

## **Apprenticeship Department Safeguarding and Prevent Policy**

### **CONTENTS**

|                                                                              |    |
|------------------------------------------------------------------------------|----|
| 1. PURPOSE.....                                                              | 2  |
| 2. DEFINITIONS .....                                                         | 2  |
| 3. POLICY STATEMENT .....                                                    | 4  |
| 4. LEGAL CONTEXT .....                                                       | 4  |
| 5. AIMS OF THE POLICY .....                                                  | 5  |
| 6. SCOPE OF THE POLICY .....                                                 | 5  |
| 7. GENERAL PRINCIPLES.....                                                   | 5  |
| 8. ALL FORMS OF HARASSMENT .....                                             | 6  |
| 9. REPORTING SAFEGUARDING CONCERNS .....                                     | 9  |
| 10. THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD .....                       | 10 |
| 11. CROSS-REFERENCED DOCUMENTS.....                                          | 10 |
| 12. APPENDIX A - GUIDANCE ON PREVENT AND THE CHANNEL PROGRAMME.....          | 11 |
| 13. APPENDIX B – CIRO SAFE RECRUITMENT INTERVIEW QUESTIONS .....             | 13 |
| 14. APPENDIX C – DESIGNATED SAFEGUARDING LEAD – JOB DESCRIPTION .....        | 14 |
| 15. APPENDIX D – SAFEGUARDING, PREVENT AND LEARNING SUPPORT REPORT FORM..... | 16 |

## 1. PURPOSE

The Chartered Institution of Railway Operators (CIRO) provides learning opportunities for adults who work in Rail Operations. Safeguarding learners is an integral part of CIRO's policies and procedures in order to provide a safe and welcoming environment in which all individuals are respected equally.

The Safeguarding and Prevent Policy reflects the importance of CIRO's responsibility to safeguard and promote the welfare of all our learners and staff by protecting them from physical, sexual or emotional abuse, harassment, discrimination, neglect and bullying. CIRO is committed to providing an environment for all our learners so that they can learn in a relaxed and secure atmosphere.

## 2. DEFINITIONS

- Safeguarding is the process of protecting children and people at risk, from harm or damage, whether from crime, other forms of abuse or from being drawn into terrorism-related activity. It is a term that relates to the action taken to promote the welfare of children and protect them from harm. Safeguarding is defined in Keeping Children Safe in Education (2025) as:
  - providing help and support to meet the needs of children as soon as problems emerge
  - protecting children from maltreatment, whether that is within or outside the home, including online
  - preventing the impairment of children's mental and physical health or development
  - ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
  - taking action to enable all children to have the best outcome.
- Abuse is any behaviour towards a person that deliberately or unknowingly causes harm, endangers life or violates their rights. Abuse may be:
  - Physical
  - Sexual
  - Psychological – repeatedly being made to feel unhappy, humiliated, afraid or devalued by others
  - Financial or material – stealing or denying access to money or possessions
  - Neglect, including self-neglect
  - Discriminatory – abuse motivated by discriminatory attitudes towards race, religion, gender, disability or cultural background
  - Cyber – bullying
  - Radicalisation and promotion of terrorism (Prevent Strategy)
  - Modern slavery
- An adult at risk is any person in need of special care, support, or protection because they are at risk of abuse or neglect.
- Young people – under the age of 18.
- CIRO recognises that some adults are vulnerable to abuse. The Care Act 2014 states that safeguarding responsibilities apply to any adult who:
  - has needs for care and support (whether or not the local authority is meeting any of those needs)
  - is experiencing, or at risk of abuse or neglect as a result of those care and support needs
  - is unable to protect themselves from either the risk of, or the experience of abuse or neglect.

