

<b>SINGLE EQUALITIES PLAN</b>	
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All Staff	<input checked="" type="checkbox"/>
SLT only	<input type="checkbox"/>
Teaching Staff/Tutors	<input type="checkbox"/>
Administration Staff	<input type="checkbox"/>
Other (please specify)	<input checked="" type="checkbox"/> Learners

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**This Policy supersedes any previous Policy of this name or instructions that pre-date this edition.**



## **SINGLE EQUALITIES PLAN (POLICY)**

### **1 Policy Statement**

1.1 Barrett Bell Ltd affirms that individuals are entitled to equal rights, responsibilities and opportunities. The Centre strives to ensure that all individuals are equally valued and everyone is treated with respect. This applies to all of our sites and to external venues used by the Centre in the delivery of its provision.

1.2 We welcome the statutory duty to prepare this Plan, which serves to remind us that diversity in the Centre and in society is a strength. The content of this Single Equality Plan reflects the streamlined, harmonised and strengthened content of the Equalities Act 2010 which identifies the Protected Characteristics of age, disability, gender reassignment, marriage/civil partnerships, pregnancy/maternity, race, religion and belief, sex and sexual orientation.

1.3 We will work towards the elimination of unlawful discrimination on any of these grounds, whether it be direct or indirect and we will ensure that individuals and communities have equal access to our facilities and provision.

1.4 This is not the same as positive discrimination, which means providing preferential treatment that exceeds positive action condition and it is never unlawful to positively discriminate in the favour of disabled Learners.

1.5 This Plan outlines how we intend to fulfil the general duty to give due regard to: eliminating discrimination, harassment and victimisation, advancing equality of opportunity between those who share a relevant protected characteristic and those who don't, fostering good relations between those who share a relevant protected characteristic and those who don't and the specific duties to report on progress with the general duty and to set and publish equality objectives.

1.6 We will set our equality objectives based on local data and judge on outcomes related to our identified equality objectives and not on processes and ensure greater transparency in public access to data.

1.7 We will keep records regarding Safeguarding, including those relating to racist incidents, sexual harassment, harmful sexual behaviour, gaslighting, violence and online abuse. We will act on all incidents and record the outcomes.

1.8 We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our company and premises.

1.9 We will work to support community cohesion which is closely linked with legislation regarding equalities issues.

1.10 We will have due regard to the need to tackle prejudice, promote understanding and celebrate diversity in everything we do.

## **2 Considerations and Definitions within the Plan**

2.1 Harassment or discrimination of the protected characteristics or other factors such as socio-economic status, can take many forms including:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation
- Exclusion from groups and activities, isolation of someone
- Ridicule of an individual for difference e.g. food, music, religion, dress
- Verbal abuse and threats, passive-aggressive behaviour
- Discriminatory comments in the course of discussion
- Coercive behaviour and gaslighting
- Denigrating issues related to menstruation, pregnancy, miscarriage and menopause

- Setting up another person to fail or be seen in a bad light, false reporting
- Intimidating or humiliating behaviours
- Use of derogatory names, insults, 'banter and jokes', offensive comments
- Unwanted looks or comments
- Bringing discriminatory material into the company
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- Racist, sexist, homophobic or discriminatory graffiti
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- Attempts to recruit others to discriminatory organisations and groups
- Historical events of harassment or discriminatory behaviour

2.2 The Equality Act 2010 identifies seven categories of discrimination:

- Direct discrimination: treating a person less favourably than others in comparable circumstances because of a 'protected characteristic' such as sex, race or a disability is unlawful.
- Associative discrimination: direct discrimination against a person who associates with another person with a protected characteristic.
- Indirect discrimination: it is unlawful when a provision, criterion or practice is applied equally to all but have a different impact on a person with a protected characteristic. (NB indirect discrimination is only lawful if it can be justified for reasons unrelated to the characteristic in question).
- Victimisation: treating a person less favourably because they have taken action in respect of discrimination e.g. by bringing a complaint or giving evidence for a colleague, is unlawful.
- Harassment: unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of one of the relevant characteristics such as sex or race – is also unlawful in many of the situations covered by discrimination law.
- Harassment by a third party: harassment by people not employed by the company e.g. contractors.
- Discrimination by perception: discrimination against someone because others think they have a protected characteristic (even if they don't).

