



**Lambeth Adult Learning**

**Safeguarding Policy and Procedure**  
**(including Prevent)**

**2023-2024**

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# Safeguarding Policy and Procedure

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**If you are worried or concerned and need to speak to someone about safeguarding, please contact your provider (see details on page 30, Appendix E) or:**

#### **Lambeth Adult Learning Service**

**DSL: Lesley Robinson, Head of Adult Learning, Skills, and Employment:** 0795 020 2580;  
[lrobinson2@lambeth.gov.uk](mailto:lrobinson2@lambeth.gov.uk)

**DDSL: Richard Pleavin, Head of Quality,** [RPleavin1@lambeth.gov.uk](mailto:RPleavin1@lambeth.gov.uk)

**Contact the Adult Social Care Team on:**

**Out of Hours Emergency Duty Team:** 020 7926 1000

**Office Hours:** 020 7926 5555

You will need:

- The name of the person
- Their address
- If known, their date of birth

**Urgent Referrals: Phone 999** where there is immediate risk of injury or security, or medical assistance is required

## **Safeguarding Policy and Procedure**

### **Who is this policy for?**

This policy is for all Lambeth Adult Learning Service staff and providers.

### **What is safeguarding?**

Safeguarding is about protecting the health, wellbeing, and human rights of individuals. These measures allow children, young people, and adults at risk to live free from abuse, harm, and neglect.

For this policy we will refer to vulnerable adults as 'adults at risk'.

### **What is this policy for?**

This policy outlines what Lambeth Adult Learning Service requires from staff and providers to make sure that all our staff, learners and visitors are safe. We expect all our providers to use or be informed by this policy and ensure that their staff are aware of the procedures for safeguarding children and adults at risk. We expect all staff and our providers to act upon any allegation or concern regardless of how small or trivial it may seem.

Lambeth Adult Learning Service is committed to raising staff awareness of all aspects of safeguarding, preventing abuse where possible and ensuring that robust procedures are in place for dealing with incidents of abuse. The organisation will not tolerate abuse in any form, and it is committed to promoting wellbeing, preventing harm, and responding effectively if concerns are raised.

Lambeth Adult Learning Service, our staff, our providers, partners, and their staff have collective responsibility to:

- Protect children or at-risk adults from abuse, neglect, and bullying
- Protect children or at-risk adults from extremism and radicalisation
- Protect children or at-risk adults from violence, and sexual and criminal exploitation
- Respect any confidentiality
- Report any abuse discovered or suspected.

Lambeth Adult Learning Service requires its partner providers to carry out a criminal record check with the Disclosure and Barring Service (DBS) on all staff who have unsupervised access to children and adults at risk. These checks must be carried out before a member of staff starts working with learners or have access to children or adults at risk and if they are not, then our providers must carry out a risk assessment.

### **Links to other policies**

This policy is written in the context of Lambeth Council's *Safeguarding Adults Policy* which can be found at <https://www.lambethsab.org.uk/policy-and-procedures>. It should also be read with Lambeth Adult Learning's *E-safety & E-responsibility and Acceptable Use of Computers Policy 2023-24*, and the *Equality and Diversity Policy 2023-24*.

This policy is also linked to national legislation:

- The [Care Act 2014](#) updated 13 October 2021
- The [Care and Support Statutory Guidance](#) – updated August 2021
- [Keeping children safe in education: Statutory guidance for schools and colleges. DfE September 2021](#)
- [Prevent Duty guidance: for further education institutions in England and Wales](#) – updated April 2021
- [The Protection of Freedoms Act 2012](#) – updated 13 October 2021
- [Safeguarding Vulnerable Groups Act 2006](#) – updated 12 October 2021
- [The Children's Act 2004](#) – updated 13 October 2021

- [No Secrets: guidance on protecting vulnerable adults in care](#) - Department of Health - updated January 2015
- [Data Protection Act 2018](#)

## **What is an ‘adult at risk’ or ‘vulnerable adult’ and a ‘child’?**

An adult at risk is any person who is aged 18 years or over and at risk of abuse or neglect because of their needs for care and/or support. ([NHS England](#)).

The Protection of Freedoms Act 2012 amends the definition of a ‘vulnerable adult’ in the Safeguarding Vulnerable Groups Act, 2006. An adult is defined as ‘vulnerable’ when they are in receipt of a ‘regulated activity’ in relation to vulnerable adults (section 65 and 66 of the Act). Vulnerable adults are, or may be, in need of community services due to age, illness or a mental or physical disability and are, or may be, unable to protect themselves against significant harm or exploitation. ‘Regulated activities’ are the activities that the Disclosure and Barring Service can bar people from doing. This includes health care, personal care, social work and transporting vulnerable adults.

Due to this amendment, adults accessing learning through Lambeth Adult Learning are not necessarily ‘vulnerable’. However, we have a moral duty to safeguard the wellbeing of all our learners and in particular those who are or may be *‘in need of community care services by reason of disability, age or illness; and who is or may be unable to take care of him or herself against significant harm or exploitation’*. (Department of Health 2000).

The *Children Act 1989* defines a child as being up to the age of 18 years. Lambeth Adult Learning works with children and young people in family learning programmes.

## **PROTECTION OF LEARNERS AND CHILDREN**

### **Who is responsible for safety and protection?**

Lambeth Adult Learning has produced these guidelines to make sure that the rights of children and at-risk individuals are protected. All our staff and volunteers participate in training relevant to their role to raise awareness of the issues and to follow both statutory and Council guidelines in the reporting of concerns.

All staff and volunteers from any service or setting who have contact with learners and children have a responsibility to be aware of issues of abuse, neglect, or exploitation. Staff and providers should pay special attention to any at-risk learner’s learning needs and try to take into account any special requirements that they may have.

If any member of staff or volunteer believes that abuse is or may be taking place, they must act on this information immediately. Doing nothing is not an option as the first priority is always to make sure all children and adults are safe and protected.

Senior managers are responsible for making sure that all staff and volunteers understand the Safeguarding policy and procedures and know how to take action if they are worried or concerned about a child or learner.

All learning providers and settings have a Designated Lead to promote safeguarding awareness and practice within the organisation. Their contact details are easily available to all staff and volunteers.

All learning providers have a process to identify any at-risk learner at admission on to a course. All providers must inform their tutors if at-risk learners have been admitted on to a course and as soon as they have enrolled.

## **What to do if you suspect abuse, neglect, or exploitation**

All staff and volunteers must act promptly if they have any concern or suspicion about a learner or child who is at risk of being abused, neglected, or exploited.

### **What you should know**

At-risk people can potentially be abused by anyone. This includes family members, the community, employees (including those employed to promote their welfare and protection from abuse), visitors, volunteers, and fellow learners.

Your learning provider has a Designated Lead who is responsible for safeguarding. You must make sure you have their contact details easily available. This can be found in the Staff Handbook given out at induction.

You must not try to investigate any potential abuse on your own. Staff and volunteers are not equipped or qualified to do so. If you suspect anything, you should immediately inform your Designated Lead in person or by telephone and inform the Designated or Deputy designated lead at Lambeth Adult Learning Even if you have only heard rumours of abuse, or you have a suspicion but do not have firm evidence, you should still contact them to discuss your concerns.

