

SAFEGUARDING POLICY



Policy Group: Health & Safety and Environment

Effective: September 2025

Approved: The Safeguarding Board

Responsible Officer: Steve Williams, Head of Risk

Next Renew Date: September 2026

Ref no: 2.8



GUIDANCE

Vision

Transform lives through learning

Values



PASSIONATE - We are passionate about inspiring young people, adults and our Purple People to be their best and we take pride in creating a positive learning environment to fulfil their potential.



UNSTOPPABLE - We are unstoppable in our quest for the pursuit of excellence. We are dedicated and resilient to develop ourselves and our learners.



RIGHT - We treat each other with respect and strive to do the right thing through insight, inclusion, honesty, growth and trustworthiness.



PARTNERSHIPS - We support the people surrounding us in our everyday lives, building effective partnerships with businesses, learners and all stakeholders where we can pass on our knowledge and skills to help them meet their goals.



LEARNERS - Learners are at the centre of everything we do and we are driven to provide life-changing and life-long learning for them.



EMPOWERED - We encourage our Purple People to be independent and autonomous to maximise their goals surpassing their barriers and targets. Feel it, believe it, live it.

Tone of voice

Our tone of voice takes its direct influence from our core values. We are passionate about people and learners and are driven to get the best out of everyone by understanding them. We are caring and supportive, as well as being determined and striving for growth. We talk with purpose and enthusiasm in a way that connects and empowers people.

Innovation is at the heart of Learning Curve Group and we're always thinking about what's next!

SUMMARY CHANGES

| Date | Page | Details of Amendments |
|--------------|-----------------|--|
| 06/09/2019 | 2 | Updated contact names and phone numbers. Review wording on supply chain/subcontracting |
| 06/09/2019 | 27 | Update legislation Keeping Children Safe 2019 |
| 12/12/2019 | All | Update DSL specialisms and review against WBL and Prevent statutory Duty 2018 |
| 14/01/2020 | 21, 31, 33, 37 | Update of DSL specialisms, legislation additions, monitoring, and training update |
| 25/02/2020 | 31 | The Care Standards Act changed to Care Standards Act 2014 to comply with legislation |
| 25/02/2020 | 31 | Added Care Act definition |
| 25/02/2020 | 49 | Added Safeguarding details for Gateshead |
| 16/06/2020 | 2, 34 12, 33 | COVID-19 influences New DSL |
| 25/10/2020 | All | Reflect new teams from LHAA and Ripley Academy |
| June 2021 | All | Reflect change in DFE guidance regarding Keeping Children safe in education and RoATP review |
| August 2021 | All | Streamline whole policy and create procedures and guidance documents. Ensure KCSE and EIF requirements are explicit regarding guidance on sexual harassment. Reflect practice from sexual harassment working group |
| June 2022 | Whole Policy | Changes to update integration and ensure statutory guidance correct along with LCG procedures |
| August 2022 | Whole Policy | Changes to update and ensure regulatory changes and guidance updated in line with KCSIE 2022 |
| January 2023 | Appendix 1 | Contacts updated |

| | | |
|----------------|---------------------|---|
| May 2023 | Appendix 1 | Contacts updated |
| September 2023 | Whole Policy | Annual review to ensure regulatory changes and guidance updated along with input for team changes to SDSLs. |
| December 2023 | Appendix 1 | Role changes updates |
| January 2024 | Whole Policy | Update from revised Legislation Guidance WTSC Dec 23 Prevent Duty Guidance2015 - update Dec 23. DSL Changes. |
| June 2024 | Appendix 1 | Update SDSL/DSL roles. |
| September 2024 | Whole policy review | Review and update any changes revised legislation Update SDSL Appendix 1 |
| September 2025 | Whole Policy Review | Review and update any changes with revised legislation. Updates to Safeguarding Leads. |

INTRODUCTION

Learning Curve Group (LCG) is one of the largest national training providers in the UK, providing education and training nationally. All companies within the LCG family uphold the same company Vision, Mission and Core Values and follow our group policies and procedures.