## **2a Disability Access:**

2.3 It is the overall aim of Barrett-Bell to do all that is reasonably possible to ensure that the company's facilities, services, curriculum, culture, policies and procedures are made accessible to Learners, staff members and visitors who have disabilities and to comply with our moral and legal responsibilities under the Equality Act (2010).

2.4 Definition - a person is defined as having a disability if they have a physical or mental impairment, which has a "substantial and long-term adverse effect" on their ability to carry out normal day-to-day activity (Equality Act 2010). Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing and learning) and learning difficulties. The definition also covers certain medical conditions when they have a long term and substantial effect on a person's everyday life. 'Long-term' is defined as a year or more. 'Substantial' is defined as more than minor or trivial.

Disability includes such conditions as:

- Developmental disabilities eg. ADHD, Autism. Dyslexia
- Mental health disabilities eg. Bi-polar affective disorder, Depression
- Physical disabilities eg impairment to hearing, sight or speech
- Mobility disabilities eg. Cerebral Palsy, Muscular dystrophy
- Head Injury eg. Traumatic brain injury
- Chronic conditions eg. Asthma, Diabetes, Cancer
- Addictions

2.5 This Plan supports the expectation that we will adopt strategies to promote equality of opportunity regardless whether people are disabled persons and those without a disability and promote positive attitudes towards disabled persons. The company is committed to ensuring both the physical access and access to the curriculum is inclusive.

2.6 The company will consider making reasonable adjustments for any staff/learner who has a recognised disability in the context of the industry and its H&S requirements.

2.7 Barrett-Bell welcomes applications, both on courses and in the staffing structure, from those with a recognised disability. Barrett-Bell has signed up to the Disability

Confident standard.

## 2b Safeguarding Issues:

2.8 Vulnerable Young People and Adults - it is important that children (those under 18 years old), vulnerable young people and adults are all protected from abuse. The Company recognises that members of staff and Learners have a role to play in Safeguarding the welfare of young people and vulnerable adults and preventing their abuse. All complaints, allegations or suspicions must be taken seriously and discussed with the designated member of staff before any steps are taken. Vulnerability can be permanent or temporary.

2.9 The definition of abuse is "a violation of a person's human or civil rights by any other person or persons" ("No Secrets" OH and Home Office 2000). Abuse is the improper usage or treatment of a person or thing, often to unfairly or improperly gain benefit. Abuse can come in many forms from the obvious (assault, violence) to the more inconspicuous (coercive control, humiliation). Abuse can take place in any setting.

**Physical Abuse:** this is usually the use of force to cause pain and injury and signs might include burns, bruising, scratches, or accidents that cannot be explained or had hidden injury as in FGM or forced drug/alcohol consumption. Physical abuse causes harm to a person. It may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning or suffocating. It may be done deliberately or recklessly or be the result of a deliberate failure to prevent injury occurring. It can also result when an adult deliberately causes ill health of a child. This is described as fabricated or induced illness. Also included is the misuse of medication or forcing someone, for example, to stay in a care home against their wishes or domestic abuse.

**Psychological and Emotional Abuse:** this might be emotional abuse such as threats of harm or abandonment, humiliation, blaming or controlling behaviour, verbal or racial insults, enforced isolation, intimidation and coercion. Emotional abuse occurs where there is persistent emotional ill treatment or rejection. It causes severe and adverse effects on the person's behaviour and emotional development, resulting in low self-worth. Some level of emotional abuse is present in all forms of abuse. It usually co-exists with other forms of abuse but

can occur

alone. Emotionally abusive behaviour occurs if a parent/carer or authority figure is consistently hostile, rejecting, threatening or undermining. It can result if developmentally inappropriate expectations are placed on a child or if a child is over protected to the extent of being denied contact or opportunities to engage with others. Children who witness or experience domestic violence are subject to emotional abuse.

**Financial or Material Abuse:** this is when a vulnerable child or adult is exploited for financial gain (e.g. use of children in County Lines). It includes theft, fraud, internet scamming, exploitation, misuse or misappropriation of property/finance including coercion in relation to wills, property and inheritance. Often valuables will go missing in the home or there may be a change in financial circumstances that cannot be explained or benefit payments are misappropriated.