All staff and volunteers must know what services are available and how to access help and advice for the adult or child at risk. You must also know how and where to make a direct referral, if speaking to a manager or Designated Lead would cause a delay and put a person at risk.

Although Lambeth Adult Learning Service and our providers are funded to work with learners over the age of 19, all staff are aware of the mandatory duty to report to police any case where an act of female genital mutilation appears to have been carried out or about to be carried out on a girl under the age of 18.

### **What you should do**

- Call the police and/or an ambulance if anyone urgently needs medical treatment or protection.
- Make a report to the police about any possible crime. You should also try to preserve any evidence, for example if there has been a physical or sexual assault, especially if the suspect is still at the scene.
- Tell your Designated Lead or line manager about the issue. If the Designated Lead or line manager is implicated in the abuse, then inform a more senior manager.

### **What to include in the report of your concern and what you did about it**

- Make sure your report is purely factual. Don't include opinions or personal interpretations of the facts presented.
- Include as much detail as possible. This could include any apparent physical signs of abuse or other circumstances which led to your suspicions. It could also include an accurate record of what the person involved told you about the abuse.
- Remember to sign and date the report. Store a copy in a secure place.

If you are unsure about what to write, you can get advice from your Designated Lead or Lambeth Adult Learning Service. For further guidance on how to write your report, see the **Record of Disclosure and Discussion at Appendix A**.

### **How to talk to a potential victim of abuse**

If a child or an adult comes to you with a report of abuse, you should listen carefully to them, using the following guidelines:

- Tell them that you are required to pass on any information they give you and that you will not be able to keep information confidential if it is a safeguarding concern if they are in danger or if their case needs to be referred to an external agency.
- Reassure them that they are right to speak up about their concerns.

- Allow them to speak without interruption.
- Never trivialise or exaggerate the issue. Let them know that you are taking the matter very seriously.
- Never make suggestions, coach, or lead the individual in any way.
- Always ask enough questions to make sure you understand, but do not probe, interrogate, or make them repeat themselves over and over.
- Remain calm – remember this is not an easy thing for them to do.
- Do not show your emotions. If you show anger, disgust, or disbelief, they may stop talking to avoid upsetting you. They may also feel your negative feelings are directed towards them.
- Make the individual feel secure and safe without causing them any further anxiety.

### **What to do about confidentiality**

All conversations regarding an individual must always be held in private. Confidentiality and trust should be maintained as far as possible, but staff must act on the basis that the safety of the individual is the main concern. The degree of confidentiality will be governed by the need to protect the individual.

The individual should be informed at the earliest possible stage of the disclosure that the information will be passed on to a Designated Lead and the Designated Lead for Lambeth Adult Learning. Lambeth Adult Learning Service complies with the requirements of the Data Protection Act 2018, which allows for disclosure (or withholding) of personal data without consent where there is a good reason to do so, and this is necessary to protect the vital interests of an at-risk individual.

Information will be dealt with in a confidential manner. Whatever happens, you should always be open and honest with the individual if you intend to take the case further. Staff must not discuss the case with anyone other than those involved in the case. The Designated Lead will only inform other staff if it is important that they know about the situation.

The Designated Lead will create a written record of what information has been shared, with whom, when and why. These records will be stored securely in a central place. If staff have any concerns about the progress of the case or have any other concerns these must be discussed with the provider Designated Lead or the Designated Lead for Lambeth Adult Learning.

LALS will not disclose to a parent, other relative or carer any information on a child or at-risk person if this would put them at risk of significant harm.

### **What Happens Next**

The Designated Lead will consider all the information available and decide on the next steps, which may include taking no further action. Where it is decided that further action is necessary, this may be to:

- Seek further advice from Lambeth Adult Social Care or Family Support and Child Protection Team as appropriate
- Make a referral to Social Services
- Report the incident to a designated Social Worker (if the adult has one)
- Report the matter to the police if a crime is suspected.

If a referral is made, this must be confirmed in writing by the Designated Lead to the appropriate agency within 24 hours.

The Designated Lead will inform the member(s) of staff who raised the concern about the processes and procedure that has been followed within 5 working days. However, they will not feedback on any information that may be considered a breach of confidentiality.

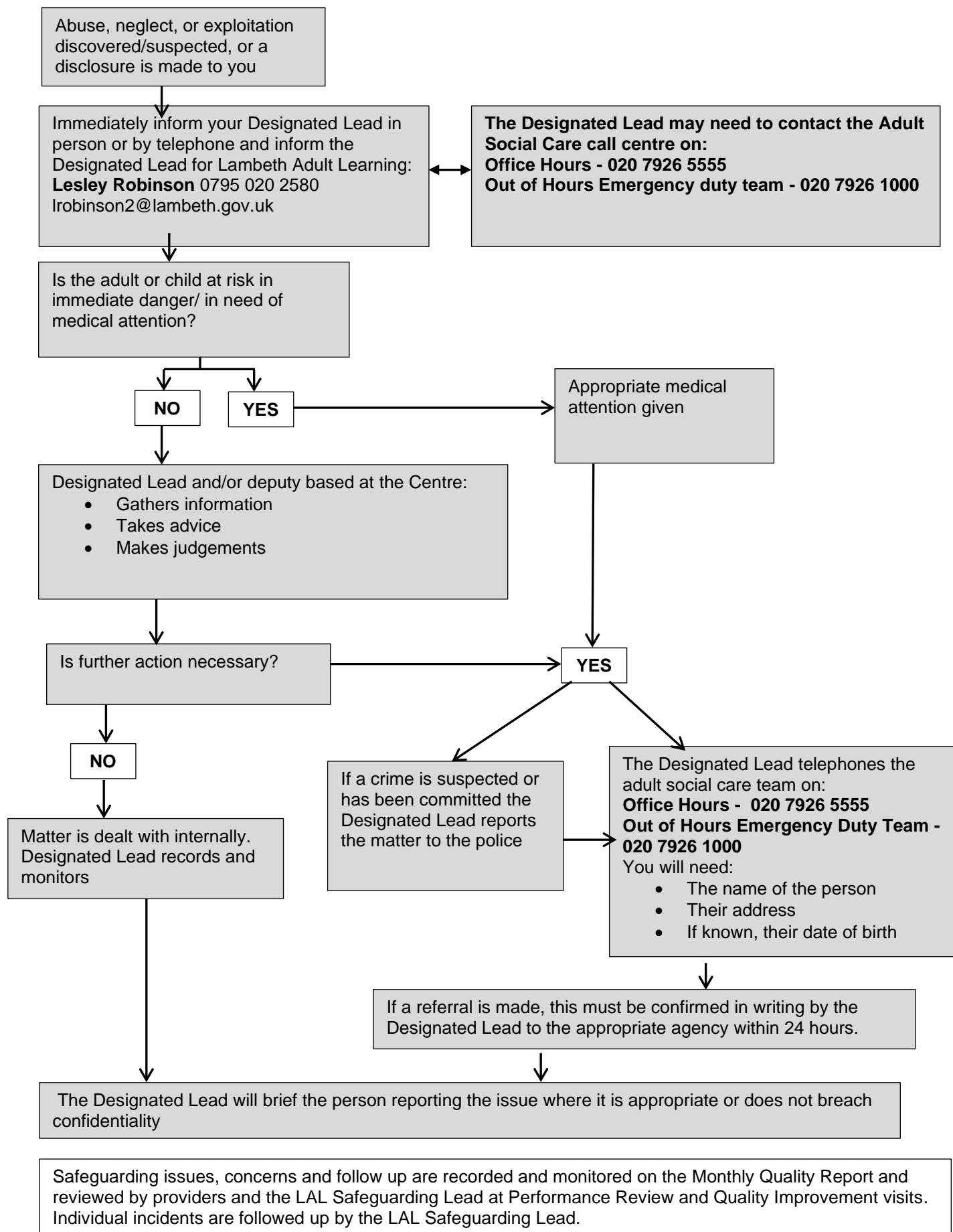
If the member of staff does not agree with the decision of the Designated Lead that no further action is necessary, the member of staff should contact the Head of Adult Learning. If the Head of Adult Learning does not recommend further action and the member of staff still has concerns, then the member of staff has the right and duty to refer the case directly to Lambeth [Adult Social Services](#) or the Lambeth

