

Learner & Apprentice Safeguarding and Welfare Policy

Purpose and Explanation of the Policy

The purpose of the policy is to ensure that the TheLightBulb adheres to its legal obligation and social responsibility in relation to the safeguarding and welfare of children, young people, and vulnerable adults. This is in accordance with legislation such as the Safeguarding Vulnerable Groups Act 2006 and in practice and policy directed by the Governments publication, Keeping Children Safe in Education 2023.

TheLightBulb is committed to improving and promoting best practice throughout the organisation and ensuring that the wellbeing of learners/apprentices is safeguarded, that they are protected from harm and feel that TheLightBulb provides them with a safe environment. This will in turn promote opportunities for them to thrive and benefit from their learning experience. TheLightBulb believes that all individuals have a right to freedom from abuse and harm and promotes this throughout the organisation. TheLightBulb have a separate Prevent Policy which covers radicalisation and extremism and an e-safety policy to cover IT usage and safety online.

The policy is promoted through initial and ongoing training for new/existing staff, it is included on the agenda for all CPD meetings, and our Hot Topics are updated regularly to include current issues so ensuring all staff and learners/apprentices are committed to protecting vulnerable others.

The term learner within this document refers not only to young people but to any learner enrolled at TheLightBulb and or engaged in any activity on our premises.

Responsibility and Authority

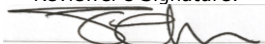
The organisation has ultimate responsibility for learner protection and will ensure that the arrangements for safeguarding and welfare of learners/apprentices are effective, robust, and reviewed on a regular basis.

Recognition of actual or suspected abuse is the responsibility of ALL staff and must be reported using the safeguarding form to one of the above immediately through the TLB Safeguarding Email address:

safeguarding@thelightbulb.net.

Additionally, all welfare concerns need to be sent through the safeguarding email address using the welfare form.

The following staff have been designated as Safeguarding Personnel. They have responsibility for this policy.

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The designated safeguarding personnel are:

1. Susan Feltham – Designated Safeguarding Lead (DSL)
 - Quality Assurance Manager
 - 07772984014
 - susan.feltham@getsetuk.co.uk

2. Andrea Gregory – Designated Safeguarding Officer (DSO) and Deputy DSL
 - Health & Safety Officer & Apprentice Recruitment
 - 01268 270648
 - 07764 969337
 - Andrea@thelightbulb.net

3. Emily Casson - Designated Safeguarding Officer (DSO) and Deputy DSL
 - Coordinator
 - 01268 270648
 - 07764 969339
 - emily.casson@thelightbulb.net

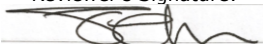
Definition of Safeguarding and Welfare

Safeguarding and welfare are related but distinct concepts that are both important for the protection and well-being of children, young people, and vulnerable adults. Safeguarding means:

- protecting children, young people and vulnerable adults from abuse and maltreatment.
- preventing harm to children, young people and vulnerable adults' health or development
- ensuring children and young people grow up with the provision of safe and effective care.
- taking action to enable all children and young people to have the best outcomes.
- Child protection is part of the safeguarding process and focuses on protecting individual children and young people identified as suffering or likely to suffer significant harm.

The Safeguarding Agenda includes a wide range of potential risks Abuse (physical, emotional, financial, institutional, sexual, and organisational)

- Self-neglect
- Discrimination
- Child sexual exploitation
- Bullying and cyberbullying
- Cybercrime
- Domestic abuse

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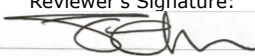
- Substance misuse
- Fabricated or induced Illness
- Faith abuse
- Forced marriage.
- Gang and youth violence.
- Private fostering
- Female genital mutilation (FGM)
- Gender based violence.
- Radicalisation
- Sexting
- Peer on Peer abuse, including Sexual Harassment
- Relationship abuse, including teenage relationship abuse.
- Trafficking and modern slavery
- Breast ironing
- Mental health concerns
- Sexual violence and sexual harassment, including child on child abuse.
- Children missing in education.

A child is defined as anyone under the age of 18. An adult at risk is defined as any person over the age of 18 and at risk of abuse or neglect because of their need for support or personal circumstance. Alongside the Safeguarding Agenda risks above this could be due to, and not limited to any of the following:

- Living in sheltered housing
- Receiving any form of health care
- Receiving a welfare service to support their need to live independently.
- Receiving a service due to their age or disability
- Living in residential accommodation such as a care home
- Receiving domiciliary care in their own home
- Expectant or nursing mother living in residential care.
- Person under supervision of probation service

While the definitions of a child and adult at risk give the rationale for legislative intervention, it is important to note that a person may be deemed at higher risk of a safeguarding issue affecting them due to other factors. This is termed contextual safeguarding. Examples of areas to consider are:

- Poor numeracy and literacy skill, or specific learning need
- English not a first language
- Unsupportive employer
- Under-represented group
- Acting as a carer for another family member
- Background in offending or is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.