- Sometimes, a single traumatic event may constitute significant harm, e.g. violent assault, suffocation or poisoning. More often, significant harm is a compilation of significant events, both acute and long-standing, which interrupt, change or damage the adult's physical and psychological development.
- Sexual Abuse involves forcing or enticing someone to take part in sexual activities, including non-contact activities, or grooming someone in preparation for abuse (including via the internet).
- Mental Health problems can, in some cases, be an indicator that someone has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe people day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Online Safety. The internet and other digital and information technologies are powerful tools, which open new opportunities for everyone both socially and educationally. At CIRRO we encourage our students to use digital resources responsibly.
- Prevent and Channel (see appendix A for guidance)

**Prevent** is the Government's strategy to stop people becoming involved in violent extremism or supporting terrorism, in all its forms. Prevent works within the non-criminal space, using early engagement to encourage individuals and communities to challenge violent extremist ideologies and behaviours.

**Channel** is an early intervention multi-agency process designed to safeguard vulnerable people from being drawn into violent extremist or terrorist behaviour. Channel works in a similar way to existing safeguarding partnerships aimed at protecting vulnerable people.

- Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
- Extremism is vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect & tolerance of different faiths and beliefs.
- In the context of safeguarding, it's important to understand the difference between a safeguarding concern and a low-level concern. A safeguarding concern is any issue or situation that puts an adult learner at risk of harm or abuse, while a low-level concern is a less serious issue that may cause discomfort or inconvenience but is unlikely to result in harm or abuse.

Some examples of safeguarding concerns for adult learners may include:

- Physical abuse or neglect, such as hitting, pushing, or withholding food or medication
- Emotional abuse, such as bullying, harassment, or verbal abuse
- Sexual abuse, such as unwanted touching or sexual activity
- Financial abuse, such as stealing money or coercing an adult learner to give away their belongings or money
- Neglect or self-neglect, such as not providing basic needs such as food, water, and medical attention

On the other hand, low-level concerns may include issues such as minor disagreements between learners, minor breaches of health and safety regulations, or low-level misconduct such as using inappropriate language.



It's important to note that while a low-level concern may not pose an immediate risk of harm, it can escalate into a more serious issue if left unaddressed. Therefore, it's crucial to take all concerns seriously and to follow appropriate safeguarding procedures to ensure the safety and well-being of all adult learners.

If you're unsure whether a concern is a safeguarding issue or a low-level concern, it's always better to err on the side of caution and report it as a safeguarding concern. This will allow the appropriate authorities to investigate and determine whether further action is necessary.

Remember, safeguarding is everyone's responsibility, and by working together, we can create a safe and supportive environment for all learners.

### **3. POLICY STATEMENT**

This policy and its procedures are based on the following principles and legal context

- The welfare of young people and adults at risk is of primary concern
- Everyone, whatever their age, culture, disability, gender, language, racial origin, socio-economic status, religious belief and/or sexual identity have the right to safeguarding from abuse and neglect
- It is everyone's responsibility to report any concerns about abuse to the Designated Safeguarding Lead, and the responsibility of the Social Services Department and the Police to conduct, where appropriate a joint investigation
- All incidents of alleged poor practice, misconduct and abuse will be taken seriously and responded to swiftly and appropriately
- All personal data will be processed in accordance with the requirements of the General Data Protection Regulation Act (2018)

### **4. LEGAL CONTEXT**

- Keeping Children Safe in Education September 2025: Statutory Guidance for Schools and Colleges
- Working Together to Safeguard Children (2018)
- The Care Act (2014)
- Health, Safety at Work Act (1974)
- Safeguarding Vulnerable Groups Act (2006)
- Sexual violence and sexual harassment between children in schools and colleges (2021)
- The Children Act (2004)
- The Equality Act (2010)
- The Prevent Duty within the Counter-Terrorism and Security Act (2015)
- Modern Slavery Act 2015



## **5. AIMS OF THE POLICY**

The purpose of this policy is to inform all those involved in the delivery of CIRO's learning programmes of their responsibilities when working with learners and that they are fully engaged in being vigilant about raising awareness. CIRO will work alongside other professional bodies and agencies to ensure that all learners are safe from harm.

The principle objectives of this policy are that:

- All those involved in the delivery of CIRO's learning programmes will understand what radicalisation and extremism are and why we need to be vigilant.
- All learners and staff will know CIRO has policies in place to keep them safe from harm and that CIRO regularly reviews its systems to ensure they are appropriate and effective.

