

**SAFEGUARDING  
POLICY**

Version 1.0 01/08/2025  
Next Review 01/08/2026

# ELA TRAINING SERVICES

## Safeguarding Policy



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**Key Elements**

– This document sets out the responsibilities and expectations for all employees of ELA Training Services in relation to and promoting the health, safety, wellbeing, ethical and professional conduct and safeguarding of all stakeholders of ELA Training Services. Implementation is monitored by the Chief Operating Officer and supported by the board of Directors.

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**Agreed by: Catherine Goodwin, Chief Operating Officer, ELA Training Services.**



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ELA defines Safeguarding as including **vulnerable person protection**, our **Prevent Duty**, and **Data Protection**. **E-Safety** is a principle that underpins all elements of safeguarding.



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### Statement of Intent

#### **Chief Operating Officer's statement of commitment to an unbiased, non-partisan, non-discriminatory and ethical workplace.**

- The Operating Board Members of ELA Training Services wish to make it clear that the propagation of extremist religious views, partisan political views and discriminatory practices by employees and stakeholders will not be tolerated.
- All employees are expected to offer a balanced presentation of views and opinions to learners while carrying out their duties and taking part in extracurricular activities that are provided or organised by or on behalf of the ELA Training Services, including through the distribution of promotional materials. Extremist religious views, partisan political views and discriminatory practices by employees and stakeholders **MUST** be reported and dealt with robustly.
- We take our commitment to providing an unbiased, non-partisan, non-discriminatory and ethical workplace seriously. Failure to observe the above could lead to disciplinary action (including summary dismissal) and referral to government, regulatory organisations and education authorities.
- ELA Training Services is committed to protecting the health, safety and welfare of our stakeholders. It is our policy to ensure, as far as is reasonably practicable, that all required tasks and activities are carried out with the minimum of risk to all of our stakeholders.
- Taking advice from policies and Legislation i.e. Care Act (2014) and Keeping Children safe in Education (KCSIE Update 2025). We have all relevant policies that compliment our Safeguarding procedures to make this Policy as comprehensive as possible including:
  - Health and Safety Policy
  - Safer Recruitment Policy
  - Data Protection and GDPR Policy
  - E-Safety Policy
  - Photography and Filming Policy
  - Whistleblowing Policy
  - Dignity Policy and Procedure
  - ICT and AI Acceptable use Policy


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## Definition and Scope

We define stakeholders as everyone who is or is perceived to be affected by the operations of ELA Training Services. This especially includes and is not restricted to employees, young people and vulnerable adults with whom our work brings us into contact with.

We define vulnerable adults as those who are or may be for any reason unable to take care of themselves, or unable to protect themselves against significant harm or exploitation. We make it clear that although most of the procedures and guidelines are designed to be used by ELA Training Services staff to safeguard ELA Training Services learners, the procedures and guidelines are also intended to be used with reasonable discretion by stakeholders to protect other stakeholders.

In the context of child protection, children and young people refers to anyone under 18 years of age. It is the responsibility of everyone at ELA Training Services to promote the protection of all stakeholders, especially vulnerable and young people.

We define Safeguarding as the action we take to promote the welfare of stakeholders and protect them from harm. It means caring for learners appropriately and protecting them from that which is not in their best interests. It includes the health and safety, protection and pastoral care of young and vulnerable people. Connected to safeguarding is the phrase 'Duty of Care'; there is a legal responsibility that all employees who work with stakeholders have a duty to look after them properly; young and vulnerable people especially depend on adults for their safety and well-being.

ELA Training Services acknowledges the duty of care to safeguard and promote the welfare of young people and vulnerable adults and is committed to ensuring that our safeguarding practice reflects our statutory responsibilities and government guidance and complies with best practice and regulatory requirements. This policy recognises that the welfare and interests of young people and vulnerable adults are paramount in all circumstances.

It aims to ensure that regardless of age, gender, religion or beliefs, ethnicity, disability, sexual orientation or socio-economic background, all people are equally regarded, and their right to protection from harm or abuse is consistently upheld.

ELA Training Services is committed to safeguarding the welfare of ELA Training Services stakeholders and has developed this Safeguarding Protection Policy and Procedure to support all stakeholders in putting into practice this commitment.

