DAMAR TRAINING



OUR POLICY FOR SAFEGUARDING AND PROMOTING STUDENT WELFARE

NB: if you have a concern about the welfare of a student, please speak to David Morley (Designated Lead for Safeguarding), Jennifer Mayne (Coach and Deputy Designated Lead for Safeguarding), or Jonathan Bourne (Chief Executive Officer) immediately – contact details inside

Policy owner: David Morley

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DAMAR TRAINING

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1. Policy for Safeguarding and Promoting Student Welfare

Damar is committed to safeguarding and promoting the welfare of all students. We expect all staff, associates, contractors, employers and volunteers to share this commitment. Safeguarding is everyone's responsibility.

Further education colleges and providers of adult, community and work-based learning in England are required under statutory guidance for schools and colleges to secure the safety of children, young people and vulnerable adults who are their students.

Damar recognises that when carrying out its duty to safeguard and promote the welfare of children (everyone under the age of 18), we **must** read and follow the statutory guidance from the Department for Education, provided within the "Keeping children safe in education" (publication date, September 2026) document which is applicable to post 16 education and This policy is based on the Department for Education's (DfE's) statutory guidance Keeping Children Safe in Education (2026) and Working Together to Safeguard Children (2026), With regard to our students who are vulnerable adults, we refer to the Safeguarding Vulnerable Groups Act 2006.

Our Senior Leadership Team also gives due regard to the following:

- Statutory guidance - Working Together to Safeguard children 2026 https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
- Departmental advice – What to do if you are Worried a Child is Being Abused – Advice for Practitioners https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2
- Sexual violence and sexual harassment guidance is contained within Part Five of Keeping Children Safe in Education (2026).
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation). This means our governors and

headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting a specific group of pupils (where we can show it's proportionate). This includes a duty to make reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment

It is essential that all Damar staff understand our safeguarding responsibility. In support of this aim, all colleagues are required to read and understand Part one of "Keeping children safe in education" (publication date, September 2026).

In addition, we commit to ensuring that ALL staff are aware of the systems within Damar which support safeguarding. These systems are thoroughly explained as part of our staff induction and include reference to:

- Our procedures relating to child-on-child abuse
- Anti-Bullying and Behaviour Policy
- Damar Employee Handbook and Professional Standards Guide
- Our process for managing Safeguarding referrals
- Full details relating to the role of the Designated Lead for Safeguarding and their Deputies

Through our staff induction, our policies and procedures and ongoing staff/student training, it is stressed that all concerns must be taken seriously and that our students are safe, listened to, believed and supported following any safeguarding disclosure or concern regarding any report of abuse, sexual violence and/or sexual harassment. We promote the welfare of all our students, placing specific emphasis on children and vulnerable adults during their learning journey and we recognise our responsibility to promote the right of every individual to:

- Be healthy (both physically and mentally)
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

This policy is regularly reviewed and updated annually to align with statutory guidance within the "Keeping children safe in education" guidance document (version, September 2026). It is also included as part of our annual self-assessment. It forms part of our wider quality system and is embedded in our other core quality and procedural documents. A copy of this policy is on our staff intranet and is available for download from our website.

This policy sets out, amongst other things, how Damar:

- promotes the policy
- gains commitment to the policy
- trains our colleagues in implementing the policy

- protects our students
- prevents abuse towards our students
- has a way of raising, recording and investigating concerns
- has a way of students getting support or guidance
- monitors its IT usage
- reviews the policy and how often

This policy is closely linked to our Prevent Policy and the two policies should be read together as, together, they set out Damar's responsibilities towards the Prevent duty, including:

- our legal responsibility to fulfil the prevent duty statement
- how we protect students and employees from radicalising influences
- how we ensure students and employees are resilient to extreme narratives
- how we identify changes in behaviour of students and employees
- how we deal with any issues raised by students or employees

2. Organisational responsibilities

Our directors accept overall responsibility for safeguarding and promoting the welfare of our students and delegate specific responsibilities to individual members of staff as appropriate.