## **6. SCOPE OF THE POLICY**

This policy applies to all CIRO employees, independent contractors, visitors and persons acting on behalf of CIRO and they and learners are required to take shared responsibility for the safeguarding and safety of all learners studying on the CIRO academic or apprenticeship programmes.

All CIRO employees, independent contractors and persons acting on behalf of the CIRO are in a position of trust, in particular those staff who teach, support, assess and guide or in any way interact with learners.

The Chief Executive Officer has responsibility for the oversight of the Safeguarding and Prevent Policy with delegated responsibility to relevant members of the CIRO team.

The Designated Safeguarding Lead is responsible for safeguarding and prevent concerns and will liaise directly with the Chief Executive Officer as deemed necessary.

Employers also have a responsibility to the learners they employ to comply with statutory duties to provide a safe and supportive environment, and to ensure their employees have their health, safety and welfare protected. The CIRO also recognise that it has a duty to help employers, staff and learners to recognise their responsibilities, through guidance, support and training.

## **7. GENERAL PRINCIPLES**

As a training provider and End-Point Assessor CIRO has a duty to safeguard its learners and to take such steps that ensure the safety of its learners at all times. As part of this duty, CIRO will raise with all stakeholders what they can do to ensure that learners are not exposed to threats or dangers.

All key stakeholders involved in the delivery of the apprenticeship training programme have safeguarding responsibilities:

### **Employer:**

The apprentice employer is also responsible for safeguarding by:

- understanding what is meant by safeguarding and promoting the welfare of learners
- be aware of their statutory duties towards the welfare of young people and adults at risk
- be familiar with CIRO's guidance, in particular, the reporting arrangements
- ensuring employees working alongside learners are free from convictions and of sound character and judgement and will not pose as any threat or danger to



learners

#### **CIRO Staff, Contractors and Visitors:**

CIRO has a legal responsibility under the Prevent Duty to make sure that all CIRO employees, independent contractors, subcontractors and other persons acting on behalf of CIRO:

- Have undertaken training in the Prevent Duty
- Are aware of when it is appropriate to refer concerns about learners to the Designated Safeguarding Lead, who has responsibility for Prevent concerns
- Exemplify British values of "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs" into their practice

And

- Understand what is meant by safeguarding and promoting the welfare of learners
- Are aware of their statutory duties towards the welfare of young people and adults at risk
- Are familiar with CIRO's guidance, in particular, the reporting arrangements

#### **Learners:**

All learners are informed that if they have a concern over their own personal welfare and wellbeing that they do not feel comfortable talking to their tutor about, they are to contact the Designated Safeguarding Lead.

#### **Safe recruitment:**

Staff are recruited through a safe and quality recruitment process, with DBS checks completed for all staff involved with the delivery of an apprenticeship training programme. The preferred recruitment process is on personal recommendations but when this option has been exhausted, positions are advertised, and potential candidates selected for interview on competency. To assist with our safeguarding duty interview questions specific to safeguarding are included within Appendix B.

#### **Freedom of Speech:**

CIRO must manage freedom of speech in line with its Safeguarding Policy, specifically with regard to Prevent and in-line with the Counter Terrorism and Security Act 2015. The CIRO has a legal duty to ensure that a speaker exercising their right to freedom of speech does not commit an offence under current legislation.

#### **Whistle Blowing:**

All concerns raised by a whistle blower about the well-being of a young person or adult at risk will be taken seriously and every effort will be made to deal with each concern fairly, quickly and proportionately in accordance with the CIRO Whistle Blowing Policy.

### **8. ALL FORMS OF HARASSMENT**

This policy reflects the changes in national guidance as a consequence of the publication of revisions to 'Keeping Children Safe in Education' which became statutory on 1 September 2025.

CIRO is committed to providing a safe environment for all its learners and staff free from discrimination on any ground and from harassment at work including sexual, racial or faith



harassment.

We will operate a zero-tolerance policy for any form of harassment, treat all incidents seriously and promptly investigate all allegations of harassment. Any person found to have harassed another will face disciplinary action, up to and including dismissal from their training programme or employment.