This policy establishes the roles and responsibilities of everyone who works for ELA Training Services in relation to the protection of all stakeholders, especially vulnerable people with whom their work brings them into contact with.



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In following this policy, staff are always expected to maintain a sense of proportion, apply common sense to situations and protect the subject's welfare as priority.

This policy is based on, and reflects, the principles of both UK legislation and guidance and other relevant ELA Training Services policies and procedures. The approach has been developed in such a way as to be consistent with 'Best Practice' within the field of safeguarding.

It is also the duty of ELA Training Services to ensure that persons are not placed in situations where abuse might be alleged. It is not intended that the policy should restrict staff from normal ways of working, but colleagues always need to consider how an action or activity may be perceived as opposed to how it is intended.

**Additional Responsibilities**

The Operational Board Members of ELA Training Services will ensure the promotion, commitment to, and the training of its employees in implementing the Safeguarding policy.

An 'ELA Wellbeing Team' has been appointed with a Designated Safeguarding Lead and 3 Deputy Safeguarding Leads. All 4 members of the team have completed Designated Safeguarding Lead training.

The role of the Wellbeing Team is to help ensure that a culture and awareness of Safeguarding is embedded right across the business from recruitment and induction of staff, through to the delivery and pastoral support of Apprentices in all delivery teams. It also ensures that new resources, best practice, changes in procedures and legislative updates can be distributed effectively as members can share these in their own team meetings. The group also reviews previous and current safeguarding issues to discuss lessons learned and best practice.

ELA's Wellbeing Team (and how to report a safeguarding issue) have been added to PowerPoint slides for all apprentice inductions and teaching resources to ensure awareness of the Designated Safeguarding Leads and Deputy Leads. How to report a safeguarding concern has been added to all email signatures and branded virtual meeting backgrounds.

All staff complete mandatory Safeguarding training on joining the organisation as part of their induction, with regular updates in team and standardisation meetings. The Chief Operating Officer also sends out awareness raising communications and training activities on a regular basis to further promote the culture of safeguarding, embed good safeguarding practices and raise awareness across the organisation.

The Wellbeing Team deliver specific topics relating to Safeguarding monthly as part of ELA Training Services e-meet.

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Safeguarding resources have been added to the learner e-Portfolio in the form of Teaching, Learning and Assessment Plans which learners must complete as part of their Apprenticeship journey. This helps refresh their knowledge of the subject and ensures they are aware of ELA's approach and reporting protocols.

**ELA Training Services promote well-being by applying principles of good practice by undertaking to:**

- Treat stakeholders with care, respect and dignity
- Recognise that those working for ELA Training Services will be perceived by stakeholders and young people as trusted representatives of ELA Training Services
- Ensure communication with stakeholders is open and clear to allow the process of risk assessments to stakeholders of its activities (where applicable)

**ELA Training Services will fulfil our local and national responsibilities as laid out in the following documents:**

- The Procedures of the Borough of Hounslow's Safeguarding Boards (Jan 2018)
- Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE update 2025)
- The Data Protection Act (2018)
- The General Data Protection Regulation (GDPR) (Regulation (EU) 2018)
- The Care Act (2014)
- The Prevent Duty (March 2016) as part of the Counter-Terrorism and Security Act (2015)
- Working Together to Safeguard Children (DfE 2015)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- The Education Act 2002 s175 / s157

### Application of this Policy

- This policy and procedures are widely promoted and are mandatory for everyone involved in ELA Training Services: for ELA Training Services staff, L&D Coaches / assessors, associates and stakeholders.
- ELA Training Services is committed to safeguarding the welfare of every young person and vulnerable adult in its care and all adults associated with our organisation will be expected to share our ethos and actively engage in looking after vulnerable and young people safely.
- The ELA Training Services Safeguarding Policy and Guidance is known to all staff, L&D Coaches / assessors and associates.

Failure to comply with the policy and procedures will be addressed without delay and may ultimately result in dismissal/exclusion from the organisation.

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### Policy Aims

- To provide protection for the stakeholders and young people who receive ELA Training Services' services, including the stakeholders of our L&D Coaches/assessors via the learner code of conduct.
- To provide ELA Training Services staff, L&D Coaches/assessors and their families with guidance on procedures they should adopt in the event that they suspect a vulnerable person may be experiencing or be at risk of harm.