LCG is committed to providing a safe, inclusive and secure environment in which both learners, staff and stakeholders can flourish. This commitment is embedded in our Safeguarding Framework and underpinned by statutory guidance, including the latest updates from Keeping Children Safe in Education (KCSIE) 2025. This policy provides clear guidance to ensure safeguarding is integral to the culture and ethos of the organisation.

All staff must be aware of their safeguarding responsibilities and report concerns promptly.

Safeguarding is a shared responsibility and LCG promotes a whole-organisation approach to protecting the welfare of children and vulnerable people/adults at risk.

We believe it is always unacceptable for any child or adult to experience abuse, neglect, discrimination or exploitation. LCG recognises its duty to safeguard the welfare of all children and vulnerable adults, ensuring equitable access to services that meet individual needs. This is closely aligned with our Equality and Diversity Policy and Social Inclusion Strategies.

Scope and Definition

- **Children:** All individuals under the age of 18.
- **Adults at Risk:** Individuals aged 18 or over who may require community services due to age, illness or disability and may be unable to protect themselves from harm or exploitation.

Unless otherwise specified, references to “safeguarding” apply equally to children and adult at risk. Remember that anyone can become vulnerable and may need support at any time depending on their circumstances.

Key updates in Line with KCSIE 2025

- **Online Safety:** Expanded to include risks from misinformation, disinformation, conspiracy theories, and generative AI. Staff must be aware of digital safeguarding responsibilities and filtering and monitoring standards.
- **Alternative Provision:** LCG must obtain written confirmation of safeguarding checks, monitor placements regularly, and maintain oversight of learners’ whereabouts.
- **Cyber Security:** LCG to meet Cyber Security Standards to improve resilience against cyber-attacks.
- **Virtual School Heads:** Now have a non-statutory responsibility to promote the educational achievement of children in any kinship care.
- **Harmful Sexual Behaviour:** New resources such as Shore Space have been added to support young people concerned about sexual thought or behaviours.
- **Terminology:** The term “Autism Spectrum Disorder” (ASD) has been replaced with “Autism” to align with the updated SEND Code of Practice.

Supporting Policies:

This policy is supported by the following documents, which reflect our shared commitment to safeguarding:

- Bullying and Harassment
- Code of Conduct
- Grievance
- Data Protection (GDPR)
- Equality and Diversity
- E-Safety
- Public Interest Disclosure (Whistleblowing)
- Safer Recruitment and Selection
- Learner Behaviour
- Lone Working
- Complaints
- IT Security and Information
- Health and Safety

Governance and Oversight

This policy has been agreed, sponsored, and approved by the LCG Board Executive and the Senior Management Safeguarding and Prevent Team. It will be reviewed regularly to ensure compliance with evolving statutory guidance and best practice.

| Name | Role |
|----------------|---|
| Brenda McLeish | CEO – Overall accountability for Safeguarding and Prevent |
| Geoff Weir | CFO - Board member Safeguarding and Prevent Sponsor |
| Dan Beale | Non-Executive Director |
| Louise Clough | Director of People -Exec Safeguarding |
| Steve Williams | Named Strategic Safeguarding Officer for Safeguarding and Prevent |

All companies within the LCG family, as shown in the table below, uphold the same company Vision, Mission and Core Values and follow the group policies and procedures referenced in this document.

| Company | UKPRN | Registration Number |
|--|----------|---------------------|
| Learning Curve Group Limited | 10008935 | 05233487 |
| Profound Services Limited | 10022358 | 05969610 |
| Northern Care Training Limited | 10013515 | 05256533 |
| Acorn Training Consultants Limited | 10000108 | 03182459 |
| London Hairdressing Apprenticeship Academy Limited | 10035171 | 07710651 |
| Antrec Limited | 10043333 | 07873541 |
| APCYMRU LIMITED (MPCT) | 10000311 | 04376890 |
| The White Rose School of Beauty and Complementary Therapies | 10007484 | 03172520 |
| PGL Training Limited | 10008426 | 07287585 |

Applies to

This Policy applies to all LCG Staff, Associates, Volunteers, and Delivery Partners (for the purpose of this procedure we will use the term staff).