All complaints of harassment will be taken seriously and treated with respect and in confidence. No one will be victimised for making such a complaint. That said, we have a responsibility for all learners, regardless of whether they are deemed to be 'at risk' or not.

In terms of the safety of learners, we have a responsibility to everyone.

### **Definition of sexual harassment**

Sexual harassment is unwelcome conduct of a sexual nature which makes a person feel offended, humiliated and/or intimidated. It includes situations which create an environment which is hostile, intimidating or humiliating for the recipient. Sexual harassment may be physical, verbal and non-verbal. Examples of conduct or behaviour which constitute sexual harassment include, but are not limited to:

- Unwelcome physical contact including patting, pinching, stroking, kissing, hugging, fondling, or inappropriate touching
- Physical violence, including sexual assault
- The use of threats or rewards to gain sexual favour
- Comments on an individual's appearance, age, private life, etc.
- Sexual comments, stories and jokes
- Sexual advances
- Repeated and unwanted social invitations for dates or physical intimacy
- Insults based on sex
- Sending sexually explicit messages (by phone or email or social media)
- Display of sexually explicit or suggestive material
- Sexually-suggestive gestures
- Wolf-whistling

Anyone can be a victim of sexual harassment, regardless of their sex and of the sex of the harasser.

We recognise that sexual harassment may also occur between people of the same sex. What matters is that the sexual conduct is unwanted and unwelcome by the person against whom the conduct is directed.

We recognise that sexual harassment can be a manifestation of power relationships and often occurs within unequal relationships in the workplace, for example between manager or supervisor and staff member or trainer and learner.

All sexual harassment is prohibited whether it takes place within our training environment or outside, including at social events or training sessions.

### **What will happen following a complaint of harassment**

Anyone who is subject to harassment should, if possible, inform the alleged harasser that the conduct is unwanted and unwelcome. We recognise that it may not be possible for the victim to inform the alleged harasser. If a victim cannot directly approach an alleged harasser, they can approach the Designated Safeguarding Lead or any staff member. For example, as an illustration, when a staff member receives a complaint of sexual harassment, they will:



- reassure the victim that the complaint will be taken seriously
- record the dates, times and facts of the incident(s)
- ascertain the views of the victim as to what outcome they want
- ensure that the victim understands the company's procedures for dealing with the complaint
- discuss and agree the next steps: either informal or formal complaint, on the understanding that choosing to resolve the matter informally may still result in pursuing a formal complaint if they are not satisfied with the outcome

We will identify specific staff and provide them with special training to enable them to assist victims of harassment.

### **Support**

We recognise that because harassment often occurs in unequal relationships within the workplace, victims often feel that they cannot come forward. We understand the need to support victims in making complaints.

If the victim wishes to deal with the matter informally, the person receiving the complaint will

- give an opportunity to the alleged harasser to respond to the complaint and ensure that the alleged harasser understands the complaints mechanism
- facilitate discussion between both parties to achieve an informal resolution which is acceptable to the complainant, or
- refer the matter to the Designated Safeguarding Lead who will ensure that a confidential record is kept of what happens
- ensure that the above is done speedily and within one day of the complaint being made

If the victim wants to make a formal complaint or if the informal complaint mechanism has not led to a satisfactory outcome for the victim, the formal complaint mechanism should be used to resolve the matter.

### **Sanctions and disciplinary measures**

Anyone who has been found to have harassed another person under the terms of this policy is liable to any of the following sanctions:

- verbal or written warning
- suspension
- dismissal

The nature of the sanctions will depend on the gravity and extent of the harassment. Suitable deterrent sanctions will be applied to ensure that incidents of harassment are not treated as trivial. Certain serious cases, including physical violence or actual abuse, will result in the immediate dismissal of the harasser.

### **Implementation of this policy**

CIRO will ensure that this policy is widely disseminated. It will be included in learner and staff handbooks and on our website. We will also inform employers about this policy.