### ELA Training Services Safeguarding Principles

We will seek to safeguard stakeholders and learners by:

- Valuing, listening to and respecting them; adopting safeguarding guidelines through procedures and a code of conduct for staff, L&D Coaches/assessors and stakeholder; promoting and prioritising the safety and wellbeing of stakeholders, young and/or vulnerable people.
- Recruiting staff and L&D Coaches/assessors safely, ensuring all necessary checks are made, preventing the employment/deployment of unsuitable individuals (**Safer Recruitment Policy**).
- Sharing information about safeguarding and good practice with ELA Training Services Guardianship stakeholders, employers, staff, L&D Coaches/assessors and their families.
- Sharing information about concerns with agencies who need to know, and involving employers and stakeholders appropriately; providing effective management for ELA Training Services staff, L&D Coaches, and assessors through supervision, support and training; providing a safe and secure environment for all stakeholders; ensuring all stakeholders are safe and secure and protected from harm; ensuring that all ELA Training Services Guardianship stakeholders know who to turn to for help, advice or support (**with access 24-hours per day**).
- Appointing a Designated Safeguarding Lead (DSL) who has overall responsibility for the safeguarding and welfare of all ELA Training Services Guardianship stakeholders.
- Ensuring that everyone understands their roles and responsibilities in respect of safeguarding and is provided with appropriate training to recognise, identify and respond to signs of abuse, neglect and other safeguarding concerns relating to stakeholders, young and/or vulnerable people.
- Ensuring that all staff and L&D Coaches/assessors follow ELA Training Services policies and procedures relating to safeguarding and welfare and are aware of who in ELA Training Services is responsible for safeguarding.
- Ensuring that the relevant persons are aware of the special needs or particular vulnerabilities of individual ELA Training Services stakeholders.



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- Ensuring appropriate action is taken in the event of incidents/concerns of abuse and support provided to the individual/s who raise or disclose the concern.
- Ensuring that confidential, detailed and accurate records of all safeguarding concerns are maintained and securely stored.

### **ELA Training Services staff roles and responsibilities:**

- At ELA Training Services safeguarding is everyone's responsibility. Within ELA Training Services, the Operational Board Members oversee the day-to-day welfare and safeguarding matters, placement of ELA Training Services learners with L&D Coaches/assessors, induction and recording systems.
- Sandra Chatwood (Senior Quality and Safeguarding Manager) is the Designated Safeguarding Lead (DSL) and has responsibility for implementing the ELA Training Services Safeguarding Policy. Sandra Chatwood is trained to Level 4 in Safeguarding. The (DSL) is responsible for reporting any allegations of abuse and concerns that occur to the relevant authorities.
- The role of Designated Safeguarding Lead includes the responsibilities of Prevent Lead and Data Protection Lead.

### **Implementing ELA Training Services' Safeguarding Policy:**

- ELA Training Services considers it the duty of L&D Coaches/assessors and Members of Staff to protect stakeholders, young and/or vulnerable people from abuse. This is the fundamental element of our safeguarding policy.
- All L&D Coaches/assessors and adults in the training environment must understand their responsibilities in being alert to the signs of abuse, and their responsibility for referring any concerns to the DSL.
- All L&D Coaches/assessors and adults in the training environment must understand the responsibility placed on ELA Training Services for vulnerable person protection.
- Not all concerns about stakeholders, young and/or vulnerable people relate to abuse, there may well be other explanations. It is important that all concerns are considered in the context of safeguarding.
- It is not a staff member's responsibility to investigate a concern. The responsibility is to act on concerns and take appropriate action according to company procedures.

### **Confidentiality and Appropriate Disclosure of Information**



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- Records of Concern and Incident Reports must be used as detailed in their protocols. Confidentiality is crucial to all our relationships, but the welfare of the stakeholder, young and/or vulnerable person is paramount. Confidentiality cannot be maintained if the withholding of information will prejudice the welfare of the subject.
- All information that has been collected on any subject will be kept locked and secure and access will be strictly limited to the DSL. The DSL will be responsible for sharing information with the appropriate authorities.
- Following advice from organisations and professionals in the field of safeguarding, the DSL will make staff particularly aware of any current areas of concern.