**Modern slavery:** is defined as the recruitment, movement, harbouring or receiving of children, women or men through the use of force, coercion, abuse of vulnerability, deception or other means for the purpose of exploitation. It includes child criminal exploitation (CCE), abuse and exploitation including sexual exploitation, domestic servitude, forced labour, child abduction, criminal exploitation and organ harvesting. People trafficking is a global problem that transcends age, gender and ethnicity. It is not an issue confined to history or an issue that only exists in certain countries. Duress includes forced marriage using the concept of bringing shame onto families and/or cultural or religious expectations.

**Neglect and Acts of Omission:** this is when a vulnerable child or adult does not have their basic needs met, such as adequate food or warmth or help with personal hygiene. Neglect is the persistent or severe failure to meet a person's basic physical and/or psychological needs. It will result in serious impairment of the person's health or development. It may involve a parent/carer failing to provide adequate food, warmth, shelter, clothing or stimulation. It includes failure to protect a child from harm or danger of failure to seek medical care needed. Signs might include deteriorating health, appearance or mood. It also includes ignoring indicators of abuse and withholding information in relation to allegations or suspicions of abuse.

**Discriminatory Abuse:** this includes any sort of abuse based on a vulnerable child or adult's race, gender or impairment such as their mental or physical health. Discriminatory abuse exists when values, beliefs or culture result in a misuse of power that denies opportunity to some groups or individuals. It can include honour-based abuse. It can result from situations that exploit a person's vulnerability by treating the person in a way that excludes them from opportunities they should have as equal citizens, for example, education, health, justice and access to services and protection. It can be a feature of any form of abuse of an adult. Discriminatory abuse is when someone picks on you or treats you unfairly because something about you is different.

**Sexual Harassment and Abuse:** Sexual abuse involves a person being forced or coerced into participating in or watching sexual activity. It is not necessary for the person to be aware that the activity is sexual and the apparent consent of the person is irrelevant. It includes child sexual exploitation (CSE) This may include physical contact and also non-contact activity such as looking at pornography and up-skirting. It includes rape and sexual assaults and sexual acts to which the vulnerable adult has not consented, or could not consent, or was pressurised into.

Sexual harassment includes unwelcome sexual advances, requests for sexual favours, and other verbal or physical harassment of a sexual nature in the workplace or learning environment. Sexual harassment does not always have to be specifically about sexual behaviour or directed at a specific person. For example, negative comments about women as a group may be a form of sexual harassment. 'Jokes' about menstruation or menopause or marginalizing women because of their biology.

Signs of abuse can include changes in behaviour or physical discomfort, powerlessness, shame and humiliation. Harmful sexual behaviour, violence or harassment can occur online.

Vulnerable adult's peer groups, communities and social media activity are either key risk factors or key protective factors. If a Learner socialises with peers who have a positive influence on their thinking and behaviours, this will help protect them within their peer groups and communities. Where Learners socialise with

peers who are themselves involved in risky activities such as substance misuse, drinking or involvement with gangs that include exploitative relationships including sexual ones, this may impact on the Learner's safety and increase the risk factors for that student and their classroom peers.

**Institutional Abuse:** this is poor professional practice, including neglect, and can take the form of isolated incidents right through to ill treatment or gross misconduct. It occurs when the individual's wishes and needs are sacrificed for the smooth running of a group, service or organisation and is the mistreatment of people brought about by poor or inadequate care or support, or systematic poor practice that affects the whole care setting. It is a failure to respect or support a person's right to independence, their right to make choices and inappropriate confinement, restraint or restriction. It is the opposite of community safety and community cohesion and damages communities and individuals.

## 2c **Contest, Channel and Prevent Duties:**

2.10 **CONTEST** is the name of the UK's Counter-Terrorism Strategy.

Contest is split into four work streams that are known within the counter-terrorism community as the 'four P's' - Prevent, Pursue, Protect, and Prepare.

The Counter Terrorism and Security Act 2015 contains a duty on specified authorities to have due regard to the need to prevent people from being drawn into terrorism. This is known as the **Prevent Duty**.

The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. In the Act this has simply been expressed as the need to "prevent people from being drawn into terrorism".

2.11 **CHANNEL** is part of the Prevent Duty and is a voluntary, confidential programme which safeguards people identified as vulnerable to being drawn into terrorism. It is a multi- agency process, involving partners from the local authority, the police, education, health providers and others. It is the training arm of Prevent.