All learners and staff will be trained on the implementation of this policy and we will ensure regular updating of learners and staff on this policy. CIRO recognises the importance of monitoring this policy and will ensure that it anonymously collects statistics and data as to how it is used and whether or not it is effective. Data will include reports of low-level concerns. Our advisory board will receive regular reports on the effectiveness of this policy, including the number of incidents, how they were dealt with, and any recommendations made. This will be done on a yearly basis as a minimum. As a result of this report, CIRO will evaluate the effectiveness of this policy and make any



changes needed.

## **9. REPORTING SAFEGUARDING CONCERNS**

All members of staff working closely with learners have to be alert to possibilities of abuse. Any concerns about the behaviour of any adult with respect to learners should be reported to the Designated Safeguarding Lead or Designated Safeguarding Officers in the absence of the Designated Safeguarding Lead:

### **CIRO Designated Safeguarding Lead:**

Sarah Vernon – Designated Safeguarding Lead

Email: [safeguarding@railwayoperators.co.uk](mailto:safeguarding@railwayoperators.co.uk)

Identify all emails as **URGENT** in the email subject

Tel: 07375 389935

### **CIRO Designated Safeguarding Officer:**

Shirley McCrory – Designated Safeguarding Officer

Email: [safeguarding@railwayoperators.co.uk](mailto:safeguarding@railwayoperators.co.uk)

Identify all emails as **URGENT** in the email subject

Tel: 07903 372779

### **CIRO Designated Safeguarding Officer:**

Adam Fenton – Designated Safeguarding Officer

Email: [safeguarding@railwayoperators.co.uk](mailto:safeguarding@railwayoperators.co.uk)

Identify all emails as **URGENT** in the email subject

Tel: 07960 043386

If information is disclosed by a learner to a CIRO employee, independent contractor or person acting on behalf of the CIRO they should:

- Stay calm
- Reassure the learner that they have done the right thing
- Listen without making judgements
- Try not to ask questions, but if required, make sure they are open-ended questions to clarify understanding and not to probe or investigate
- Not give an opinion or offer advice
- Not promise confidentiality, and explain that this will be referred to the Designated Safeguarding Lead
- Record what the learner said, using their words where possible. Sign and date the record
- Inform the Designated Safeguarding Lead as soon as possible and pass on the written record
- Maintain confidentiality and do not discuss with others
- If a learner reports unsafe practices or safeguarding issues in their working environment, the learner should be advised to follow their company's reporting or whistle blowing procedures - this should also be reported to the Designated Safeguarding Lead

All CIRO employees, independent contractors or persons acting on behalf of the CIRO should be alert to the possibilities of harm and they should inform only – and not investigate or offer advice. If a safeguarding issue is brought to their attention, they must treat it as a matter of urgency and contact



the Designated Safeguarding Lead.

Any concern must be documented and emailed to the Designated Safeguarding Lead within 2 hours of the disclosure unless the young person or adult at risk is in immediate harm, where the relevant authorities will be contacted immediately. In this situation the young person or adult at risk will be accompanied and be kept safe until the relevant authorities arrive.

The CIRO Designated Safeguarding Lead will inform the employer of any safeguarding concerns raised in relation to their employees, unless to do so would place the employee at greater risk of harm. CIRO will advise the apprentice that safeguarding concerns will be shared with their employer.

## **10. THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD**

The role of the Designated Safeguarding Lead is outlined in the job description in Appendix C.

## **11. CROSS-REFERENCED DOCUMENTS**

- CIRO IT Acceptable Use Policy

## **Authorisation**

|                       |                                                     |
|-----------------------|-----------------------------------------------------|
| Document              | Safeguarding and Prevent Policy                     |
| Version               | Version 10.0                                        |
| Date Issued           | September 2025                                      |
|                       |                                                     |
| Next Review Date      | September 2026                                      |
| Replaces Version/Date | Safeguarding & Prevent Policy Version 9.0 Huly 2025 |
| Owner                 | Phil Sherratt                                       |
| Signature             | <i><b>Phil Sherratt</b></i>                         |
| Role                  | Chief Executive Officer                             |
| Date                  | Sept 2025                                           |



## **12. APPENDIX A - GUIDANCE ON PREVENT AND THE CHANNEL PROGRAMME**

### **What is Prevent?**

Prevent is the Government's strategy to stop people becoming involved in violent extremism or supporting terrorism, in all its forms. Prevent works within the non-criminal space, using early engagement to encourage individuals and communities to challenge violent extremist ideologies and behaviours.