All staff with delegated responsibilities receive the necessary information, training and support to carry out their roles.

Our Recruitment Co-ordinators carry out initial screening on all candidates, which includes questions relating to general health, medical conditions, disability and additional learning needs/support requirements.

Business Development Team colleagues complete a review (Enrolment Pack - Standard 10 refers) of every new student during the enrolment process, which also covers general health, medical conditions, disability and additional learning needs/support requirements, together with questions relating to the workplace environment and workplace arrangements in relation to health and safety management.

3. Individuals with specific responsibilities

Designated Lead for Safeguarding and Mental Health Lead (MHFA England): David Morley, (Tel: 07960 888149)

Coach and Deputy Designated Lead for Safeguarding: Jennifer Mayne (Tel: 07891 154701)

Safer Recruitment and Staff inductions planning: Chief People Officer: Diane Flynn

Management of the Single Central Record: David Morley, DSL & Steve Logan, Divisional Manager - BSU

Safeguarding Quality Assurance: Rebecca Blackwood, Quality Manager

4. Promoting Student Welfare

The primary duty for promoting and embedding the concept of safeguarding across the organisation sits with:

Damar's Chief Executive Officer: Jonathan Bourne (Tel: 07768 056712)

Designated Lead for Safeguarding and Mental Health Lead: David Morley (Tel: 07960 888149)

Coach and Deputy Designated Lead for Safeguarding: Jennifer Mayne

The Designated Lead for Safeguarding has lead responsibility for safeguarding (including online safety) and is expected to:

- Manage case referrals
- Support staff through Supervision
- Work with external partners
- Share information (as appropriate)
- Maintain accurate records and store securely
- Raise awareness of safeguarding issues and how they are reported and managed
- Undergo annual training.

All Damar staff are expected to promote, exemplify and embed the importance of safeguarding, with colleagues, employer partners and, crucially, with our students.

Damar puts safeguarding at the heart of its provision. Our commitment is demonstrated and achieved:

- by ensuring that the Designated Leads receive safeguarding training that is suitable to fulfil their roles and is updated annually. NB, all references to "Designated Leads" include the Deputy Designated Leads where the context allows.
- through our staff and student online induction training and testing programme
- for our staff through annual refresher training for all staff, compulsory read documents and updates on our intranet (the Hub)
- for our students through initial induction, regular updates and IAG posted on OneFile and Damar Open Learning, through set activity briefs which are embedded in the learning journey and through 6 weekly coaching visits and 12 weekly reviews
- through its inclusion in all job descriptions and person specifications
- through regular team meetings, where safeguarding is included as a discussion point on agendas and our compulsory schemes of work for students which include activity focusing on Safeguarding, Prevent, Equality and Diversity and British Values
- by conducting employer health and safety reviews
- through the completion of student risk assessment (Standard 10)
- through guidance in our Employee Handbook and Professional Standards Policy, which refer to the required code of conduct for all staff

- through the inclusion of safeguarding in our documentation: Health and Safety Review Forms, Enrolment Packs (which incorporate the Standard 10), Contract for Services, Employer Guide, Supervisor Guide, Employer PowerPoint Presentations and marketing material
- by its inclusion on our website as a separate page which states our commitment to Safeguarding, provides contact details for our Safeguarding Team, IAG and hot topics and a link to our policies
- through the display of signs and notices in our offices
- with the support of our policies for Safer Recruitment Health and Safety, Prevent, Whistleblowing and Equality and Diversity, Anti-bullying and behaviour, Internet and email use, Recruitment of ex-offenders

5. Environment

Through our embedded health and safety policies and procedures, we ensure a workplace and training environment that is as healthy, safe and supportive as is reasonably practicable.