[Safeguarding Adults Board](#) as appropriate. They should also alert the Council's Director or Assistant Director of Adult Social Care under the council's 'Whistleblowing' procedure.

If any of the individuals, other learners, staff, parents, or carers involved require counselling, the Designated Lead will make the necessary arrangements.



## Lambeth Adult Learning Safeguarding Procedure



## **Allegations Against Staff**

The primary concern of Lambeth Adult Learning Service is to ensure the safety of the individual. As with any other suspected abuse, any reports of physical or sexual abuse made against a member of staff should result in prompt action.

Anyone who suspects a member of staff of abusing a learner must bring their concerns to the Designated Lead in the organisation. If the allegation concerns any member of the Lambeth Adult Learning Service team, the matter should be discussed with the Head of Adult Learning. If the allegation concerns the Head of Adult Learning, the matter should be discussed with the Assistant Director of Skills and Employment who will follow the Council's normal procedures for Safeguarding children or adults.

In some circumstances, where allegations are made against individuals not employed by Lambeth Adult Learning or one of its partner providers (such as agency staff), the supply agency should be fully involved in any investigation. However, Lambeth Adult Learning should take the lead in any such investigation, and the recommendations below apply equally to supply tutors.

### **The member of staff against whom the allegation has been made should:**

- Contact their union or legal representative
- Keep records of all conversations (including phone calls), emails, meetings attended or other communications relating to the allegation.

If a decision is made to pursue an allegation of abuse against a member of staff, this will be dealt with under the Council's disciplinary procedures related to at-risk individual abuse allegations. These procedures can be obtained from the Human Resources department.

## **Class Cancellations**

If a class has to be cancelled at short notice (for example because of sickness), the Provider Manager should notify adults at risk and/or their carers/support workers to prevent them from getting into a situation where their needs cannot be met.

Tutors who have adults at risk in their classes have a responsibility to inform the Provider Manager of this when they call in to report an absence.

## **Working with only one learner or lone working**

In the event that there is only one learner present for a class, or you are working without other staff nearby, additional safeguards should be in place:

- Let the centre staff know that you are lone working or in a class with only one learner and inform them when the learner leaves.
- Make sure that you are visible. For example, work in a central location in the building, keep the door open and ask other staff to walk past regularly.
- It may be appropriate to ask the learner to remain in reception until another member of staff arrives.

## **Delivering learning online safely**

It is essential that learners are safeguarded from potentially harmful and inappropriate online material.

The number of potential issues within online safety is considerable, but can be put into four areas of risk:

- **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:** 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 semi-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. If you feel your learners or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

These can be referred to as the 4Cs.

Online safety needs to be routinely highlighted and included in all relevant policies as well as when planning the curriculum, staff development and the role and responsibilities of the designated safeguarding lead.

Delivering learning online has its own unique safeguarding implications over and above those which are normally important for delivering learning to adults. These particularly apply to privacy and data protection, professionalism, safe use of technology and staff welfare.

Existing safeguarding policies still apply, so tutors and learners should be aware of their general responsibilities and the procedures for reporting safeguarding issues.

Staff and tutors delivering learning online should be aware of the following:

### **Privacy and Data Protection**

- All learners should agree to an online code of conduct before taking part in learning sessions. This should include agreements on recording, image sharing, language, punctuality, privacy for members of a learner's household and other classroom norms such as respect and politeness.
- The time, date, attendance, and length of online sessions with learners should be documented, as appropriate. Where possible, live events should be recorded by providers (with consent from learners) in case of future dispute.
- Providers should be clear about how recordings will be stored, how long they will be kept for and who will have access to them in line with Article 5 of the Data Protection requirements.
- Where possible, staff should not use personal phones, emails, or social media accounts to contact learners.
- If staff members are accessing learners' contact details at home, they must comply with the [General Data Protection Regulation](#) and [Data Protection Act 2018](#).
- Any resources shared should take licensing and copyright into account.

### **Professionalism**

- When taking part in online learning, staff and learners should ensure they are in a private environment and make sure that backgrounds in videos do not share any personal information or inappropriate content.
- Staff should continue to follow professional appearance/behaviour expectations and maintain professional boundaries.
- One-to-one contact with any learner should only take place by telephone or written communication using a work phone (or a phone with a blocked number).

### **Safe use of technology**

- All staff should use provider-approved communication channels and not use any personal accounts. This includes blocking personal phone numbers.
- Delivery staff should keep online sessions as invitation-only and maintain privacy settings on posted materials.
- Learners should be given information on how to turn off cameras if needed.

- Tutors should be mindful of language and personal support to learners online as acceptable classroom behaviour can be misinterpreted online.

### **Staff Welfare**

- Additional technical support and guidance should be given to staff lacking skills or confidence.
- Staff should not be required to live stream sessions where other options are possible.

## **E-responsibility and E-safety**

See '006 – E-safety and E-responsibility and Acceptable Use of Computers Policy 2023\_2024'.

## **Staff Code of Behaviour on Safeguarding**

Although it is not possible to provide instructions on behaviour that apply to all situations when staff come into contact with at-risk individuals, there are some general principles and standards that can help to make sure both staff and at-risk individuals stay safe.

This code should help protect both individuals and members of staff. Any member of staff who does not comply with this Code of Behaviour may be subject to a disciplinary procedure.

### **Staff must:**

- Implement this *Safeguarding Policy and Procedure* at all times
- Understand the need to prevent people from being drawn into terrorism. This includes not just violent extremism but also non-violent extremism, which can “create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.”<sup>1</sup>
- Understand the need to prevent people from being drawn into Child Criminal or Sexual Exploitation. This includes activity to coerce, control, manipulate or deceive a child into any criminal or sexual activity, including County Lines.
- Understand their legal responsibility to promote British values of "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs" in their practice.<sup>2</sup>
- Understand how to help learners stay safe online and use digital technologies responsibly.