### **What is Channel?**

Channel is part of the government Prevent strategy. Channel is an early intervention multi-agency process designed to safeguard vulnerable people from being drawn into violent extremist or terrorist behaviour. Channel works in a similar way to existing safeguarding partnerships aimed at protecting vulnerable people.

### **Who does Channel work with?**

Channel is designed to work with individuals of any age who are at risk of being exploited by extremist or terrorist ideologies. The process is shaped around the circumstances of each person and can provide support for any form of radicalisation or personal vulnerabilities.

### **How does Channel work?**

Each Channel Panel is chaired by a local authority and brings together a range of multi-agency partners to collectively assess the risk and can decide whether a support package is needed. The group may include statutory and non-statutory partners, as well as lead safeguarding professionals. If the group feels the person would be suitable for Channel, it will look to develop a package of support that is bespoke to the person. The partnership approach ensures those with specific knowledge and expertise around the vulnerabilities of those at risk are able to work together to provide the best support.

### **What does Channel support look like?**

Channel interventions are delivered through local partners and specialist agencies. The support may focus on a person's vulnerabilities around health, education, employment or housing, as well as specialist mentoring or faith guidance and broader diversionary activities such as sport. Each support package is tailored to the person and their particular circumstances.

### **How will the person be involved in this process?**

A person will always be informed first if it's felt that they would benefit from Channel support. The process is voluntary, and their consent would be needed before taking part in the process. This process is managed carefully by the Channel Panel.

### **Who can make a referral?**

Anyone can make a referral. Referrals come from a wide range of partners including education, health, youth offending teams, police and social services.

### **What happens with the referral?**

Referrals are first screened for suitability through a preliminary assessment by the Channel Coordinator and the local authority. If suitable, the case is then discussed at a Channel panel of relevant partners to decide if support is necessary.



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### **Raising a concern**

If you believe that someone is vulnerable to being exploited or radicalised, please use the established safeguarding or duty of care procedures within your organisation to escalate your concerns to the appropriate CIRO Designated Safeguarding Lead/Officers, who can raise concerns to Channel if appropriate

### **Channel Guidance**

The government have produced a Channel and Prevent Duty Guidance document which is available on the government website [www.gov.uk/government/publications/channel-guidance](http://www.gov.uk/government/publications/channel-guidance)



**13. APPENDIX B – CIRRO SAFE RECRUITMENT INTERVIEW QUESTIONS**

**Possible interview questions – pick one or two (not all)**

1. Tell us what you have done in the last 12 months to actually improve learner protection in the workplace. How did this action arise?

*(Follow up with: Whom did you talk to? What were the results?)*

2. Is there a safeguarding policy in your current workplace?

*(Follow up with: How is it monitored? What steps have you taken to improve things?)*

3. Give me an example of when you have had safeguarding concerns about a learner.

*(Follow up with: What did you do? Whom did you involve? What was the outcome?)*

4. Tell us about a situation which you felt fell short of safeguarding standards.

*(Follow up with: How did it arise? Whom did you speak to? What actions did you take?)*

5. Have you ever had to challenge the views of someone more senior than yourself in relation to safeguarding concerns?

*(Follow up with: What were the circumstances? How did you go about it? What was the outcome?)*

6. What are your feelings about learners who make allegations against teachers or staff?

7. How do you feel when someone holds an opinion which differs to your own? How do you behave in this situation?

8. Have you ever had concerns about a colleague? How did you deal with this?



#### **14. APPENDIX C – DESIGNATED SAFEGUARDING LEAD – JOB DESCRIPTION**

##### **Job Description Designated Safeguarding Lead**

The Designated Safeguarding Lead will take responsibility for safeguarding learners under 18 and vulnerable adults and extending that duty to all other learners.