In addition, we promote a 'culture' of safety and wellbeing by ensuring that:

- health and safety and safeguarding are a primary focus for all student recruitment, including thorough screening of all candidates to identify individuals' needs
- the Designated Leads for Safeguarding are clearly identified, and staff understand the process for raising concerns
- through training that is regularly refreshed, staff are alert to the signs and indicators that may suggest a safeguarding concern
- safeguarding is a discussion point at all team meetings across the organisation
- specialist training is provided for the Designated Safeguarding Leads
- relevant information is provided on site, through our website, the Hub, OneFile and Damar Open Learning resources
- safeguarding concerns and actions are recorded in a timely, appropriate and secure way and, where necessary, are shared with the relevant local authority/partner agencies.
- from time-to-time training resources (particularly in our legal programmes) may contain material that some students might find upsetting. We take care to ensure that suitable warnings are in place

6. Online Safety

A risk assessment of our IT usage has been conducted at Director level.

This concludes that our students do not have access to Damar devices and therefore, the likelihood of student access to, or influence by malicious material whilst on site is not possible.

Our training delivery is blended, with most face-to-face content being by video rather than in person. Therefore, student attendance on site and access to Damar devices is extremely minimal.

However, the use of technology has become a significant part of many safeguarding issues, child sexual exploitation, radicalisation and sexual predation and often provides the platform that facilitates harm.

With students learning online, often in their home environment, Damar ensures that staff are fully aware of the breadth of risks that exist, which can be categorised into three areas:

- **content**: being exposed to illegal, inappropriate or harmful material, 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**: personal 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/or pornography, sharing other explicit images) and online bullying; and
- **commerce** – risks such as online gambling, inappropriate advertising, phishing and or financial scams.

NB The above definitions of the four areas of risk are taken from the Keeping Children Safe in Education statutory guidance document (version, September 2026).

Damar is committed to educating its students to be able to recognise them and to escalate their concerns where appropriate. Our Internet and email use Policy aligns with the guidance provided through UKCIS (The UK Council for Internet Safety).

Student's access Online Safety materials as part of the enrolment process, and have a structured Personal development curriculum, including topics on Digital Safeguarding, Harmful Sexual Behaviour, Respectful Communication, Finance and Cost of Living, and Prevent and Anti-Radicalisation and Mental Health. Key areas covered linked to Keeping Children Safe in Education, 2026, include:

- Misinformation and disinformation.
- Conspiracy theories.
- AI-enabled coercion and scams.

Students will receive guidance on the safe and responsible use of Artificial Intelligence (AI), including the risks associated with misinformation, deepfakes, manipulation, online scams and inappropriate content generation.

Cyber-Crime as a Safeguarding Risk

In line with Keeping Children Safe in Education 2026, Damar recognises that cyber-crime is a safeguarding issue where it poses a risk to the safety or wellbeing of children. Cyber-crime may involve or contribute to emotional harm, sexual exploitation, coercion, financial exploitation, bullying, or criminal exploitation.

Cyber-crime safeguarding concerns include, but are not limited to:

- Sextortion (threats or blackmail involving sexual images or videos)

- Hacking or unauthorised access to online accounts
- Impersonation and identity theft
- Online fraud and financial exploitation
- Coercive or exploitative online behaviour linked to grooming or criminal activity

Prevention, Education and Awareness

Consistent with KCSIE requirements, Damar will:

- Integrate cyber-crime risks within its online safety curriculum and safeguarding education
- Ensure staff receive training to identify cyber-crime indicators and understand their safeguarding implications
- Promote safe online behaviours, including password security, privacy settings, and reporting concerns
- Support pupils to understand how to seek help and report concerns safely

Reporting and Response

All cyber-crime concerns involving pupils must be treated as potential safeguarding issues and reported in accordance with the safeguarding procedures.