Within LCG, the term learner will relate to all individuals undertaking a course of study irrespective of whether they are a child or adult.

LCG recognises that any member of staff irrespective of role can be the first point of disclosure for a learner. Therefore, all staff should:

- Be aware of the signs that a learner has been neglected or abused.
- Listen to learners who tell them about abuse.
- Report concerns effectively and in line with LCG Safeguarding procedure.

Reason for policy

LCG acknowledges that children and adults at risk are amongst the most vulnerable in society. Therefore, adults in positions of trust have a duty to ensure that the rights of children, young adults and anyone deemed as vulnerable people to protection them from abuse are taken seriously and effective action is taken in response to any signs of abuse or neglect.

This policy forms part of our Safeguarding framework and is in place to ensure that anybody who has cause to encounter any of our learners who may be at risk knows what is expected of them and can safeguard others.

LCG has a legal duty of care for the health, safety, security and wellbeing of their learners and staff always when in the respective workplaces. This duty of care incorporates the duty to safeguard all learners from subjection to any form of harm, abuse, or nuisance. It is the responsibility of the Directorate and Senior Management to ensure that this duty is always discharged.

Context

- All complaints, allegations or suspicions of abuse or any disclosures must be taken seriously, and all colleagues must adopt a 'could happen here approach'
- Absolute promises of confidentiality must not be given as the matter may develop in such a way that these might not be able to be honoured. This must be made clear at the outset to the individual who is making the disclosure, with reassurance that they are doing the right thing and information will only be passed on to those who need to know this to safeguard them and others

If the complaint/allegation or disclosure comes directly from a learner, questions should be kept to a minimum necessary to understand what is being alleged. Leading questions must also be avoided.

This policy and procedure do not form part of your terms and conditions of employment and can be changed at any time as we deem appropriate.

SAFEGUARDING POLICY STATEMENT

LCG is fully committed to safeguarding the welfare of all stakeholders by taking all reasonable steps to protect them from harm. We accept our corporate responsibility for the wellbeing and safety of its learners.

We recognise that safeguarding is a shared responsibility and acknowledge that all members of our workforce must uphold British Values and contribute to creating a safe, inclusive environment that protects individuals from harm and mitigates risks associated with violence, extremism, exploitation, and victimisation.

All employees, apprentices, volunteers, subcontract partners and contractors are expected to demonstrate respect, understanding, and professionalism in their conduct, reflecting principles, values, and cultures of LCG.

They must be familiar with and adhere to also be current safeguarding legislation and guidance.

This policy outlines the roles and responsibilities of all parties in ensuring a safe working and learning environment where everyone is protected from abuse and harm.

Our Commitments

- Recognise that our provision may offer the only stability in the lives of learners who have experienced abuse or who are at risk of harm.
- Provide a nurturing environment that promotes self-esteem, resilience and self-assertiveness, particularly for vulnerable learners.
- Establish and maintain an ethos where Learners feel safe, are encouraged to speak openly and are listened to with respect.
- Implement robust safer recruitment procedures to deter and prevent unsuitable individuals from working or volunteering with children and vulnerable adults.
- Ensure that all relevant employment and security checks are completed in line with statutory requirements and as outlined in KCSIE 2025 Part Three: Safer Recruitment.
- Promote a culture of safeguarding through clear policies, procedures, and codes of conduct.
- Provide appropriate supervision where required.
- Ensure protection from abuse for all stakeholders, regardless of sex, race, disability, age, sexual orientation, religion or belief, gender reassignment, pregnancy or maternity, or marital/civil partnership status.
- Deliver safeguarding training to staff, including awareness of radicalization, extremism, Prevent Duty, and referral procedures.
- Promote awareness of the impact of Adverse Childhood Experiences (ACEs) and how exposure to trauma, violence may affect learners now and in later life without support and giving resilience to cope.
- Treat all suspicions and allegations of abuse or radicalisation with urgency, sensitivity, and seriousness.
- Work in partnership with external agencies and in accordance with organisations' procedures, where required, including Designated Person/s in Local Authority, Safeguarding Partners, Safeguarding Adults Boards, and the Channel multi-agency panel, the Police and Children's Services.