Channel is a multi-agency approach to safeguarding, supporting and protecting children, young people and vulnerable adults at risk of radicalisation, extremism or terrorist related activity.

Channel is about ensuring that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist activity.

### **The three key stages of Channel are:**

- Identify individuals at risk of being drawn into terrorism;
- Assess the nature and extent of that risk; and.
- Develop the most appropriate support plan for the individuals concerned

Barrett-Bell recognises that many of their Learners come from a wide range of faiths and ethnicities and many are young men who could be the target for radicalisation. Barrett-Bell also has an Acceptable ICT Use Policy as it fully rejects as unacceptable any cyber bullying, trolling and grooming. Networks are protected by a Firewall.

As part of the Safeguarding and Prevent Duty and the Equality Act 2010 all company staff and contractors working on behalf of Barrett-Bell have a duty to demonstrate and help develop values which underpin an awareness of social and moral responsibility in modern Britain.

All staff have completed the current training for the anti-radicalisation programme. Complying with the Prevent duty includes promoting and exemplifying British values: i.e. democracy, rule of law, individual liberty, tolerance and mutual respect and different faiths and beliefs.

#### 2.12 Definitions:

- An ideology is a set of beliefs.
- Radicalisation is the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
- Safeguarding is the process of protecting vulnerable people, whether from crime, other forms of abuse or from being drawn into terrorism-related activity.
- Terrorism is an action that endangers or causes serious violence damage or disruption and is intended to influence the Government or to intimidate the public and is made with the intention of advancing a political, religious or ideological cause.
- Vulnerability describes factors and characteristics associated with being susceptible to radicalisation.
- Extremism is 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. Calls for the death of British armed forces is also included.

2.13 Identification of concerns might include, although this list is not exhaustive:

- Expression of views which are discriminately against protected groups or individuals
- Evidence of family concerns about vulnerability to extremism or unusual behaviour
- Third party reports of concerns about behaviour e.g. plans to travel abroad (including girls who may be at risk of FGM or forced marriage or becoming brides of extremists) or extremist activities
- Evidence of non-compliance with the providers expectations of behaviour
- Evidence of discriminatory treatment of other groups or individuals
- Evidence of bullying behaviour or harassment
- Threats of violence
- Possessing, accessing extremist materials
- Use of extremist language
- Expression of extremist views including on social media or apps
- Attempts to recruit others to an extremist ideology

2.14 Although it is vital to providers our Learners with academic freedom, we also have a duty of care to our Learners and community. Providers, provider societies and student groups – have a clear and unambiguous role to play in helping to safeguard vulnerable young people from radicalisation and recruitment by terrorist organisations.

2.15 Where any staff's professional experience gives cause for concern about the behaviour of individuals or groups, then they should follow the process. The process is designed to ensure confidentiality but at all times safety comes first.

All issues (Disability, Safeguarding or Prevent) that are part of the Single Equalities Plan must be discuss this with the Designated Safeguarding Lead (DSL) who will refer it to a member of the Senior Management Team. The process is found in Section 4 Guidance Notes and Procedures.

### **3 Access to the Plan**

3.1 The Centre's Single Equalities Plan will be readily accessible. It will be available on the website and in hard copy on demand.

3.2 It will be highlighted to Learners at Induction.

3.3 There will be regular training and updating on its contents and delivery.

3.4 The governance (Director/Owner level) carries the ultimate responsibility, under the law, for ensuring that the company meets the requirements of equality legislation. The authority for this is delegated to the Safeguarding Lead, however all staff have the responsibility to uphold the Plan, comply with the law and to support the company in fulfilling its duties and implementing the Single Equalities Plan.

3.5 SLT will take shared responsibility for setting and agreeing actions to achieve targets and to embed equality and diversity in all aspects of their company's work. The Safeguarding Lead will monitor targets and report to the SLT. All new major developments will attract a review through an Equality Impact Assessment.

## **4 Guidance Notes and**

### **Procedures 4a Guidance**

4.1 In meeting its statutory duties, the Centre takes into account its legal obligations under the Further and Higher Education Act (1992) and equalities Act (2010) and subsequent Equalities legislation relating to the Protected Characteristics. It also embraces regulations, guidelines and good practice relating to the rights of LGBT+, Gender Dysphoria and Reassignment, Diaspora and Newly arrived/Refugee rights. Whilst class is not specifically identified as a Protected Characteristic, we recognise the challenges that may be associated with class divisions.

