

SINGLE EQUALITIES PLAN
(including Safeguarding and PREVENT)

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Lead responsibility:	Directors

Distribution to:	
All Staff	✓
SLT only	☐
Teaching Staff/Tutors	☐
Administration Staff	☐
Other (please specify)	✓ Learners

Key Contacts:	
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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

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.

Equality is intrinsically linked to Safeguarding and British Values. Effective Safeguarding requires Equality, Diversity and Inclusion (EDI) to ensure all individuals, regardless of background or protected characteristics, receive fair protection and access to support. Without applying an EDI lens, Safeguarding can miss key risks, fail to engage individuals and inadvertently reinforce discrimination. Hence, we have put together the main facets of each in our Single Equalities Plan.

2 Principles

- 2.1 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 covering nine protected characteristics, including disability, age, gender reassignment, sex and sexual orientation, marriage/civil partnerships, pregnancy/maternity, race, religion and belief. Whilst class is not specifically identified as a Protected Characteristic, we recognise the challenges that may be associated with class divisions. Challenges regarding newly arrived and asylum seekers are also supported. Those with EAL and/or SEND are also recognised as need additional support.
- 2.2 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.
- 2.3 This is not the same as positive discrimination, which means providing preferential treatment that exceeds positive action and it is never unlawful to positively discriminate in the favour of disabled Learners or take legal, proactive steps to assist underrepresented or disadvantaged groups.

- 2.4 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.
- 2.5 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.
- 2.6 We will keep records regarding Safeguarding, including those relating to racist incidents, homophobic or misogynistic incidents, sexual harassment, harmful sexual behaviour, gaslighting, violence, exclusion and online abuse. We will act on all incidents and record the outcomes.
- 2.7 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.
- 2.8 We will work to support community cohesion which is closely linked with legislation regarding Equalities issues. We are aware of the communities we serve and will always behave in a way that is respectful to different cultures.
- 2.9 We will have due regard to the need to tackle prejudice, promote understanding and celebrate diversity in everything we do.
- 2.10 Staff will receive appropriate training on Equalities.

3 Considerations and Definitions within the Plan

- 3.1 It can still be discrimination even where the less favourable treatment was not intended.
- 3.2 By law, all employers must:
 - make sure they do not unfairly discriminate in any aspect of work
 - take steps to prevent discrimination
 - do all they reasonably can to protect people from discrimination by others
 - look after the wellbeing of their workers – this is called a 'duty of care'

3.3 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 or difference
- Refusal to co-operate with other people on grounds of race, skin colour, 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, body shaming
- 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

3.4 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, allied company staff
- Discrimination by perception: discrimination against someone because others think they have a protected characteristic (even if they don't)

4 SEND including Disability and Access:

- 4.1 It is the overall aim of Barrett-Bell Ltd 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 special needs/disabilities and to comply with our moral and legal responsibilities under the Equality Act (2010).
- 4.2 Definition - Special Educational Needs and Disabilities (SEND) refers to young people (0-25 years) who have learning difficulties that requires special, tailored educational support eg. difficulty with reading, communication and behaviour.
- 4.3 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.

4.4 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, HIV
- Addictions, body image issues, eating disorders

4.5 This Plan supports the expectation that we will adopt strategies to promote equality of opportunity regardless whether people have special needs or are disabled persons or 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.

4.6 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.

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

4.8 Not all disabilities can meet the requirements of the industry – eg. colour blindness in gas and electrics and we will signpost anyone into an alternative appropriate field within construction where this is the case.

5 Safeguarding Considerations:

5.1 No Learner will suffer discrimination because of suffering a Safeguarding issue which is rooted in events outside of Barrett-Bell Ltd. Barrett-Bell Ltd will do all it can to support the Learner to enable them break the cycle of Safeguarding issues.

- 5.2 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.
- 5.3 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.
- 5.4 Abuse is recognised as:
- 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. It may be on-line and involve lying by the perpetrator's circumstances
- **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
- **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

- Cyberbullying: is defined as bullying, harassment, or intimidation that occurs over digital devices like mobile phones, computers, and tablets through SMS, Apps, social media sites or gaming sites. It involves intentional, repeated, and hostile behaviour aimed at humiliating, distressing, or harming someone, often featuring malicious rumours, threatening messages, or shared private information.

- 5.5 Vulnerable adults' peer groups, communities and social media activity can be 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.
- 5.6 Signs of abuse can include changes in behaviour or physical discomfort, powerlessness, shame and humiliation. Harmful sexual behaviour, violence or harassment online. At Barrett-Bell Ltd we will keep a watchful eye on Learners to ensure they are kept safe.
- 5.7 Staff will receive appropriate training on Safeguarding.