### What to do if a person makes a disclosure

- ELA Training Services is committed to ensuring that it meets its responsibilities in respect of safeguarding by treating any allegation seriously and sensitively. Records of Concern and Incident Reports must be used as detailed in their individual protocols.

### The Safeguarding Step Response to Disclosure Procedure for ELA Training Services staff is as follows:

- Stay calm.
- Listen to what the stakeholder/young/vulnerable person is actually saying.
- Reassure them that they have done the right thing by disclosing.
- Do not promise total confidentiality, as subsequent disclosure could then lead to the stakeholder/young/vulnerable person feeling betrayed.
- Explain that you are obliged to inform the DSL who may need to involve other authorities.
- Reassure the subject that the people who will be informed will be sensitive to their needs and will be looking to help protect them. Inform them that it is not in their interests to keep the disclosure confidential, and it will have to be passed on to the appropriate agencies.
- Make a note of any conversations with the subject as soon as possible after the conversation has taken place, giving as much detail as possible, including when and where the conversations took place, and using the actual words used by the subject.
- Draw a diagram, if appropriate, to show the position of any bruises or marks the subject shows you, trying to indicate the size, shape and colour.
- Keep all records factual. Be aware of not making assumptions or interpretations of what the



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subject is telling you. Store all records securely.

- Do not interrogate the subject or push for more information. Ensure that any questions asked are open, not leading or closed questions.
- Discuss your concerns with the DSL who will report this information to an appropriate agency (the Designated Officer previously called the Local Authority Designated Officer-LADO).
- The person to whom the disclosure was made should ensure that the stakeholder/young and/or vulnerable person who has disclosed the information is informed about what will happen next, so they can be reassured about what to expect.
- You may report your concerns directly to your local Designated Officer if you are not satisfied with the response from ELA Training Services. You will find contact details for your local Social Care Referral and Assessment Team online. The details will be on your Local Council website.

#### Allegations against under 18s

- Due to the nature of ELA Training Services' business practice, some stakeholders, young and/or vulnerable may need additional support, as it is possible that their employers, guardians or parents will be overseas.

#### Visiting speakers (and Prevent Duty):

- The Prevent Duty Guidance requires ELA to have clear protocols for ensuring that any visiting speakers, whether invited by staff or by learners, are suitable and appropriately supervised.
- ELA is not permitted to obtain a DBS disclosure or Children's Barred List information on any visiting speaker who does not engage in regulated activity or perform any other regular duties for or on behalf of the company.
- "'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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations."
- In fulfilling its Prevent Duty obligations ELA Training Services do not discriminate on the grounds of race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, marital or civil partner status, disability or age.



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## Volunteers

- ELA will request an enhanced DBS disclosure and Children's Barred List information on all volunteers undertaking regulated activity with learners at or on behalf of the company.
- Under no circumstances will ELA Training Services permit an unchecked volunteer to have unsupervised contact with learners.
- It is ELA Training Services policy that a new DBS certificate is required for volunteers who will engage in regulated activity.

## ELA TRAINING SERVICES's Prevent Policy

Adoption Date	Updated	Review Date	COO
10/2018	01/08/2025	01/08/2026	

### What is Prevent

- The national Prevent strategy is designed to reduce the number of serious incidents and to catch anyone especially vulnerable people before they enter the criminal justice system.

### Meeting our Prevent Duties and Tackling Extremism

- ELA Training Services understands its responsibilities under the Counter Terrorism & Security Act 2015 to prevent people of all ages being radicalized or drawn into terrorism and seeks to meet its obligations in the ways shown below.

### Context

- ELA Training Services trains learners of ages 16 and above, all year from around the world.
- ELA Training Services promotes a multi-cultural environment where respect for and tolerance of other beliefs is required.
- ELA Training Service's places L&D Coaches/assessors with learners and employers in cities, towns and villages all over the UK.

### Prevent Lead

- Responsibility for ensuring Prevent Duty lies with Catherine Goodwin, Chief Operating Officer for the Prevent Strategy.