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- Has a disability or social need
- Has special educational needs (whether or not they have a statutory Education, Health, and Care Plan)
- Lives 'In Care' or has recently transitioned out of Care.
- Is a young carer.
- Is frequently missing/goes missing from care or from home.
- Is within a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse or generally unsupportive.
- A number of groups of learners have been identified as being more vulnerable, and each have proportionate measures in place to ensure the learners are fully supported. These include learner on an EHCP, coach core learners and in care learners.

Welfare refers to the general well-being and happiness of a person or group. Welfare means:

- meeting the needs and interests of the individual or group
- providing support and services to enhance their quality of life.
- addressing any barriers or challenges that affect their learning or well-being.
- promoting their personal and social development
- respecting their rights and dignity

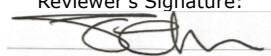
Safeguarding and welfare are both essential for creating a safe and positive environment for children's young people and vulnerable adults, and for enabling them to achieve their full potential. However, safeguarding is more focused on preventing and responding to abuse and harm, while welfare is more focused on enhancing and supporting well-being and happiness.

Under this policy abuse and neglect are defined as forms of maltreatment to any learner. This may be by omission or commission i.e., inflicting harm or failing to prevent harm. We recognise a learner can be abused in a family, an institution or community setting by those known to them or more rarely by a stranger. Abuse may be by an adult or a peer.

Our responsibility

We all have a responsibility to ensure that children, young people, and adults at risk are protected from harm, informed about potential risks to their welfare, and understand how to seek help. We ensure all concerns are dealt with timely and appropriately. We also have a responsibility to minimise the risk of allegations against you.

All staff are expected to comply with any background disclosure check request and to have a good understanding of what constitutes a safeguarding or welfare concern, how to provide support, guidance in such instances, and the channels for escalating a concern. To assist you in this, on-going training, and awareness, as well as continuous information, advice and

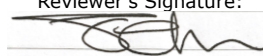
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guidance will help you to feel confident in proactively promoting safeguarding and understanding your individual responsibilities.

The responsibilities of individuals are detailed below:

- Our Governors - to be knowledgeable about safeguarding and to ensure we have effective policies. To receive reports on safeguarding at each board meeting.
- Our CEO/ COO - to ensure policies are implemented and followed, and sufficient time and resources are allocated to employees to carry out their responsibilities.
- Designated Safeguarding Lead – to maintain links with local multi-agency safeguarding partners (local authorities, chief officers of police, and clinical commissioning groups), and Prevent Coordinators, inform and advise all parties on legislation changes and current safeguarding themes, plan and implement training for all employees including CPD, quality assurance and standardisation for the designed safeguarding officer team. Carry out investigations where appropriate into welfare concerns reported and liaise with external bodies such as safeguarding board where appropriate. Support and coordinate escalation process. Overall management of safeguarding issues and report to board on any issues that arise. Review procedures and policies on a timely basis. Maintain own CPD to ensure their role can be fulfilled. They will lead on policy and training, making referrals to external agencies such as Local Authority /Chanel/ Police and DBS. Have awareness of those children that are in need and how their education is impacted and progressing; this includes children allocated a social worker where this has been alerted to TLB. They will also pass this information where relevant to a learner’s new training provider if they leave a TLB programme. When informed, oversee information security for safeguarding and work with the data protection team where required. The lead will also nominate and ensure Deputy Designated Safeguarding Officers are in place and trained to the same level. They will also report to the Board on safeguarding.
- Designated Safeguarding Officers – to deal with employee concerns over learners’ welfare, signpost and offer guidance. Carry out investigations where appropriate into welfare concerns reported and liaise with external bodies such as Regional Prevent Coordinators, local multi-agency safeguarding partnerships (which constitute local authorities, chief officers of police, clinical commissioning groups) where appropriate. Maintain own CPD to ensure their role can be fulfilled competently and seek guidance where appropriate. Monitor the safeguarding inbox twice daily and ensure any new concerns are dealt with within 24 hours.
- Our Trainers/Learning Development Mentors - to check safety and welfare with all learners at each visit/communication, ensuring learners complete all safety-related learning activities within their programme. You must be aware of indicators and that there may be a safeguarding issue and follow the Learner Protection Flow Chart (see

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end of this document). To provide support and referral to external agencies as they see fit, if comfortable to do so, and then inform safeguarding team of their actions. To complete allocated training as directed by the safeguarding team in a timely manner.