4.2 In implementing its Single Equalities Plan the Centre will seek to ensure that:

- Staff, Learners and their sponsors (including employers and work placement providers) are aware of the Plan and the action needed for its implementation.
- Staff, Learners and stakeholders (including employers and work placement providers) are aware of the value placed upon equal opportunity and that action will be taken in the event of any breach of the Plan.
- Managers will have access to relevant information, which enables them to plan, implement and monitor actions to carry out their responsibilities under the Plan.
- The Centre's publicity materials present appropriate and positive messages about the benefits of diversity.
- All staff and Learners have access to appropriate support and facilities.
- Recruitment and promotion procedures are designed to eliminate bias and to attract applicants drawn from a wide pool. (Employers are no longer allowed to ask candidates about their sickness record in an interview unless they can prove that this is to check whether they can complete an essential task e.g. heavy lifting.)

Selection procedures for recruitment and training/development opportunities incorporate objective selection criteria to eliminate bias. The requirement to avoid discrimination relates to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures.

4.3 Any issues raised will be dealt with in a sensitive manner, by adhering to the appropriate levels of confidentiality within the Safeguarding procedures and record/notify other appropriate services if/when appropriate (eg. regarding vulnerable adults) and gain consent where required.

4.4 We will ensure that we meet the GDPR regulations and security regulations required by the Examination Board.

## **4b Monitoring Progress**

4.5 To inform the setting of targets and the measurement of our progress, we will collect, collate and analyse the following information:

For Learners:

- Ethnic, disability and gender preference profiles
- Retention, achievement and timely success rates
- Work placement assessment opportunities and outcomes
- Complaints and disciplinary action regarding Learners
- Feedback and compliments by Learners or their sponsors

Learner support will include:

- All Learners will receive a summary of the Policy
- Copies of the Policy will be available upon request and on display
- The Learner induction programme will highlight the Centre's commitment to equality and diversity
- The induction programme will also highlight action to be taken by Learners who suffer discrimination and the action to be taken against those responsible
- To employers and work placement providers - the Centre will raise the profile of the Policy with all work placement employers and stakeholders to ensure they receive a summary of their responsibilities under the Policy and will signify their understanding and agreement to them
- Advice will be made available to work placement providers on equal opportunities issues
- Opportunities to give feedback to the company

For Employees:

- Ethnic, disability and gender preference profiles by level of responsibility
- Job applications and appointments
- Recruitment processes (Safer recruitment)
- Type of contract (permanent, part-time, temporary)
- Training applications
- Disciplinary action
- Grievances and complaints
- Feedback and compliments by staff

Employee support will include:

- All staff will receive access to a copy of the Policy
- All staff will sign to show they have read, understand and will adhere to the Policy
- The staff induction programme will highlight the Centre's commitment to equality and diversity
- The induction programme will also outline action to be taken in the event of discrimination
- Opportunities to give feedback to the company
- Monitoring of work (e.g. lesson observations) and supportive feedback

4.6 The company will undertake an external review of Safeguarding annually using external, neutral consultants.

#### **4c Division of Responsibilities**

4.7 Directors are responsible for ensuring that the Company profile (both staff and Learners) endeavours to reflect the diversity of the communities served by the Centre.

4.8 Managers are responsible for ensuring that:

- All aspects of Centre Policy and activity are sensitive to equalities issues
- Procedures for the recruitment and promotion of staff adhere to Safer Recruitment guidelines
- All those involved with interviews and enrolment are aware that no applicant with a disability should be interviewed without the involvement of a Disability adviser
- All staff are aware of the Centre's statutory duties in relation to equality and diversity and inclusion
- Learner and staff induction programmes and tutorial programmes reflect the Centre's commitment to promote equality of opportunity
- Curriculum areas assess performance in relation to equality and diversity and take appropriate action through self-assessment
- Teaching and assessment procedures are designed to be clear and fair and to eliminate any bias
- The Centre's publicity and marketing materials present appropriate and positive messages about equality and diversity
- Guidance and counselling are available to all students and staff on personal welfare issues