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## Risk Assessment and Procedures

- A risk assessment has been produced by the ELA Training Services Lead Contact for the Prevent Strategy and held in the ELA Training Services; it will be reviewed and updated annually.
- The ELA Training Services Lead Contact for the Prevent Strategy has received training in Prevent policy and risk.
- All members of the ELA Training Services team will undertake Prevent online training.
- All L&D Coaches/assessors will receive Prevent guidance from ELA Training Services and will undertake online Prevent training.
- ELA Training Services will make and maintain contact with the local police/local authority Prevent coordinator in all areas where we have young people to understand their role, the support available, (e.g.via the Channel process) and a list of contacts for referrals.

ELA Training Services will counteract risks by:

Promoting a safe and supportive environment via clear expectations of accepted behaviours and those including radicalisation and extremism, not being tolerated.

Promoting the core British values:

- Democracy
- The rule of law
- Individual liberty
- Respectful and Tolerance of different faiths or beliefs, through documents given to learners (learner handbook), via information on enrolment on British culture and traditions.
- Where possible, developing critical awareness and thought to counter accepting extremism without question, especially of online material.
- Challenging radical or extremist views in any context (formal or informal) via stated procedures. In most situations this would require an immediate response re the tolerance expected then reporting concerns.
- Being ready to react when world or local events (e.g. Westminster, London Bridge, Paris attacks) cause upset and the likelihood of conflicting feelings being expressed. Prevent lead to take initiative in these situations.
- Asking L&D Coaches/assessors to have strong filters on the Internet and clear rules on accessing extremist/terrorist websites/uses of social networks to exchange extremist/terrorist views.
- L&D Coaches/assessors getting to know learners and their circumstances making it easier to spot changes in behaviour.



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- ELA Training Services staff and L&D Coaches/assessors being observant and vigilant in noticing any signs of radical or extremist behaviour.
- ELA Training Services staff and L&D Coaches/assessors supporting any young people identified as vulnerable.
- ELA Training Services staff and L&D Coaches/assessors themselves not supporting or funding and extremist organisations.
- ELA Training Services staff and L&D Coaches/assessors exemplifying the core British values by:
  - Ensuring an unbiased, non-partisan, non-discriminatory and ethical learning environment
  - Being democratic and creating opportunities for democratic processes,
  - Following the rule of law and compliance bodies advice
  - Creating opportunities for learner voice and opinion to be communicated
  - Exemplifying respect and tolerance for all faiths and beliefs

## Understanding the risk of extremism

- Staff, learners, young people and L&D Coaches/assessors may come into contact with ELA Training Services already holding extremist views. They may be influenced by a range of factors: global events peer pressure, media family views, extremist materials (hard copy or online), inspirational speakers, friends or relatives being harmed, social networks, and more.
- People who are vulnerable are more likely to be influenced.
- Their vulnerability could stem from a range of causes including: loss of identity or sense of belonging, isolation, exclusion, mental health problems, sense of injustice, personal crises, victim of hate crime or discrimination and bereavement.

## What is the ELA Training Services doing to prevent radicalisation?

Prevent Duty training is delivered on induction. A certificate is issued on successful completion of the course which is assessed by a test.

ELA Training Services L&D Coaches and assessors engage with the following resources:

- **Digital Disruption**– ELA Training Services provides chargeable and free resources targeted especially at increasing digital literacy – at how young people use the internet, and critique and challenge information they find on it.