They have responsibility to liaise with local statutory children's services agencies and with the local Safeguarding Childrens Board (and/or Safeguarding Adults Board as appropriate).

They will provide support, advice and guidance to trustees, board members and staff on an ongoing basis and on any specified safeguarding issue as required.

The role includes (but is not limited to):

- To be the point of contact to receive information from anyone who has a Safeguarding concern and to record it
- Assess the information promptly and carefully, clarifying and obtaining more information about the matter as appropriate
- Ensuring the setting is meeting its legal and statutory requirements including the Prevent Duty
- Undertaking Prevent awareness training and leading on this
- Referring cases to the Channel programme where there is a radicalisation concern as required
- Supporting staff who make referrals to the Channel programme
- Undertaking an annual review and if needed updating Safeguarding and Child Protection policies and procedures
- Making sure Safeguarding policies and procedures are fully implemented and followed by staff, learners and volunteers
- Providing support, supervision and advise for any staff member, learner or volunteer with a safeguarding or child protection concern
- Keeping own training up to date
- Providing safeguarding induction for new staff, learners and volunteers
- Ensuring that all staff are trained, and a register is kept of staff who have completed safeguarding and child protection training
- Keeping all staff, learners and volunteers informed of good practice and new legislation and guidance
- Understanding the referral procedures and know how to contact and establish links with local authority and police
- Liaising with and making referrals to appropriate agencies about learners where there are safeguarding concerns, including the Local Authority Designated Officer (LADO)
- Liaising with Ofsted to inform them of any safeguarding actions taken
- Submitting regular safeguarding reports to the board/trustees
- Providing support and guidance to staff regarding any suspicion or disclosure of possible abuse
- To receive information about events that are planned in the company that may involve young people or adults at risk, and the plans that indicate how safeguarding will be



covered

- To maintain the safeguarding policy
- To make employers aware of their responsibilities
- Where the Training Provider or a Subcontractor refers a safeguarding concern or an allegation of abuse to local authority children's social care / adult social care and/or the police, the Training Provider must, within 24 hours, inform the Department for Education.

|                                                                                                                                                                                |                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| I, Sarah Vernon, agree to carry out the above role of Designated Safeguarding Lead as part in addition to my duties as job role for Chartered Institution of Railway Operators |                     |
| Full name:                                                                                                                                                                     | Sarah Vernon        |
| Signature:                                                                                                                                                                     | <i>Sarah Vernon</i> |
| Date:                                                                                                                                                                          | 10/05/2024          |
|                                                                                                                                                                                |                     |



**15. APPENDIX D – SAFEGUARDING, PREVENT AND LEARNING SUPPORT REPORT FORM**

**Safeguarding, Prevent and Learning Support  
Reporting Form**

[CONFIDENTIAL]

*Reporting individual – please complete SECTION(S) 1 and 2 only*

*Designated Safeguarding Lead/Officer – please complete SECTIONS 3 and 4 only*

**SECTION 1 to be completed by the reporting individual**

| PART A – Main Details                                                                                                                          |  |
|------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Date concern raised                                                                                                                            |  |
| Who is the person in need of support?                                                                                                          |  |
| What is their date of birth?                                                                                                                   |  |
| Their contact details: <ul style="list-style-type: none"> <li>• E-mail address</li> <li>• Telephone number</li> <li>• Shift pattern</li> </ul> |  |

| PART B - Details of Concern                                                             |  |
|-----------------------------------------------------------------------------------------|--|
| a) How has the concern manifested?                                                      |  |
| b) Describe what has happened, when and where                                           |  |
| c) What are the person's views about this?                                              |  |
| d) Describe the risks or any injuries or harm experienced by the person (if applicable) |  |
| e) Does the person require learning support?                                            |  |

| PART C – Nature of Concern                                               |  |
|--------------------------------------------------------------------------|--|
| Select all that apply by placing an 'X' in the box:                      |  |
| <b>Safeguarding</b>                                                      |  |
| Physical abuse                                                           |  |
| Sexual abuse                                                             |  |
| Sexual exploitation                                                      |  |
| Domestic abuse                                                           |  |
| Financial/material abuse                                                 |  |
| Self-neglect                                                             |  |
| Neglect/acts of omission                                                 |  |
| Discrimination                                                           |  |
| Organisational or institutional                                          |  |
| Psychological/emotional                                                  |  |
| Modern slavery                                                           |  |
| County Lines                                                             |  |
| At risk of being radicalised or drawn into extremism/terrorism (Prevent) |  |