Where appropriate, concerns will be referred to relevant external agencies, including:

- **CEOP (Child Exploitation and Online Protection Command)** for concerns relating to sexual exploitation or abuse of children online
- **The police** where a criminal offence may have been committed, there is immediate risk, or serious harm
- **Action Fraud** in cases involving online fraud, scams, or financial exploitation
- Relevant **online platforms or service providers** to support account security, evidence preservation, and content removal

Damar will support pupils and families to preserve evidence where safe to do so and to access appropriate advice and support.

Filtering and Monitoring

Our IT, internet and e-mail usage policies help us to manage the risks relating to our staff and our access to specialist technical support enables us to monitor and review usage where there are concerns.

The only online environment that students have access to post is within the forums for each apprenticeship standard. These are physically monitored by multiple staff. These include Programme Managers, Coaches, and the Safeguarding team. Any inappropriate use is dealt with in line with our behaviour policy and where appropriate, an educational intervention.

Staff must only access and use IT equipment, systems and data where they are authorised to do so and only for the purpose of fulfilling their duties.

Misuse will be investigated at Director level, and, with the support of our specialist IT partner, appropriate action taken. Unacceptable use or behaviour, with specific relevance to safeguarding may include, but is not limited to:

- using the internet to send offensive or harassing material to other users
- using the internet to engage with predatory individuals/groups where there is any intent to harm
- distributing, disseminating or storing images, text or materials that might be considered indecent, pornographic, obscene or illegal, save for legitimate teaching purposes
- distributing, disseminating or storing images, text or materials that might be considered discriminatory, offensive, abusive, sexist, racist, or might be considered as harassment, save for legitimate teaching purposes
- broadcasting unsolicited personal views on social, political, religious or other non-business-related matters

Our Professional Standards Policy, Employee Handbook, Email and Internet Use Policy and our IT Policy provide additional details regarding acceptable use and behaviours.

7. Recognising Concerns

Damar colleagues work together to ensure the welfare of every student. All staff must complete compulsory training and development to understand and recognise the indicators that may suggest a risk of abuse, neglect or harm.

They are made aware of issues where Safeguarding action may be needed, which includes, but is not limited to:

- neglect
- physical abuse
- emotional abuse
- bullying including online bullying and prejudice-based bullying
- racist, disability, homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- child-on-child abuse, including sexual violence and harassment – NB Damar assumes that, even in the absence of disclosures being made, these issues may exist within our student population and **'we maintain a culture in which all staff adopt the safeguarding mindset that abuse can occur in any setting and concerns will always be taken seriously.**
- . We adopt a zero-tolerance approach and students are encouraged to report all concerns of this nature. They are assured that they will be taken seriously, and that we will respond with empathy, respect and appropriate support. Please refer to Appendix B for additional guidance

- radicalisation and/or extremist behaviour (see separate Prevent policy). Prevent referrals must be robust, informed and with good intention
- child sexual exploitation and trafficking
- child criminal exploitation, including county lines – NB We recognise that the experience of criminal exploitation, can be very different for boys and girls and the indicators of this issue may also be different
- risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example 'sharing nudes and semi-nudes' which includes the sharing of nude and semi-nude images – NB We refer to the advice provided by UKCIS (UK Council for Internet Safety) for education settings working with children and young people (published December 2020) regarding the response to these issues

  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1008443/UKCIS_sharing_nudes_and_semi_nudes_advice_for_education_settings__Web_accessible_.pdf
- teenage relationship abuse
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic abuse
- female genital mutilation – NB It is against the law in the UK and has been a criminal offence since 1985. We have a duty to report concerns regarding this in relation to females under 18 years. We must be aware of any signs that this has been planned and be able to identify signs that suggest it has already taken place. NB: *NHS guidance at: https://www.england.nhs.uk/wp-content/uploads/2016/12/fgm-pocket-guide-v5-final.pdf*
- forced marriage
- fabricated or induced illness
- private fostering
- homelessness
- so-called honour-based abuse – NB formerly 'violence'. This change recognises that there are non-violent forms of abuse
- up skirting - where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge
- absence/disengagement – where a student is absent from the workplace and/or repeatedly absent from coaching sessions and becomes disengaged, this may be an indicator of background issues. This includes digital disengagement.
- Other issues not listed here but that pose a risk to children (our under 18s), students and vulnerable adults.