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- **Learning Together to Be Safe**– Prepared by the Department for Children, Schools and Families (now Department for Education), this 2008 toolkit to help schools contribute to the prevention of violent extremism was brought out after the first iteration of the Prevent agenda. Although the policy it refers to has been updated, some of its content may still be of use to schools.
- **My Country My Vote**– This project does not seek to tackle issues of extremism directly. However, research has shown that one effective long-term approach to preventing extremism is to engage young people in participatory democracy. This project aims to do just that, and may therefore be a useful model to follow.
- **Prevent Duty Guidance**- For England and Wales – Produced by the UK Government, this is the official guidance document.
- **Prevent for School**– This resource was set up following demand from schools in Lancashire, UK. It has been updated to reflect the latest duties (2015), and has links to resources and tools for schools (both primary and secondary).
- **Resilience**– This project is run by the Religious Education Council of England and Wales, and aims to help RE teachers who want to develop their confidence and competence in dealing with contentious issues in the classroom, particularly those linked to violent extremism.
- **Rewind**– The Rewind project has tackled racism in an area of the West Midlands with a long history of support for far-right views. It has courses available for interested schools. A now-dated review of their services can be found on the Institute for Race Relations website.
- **Safeguarding in Schools**– This consultancy is run by a former headteacher who specialises in providing courses and resources on safeguarding to school staff and headteachers, including on tackling extremism.
- **Think Project**– Running for three years up to March 2015, the Think Project worked with disengaged young white people in Wales. It is unusual in having evaluation built in from the start. The results of this evaluation were discussed in this peer-reviewed article.
- **Victvs**– This consultancy provides training and resources for staff as well as parents on understanding the new Prevent duties as well as the risks from extremism and radicalisation

### ELA Training Services' Records of Concern Reporting Protocol

- Disclosures and Records of Concern Reporting Protocol. This protocol is used in conjunction with the “5 Steps to Handling Disclosures and Records of Concern V 5.0 1/08/2022” poster that is included in your pack. Contact your line manager immediately if you do not have access to this. Do not engage in any ELA Training Services work until you are confident in this procedure.


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- Within 1 hour or immediately (if possible) of any Disclosure and/or Concern, email a short message about the Disclosure and/or Concern to [safe@ela-training.co.uk](mailto:safe@ela-training.co.uk)

An investigating officer should respond within an hour. If not, contact Sandra Chatwood, +44 (0)7554226788 or contact one of the Deputy Designated Safeguarding Leads on +44 (0)208 017 1425.

Within 24 hours of any Disclosure and/or Concern, those involved must complete the correct form (<https://forms.gle/sgqCGowBtEjWaxmc7>). An investigating officer should respond within 24 hours. If not, contact Sandra Chatwood, +44 (0)7554226788, or contact one of the Deputy Designated Safeguarding Leads +44 (0)208 017 1425.

- Be clear as to the persons involved. These reports must be understood by neutral external stakeholders. Therefore, you should list the full names of persons and their role at the beginning of the incident report and assign initials to them. For example, Fred Bloggs, staff (FBI), John Smith, pupil (JSm) etc. You can then use their initials in the body of the incident report. Initials allow us to impart a degree of confidentiality.
- Save a copy of the report securely for your professional records.

**If any form of Restraint or Physical Intervention is used during the accident, incident or near miss then staff must clearly state the manner and duration of the restraint and the training/rationale that they had to apply the restraint.**

**NOTES:**

- Do not use emotive language eg: “stormed out of a room”. It is more professional and unprejudiced to say “left the room running and slammed the door after them”
- Do not use any opinion – stick to the facts of the event.
- If any First Aid is administered, details of this must be included in the form

**Follow our Safeguarding Policy Guidelines (What to do if a person makes a disclosure)**

- ELA Training Services is committed to ensuring that it meets its responsibilities by treating any allegation seriously and sensitively. Records of Concern and Incident Reports must be used as detailed in their protocols.
- Follow the Safeguarding 5 Step Flowchart to support your response.
- Stay calm.
- Listen to what the young person/vulnerable adult is actually saying.


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- Reassure them that they have done the right thing by telling you.
- Do not promise the young person/vulnerable adult that this can be kept secret, as subsequent disclosure could then lead to the young person/vulnerable adult feeling betrayed. Explain that you are obliged to inform other people.
- Reassure the young person/vulnerable adult that the people who will be informed will be sensitive to their needs and will be looking to help protect them. Inform them that it is not in their interests to keep the disclosure confidential, and it will have to be passed on to the appropriate agencies.
- Make a note of any conversations with the young person/vulnerable adult, trying to make these as detailed as possible, including when and where the conversations took place. Draw a diagram, if appropriate, to show the position of any bruises or marks the young person/vulnerable adult you observe, trying to indicate the size, shape and colour.
- Record as soon as possible and use the actual words used by the young person/vulnerable adult.
- Keep all records factual. Be aware of not making assumptions or interpretations of what the young person/vulnerable adult is telling you. Store all records securely.
- Do not interrogate the young person/vulnerable adult or push for more information. Ensure that any questions asked are open, not leading closed questions. Do not ask the young person/vulnerable adult to repeat what they have told you, for another person. Record accurately.
- Discuss your concerns with the ELA Training Services DSL
- Who will report this information to an appropriate agency (the Designated Officer previously called the Local Authority Designated Officer-LADO).
- The person to whom the disclosure was made should ensure that the young person/vulnerable adult who has disclosed the information is informed about what will happen next, so they can be reassured about what to expect.
- You may report your concerns directly to your local LADO if you are not satisfied with the response from ELA Training Services. You will find contact details for your local Social Care Referral and Assessment Team online. The details will be on your Local Council website.