- Support Teams - You must be mindful of indicators that there may be a safeguarding issue should you meet a learner or potential learner. To complete allocated training as directed by the safeguarding team in a timely manner.

The topic of Safeguarding can be very sensitive due to the content and may be difficult for you to discuss. If you have any concerns over issues raised, please contact a Designated Officer as quickly as possible.

Specific safeguarding meetings are held monthly with the Safeguarding Lead and the DSO where all safeguarding cases, processes and policies are reviewed.

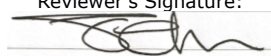
Learner protection issues will be reviewed at staff meetings and input from all staff on ways in which to raise awareness will be welcomed.

In addition to advance safeguarding and achieve commitment to the policy across the organisation we will:

- Promote the policy to staff, through meetings, forums, training, and continued reinforcement by leading by example.
- Ensure that the recruitment policy is implemented around safer recruitment.
- Ensure staff fully understand safeguarding, current local issues, and their responsibilities regarding safeguarding requirements.
- Equip managers to promote and ensure safeguarding is fully embedded within the organisation.
- Provide a safe environment for our staff and learners which is free from abuse.
- Train staff at all levels to implement this policy.

Disclosure and Barring Service

All staff and associates will be required to undergo DBS checks as a matter of course and contracts will be terminated should the results of these be of an unsatisfactory nature. A central record is held and reviewed monthly by the safeguarding team and HR representative, and quarterly by the board. For further information on DBS checks within the company please refer to the DBS Policy and Recruitment Policy.

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Training to Ensure the Protection of learners/apprentices and employees and Prevention of Abuse

The Department for Education has published Prevent duty guidance: for further education institutions in England and Wales for further guidance on the Prevent duty. All employees undertake Prevent and Safeguarding in FE training prior to their start date with TheLightBulb.

Training is updated annually, is also ongoing in staff CPD meetings and is evidenced on the HR employee system. A central record of safeguarding training undertaken is held and reviewed monthly by the safeguarding team.

Procedure for Reporting Suspected Abuse or Concerns

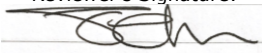
Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to the designated safeguarding lead.

To help you recognise when to report suspected abuse or concerns the following brief list of cause for concerns has been created. However, Appendix 1 also provides guidance on the difference between a safeguarding or welfare referral. Anything that gives you a concern must be reported regardless of its presence on this list:

- Signs of physical abuse for example bruising.
- Suspicions of abuse due to changes in behaviour.
- Disclosure by a learner where a member of staff then believes the learner to be at risk of harm.
- Any obvious signs of neglect.
- Any deterioration in health.
- Any signs of bullying or harassment.

If you are concerned about the safeguarding or welfare of a learner, you must:

1. Use the Safeguarding and Welfare Referral Document (Appendix 2) to identify the next steps to take.
2. If this is a safeguarding concern complete the Learner safeguarding/ Prevent Incident Form (Appendix 3) to record brief, but detailed, notes of the observations you have made, or information received. If there has been a disclosure the notes must be in the learner's own words.
3. If this is a welfare concern complete the Learner Welfare Referral Form (Appendix 4) to record brief, but detailed concerns.
4. Contact one of the designated safeguarding personnel for further advice or speak to your Line Manager who will support and advise you and may contact the designated person on your behalf.

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5. Email the completed form to safeguarding@thelightbulb.net

The designated member of staff will refer information to, or seek advice from, other relevant organisations as appropriate, for example Children’s Social Care, Police, or another agency. There is an expectation that concerns for young adults should be shared with parents/carers unless by doing so the learner might be placed at greater risk of harm.

In the event of the concerns not being appropriate for referral to an outside agency at that stage then the learner will be monitored through an appropriate member of staff in liaison with the designated safeguarding person and where appropriate signposted to support organisations.

Staff will receive support as required.

Allegations Made Against Staff or Associates of TheLightBulb

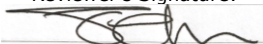
If an allegation is made against a member of staff or associate it should be reported immediately to Susan Feltham, Quality Assurance Manager, or a designated safeguarding person if available. They will then seek advice from the Local Authority Designated Officers (LADO).