### **Staff must never:**

- Engage in rough, physical games including horseplay with any learners.
- Allow or engage in inappropriate touching of any kind.
- Make sexually suggestive comments to any learner.
- Engage in a personal relationship with an adult learner, or an adult who becomes a learner, except where this is appropriate for a staff/ learner relationship.
- Do things of a personal nature for adults or children that they can do for themselves.
- Physically restrain an adult or child unless the restraint is to prevent physical injury of the individual or other people. Physical restraint must always be appropriate and reasonable as otherwise it can be defined as assault.
- Spend time alone with an individual outside of the normal tutorial/classroom situation or learning environment. If a member of staff finds themselves alone with an at-risk individual, they must make sure that they can be clearly observed by others.
- Share **personal** mobile, email or social media sites with learners.
- Have adults or children in a vehicle unless there is another member of staff or a volunteer with them. If there is an extreme emergency (e.g., for medical purposes) where a member of staff is alone with a learner, a manager, the key worker, or parent/carer must be notified immediately. It is also essential that there is adequate insurance for the vehicle to cover transporting these individuals.

<sup>1</sup> Prevent Duty Guidance: for Further Education institutions in England and Wales 2015 - Section 1

<sup>2</sup> Prevent Duty Guidance: for Further Education institutions in England and Wales 2015 – Section 20,21  
010 - Safeguarding Policy 2023\_2024 v2v2

## Safer staff recruitment

Everyone that applies to work at Lambeth Adult Learning or in one of our partner providers is checked to make sure that they have a right to work in the UK. We follow the Lambeth Council *Recruitment and Selection Policy and Procedure* when taking on new staff to work in the Council. All of our partners must have a Safer Recruitment Policy and Procedure to minimise the risk of recruiting unsuitable staff.

New tutors and managers need to pass a Disclosure and Barring Service (DBS) check. Existing tutors should sign up to the DBS Update Service, so their certificate stays up to date.

DBS checks are renewed when there is a gap in service of more than 3 months, when someone's role changes from volunteer or support worker to tutor or when a line manager decides any other role change requires a check.

Our provider partners will check DBS certificates online.

### What kind of check is needed?

Family Learning Tutors	Enhanced DBS and check against barred list
All Tutors, excluding Family Learning	Enhanced DBS
Tutors, support workers and volunteers who work in schools during school hours	Enhanced DBS and check against barred list
Tutors of classes with Learners with Learning Disabilities/Difficulties (LDD)	Enhanced DBS and check against barred list
Managers of any of the staff listed above	Enhanced DBS and check against barred list
Designated Safeguarding Leads, Deputy Safeguarding Leads, Safeguarding Teams	Enhanced DBS and check against barred list
Under 18 in class	Enhanced DBS and check against barred list
Other staff (including reception, admin staff, advisers and facilities staff)	No automatic DBS. Risk assessment should be carried out for each role

## Staff Training

In line with *Keeping children safe in education 2023 Statutory guidance for schools and colleges* Lambeth Adult Learning expects all providers and their staff to comply with safeguarding policy and procedures.

The Designated Safeguarding Lead is trained to Level 3/4 standards, and the training must be refreshed every 2 years. In addition, the Designated Safeguarding Lead will undertake annual Continual Professional Development (CPD) which is recorded on the central staff training record. All Deputy Designated Safeguarding Leads receive training at the equivalent to Level 3, but ideally the same as the Designated Lead. This is refreshed every 2 years.

All new staff are required to have a safeguarding induction as soon as they start in their role (ideally on their first day, but definitely within the first week of starting their role). This is followed by mandatory safeguarding training within the first 3 months of employment. For staff who deal with learners, this should meet the Level 2 safeguarding training standards. Such training can be written and delivered by a recognised safeguarding expert or a Designated Safeguarding Lead. Lambeth Adult Learning has a 'Safeguarding Induction' PowerPoint presentation for use as part of the safeguarding induction. All new staff also need to attend a 'Workshop to Raise Awareness of Prevent' (WRAP) training which will be organised by Lambeth Adult Learning.

Annual Continual Professional Development (CPD) for all staff is to be delivered by the Designated Safeguarding Lead in each provider. This is certificated and recorded on the central staff training record. All staff should complete formal refresher training every three years delivered by the Designated Lead. This is in addition to annual CPD activity. If there are any updates to policies or procedures in between these times, these will be explained to relevant staff through email, updates, or team meetings.

In addition, all staff should receive regular safeguarding updates, including online safety (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard at risk adults effectively.

The Designated Safeguarding Lead and the Designated Deputy are also available to offer generic and specific information, advice, and guidance to staff around day-to-day safeguarding matters either by phone or by email.



# PREVENTING EXTREMISM AND RADICALISATION

## What is this policy for?

Lambeth Adult Learning is committed to providing a secure environment for learners, where they feel safe and are kept safe and where equality and inclusion are actively promoted.

We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for learners and so should be addressed as a safeguarding concern. With the impact of Covid-19 leading to an increased use of the internet and social media, we must recognise that radicalisation can occur here as well as in other settings. Extremists have been exploiting the pandemic to spread disinformation, misinformation, and conspiracy theories leading to a rise in false and misleading narratives about the virus. This has led to a marked increase in extremist hate narratives and a lack of places where such views can be challenged. If we fail to challenge extremist views, we are failing to protect our **learners and to promote equality and diversity**.

There is no place for extremist views of any kind in Lambeth Adult Learning, whether internally (from learners, staff, or governors/trustees) or externally (from the community, external agencies, or individuals).

Our classes must be a safe place where learners can explore controversial issues safely and where our teachers encourage and facilitate this. We have a duty to protect this freedom alongside protecting our learners and staff from extremism. Each of our providers needs to balance their legal duties in terms of both ensuring freedom of speech and also protecting student and staff welfare.

## What is extremism?

Lambeth Adult Learning uses the following definition of extremism:

*‘Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of any person, whether in this country or overseas’.*

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice. Education is a powerful weapon against this by giving people the knowledge, skills and critical thinking to challenge and debate in an informed way. Lambeth Adult Learning wants to ensure that all learners thrive, feel valued and not marginalised.

## Staff responsibilities

From time to time, providers, the local authority, or the police may report safeguarding issues affecting learners in other settings. Staff should take note of these and also look out for:

- Learners talking about their exposure to the extremist actions, views, or materials of others. This might include from other learners, relatives, or local community groups, especially where learners have not actively sought these out.
- Graffiti symbols, writing or artwork promoting extremist messages or images.
- Learners accessing extremist material online, including through social networking sites.
- Learners voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or ‘hate’ terms to exclude others or incite violence.
- Intolerance of difference. This could include secular or religious intolerance or offensive views based on gender, disability, homophobia, race, colour, or culture.
- Attempts to impose extremist views or practices on others.
- Extreme anti-western or anti-British views.

Further information can be found at:

[www.gov.uk/government/publications/prevent-duty-guidance](http://www.gov.uk/government/publications/prevent-duty-guidance)

[www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty](http://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty)

[www.preventforfeandtraining.org.uk](http://www.preventforfeandtraining.org.uk)

## Criminal Exploitation (County Lines)

Criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks groom and exploit vulnerable people (including children and young people) to sell drugs. Often these people are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs.

We have a duty to be vigilant and look for the signs of criminal exploitation in order to protect our learners.