**NOTE : Do not engage in any ELA Training Services work until you are confident in this procedure.**

- Do not use any opinion – stick to the facts of the event.


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**SAFEGUARDING POLICY**

Version 10 01/08/2025

Next Review 01/08/2026

- If any First Aid is administered, details of this must be included in the form.
- If this incident includes a disclosure or cause for concern, follow our Safeguarding Policy Guidelines or the “5 Steps to Handling Disclosures and Records of Concern V5.0 1/8/2022” poster that is included in your pack. Contact your line manager immediately if you do not have access to this.
- Do not engage in any ELA Education Group work until you are confident in this procedure.

### ELA Training Services’ Incident, Near Miss Accident Reporting Protocol

#### Incident, Near Miss or Accident Reporting Protocol

Within 1 hour or immediately (if possible) of any accident, incident or near miss, an email a short message about the must be emailed to [safe@ela-training.co.uk](mailto:safe@ela-training.co.uk). An investigating officer should respond within an hour. If not, contact Sandra Chatwood, +44 (0) 7554226788, or contact one of the Deputy Designated Safeguarding Leads on +44 (0) 208 017 1425.

Within 24 (working) hours of any accident, incident or near miss, those involved must complete the correct form (<https://forms.gle/sgqCGowBtEjWaxmc7>) and email it to [safe@ela-training.co.uk](mailto:safe@ela-training.co.uk). An investigating officer should respond within 24 hours. If not, Sandra Chatwood, +44 (0) 7554226788, or contact one of the Deputy Designated Safeguarding Leads on +44 (0) 208 017 1425.

- Be clear as to the persons involved. These reports must be understood by neutral external stakeholders. Therefore, you should list the full names of persons and their role at the beginning of the incident report and assign initials to them. For example, Fred Bloggs, staff (FBI), John Smith, learner (JSm) etc. You can then use their initials in the body of the incident report. Initials allow us to impart a degree of confidentiality.
- Save a copy of the report securely for your professional records.

**If any form of Restraint or Physical Intervention is used during the accident, incident or near miss then staff must clearly state the manner and duration of the restraint and the training/rationale that they had to apply the restraint.**

#### NOTES:

- Do not use emotive language eg: “stormed out of a room”. It is more professional and unprejudiced to say, “left the room running and slammed the door after them”.
- Do not use any opinion – stick to the facts of the event.



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- Do not engage in any ELA Training Services work until you are confident in this procedure

### ELA Training Services' Reporting Form

- You can locate the form here:



<https://forms.gle/sgqCGowBtEjWaxmc7>

### Acceptable Behaviour promotes Safeguarding

Our objective is to create a workplace which is free from harassment and bullying and to ensure that all employees are treated with dignity and respect.

Everyone is responsible for promoting this objective and complying with this procedure. It is important to recognise that conduct which one person may find acceptable, another may find totally unacceptable. This includes when you are at work on training courses or on Company social events.

Managers have specific responsibility for creating and respecting an inclusive culture within their area (both in the workplace or at work-related events outside of the workplace) and for utilising the support available to ensure that informal and formal complaints are dealt with sensitively, appropriately and in line with the procedures set out in this policy.



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**SAFEGUARDING POLICY**

Version 10 01/08/2025

Next Review 01/08/2026

**Review**

The effectiveness of this policy and associated arrangements will be reviewed annually under the direct supervision of the Director of Operations.

Adoption Date	Updated	Review Date	COO
10/2018	01/08/2025	01/08/2025	



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