Staff are made aware that mental health issues can, in some cases, be an indicator that a child or vulnerable adult has suffered or is at risk of suffering abuse. Damar recognises that only appropriately trained professionals should diagnose mental health conditions. However, all staff should be alert to behaviours that suggest a student may require additional support and should follow safeguarding procedures where concerns arise.

Staff are taught that safeguarding is not just about protecting vulnerable individuals from deliberate harm, neglect and failure to act. It includes, but is not limited to, the following wider aspects relating to well-being:

- health and safety and well-being, including mental health
- recognising and meeting the needs of those individuals who have special educational needs and/or disabilities
- meeting the needs of individuals with medical conditions
- first aid provision
- emotional well-being
- online safety

8. The 5 Rs: Recognition, Response, Reporting, Recording and Referral

All staff are supported towards being able to recognise behaviour that may indicate abuse or a lack of well-being. Primarily they will focus on the learning and workplace environment, but they should be sensitive to any signs for concern outside of this environment.

As soon as they have a concern, all staff are expected to pass their information to the Designated Leads in the first instance through the safeguarding referral form. The Designated Leads will then decide on the most appropriate next steps. In some cases, issues may need to be discussed at Director level, before taking further action.

Damar is committed to taking appropriate, proportionate and timely action. No report of a concern about possible abuse or lack of well-being will ever be ignored. To determine the most appropriate response, Damar colleagues will aim to establish clarity on any potential concern and refer internally to the Designated Leads. It is not the intention that colleagues 'lead' or 'probe' with questions, rather that they 'listen well'.

All staff must follow the steps shown below when raising a concern:

- Use Damar's internal Safeguarding Referral Form to provide a clear and comprehensive summary of the concern. A copy of this is attached as Appendix A and is also located on our intranet (the Hub)
- Provide accurate details regarding any conversation(s) that has/have taken place with the student
- Email the completed form to the Designated Lead(s) immediately.
- Follow this up with a call if the referral has not been acknowledged.

When receiving a disclosure, colleagues are advised that they must not make a promise of confidentiality to the student(s). Staff are made aware that information sharing is vital in identifying and tackling all forms of

abuse. Where the risk of harm outweighs the right to confidentiality, the Designated Leads will share information in a timely way with the appropriate partner agencies.

This Government guidance document provides relevant advice:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

It is the responsibility of the Designated Leads and/or the Chief Executive Officer, once concerns have been reported, to make further decisions and any resulting actions will reside with them.

The Designated Leads and the Directors are responsible for making decisions to refer a complaint or allegation, having first gathered and examined all relevant information.

Once a concern(s) has been raised it is the responsibility of the Designated Leads (with the support of the Chief Executive Officer if required), to carry out investigations into suspicions, allegations or complaints and to work with local safeguarding partners/agencies to safeguard and promote the welfare of its students, in line with statutory guidance.

Staff are expected to exercise professional curiosity, respectfully seeking to understand the circumstances surrounding a concern whilst avoiding leading questions.