Useful videos to support your understanding of County Lines can be found at:

<https://www.youtube.com/watch?v=3ILaguFXHr4&t=103s>

<https://www.educare.co.uk/news/what-is-county-lines>

## Other potential safeguarding concerns

We have a duty to be vigilant and look for signs of abuse to protect our learners:

- **Child Criminal Exploitation (CCE).** CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.
- **Child Sexual Exploitation (CSE).** CSE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been sexually exploited even if the activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. It may occur without the child or young person's immediate knowledge (e.g., through others copying videos or images they have created and posted on social media).
- **Domestic abuse.** The cross-government definition of domestic violence and abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to psychological; physical; sexual; financial; and emotional.
- **Honour-based abuse.** So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

## Visiting External Speakers and Events

We encourage visits from external agencies and speakers to enrich the experiences of our learners. However, it is important that we do not use agencies that oppose Lambeth Adult Learning's values and ethos. These values include *"democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs"*.

Learning providers are responsible for vetting any visitors to make sure the safety, security and welfare of learners and staff are prioritised.



### **How to book external visitors to ensure safety**

1. Complete the *Risk Assessment* for any visitors (**Appendix B**) before inviting any external speaker into any class. If there is a YES response to any of the 3 key questions, you must complete a *Visiting Speaker Referral Form* (**Appendix C**) and send it to the Provider Manager for agreement before the event can go ahead.
2. All visiting speakers must read and agree to the *External Speaker Code of Conduct* (**Appendix D**).
3. Talk to the speaker about the content of their presentation before the event.
4. Ask the visiting speaker to bring identification and arrive in good time to sign in.
5. Supervise your visitors at all times and do not leave them alone with learners unless a DBS certificate has been presented.
6. Bring to an end any presentation where the content proves unsuitable or offensive.
7. Complete an evaluation. This should make a note any contentious subject area or comments and state whether the speaker could be booked again in the future. Once a person has already visited, future checks should be proportionate.

**If any member of staff has any concern regarding a venue or event, they should contact the Lambeth Prevent Programme Manager, Rupert Sutton on 020 7926 7025 or [rsutton@lambeth.gov.uk](mailto:rsutton@lambeth.gov.uk) or they should contact the police.**

## **Teaching Approaches**

At Lambeth Adult Learning we promote the values of democracy, the rule of law, individual liberty, mutual respect, and tolerance for those with different faiths and beliefs. We teach and encourage learners to respect one another and to respect and tolerate difference. All staff challenge assumptions that alienate others and take away their power. Our goal is to build mutual respect and understanding and use of dialogue not violence as a form of conflict resolution.

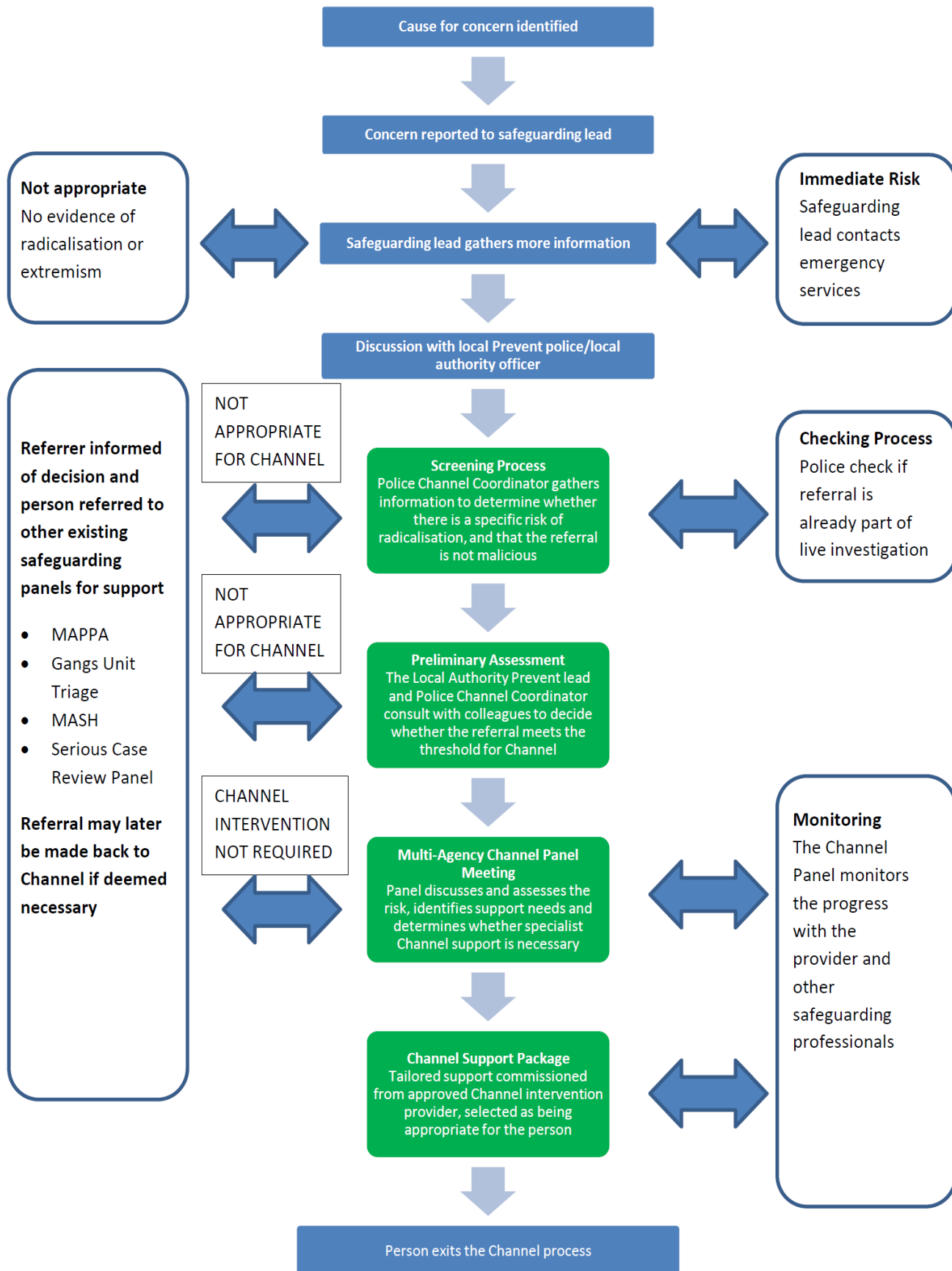
We will ensure that our teaching approaches will:

- Help learners become resistant to extremism by giving them skills, knowledge, understanding and awareness
- Develop a positive sense of identity through the development of critical thinking skills
- Create a 'safe space' for open discussion
- Help learners understand what safe and acceptable behaviour regarding extremism and radicalisation is.

## **Reporting Concerns**

If you have any concerns about extremism or radicalisation, these should be reported to the Designated Safeguarding Lead. Use the *Channel Referral Process Flowchart* below (Channel is a multiagency referral process for at-risk individuals. It is part of the Prevent strategy).