**Learning Support**

|                               |  |
|-------------------------------|--|
| Care leaver                   |  |
| Carer                         |  |
| Anxiety                       |  |
| Dyslexia                      |  |
| Dyscalculia                   |  |
| Other (provide details below) |  |
|                               |  |

**PART D – Consent to Report**

|                                                                                                  |  |
|--------------------------------------------------------------------------------------------------|--|
| Please provide additional details regarding the concern                                          |  |
| What does the person want to happen?                                                             |  |
| Has the person involved given consent for these concerns to be raised (Y/N)?                     |  |
| Did the person have mental capacity to given consent (Y/N)?                                      |  |
| Has the person involved been advised that we will inform their employer of the concern/s raised? |  |

---

**SECTION 2 to be completed by the reporting individual**

|                   |  |
|-------------------|--|
| Name:             |  |
| Telephone Number: |  |
| Work E-mail:      |  |
| Date:             |  |
| Signature:        |  |

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| PART E - Action Taken In Relation To: |         |                  |
|---------------------------------------|---------|------------------|
| Safeguarding                          | Prevent | Learning Support |
|                                       |         |                  |

| PART F – External Reporting                                                                                                                                                                                                                                                                                    |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Have the police been informed (Y/N)?                                                                                                                                                                                                                                                                           |  |
| If YES, please provide the: <ul style="list-style-type: none"> <li>• Police point-of-contact</li> <li>• Constabulary</li> <li>• Crime ref number (if applicable)</li> </ul>                                                                                                                                    |  |
| Have you informed the LADO in the geographical area concerned (Y/N)?<br>(Where allegations have been made against/your concern is about someone who work with children).                                                                                                                                       |  |
| If YES, please provide the: <ul style="list-style-type: none"> <li>• Name of the LADO you have informed</li> <li>• Their contact details</li> <li>• The geographic area &amp; organisation/team the LADO is located within</li> <li>• A reference number</li> </ul>                                            |  |
| Have you made a referral to Prevent?<br>(if your concern is about a learner being susceptible to radicalisation into terrorism).                                                                                                                                                                               |  |
| If YES, please provide the: <ul style="list-style-type: none"> <li>• Name of the person you have submitted the National Prevent Referral Form to</li> <li>• Their contact details</li> <li>• The geographic area &amp; organisation/team the person is located within</li> <li>• A reference number</li> </ul> |  |
| Has medical intervention been sought (Y/N)?                                                                                                                                                                                                                                                                    |  |
| If YES, please provide details of the action that you have taken and the outcome.                                                                                                                                                                                                                              |  |
| Are there any other people involved?                                                                                                                                                                                                                                                                           |  |



|                                                                                                                                                                                                                         |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                                                                                                                                                                                                                         |  |
| If YES, please provide the following details: <ul style="list-style-type: none"><li>• <i>Their name</i></li><li>• <i>How are they involved?</i></li><li>• <i>Are they aware that concern has been raised?</i></li></ul> |  |
| Does the employer of the person of concern know that the concern has been raised (Y/N)?                                                                                                                                 |  |
| If YES, please provide the following details: <ul style="list-style-type: none"><li>• Name of organisation</li><li>• Single Point of Contact (SPOC)</li></ul>                                                           |  |
| Are there any safety or confidentiality issues that may impact on how the concern is acted upon? If YES, please provide details                                                                                         |  |
| <b>PART G - Additional Information</b>                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                         |  |

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**SECTION 4 to be completed by the Designated Safeguarding Lead/Officer completing the form.**

|                   |  |
|-------------------|--|
| Name:             |  |
| Telephone Number: |  |
| Work E-mail:      |  |
| Date:             |  |