4.9 All Staff are responsible for ensuring that:

- They are aware of the Centre's statutory duties in relation to equality and diversity including signing to accept this Policy
- In the case of teaching staff, their schemes of work, lesson content, teaching styles, resources and individual student learning plans all demonstrate sensitivity to equalities issues and promote inclusion

- In the case of organisational staff, they deal equitably and fairly with all Learners in respect of Centre processes and procedures paying due regard to the circumstances of vulnerable groups and those with protected characteristics
- They challenge inappropriate behaviour by any stakeholder or visitor involved in delivery of services by the company
- Students with learning difficulties and/or disabilities are given every opportunity to disclose their support requirements or self-refer
- Learners are offered a support plan for any identified or disclosed learning support needs

#### **4d Review and Consultation**

4.9 The Centre will undertake annual self-assessment and regularly review arrangements for implementing the Single Equalities Plan.

4.10 The Centre will ensure that all Centre policies and procedures are evaluated for negative impact on equalities issues, as part of the Single Equalities Plan review process and make appropriate adjustments to reduce this impact.

4.11 This Policy will be reviewed annually by the Centre Directors. As part of the review the Centre Directors will seek and take into account the views of stakeholders including staff, Learners and employers. Consultation will also take place with external partners.

4.10 All new legislation, government guidelines, OfSTED and external recommended good practice will be incorporated as required.

4.11 Any recommendations for change will be passed to the Centre Directors and discussed for approval.

4.12 On approval, an updated version of this Policy will be issued and publicised.

## **4e Procedures**

4.13 The Safeguarding procedures apply to Learners and adults who are over 18 years old and have been recognised as vulnerable. All cases must be referred to the DSL. If they are unavailable then the Directors must be appraised of the situation immediately.

4.14 Where a Learner discloses an allegation:

- Find an appropriate place to listen to the Learner where you are not disturbed
- Do not promise total confidentiality (in case involvement of Social Service/Police is necessary) but be empathetic and let them know only those qualified to 'be in the know' will be privy to the information.
- Listen carefully. Ask questions for information and do not 'lead' the person. Make sure your body language and/or facial expressions do not give out cues that indicate your personal opinions.
- Notes should be accurate (date, time, location of alleged abuse or discrimination or issue leading to radicalisation). They should identify who was involved, present or witnessed the incident, the name of the person disclosing and the names of those against whom the allegation is being made. There should be a description of the incident, any damage or injuries sustained (with photos if permission)
- The DSL should be given the notes (if another member of staff took them) and the DSL should decide the course of action. The complainant should be kept informed and may need protection (e.g. leaving the premises).

4.15 Where abuse or discrimination or issue leading to radicalisation is suspected but not disclosed then the DSL must be appraised of the suspicions, and they will decide a plan of action.

4.16 If the allegations are made against a member of staff, the DSL must be contacted asap - if the allegation is against the DSL then the Director(s) must be informed immediately. The DSL/Director(s) must undertake an investigation and follow the correct HR procedures regarding the case (which may lead to neutral staff suspension, dismissal for gross misconduct and/or referral to the LADO, Social Services/Police.) The company has a duty of care to both the Learner and the member of staff and must act accordingly.

If the claims are found to be unsubstantiated or become vexatious, then this may lead to further investigation and grievance/disciplinary actions. Any person falsely accused should be offered counselling services or appropriate support.

## **5 Incident Form**

5.1 The Incident Reporting Form can be used for all incidents (eg. fire false alarm, site closures, Prevent suspicions, Safeguarding issues) and should be identified as General (ie. could be an inclusion issue but not Safeguarding) or Safeguarding (in which case the DSL must be involved).

5.2 It is vital that all the context information is easily seen on the front page, including indicating whether the incident is still on-going or closed. Unless the sections 'Date Incident closed' and 'Case closed by' are completed the incident will be considered as on-going and require consistent professional attention.

5.3 Once the Incident is closed, it must be filed as required by GDPR regulations.

5.4 Additional pages may be added as required.

## Incident Report

Please indicate if this report is a Safeguarding (including Prevent, H&S, Racist or Sexist incidents) Report or of a General nature that does not include any Safeguarding elements. **This report is a \_\_\_\_\_ Report.**

Does this Report include sensitive information regarding Children or Vulnerable Adults? **Yes / No** *(please circle)*

NB. In an emergency please do not delay in informing the police or social services. All the information must be treated as confidential and reported to the Designated Safeguarding Lead (DSL) by the next working day or immediately on the first working day if it is a weekend.