## Lambeth Adult Learning Channel Referral Process



## Staff and Learner Safeguarding Training

Training	Delivered and organised by	By When	Resources	Update
Staff: Safeguarding induction	Training provider Designated Safeguarding Lead	1 <sup>st</sup> day or within 1 <sup>st</sup> week of starting work	<a href="#">LALS Induction PowerPoint Keeping Children Safe in Education Pt 1 Sept 2023</a>	
Learner: Safeguarding Induction	Tutors	1 <sup>st</sup> session during induction	Learner Handbook	At the start of every course
Staff: Mandatory Safeguarding Training	Organised by individual training providers	1 <sup>st</sup> 3 months in post	<a href="#">Safeguarding in FE</a> <a href="#">Prevent and Safeguarding</a>	Every 3 years
Staff: WRAP ( <i>Workshop to Raise Awareness of Prevent</i> ) Training	Organised by LALS (can be organised by individual training providers)	1 <sup>st</sup> 3 months in post		
Staff: Annual update	Organised and delivered by training providers' Designated Safeguarding Lead	Annually		
Staff: Designated Lead Training	Organised by LALS for Leads and Deputies	When needed Last delivered Dec 2022		Every 2 years
Staff: Safer Recruitment Training	Organised by individual providers' Designated Safeguarding Leads for recruiting managers	When needed Last delivered Dec 2022	Safeguarding and Safer Recruitment in FE	

## **Lambeth Adult Learning Protection of Adults and Safeguarding Children Policy and Procedure, 2023-24**

<b>Note: Don't forget to explain confidentiality limits!</b>	
<b>Interviewer/Tutor Name:</b>	
<b>Provider:</b>	<b>Interviewer contact telephone number:</b>
<b>Allegations</b> - It is important that all allegations, suspicions, and complaints are taken seriously. It is better to act on concerns than to ignore them.	
Ensure that you make notes of the following ( <b>however, do not ask any leading questions</b> ).	
<b>Date:</b>	<b>Time:</b>
<b>Name of complainant:</b>	<b>Complainant contact telephone number:</b>
<b>Nature of alleged abuse or incident:</b> Account of allegation and any injuries observed (do not ask to see any injuries that are not obvious).	
<b>Date and time of incident – as accurate as can be recalled:</b>	
<b>Where incident took place, if volunteered:</b>	
<b>Action you have taken (if any):</b>	
<b>Now refer this information to your Designated Safeguarding Lead who will take follow up action. If they are unavailable, refer to the contacts below.</b>	
<b>Date, time and to whom referred:</b>	

**Note:** If you feel distressed as a result of your discussion, please contact your line manager to discuss a confidential debriefing or to arrange counselling support.

## Emergency contacts:

### Lambeth Adult Learning Service

**DSL:** Lesley Robinson, Head of Adult Learning, Skills and Employment: 0795 020 2580;  
[lrobinson2@lambeth.gov.uk](mailto:lrobinson2@lambeth.gov.uk)

**DDSL:** Richard Pleavin, Head of Quality, [RPleavin1@lambeth.gov.uk](mailto:RPleavin1@lambeth.gov.uk)

### Contact the Adult Social Care Team on:

**Out of Hours Emergency Duty Team:** 020 7926 1000

**Office Hours:** 020 7926 5555

You will need:

- The name of the person
- Their address
- If known, their date of birth

**Urgent Referrals: Phone 999** where there is immediate risk of injury or security, or medical assistance is required

## Appendix B

### Visiting Speakers/Event – Risk Assessment

Provider .....

<b>Part 1: Event Organiser details:</b>
<b>Name:</b>
<b>Contact details (phone no. and email):</b>
<b>Part 2: Proposed event details:</b>
<b>Speaker's name:</b>
<b>Speaker's role:</b>
<b>Speaker's organisation:</b>
<b>Proposed event title:</b>
<b>Proposed event date:</b>
<b>Event description (max 50 words, including topics to be discussed):</b>
<b>Target audience (profile and size).</b> <i>Please give details if you believe the event will attract any groups or individuals that have previously been known to express views which may conflict with the Visiting Speaker Code of Conduct or Lambeth Adult Learning Service's values and ethos.</i>
<b>Proposed External Speaker(s):</b> <i>Please include links to biographical information and give details if you believe that any of your proposed speakers have previously been prevented from taking part in an event at any educational establishment</i>

### **Assessment of proposed external speaker(s)**

**Prior to the confirmation of any external speaker, the event organiser will be responsible for assessing the speaker against the following set of questions:**

**Question 1:** Has the speaker previously been prevented from speaking at **(insert provider name)** ....., another adult learning provider/higher education/further education provider or similar establishment, or previously been known to express views that may be in breach of the External Speaker Code of Conduct? **YES / NO**

**Question 2:** Does the proposed title or theme of the event present a potential risk that views/opinions expressed by speakers may be in breach of the Visiting Speaker Code of Conduct? **YES / NO**

**Question 3:** Is the proposed speaker/theme likely to attract attendance from individuals/groups that have previously been known to express views that may be in breach of the Visiting Speaker Code of Conduct? **YES / NO**

**If the answer to all three questions is no**, the event organiser can submit this form to their Provider Manager to confirm the external speaker and proceed with organising the event.

**If the answer to any of the questions is unclear**, the event organiser must seek guidance from their Provider Manager, whose responsibility it will be to further review the speaker(s) against the questions above.

**If the answer to any of the questions is yes**, it is the responsibility of the event organiser to submit a referral to the Provider Manager for consideration. To make a visiting speaker referral submission:

1. Complete the **Visiting Speaker Referral Form** (see below)
2. Complete all sections of the form with as much detail as possible.
3. Send the form as an attachment to the Provider Manager

**In all cases where the event will proceed, please send the speaker a copy of the Visiting Speaker Code of Conduct.**

### **Approval notification**

I undertake that, to the best of my knowledge, the information provided on this form is correct.

**Signed** .....

**Event organiser**

## Appendix C

### Visiting Speakers Referral Form

Provider .....

If a proposed visiting speaker has an answer of **YES** to **ANY** of **3** key questions on the **Visiting Speaker Risk Assessment**, this form must be completed in full and passed to your **Provider Manager** for approval (alongside the original Risk Assessment).

#### Part 1: Event Organiser details:

Name:

Contact details (phone no. and email):

#### Part 2: Proposed event details

##### SPEAKER DETAILS

Speaker(s) name:

Speaker(s) address:

Speaker(s) phone number:

Speaker(s) email:

Speakers website/YouTube/Social Media URLs:

Speaker(s) organisation (if applicable):

Organisation's details (e.g., address, website, company number):

Does the speaker or members from the organisation they represent have a reputation for causing disruption at venues?

Are there likely to be any health and safety or public order issues that may occur as a result of this event?



### **EXPANDED RISK ASSESSMENT OF PROPOSED EXTERNAL SPEAKER(S)**

Provide an explanation of the following questions from the **Risk Assessment** you answered **Yes** to:

1. Has the speaker previously been prevented from speaking at any adult learning establishment, further education or higher education provider or similar educational establishment? Have they previously been known to express views that may be in breach of the Visiting Speaker Code of Conduct?
2. Does the proposed topic or theme of the event present a potential risk that views/opinions expressed by speakers may be in breach of the Visiting Speaker Code of Conduct?
3. Is the proposed speaker/theme likely to attract attendance from individuals/groups that have previously been known to express views that may be in breach of the External Speaker Code of Conduct?