Contact details for Local Authority Designated Officers can be found through the National LADO Network 03000411111. Outside Hours 03000419191

Our Current Areas:

Bedfordshire
Essex
Hampshire
Greater London Authority
Norfolk
Suffolk
Sussex
Surrey

Safeguarding or child protection allegations about members of staff must be reported immediately to the Designated Safeguarding Lead. Allegations against the Designated Safeguarding Lead should be taken to the CEO. Allegations against the CEO should be taken to the Chair of Governors. These concerns must be discussed immediately with the LADO. Employers have a duty of care to their employees. TLB should ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended.

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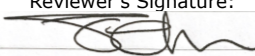
Keeping Learner's Safe

Online Safety is being aware of the nature of the possible threats that you could encounter whilst engaging in activity through the Internet. These could be security threats, protecting and managing your personal data, online reputation management, and avoiding harmful or illegal content. These might manifest as online abuse, bullying, threats, impersonation, grooming, harassment, or exposure to offensive and/or violent content. We educate learners around online dangers through induction, hot topics and teaching and learning activities.

Child on Child abuse/ Sexual Harassment and Violence between children. As a result of Ofsted's review into sexual abuse in schools in 2021, a range of interventions have been applied to educate and support learners around identification and accessing support around sexual harassment and abuse. Learners have access to the Disrespect Nobody tutorial and quiz during induction.