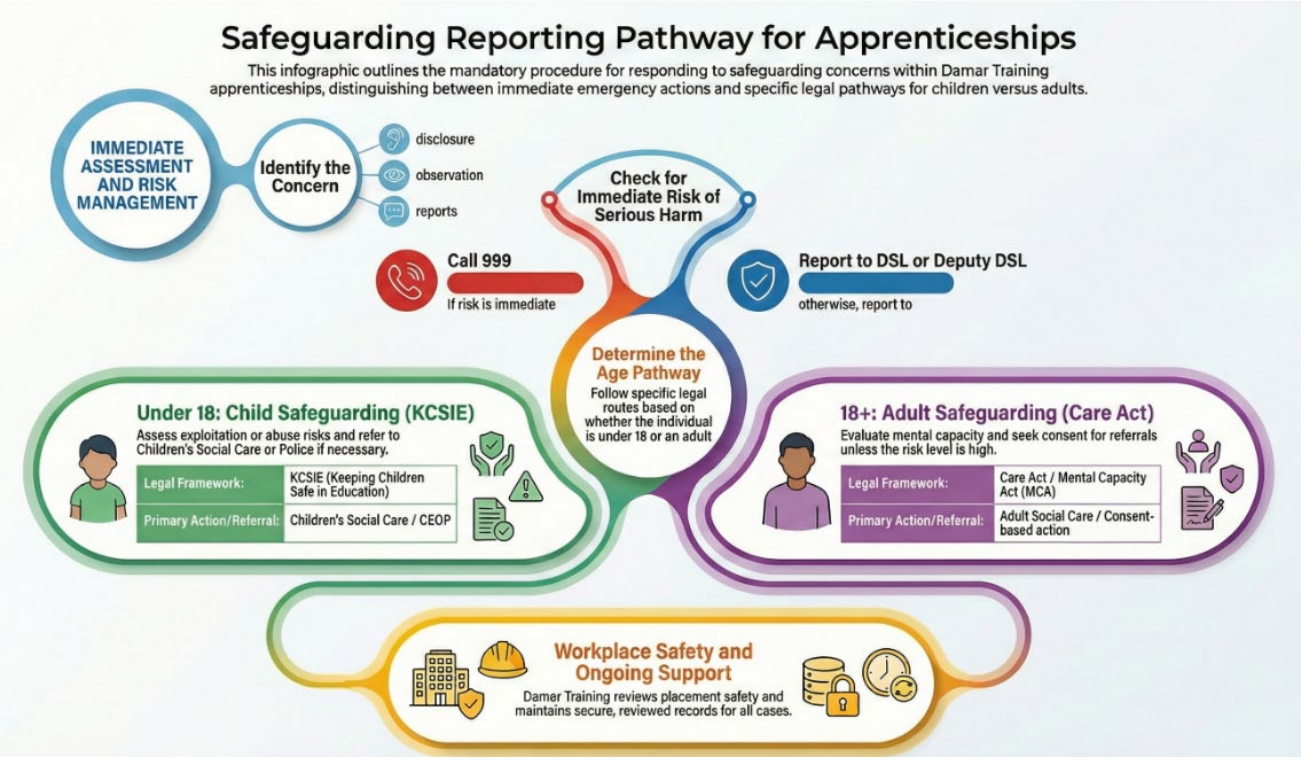
Our process is robust, and colleagues are urged to adhere to it to ensure that all concerns are managed appropriately and in a timely manner. In exceptional circumstances, where the individual raising the concern feels that suitable action has not been taken, they are at liberty to make an independent referral.

In the most serious situations where:

- There is a danger to life or
- Risk of serious injury, or
- A serious crime is in progress or about to happen.

The Police will be contacted in line with NPCC guidance on 'When to call the Police':

https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20police%20guidance%20for%20schools%20and%20colleges.pdf



9. Safer Recruitment

The Education and Training (Welfare of children) Act 2021 now extends to providers of post 16 education, which sets out the pre-employment checks that are an essential part of safeguarding.

Damar is committed to the provisions within the Act and seeks to prevent people who pose a risk of harm from working within our organisation. This applies to all roles, whether full-time, part-time or sub-contracted partners.

Our recruitment process is robust and designed to deter and prevent unsuitable candidates from applying and to identify and reject them if they do.

All offers of appointment remain conditional until all pre-employment checks have been satisfactorily completed.

