: enquiries@elderabuse.org.uk
www.elderabuse.org.uk

Ann Craft Trust (ACT)

A national organisation providing information and advice about adult safeguarding. ACT have a specialist Safeguarding Adults in Sport and Activity team to support the sector

Tel: **0115 951 5400**

Email: Ann-Craft-Trust@nottingham.ac.uk

www.anncrafttrust.org

Men's Advice Line

For male domestic abuse survivors

Tel: **0808 801 0327**

National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked. Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- Safe Young Lives: Young people and domestic abuse | Safelives
- Domestic abuse: specialist sources of support (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
- Home: Operation Encompass (includes information for schools on the impact of domestic abuse on children)

National LGBT+ Domestic Abuse Helpline

Tel: 0800 999 5428

National 24-hour Freephone Domestic Abuse Helplines

England	**Northern Ireland**
Tel: **0808 2000 247** www.nationaldahelpline.org.uk/Contact-us	Tel: **0808 802 1414** www.dsahelpline.org Twitter: www.twitter.com/dsahelpline Facebook: www.facebook.com/dsahelpline
Scotland	**Wales**
Tel: **0800 027 1234** Email: helpline@sdafmh.org.uk Web chat: sdafmh.org.uk	Llinell Gymorth Byw HebOfn/ Live free from fear helpline Tel: **0808 8010 800** Type Talk: **18001 0808 801 0800** Text: **078600 77 333**

Rape Crisis Federation of England and Wales

Rape Crisis was launched in 1996 and exists to provide a range of facilities and resources to enable the continuance and development of Rape Crisis Groups throughout Wales and England.

Email: info@rapecrisis.co.uk
www.rapecrisis.co.uk

Respond

Respond provides a range of services to victims and perpetrators of sexual abuse who have learning disabilities, and training and support to those working with them.

Tel: 020 7383 0700 or
0808 808 0700 (Helpline)
Email: services@respond.org.uk
www.respond.org.uk

Stop Hate Crime

Works to challenge all forms of Hate Crime and discrimination, based on any aspect of an individual's identity. Stop Hate UK provides independent, confidential and accessible reporting and support for victims, witnesses and third parties.

24 hours service:
Telephone: **0800 138 1625**
Web Chat: www.stophateuk.org/talk-to-us/
E mail: talk@stophateuk.org
Text: **07717 989 025**
Text relay: **18001 0800 138 1625**
By post: PO Box 851, Leeds LS1 9QS

Susy Lamplugh Trust

The Trust is a leading authority on personal safety. Its role is to minimise the damage caused to individuals and to society by aggression in all its forms – physical, verbal and psychological.

Tel: **020 83921839**

Email: info@suzylamplugh.org

www.suzylamplugh.org

Victim Support

Provides practical advice and help, emotional support and reassurance to those who have suffered the effects of a crime.

Tel: **0808 168 9111**

www.victimsupport.com

Women's Aid Federation of England and Wales

Women's Aid is a national domestic violence charity. It also runs a domestic violence online help service.

www.womensaid.org.uk/information-support

Appendix C: Useful Links and further information

Child sexual exploitation | NSPCC
Criminal exploitation of children and vulnerable adults: county lines - GOV.UK
Female genital mutilation - GOV.UK
Forced marriage - GOV.UK
Gangs and youth violence - GOV.UK
Harmful sexual behaviour (HSB) or peer-on-peer sexual abuse | NSPCC Learning
Healthy relationships | NSPCC
Mental Health Foundation | Everyone deserves good mental health
Missing Children and Adults strategy - GOV.UK
Preventing bullying - GOV.UK
Prevent duty guidance: England and Wales (2023) - GOV.UK
Prevent in Schools - Teaching Resources for Prevent duty
Missing Children and Adults strategy - GOV.UK
Talking about drugs and alcohol | NSPCC
Teaching online safety in schools - GOV.UK
UK Council for Internet Safety - GOV.UK
when-to-call-the-police--guidance-for-schools-and-colleges.pdf

Appendix D: Designated Safeguarding Personnel

Cenit College Executive Director	Karl Milne Karl.milne@seetec.ie Tel: 00353862391058
Cenit College Senior Leadership Team Safeguarding Lead	Celia Robotham Celia.robotham@cenitcollege.co.uk Tel: 003308280953
Head of Safeguarding for Seetec Group and Cenit college	Dorian Davies (Head of Safeguarding) Dorian.Davies@seetec.co.uk Tel: 07933 819 082
Cenit College Designated Safeguarding Lead & Prevent SPOC	Radhika Shukla Radhika.shukla@cenitcollege.co.uk Tel: 003308280953
Cenit College Human Resources Single Central Record Administrator	Marie Downes Marie.downes@cenite.ie Tel: +353 1 901 2014