6 The PREVENT Duty

- 6.1 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.
- 6.2 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.
- 6.3 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".
- 6.4 The PREVENT Duty is a key part of OfSTED's evaluation of Safeguarding. Under the Duty, educational establishments must protect Learners from radicalisation. OfSTED inspects how education providers identify, support and protect individuals from extremist ideologies.
- 6.5 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 etc It is the training arm of PREVENT.
- 6.6 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.
- 6.7 The three key stages of CHANNEL are:
- Identify individuals at risk of being drawn into terrorism
 - Assess the nature and extent of that risk
 - Develop the most appropriate support plan for the individuals concerned
- 6.8 Identification and signs of PREVENT concerns might include:
- Expression of views which are discriminately against protected groups or individuals
 - Evidence of family or friends concerns about vulnerability to extremism or unusual behaviour

- Deterioration in behaviour, bullying behaviour or harassment
- Threats of violence, use of bullying or extremist language
- Becoming withdrawn or secretive
- Changes to more traditional dress or aggressive dress
- Possessing extremist material or searching extremist websites
- 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)
- Expression of extremist views including on social media or apps
- Attempts to recruit others to an extremist ideology

- 6.9 It is important to note that not all the above changes may not be related to being groomed or extremism – changes in dress can just mean a more engaged relationship with a culture or religion, withdrawal behaviours may be related to a family bereavement and bullying often indicates the person doing it is suffering themselves being bullied. Staff need to make informed judgment calls.
- 6.10 It is important that Learners experience academic freedom and make fully informed decisions. Barrett-Bell Ltd balances this with the duty of care to all Learners and the community. Staff, Learners and associated contractors all have a clear and unambiguous role to play in helping to Safeguard vulnerable young people from radicalisation and recruitment by terrorist organisations.
- 6.11 Barrett-Bell Ltd recognises that many of their Learners come from a wide range of faiths, cultures and ethnicities and many are young men who could be a target for radicalisation. Barrett-Bell Ltd fully rejects as unacceptable any cyber bullying, trolling and grooming (see Acceptable ICT Use Policy).
- 6.12 As part of the Safeguarding and PREVENT Duty and the Equality Act 2010 all company Staff and associated contractors working on behalf of Barrett-Bell Ltd have a duty to demonstrate and help develop values which underpin an awareness of social and moral responsibility in modern Britain that underpin British Values. British Values are democracy, rule of law, individual liberty, tolerance and mutual respect and different faiths and beliefs.
- 6.13 Staff will receive appropriate training on PREVENT.

7 Guidance Notes and Procedures

- 7.1 In meeting its statutory duties, Barrett-Bell Ltd follows are mandatory legislation, examination rubrics, good practice from a variety of industry and community sources in order to ensure it meets the requirements of fair Equalities.
- 7.2 All concerns (Equalities, Safeguarding or PREVENT) that are part of the Single Equalities Plan must be discussed with the Designated Safeguarding Lead (DSL) who will refer it to a member of the Senior Management Team. And take action as appropriate.
- 7.3 Barrett-Bell Ltd Staff, Learners and other stakeholders must be aware of the value we place upon equal opportunity and that action will be taken in the event of any breach of the Plan.
- 7.4 Recruitment and promotion procedures are designed to eliminate bias and to attract applicants drawn from a wide pool. Barrett-Bell Ltd adheres to the Safer Recruitment process. Applicants from Learners with a recognised disability will be interviewed with the involvement of a supportive Disability adviser.
- 7.5 All data will be held and disposed of in line with GDPR regulations and requirements of the Examination Body.
- 7.6 All teaching delivery and administrative support will adhere to the Policy and do everything to ensure Equalities and a safe learning space.
- 7.7 All delivery materials and publicity/marketing materials will present appropriate and positive messages about the benefits of diversity.
- 7.8 All IT access and materials will ensure positive use to support Equalities and Safeguarding.
- 7.9 Barrett-Bell Ltd will achieve this by:
 - Undertaking an Equalities Impact Risk Assessment within our staffing and recruitment
 - Ensuring all Key Stakeholders are aware of our ambitions and expectations
 - Treating all Learners, Staff and Visitors with respect and expect the same from them
 - Ensuring all Staff adhere to this Policy
 - Ensuring that materials (advertising, marketing, display) reflect the culture and

that all Learners can recognise themselves within the industry and eliminates bias