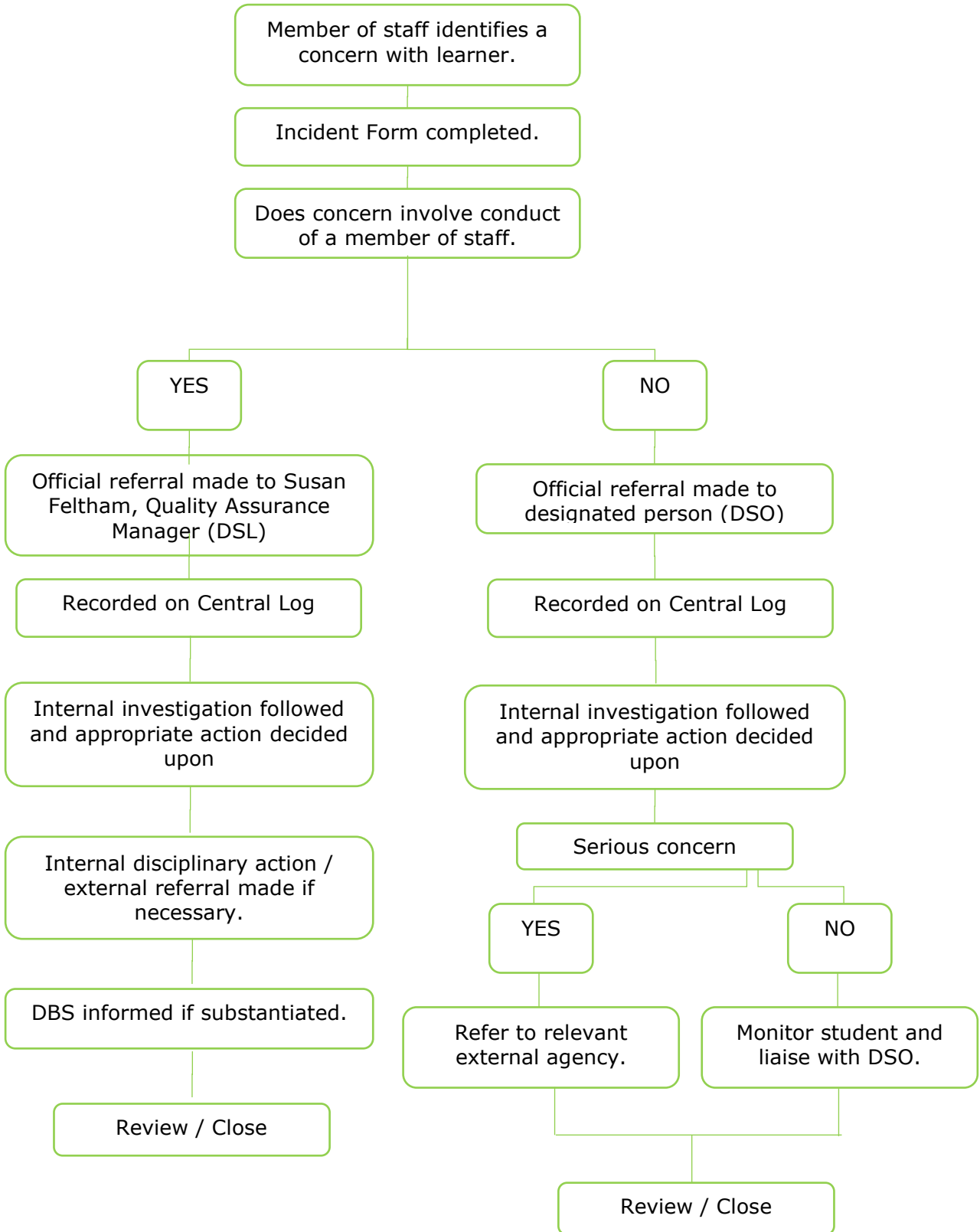
Further Information

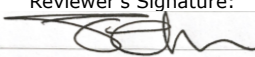
- Bedfordshire Safeguarding Adults: [Safeguarding | Central Bedfordshire Council](#)
- Bedfordshire Safeguarding Childrens: [Safeguarding Bedfordshire - Welcome to Children & Young People](#)
- The Essex Safeguarding Adults Board website: <http://www.essexsab.org.uk/>
- The Essex Safeguarding Children Board website: <http://www.esccb.co.uk/about/>
- Hampshire Safeguarding Adults Board: <https://www.hampshiresab.org.uk/>
- Hampshire Safeguarding Child Partnerships: <https://www.hampshirescp.org.uk/>
- London Safeguarding Adults: <https://www.redbridgesab.org.uk/about-the-rsab/london-safeguarding-adults-board/>
- London Safeguarding Children's: <https://www.londonscb.gov.uk/>
- Norfolk Adult Safeguarding Board: <https://www.norfolksafeguardingadultsboard.info/>
- Norfolk Children's Safeguarding: <https://norfolkscp.org.uk/>
- Suffolk safeguarding partnership Adults and Children: <https://www.suffolksp.org.uk/#gsc.tab=0>
- Surrey Adults Safeguarding Board: <https://www.surreysab.org.uk/>
- Surrey Children's Safeguarding Partnership: <https://surreyscp.org.uk/>
- Sussex Adult Safeguarding: <https://www.sussex.ics.nhs.uk/carerguidance/adult-safeguarding/>
- Sussex Children's Safeguarding: <https://www.westsussexscp.org.uk/>

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Learner Protection Flow Chart



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Appendix 2:

Safeguarding or Welfare Referral?

Is the adult learner at risk of, or experiencing, abuse or neglect by another person or themselves? If yes, complete a safeguarding referral.
Is the adult learner able to protect themselves from the abuse or neglect? If no, complete a safeguarding referral.
Is the adult learner's health, well-being, or quality of life significantly affected by the abuse or neglect? If yes, complete a safeguarding referral.
Is the adult learner in need of additional support or services to meet their needs or achieve their goals? If yes, complete a welfare referral.
Is the adult learner facing any barriers or challenges that prevent them from accessing or engaging with education or training? If yes, complete a welfare referral.
Is the adult learner experiencing any personal or financial difficulties that affect their learning or well-being? If yes, complete a welfare referral.

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Appendix 3

LEARNER SAFEGUARDING/PREVENT INCIDENT FORM

(Delete as appropriate)

Learner:		Date of Birth:			
Programme:					
Employer:					
Report Raised by:				Date:	
Details of concern: (Please attach any notes using the Learner's own words)					
Evidence (if additional to the above):					
Reported to:					
Action Taken:					
Additional Support Agreed:					
Follow up Action Required (tick as appropriate)		1 Week	1 Month	3 Month	6 Month
Additional Comments					Date

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Follow up Action Required (tick as appropriate)	1 Week	1 Month	3 Month	6 Month
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Additional Comments	Date
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Follow up Action Required (tick as appropriate)	1 Week	1 Month	3 Month	6 Month
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Additional Comments	Date
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Follow up Action Required (tick as appropriate)	1 Week	1 Month	3 Month	6 Month
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Director Signature:	Date:
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DSL/DSO Signature:	Date:
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Appendix 4

LEARNER Welfare Referral FORM

Name of Learner:		Date of Birth:	
Programme:			
Trainer/LDM Name:			
Report Raised by:		Date:	
Reported to:		Date:	
Details of Concerns: (tick below)			
Health issues (physical or mental)	Financial difficulties	Learning difficulties or disabilities	
Other (Please Specify)			
Additional Comments:			
Action Taken: (tick below)			
Referred to learner Safeguarding Team	Referred to external agency (e.g. social services, health services, etc.)	No action required	
Other (please specify)			
Additional Comments:			
Director Signature:		Date:	
DSL/DSO Signature:		Date:	

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