### **EVENT DETAILS**

**Event title:**

**Has speaker presented the same or similar topic before?**

**If Yes, has the topic met regionally or nationally with any criticism or hostility when it has been hosted before?**

**Is the speaker requesting special conditions such as a closed meeting, tickets, or segregation?**

**Has any pressure (either direct or indirect) been put on anyone to run or not to run this event e.g., community pressure to run the event or objections by some people to run it?**

### **Part 3: Protocol checklist:**

#### **1. Scanning**

Has the speaker request been received by the Provider Manager at least 20 working days in advance of the planned event?

**Yes/No**

Has the speaker request been forwarded to London Boroughs of Lambeth and the Metropolitan Police Service (if appropriate) at least 5 working days in advance of the planned event? **Yes/No**

Has the transcript of the speech been submitted to the authorising staff member? **Yes/No**

Has the speaker provided a proof of identity? **Yes/No**

Has a reference file been collated? **Yes/No**

Is there a staff member with clear responsibility for collating information and liaising with partner agencies? **Yes/No**

## 2. Analysis:

**Have open-source checks been carried out on the following:**

- published material
- previous speech content
- known affiliations
- aliases

**Have the open-source enquiries been documented and referenced?** **Yes/No**

If there are concerns or anxieties, have the following partners been informed:

- London Boroughs of Lambeth  
**Yes/No**
- Metropolitan Police Service  
**Yes/No**

Has the reference file been updated with new information?

## 3. Response

Does the visiting speaker or the intended presentation breach any condition of the Visiting Speaker Code of Conduct?  
**Yes/No**

Has the speaker been given permission to present? **Yes/No**

**If yes**, has the speaker received information on the provider's code of conduct and safeguarding principles?

Has a reference file been updated with justification as to why the visiting speaker was authorised / declined?

Which member of staff has authorised the speaker?

## 4. Assessment (after the event)

Did the speaker comply with the Provider's Visiting Speaker Code of Conduct and Safeguarding Principles?

Did the speaker contribute to the objective of the event?

Would the Provider invite this speaker again? If no, why not?

Has the reference file been updated?

**Response to External Speaker Referral Form**

Provider Manager response:

Date:

## **Appendix D**

### **Lambeth Adult Learning Service - Visiting Speakers Code of Conduct**

#### **Introduction**

This code of conduct is in place to ensure that all visiting speakers, external speakers, and external organisations taking part in any event or session funded by Lambeth Adult Learning act in accordance with the law and do not breach the lawful rights of others.

It is the responsibility of the event organiser to ensure that any visiting speaker has read and agrees to abide by this Code of Conduct and that the Code of conduct is communicated to all external speakers.

#### **Conduct**

It is expected that no visiting speaker will:

- Act in breach of criminal law
- Incite hatred or violence or any breach of the criminal law
- Encourage or promote any acts of terrorism or promote individuals, groups or organisations that support terrorism
- Spread hatred and intolerance
- Discriminate against or harass any person or group on the grounds of their sex, race, nationality, ethnicity, disability, religious or other similar belief, sexual orientation, or age
- Defame any person or organisation
- Use the speaking opportunity to raise or gather funds for any external organisation

The visiting speaker will also abide by and follow all policies relating to health & safety, safeguarding, Prevent and the acceptable use of any ICT systems. They will not present ideas and opinions that may be contentious or potentially offensive and they should be prepared to be open to debate, challenge and questions.

Lambeth Adult Learning has a duty under the Equality Act 2010 as an education provider, employer, and service provider not to unlawfully discriminate against any learners, employees, and any other individuals to whom services are provided. As such, segregation by sex is not permitted in any academic meetings, events, learning sessions or meetings provided for learners. This includes any event covered by this visiting speakers Code of Conduct. The only exception to this is events that are for the purpose of collective religious worship.

## Appendix E

### DESIGNATED SAFEGUARDING PERSON CONTACTS

The following are the Designated Leads for Lambeth Adult Learning providers:

Organisat ion	Designated Safeguarding Lead		Deputy Designated Safeguarding Lead		Other Safeguarding	
198 Contempo rary Arts and Learning and Photofusi on	Name	Kareen Williams	Name	Francesca Hummler	Name	
	Job Title	Tutor	Job Title	Learning and Progression Manager	Job Title	
	Tel	0207 978 8309	Tel	0207 738 5774	Tel	
	Email	<a href="mailto:Kareen@198.org.uk">Kareen@198.org.uk</a>	Email	<a href="mailto:francesca@photofusion.org">francesca@photofusion.org</a>	Email	
Baytree Centre	Name	Caroline Guarnaccia	Name	Anna Iacuzzi	Name	
	Job Title	Chief Executive Officer and Designated Safeguarding Lead	Job Title	Service Director and Deputy Designated Safeguarding Lead	Job Title	
	Tel	0207 733 5283	Tel	0207 733 5283	Tel	
	Email	<a href="mailto:caroline@baytreecentre.org.uk">caroline@baytreecentre.org.uk</a>	Email	<a href="mailto:anna@baytreecentre.org.uk">anna@baytreecentre.org.uk</a>	Email	
City College Stratford	Name	Mahabub Sumon	Name	Dr. Mizanur Rahman	Name	Alima Akther
	Job Title	Operations Manager (Lead)	Job Title	IQA, Lead Assessor (Deputy Lead)	Job Title	Administrator (Deputy Lead)
	Tel	07903 726642	Tel	Work Tel: 0208 534 5954 Mobile: 07583 522266 Emergency contact number: 07903726642	Tel	Work Tel: 0208 533 1220 Mobile: +44 (0) 7518 822489 Emergency Contact Number: 07903 726642

	Email	<a href="mailto:m.sumon@citycollegestratford.com">m.sumon@citycollegestratford.com</a>	Email	<a href="mailto:dr.m.rahman@citycollegestratford.com">dr.m.rahman@citycollegestratford.com</a>	Email	<a href="mailto:info@citycollegestratford.com">info@citycollegestratford.com</a>
High Trees	Name	Elen Evans	Name	Grace English	Name	
	Job Title	Children and Young People (Adventure Playground)	Job Title	Co-Director	Job Title	
	Tel	Office hours – 0208 674 3975 Out of hours - 07415 308551	Tel	0208 671 3132/ 07984 932367	Tel	
	Email	<a href="mailto:elen.evans@high-trees.org">elen.evans@high-trees.org</a>	Email	<a href="mailto:grace.english@high-trees.org">grace.english@high-trees.org</a>	Email	
Iconic Steps	Name	Jamie Bancroft	Name	Trayvond Adutwum	Name	
	Job Title	Operations Manager	Job Title	Programmes Manager	Job Title	
	Tel	07943 323569	Tel	07923206770	Tel	
	Email	<a href="mailto:jamie@iconicsteps.co.uk">jamie@iconicsteps.co.uk</a>	Email	<a href="mailto:Trayvond@iconicsteps.co.uk">Trayvond@iconicsteps.co.uk</a>	Email	
Lambeth Adult Learning Service	Name	Lesley Robinson	Name	Richard Pleavin	Name	
	Job Title	Head of Adult Learning, Skills and Employment	Job Title	Head of Quality	Job Title	
	Tel	0795 020 2580	Tel		Tel	
	Email	<a href="mailto:lrobinson2@lambeth.gov.uk">lrobinson2@lambeth.gov.uk</a>	Email	<a href="mailto:RPleavin1@lambeth.gov.uk">RPleavin1@lambeth.gov.uk</a>	Email	
MI Skills Development Centre	Name	Bola Sobowale	Name	Val Okotore	Name	
	Job Title	CEO/Managing Director	Job Title	Director of Operations	Job Title	
	Tel	0207 501 6450	Tel	0207 501 6450	Tel	
	Email	<a href="mailto:Bola.S@micomputsolutions.co.uk">Bola.S@micomputsolutions.co.uk</a>	Email	<a href="mailto:val@micomputsolutions.co.uk">val@micomputsolutions.co.uk</a>	Email	
Morley College	Name	Craig Hanlon-Smith (Overall leadership of Safeguarding)	Name	Sola Sobowale	Name	
	Job Title	Vice Principal, Student Engagement	Job Title	Head of School: Community Learning	Job Title	