Damar:

- ensures that all interview panels will include at least one member of staff who has been suitably trained in the Safer Recruitment process, which includes the content of Part Three of the Keeping Children Safe in Education guidance document and completion of the NSPCC Safer recruitment in education training
- ensures all application forms, job adverts, person specifications and recruitment briefs contain reference to our commitment to safeguarding. All positions are subject to an enhanced DBS check (including children's barred list information), and they will contain a statement to that effect
- ensures all candidates are treated fairly and consistently and that we are compliant with all relevant legislation

- makes proportionate decisions, based on risk assessment relating to individual roles, regarding the level of checks that are required
- requests an enhanced DBS check for all roles identified through our risk assessment
- encourages all staff to subscribe to the DBS Update Service (Damar commits to funding these renewals)
- ensures that individuals are not permitted to start employment prior to receipt of their DBS certificate
- conducts additional pre-appointment checks, including eligibility to work in the UK, reference and identity checks

10. Allegations Management

We aim, through our safer recruitment process, to ensure that the likelihood of potential allegations being made against our staff (whether they are full-time, part-time or sub-contracted) is at the lowest possible level. However, should an allegation be made, we recognise it is essential that we have a management strategy.

On receipt of an allegation regarding a Damar colleague we will:

- inform the Chief Executive Officer and the member of staff against whom the allegation has been made
- consult with/refer to relevant partner agencies which may include, the local authority Designated Lead, children's/adults' social care and Police (if appropriate to do so) to remove the risk and ensure the safety of our student(s) and will then investigate and support the individual who is the subject of the allegation.
- ensure that our investigation complies with our policies and that it is compliant with statutory guidance

When dealing with allegations we will:

- apply common sense and judgement
- deal with allegations quickly, fairly and consistently
- provide suitable protection for the child/vulnerable adult
- support the individual who is the subject of the allegation

We recognise that there are two levels of allegation, those which may meet the harms threshold and those that do not meet the threshold and are at a lower level but indicate a cause for concern.

Allegations that may meet the harms threshold include, but are not limited, to:

- behaviour that has harmed, or may have harmed*
- a criminal offence(s), or possible criminal offence, against or related to a child/vulnerable adult
- behaviour that indicates he or she may pose a risk to these individuals*
- behaviour that indicates he or she may be unsuitable to work with these individuals*

* Such behaviours may have occurred within, or outside of the workplace environment. Inappropriate behaviours outside of the workplace may indicate a 'transferable risk'.

NB When dealing with an allegation Case Managers are required to follow the full guidance provided in Part Four of the Keeping Children Safe in Education (version, September 2026) document.

11. Additional Support and Guidance

Damar commits to working with other agencies and professional bodies to ensure the safety and well-being of our students.

Where necessary and appropriate for the specific nature of a safeguarding concern, we will actively engage in a timely manner with partners such as:

- The Police
- The local area MASSH Team (Multi-Agency Safeguarding and Support Hub) - for concerns regarding children and families
- The local Adult Social Care Team - in Stockport this is the Stockport Safeguarding Adults Board (SSAB)
- The LADO (Local Area Designated Officer) – regarding concerns/allegations about employees
- The local area Channel Panel
- The local area Prevent Lead
- The Disclosure and Barring Service (DBS)

12. Safeguarding and Equality

In order to provide an overall safe and supportive learning environment, Damar is committed to the principles of Equality and Diversity, in line with legislation and through our Policy for Equality and Diversity. Damar will look to the law and to its own policy to reinforce the safeguarding of Student welfare in areas such as access to work, bullying and harassment. Our Equality and Diversity Policy details this.

13. Documents Supporting the Policy

Other documents supporting this policy are:

- Safer Recruitment Policy
- Self-assessment report
- Damar Employee Handbook
- Professional Standards Guide
- Anti-Bullying and Behaviour Policy
- Health and Safety Policy
- Prevent Policy
- Equality and Diversity Policy

- Whistleblowing Policy
- Keeping Children Safe in Education – Part One must be read and understood by all staff (version, September 2026)
- Keeping Children Safe in Education – Part Three must be read by all hiring managers (version, September 2026)