The form should be completed at the time or immediately following disclosure or the incident - but after all necessary emergency actions have been taken. Please complete the form as fully as possible. Do not make any promises beyond that the incident will be taken seriously and action will be taken – especially ensure that the person affected understands that the Law requires to pass on certain information where crimes have been committed.

**INCIDENT TITLE:** \_\_\_\_\_

**INCIDENT NUMBER:** \_\_\_\_\_

**REPORTED BY:** \_\_\_\_\_ *(name in block capitals)*

**JOB TITLE:** \_\_\_\_\_

**LOCATION(S) OF INCIDENT:** \_\_\_\_\_

**DATE OF INCIDENT:** \_\_\_\_\_ *(or series of dates)*

**DATE OF WRITING UP:** \_\_\_\_\_ *(or series of dates)*

**DATE PASSED TO DSL:** \_\_\_\_\_ *(if Safeguarding)*

**DATE INCIDENT CLOSED:** \_\_\_\_\_

**CASE CLOSED BY:** \_\_\_\_\_ *(signature and role)*

**INCIDENT INFORMATION**

**INCIDENT CONTEXT:**

**1. NAME OF PARTIES (AND ROLE AND CONTACT DETAILS) OF THOSE DIRECTLY INVOLVED:**

a)

b)

c)

d)

e)

**2. NAME OF PARTIES (AND ROLE AND CONTACT DETAILS) OF SIGNIFICANT WITNESSES:**

a)

b)

c)

d)

e)



**3. NAME OF PARTIES (AND ROLE AND CONTACT DETAILS) OF OTHERS WHO HAVE SOME RELEVANT INVOLVEMENT OR INFORMATION)**

a)	
b)	
c)	
d)	
e)	

**INCIDENT DESCRIPTION:** *(please write as far as possible in chronological order, keep it factual without any judgements or opinions, clearly identify what actions occurred in which locations and who was present. Give as much accurate detail as possible).*

<b>WHAT HAPPENED?</b>
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**WERE OUTSIDE AGENCIES INVOLVED (POLICE, SOCIAL SERVICES, LADO, LOCAL SAFEGUARDING BOARD, LOCAL COUNCIL, H&S EXECUTIVE, FIRE BRIGADE, HEALTH SERVICES, TRANSLATION SERVICES, EXAMINATION BOARD, OfSTED, SFA)?** *(please, give full contact details of agencies, any reference number allocated by the agency, the name and role of the liaison person(s) and what intervention(s) they made. Please describe the outcomes – did the intervention achieve a solution or is there further follow up work required?)*

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**DUTY OF CARE:** *(please tick/cross each question and add in any other relevant information)*

- 1. DID ANY OF THOSE INTERVIEWED HAVE RECOGNISED PROTECTED CHARACTERISTICS AND WERE THESE PEOPLE DEALT WITH IN AN APPROPRIATE WAY?**
  
- 2. DO THE STAFF RECEIVE APPROPRIATE TRAINING TO DEAL WITH SENSITIVE OR EMERGENCY ISSUES AND HAD NO CONFLICT OF INTEREST IN THIS INCIDENT?**
  
- 3. DID THOSE INTERVIEWED RECEIVE ADEQUATE SUPPORT IF REQUIRED eg. LANGUAGE SUPPORT, ADVOCATES, PARENTS/CARERS, MEDICAL SERVICES, DISABILITY SUPPORT, REFUGE PLACEMENT?**
  
- 4. WERE INTERVIEWS ALL HELD IN SUITABLE SURROUNDINGS eg. WITHOUT INTERRUPTIONS, ENSURING PRIVACY AND ADEQUATE TIME?**
  
- 5. WAS CONFIDENTIALITY OF SENSITIVE DATA MAINTAINED AS FAR THE INCIDENT ALLOWED?**
  
- 6. HAVE GDPR REGULATIONS BEEN FOLLOWED?**
  
- 7. HAVE ALL DOCUMENTS BEEN KEPT SECURE AT ALL TIMES?**
  
- 8. WAS THE CASE HANDED ONTO THE DSL (ie it was Safeguarding related) AND SUPPORT AND/OR SANCTIONS ADMINISTERED?**