	Tel	0207 573 5379	Tel	0207 450 1954	Tel	
	Email	<a href="mailto:craig.hanlon-smith@morleycollege.ac.uk">craig.hanlon-smith@morleycollege.ac.uk</a>	Email	<a href="mailto:sola.sobowale@morleycollege.ac.uk">sola.sobowale@morleycollege.ac.uk</a>	Email	
Ripe Learning	Name	Eliana Castillo	Name	Anthony Djondo	Name	
	Job Title	Senior Tutor	Job Title	Director	Job Title	
	Tel	0203 601 2212/07401 361997	Tel	07790 775578	Tel	
	Email	<a href="mailto:Eliana.castillo@ripelearning.com">Eliana.castillo@ripelearning.com</a>	Email	<a href="mailto:Anthony.djondo@ripelearning.com">Anthony.djondo@ripelearning.com</a>	Email	
The Ascension Agency	Name	Natasha Preville	Name	Kareen Williams	Name	
	Job Title	Founder/Managing Director	Job Title	SEN Lead/Tutor	Job Title	
	Tel	07714 167 077	Tel	07841 659 711	Tel	
	Email	<a href="mailto:info@theascensionagency.org">info@theascensionagency.org</a>	Email	<a href="mailto:info@theascensionagency.org">info@theascensionagency.org</a> <a href="mailto:kareen@ascensionrooms.org">kareen@ascensionrooms.org</a>	Email	
Train 2 Work	Name	Mustafa Muse	Name	Elena Torre	Name	
	Job Title	Trainer and Centre Manager	Job Title	Assessor	Job Title	
	Tel	020 3981 1990/07983 580 970	Tel	020 3981 1990/07429 353 218	Tel	
	Email	<a href="mailto:mustafamuse@train2workacademy.org">mustafamuse@train2workacademy.org</a>	Email	<a href="mailto:elenatorre@train2workacademy.org">elenatorre@train2workacademy.org</a>	Email	

## Appendix F

### Statutory Framework

The key current guidance for education and training providers are:

- [Keeping children safe in education 2021: Statutory guidance for schools and colleges](#) (September 2021)
- [Revised Prevent duty guidance for England and Wales](#) - specific guidance on authorities in England and Wales on the duty of schools and other providers in the Counterterrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism (HM Government 2015, updated April 2021)
- [Prevent duty guidance for further education institutions in England and Wales](#) (updated April 2021)
- [What to do if you are worried a child is being abused](#) (March 2015)
- ['Inspecting safeguarding in early years, education and skills settings'](#) (September 2021)

The safeguarding of children is everyone's business and education providers have a responsibility under Section 175 of the Education Act 2002 to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. This includes:

- Preventing the impairment of children's health or development
- Protecting children from maltreatment
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care.

The UN Convention on the Rights of the Child defines a child as everyone under 18 unless, "under the law applicable to the child, majority is attained earlier" ([Office of the High Commissioner for Human Rights, 1989](#)). The UK has ratified this convention. The Children Act 1989, 2004 defines a child as being up to the age of 18 years.

**The Protection of Freedoms Act 2012 amends the definition of a 'vulnerable adult' in the Safeguarding Vulnerable Groups Act, 2006.** An adult is defined as 'vulnerable' when they are in receipt of a 'regulated activity' in relation to vulnerable adults (section 65 and 66 of the Act). Vulnerable adults are, or may be, in need of community services due to age, illness or a mental or physical disability and are, or may be, unable to protect themselves against significant harm or exploitation. 'Regulated activities' are the activities that the Disclosure and Barring Service can bar people from doing. This includes health care, personal care, social work and transporting vulnerable adults.

Due to the amendments to the definition of 'vulnerable adult', adults accessing learning through Lambeth Adult Learning Service are not necessarily 'vulnerable'. However, the Service recognises that we have a moral duty to safeguard the wellbeing of all our learners and in particular those who are or may be 'in need of community care services by reason of disability, age or illness; and who is or may be unable to take care of him or herself against significant harm or exploitation'. (Department of Health 2000).

In the event of an individual who is considered to be 'vulnerable' for other reasons and there being concerns of abuse, we will follow our safeguarding procedures.

At Lambeth Adult Learning Service, we review our policy and procedures annually to take into account any new government legislation, regulations, or best practice documents to ensure that staff and partners are kept up to date with their responsibilities and duties with regard to the safety and wellbeing of children and adults.



## Appendix G Safeguarding in Lambeth

### Safeguarding Adults in Lambeth



#### What is safeguarding?

Safeguarding is about protecting the health, wellbeing and human rights of individuals. These measures allow children, young people and adults at risk to live free from abuse, harm and neglect.

If you are a professional working in Lambeth, you have a responsibility to ensure those most at risk receive the support they need

#### Safeguarding Adults at Risk



An adult at risk is someone with care and support needs who is less able to protect themselves from abuse and neglect. Types of abuse to look out for include domestic abuse, financial abuse, modern slavery, psychological abuse, physical abuse, and neglect.

#### Safeguarding Children



If there are children in the home you are visiting, look out for signs of domestic abuse in the home, neglect, exploitation (including grooming or coercion), online abuse, physical abuse or sexual abuse.

#### What to look out for



- Unexplained bruising or injuries
- Shouting or verbal abuse where children are in the house
- Person presents as fearful, nervous to speak in front of partner/family members
- Person states someone is offering help for money but no real help being provided (e.g. scamsters)
- Living conditions which present as a fire risk

#### Do's and Don'ts

- |  |   |
|--|---|
| ✓ Call the police if person is at immediate risk               | ✗ Confront the abuser                                   |
| ✓ Ask the person if they need help                             | ✗ Ask the person what is going on if they are not alone |
| ✓ Report your concerns even if you're not sure what's going on | ✗ Try to offer solutions going on                       |

If you see or hear something that worries you, please speak to the safeguarding lead or central point of contact within your designated Hub for further advice.

- To report a concern about an adult at risk go to [www.lambethsab.org.uk](http://www.lambethsab.org.uk)
- To report a concern about a child go to [www.lambethsaferchildren.org.uk](http://www.lambethsaferchildren.org.uk)
- In an emergency, always dial 999