APPENDIX A

DAMAR TRAINING - SAFEGUARDING CONCERN REFERRAL FORM

David Morley Designated Lead for Safeguarding 07960 888149
Jennifer Mayne Deputy Designated Lead for Safeguarding 07891 154701

Details of safeguarding concern			
Student Name		Date of birth	
Address and telephone contact details		Name of Employer	
Special educational needs or disability (SEND)? Yes/No			
Do these concerns relate to a specific incident/disclosure? **If YES complete Section A; If NO, omit section A and move straight to Section B**			
Section A			
Date and time of incident/disclosure		Location of incident/disclosure	
Was disclosure made to you or someone else?		Other persons present	
Section B			
Details of concern/incident/disclosure *(dates, times, description of events, full names and whether the information is firsthand or the accounts of others; try to use exact wording if possible)*			

Date and time of disclosure/incident:	
Are there any injuries arising from the concern *provide details*	YES/NO
Are any other young people/adults involved, aware of the concern or potentially at risk? *Please provide details*	YES/NO
Your details	

Your Name		Your role	
Date form completed		Your contact details	

Please send this form immediately to: *safeguardingteam@damartraining.com* ***and call the Safeguarding Lead(s) to alert them to the concern***

Details of Safeguarding Lead who is managing the concern			
Full name		Date received	

APPENDIX B

Types of Abuse

Taken from Keeping Children Safe in Education Sep 2026:

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by 1 definition or label. In most cases, multiple issues will overlap.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between adults, or two children of any age and sex. It can also occur through a group of people sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

• making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;

• not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh”

• challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

In line with Keeping Children Safe in Education 2026 and statutory safeguarding guidance, Damar recognises that abuse can take many forms and may occur online or offline, within or outside Damar environment. Abuse may be perpetrated by adults or by other children and may be a single incident or a pattern of behaviour.

All staff must be aware of the indicators of abuse and understand their responsibility to act on concerns in accordance with this policy.

These may overlap with or be accompanied by other specific safeguarding concerns outlined below.

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of sexual abuse in which a child is manipulated or coerced into sexual activity in exchange for something they need or want, or for the gain of the perpetrator.

Damar acknowledges gendered patterns of CSE, including:

- Girls being more frequently identified as victims of sexual exploitation
- Boys and children of all genders being under-identified or less likely to disclose abuse
- Perpetrators often being male but potentially of any gender

Staff must remain alert to indicators of CSE for all children, regardless of gender, background, or perceived vulnerability.

Harmful Sexual Behaviour (HSB)

Harmful sexual behaviour refers to sexual behaviours expressed by children that are developmentally inappropriate, coercive, abusive, or harmful.

Damar will:

- Challenge sexualised behaviour consistently and appropriately
- Avoid dismissing behaviour as “banter”, “experimentation”, or “part of growing up”
- Respond in line with Damar’s HSB framework and child-on-child abuse procedures

Children who display HSB will be supported through safeguarding processes and may themselves be victims of abuse.

Modern Slavery and Labour Exploitation

Modern slavery encompasses slavery, servitude, forced or compulsory labour, and human trafficking. Children may be exploited for labour, criminal activity, domestic servitude, or other forms of exploitation.

Indicators may include:

- Working long hours or in unsafe conditions
- Little or no pay or control over earnings
- Fear of authorities or disclosure
- Signs of neglect, exhaustion, or restricted freedom

Labour exploitation may overlap with criminal exploitation, county lines, or trafficking and must be treated as a serious safeguarding concern.

Challenging Sexualised Behaviour and Supporting Victims

In accordance with KCSIE, Damar will:

- Take all reports of sexualised behaviour seriously
- Ensure that children who are harmed are listened to, believed, and supported
- Provide clear boundaries and consistent messages that sexual harassment and abuse are not tolerated
- Avoid victim-blaming language or responses
- Offer appropriate pastoral, safeguarding, and external support

The wishes and feelings of the child will be taken into account, and Damar will work with external agencies where required to ensure protection and recovery.