- Monitoring T&L and attendance/punctuality and Learner progress to ensure no Learner is disadvantaged
- Comparing attainment, achievement, retention rates, outcomes and progression into employment, training or further education of different specific learning groups (by Tutor, cohort, race, gender, age) to ensure no group is underperforming
- Taking early intervention where there are any issues of underperformance, Safeguarding or Prevent concerns
- Logging any racist, sexist or harassment and referring to the appropriate authorities where necessary
- Signposting Learners to additional support where appropriate
- Providing quality training for Staff in the issues in this Policy
- Undertaking external reviews of Safeguarding using experienced neutral consultants and working on feedback to improve the culture (as well as meeting criteria of Examination Boards, Industry Inspections, MATRIX, OfSTED etc)

7.10 Barrett-Bell Ltd will involve Learners by:

- Ensuring that at recruitment, enrolment, Induction and all through the course they are aware of this Policy and its implications
- Undertaking early discussions with Learners regarding their ILP
- Making Learners aware of Safeguarding regulations and the Prevent Duty
- Encouraging self-assessment and peer assessment
- Using T&L techniques to promote Learner confidence and ability to make informed decisions
- Encouraging Learners with learning needs and/or disabilities to be given every opportunity to disclose their support requirements or self-refer
- Inviting Learner feedback and input into the learning environment

8 Specific Procedures for Safeguarding, PREVENT or breaches if this Policy

8.1 These procedures apply to all Learners (some of whom will be classed as vulnerable adults over 18 years old) and Staff.

- 8.2 Where a member of Staff notices behaviours that cause concern (Safeguarding, possible radicalisation or any other behaviour that would be a breach of the Policy – racism, bullying, harassment etc) they must report it to the DSL immediately.
- 8.3 If a Learner discloses an allegation then:
- 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 (Appx 1 used - 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).
 - Where the incident is dealt with internally then all records must be kept secure. An Action Plan with monitoring may be used to ensure the incident does not reoccur after initial resolution. Where an outside agency (Social Services, LADO, Police, PREVENT) is involved then the DSL at Barrett-Bell Ltd will follow their instructions.
 - If the allegation is made against a member of Staff, the DSL must be contacted immediately (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 a neutral Staff suspension, possible sanctions including dismissal if proved. The Director(s) may undertake the Investigation or employ a neutral external consultant.

- False allegations against Staff will lead to the Learner being sanctioned and may lead to removal from the course at the Director's discretion.
- 8.4 If a member of Staff discloses an allegation then:
- If it against a Learner follow the process in 8.3 above as far as is practical.
 - If it is against a member of Staff, then an Investigation must take place with witness statements. The accused member of Staff may have to be placed on neutral leave until the Investigation is over. The Disciplinary Policy must be followed. This may lead to reinstatement or referral to the appropriate body (including the Teaching Regulation Agency in serious cases of misconduct).
- 8.5 Vexatious allegations by Learners or Staff must be dealt with and may incur sanctions on the person making persistent or unsubstantiated allegations.
- 8.6 Any Learner or Staff falsely accused should be offered counselling services or appropriate support and sensitively returned into their duties.
- 8.7 The Incident Reporting Form (see Appx 1) 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/behaviour issue or a general H&S issue) or 'Safeguarding' or 'PREVENT' (in which case the DSL must be involved).
- 8.8 Additional pages may be added as required but they must be each clearly numbered and initialled by the person completing the form.
- 8.9 It is vital that all the contextual 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.
- 8.10 Once the Incident is closed, it must be filed as required by GDPR regulations.

9 Access to the Plan and Monitoring

- 9.1 Barrett-Bell Ltd will make its Single Equalities Plan readily accessible. It will be available on the website and in hard copy on demand. Copies will be pinned on Noticeboards in classrooms.
- 9.2 The Plan will be highlighted to Learners at Induction. It will be highlighted to new employees in Induction.
- 9.3 There will be regular training and updating on its contents and delivery.
- 9.4 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 (DSL), however, all Staff have the responsibility to uphold the Plan, be vigilant, comply with the law and to support the company in fulfilling its duties and implementing the Single Equalities Plan.
- 9.5 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 or Policy development will attract a review through an Equality Impact Assessment. Mitigations will be put in place as appropriate.
- 9.6 Barrett-Bell Ltd will undertake an annual self-assessment and regularly review arrangements for updating and implementing the Single Equalities Plan. As part of the review the Directors will seek and take into account the views of Key Stakeholders including Staff, Learners and employers. Consultation will also take place with external partners.
- 9.7 All new legislation, government guidelines, OfSTED criteria and external recommended good practice will be incorporated as required.
- 9.8 Whenever the Policy is seriously breached by an incident, then it will be reviewed as a matter of course to ensure it remains fit for purpose.
- 9.9 Any recommendations for change will be passed to the Centre Directors and discussed for approval.
- 9.10 On approval, an updated version of this Policy will be issued and publicised.



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).*

WHAT HAPPENED?

Appx 1



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, ESFA)? *(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?)*

Appx 1



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?**