- Regularly review safeguarding policies and procedures to ensure compliance with legal, moral, and social responsibilities.
- Maintain up-to-date knowledge of relevant legislation, codes of practice and statutory guidance.
- Appoint Designated Safeguarding Leads (DSLs) in each region to manage concerns and referrals, ensuring learners know who to approach if they are worried or in difficulty. Handle personal information confidentially, sharing only when necessary to protect individuals from serious harm or to promote welfare, and only on a strict “need-to-know” basis.
- Work with subcontracted partners to ensure effective implementation of the Prevent Strategy and avoid inadvertently funding extremist organisations.
- Handle personal information confidentially, sharing only when necessary to protect individuals from serious harm or to promote welfare, and only on a strict “need-to-know” basis.
- Work with subcontract partners to ensure effective implementation of safeguarding and the Prevent Strategy and avoid inadvertently funding extremist organisations.
- Foster a caring, safe, and stimulating environment that supports the social, physical, and moral development of learners.
- Ensure all staff and directors understand their responsibility to safeguard and promote learner welfare, respond to concerns, and record incidents using LCG’s MyConcern system and DSLs without delay.

Policy Framework

The Safeguarding Policy consist of the following and should be read in conjunction when referring to the whole safeguarding policy:

2.8. Safeguarding Policy

2.8.1 Safeguarding Referral Procedure

2.8.2 Safeguarding Allegations Made Against an Employee or Volunteer Procedure

2.8.3 Prevent Duty Channel Referral Procedure

2.8.4 Keeping Learners Safe in Practice Procedure

2.8.5 Types of Safeguarding Themes – Guidance

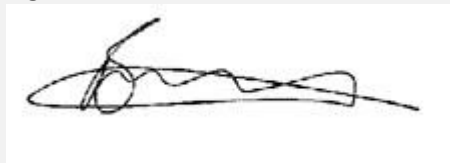
2.9 Preventing Radicalisation and Extremism Policy

This Policy incorporates five main elements:

1. Protection through teaching and pastoral support offered to learners
2. Procedures for identifying and reporting abuse or suspected cases of abuse.
3. Recognition of delivery staff's unique position to observe signs of abuse.
4. Support for learners at risk of abuse or neglect.
5. Identification of concerns related to abuse of positions of trust.

By fostering a safe and supportive environment LCG enables learners to develop confidence, independence, and resilience as they progress and achieve.

Signed

A handwritten signature in black ink, appearing to read 'Brenda McLeish', written over a light grey rectangular background.

Brenda McLeish OBE DL

Chief Executive Officer – Learning Curve Group

SAFEGUARDING POLICY

LEGISLATIVE COMPLIANCE UPDATE 2025

LCG fully recognises its responsibility for safeguarding and has a statutory duty under the following legislation and guidance, as well as adhering to other statutory bodies and frameworks. This policy reflects updates for 2025 legislative compliance.

Statutory Obligations

LCG has a statutory duty under the following legislation and guidance:

- Section 175 of the Education Act (2002)
- Care Act 2014
- Health and Social Care (Wales) Act 2025
- The Social Services and Wellbeing Act (Wales) 2014
- Working Together to Safeguard Children 2023
- The Education (Independent School Standards) Regulations 2014
- Non- Maintained Special Schools (England) Regulations 2015
- Keeping Children Safe in Education as amended versions (2025)
- All Wales Child Protection Procedures (Wales)
- Education (Wales) Act 2014
- Apprenticeships, Skills, Children and Learning Act 2009 (as amended).
- Education and Training (Welfare of Children) Act 2021.
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (2020)
- Sexual Offences Act 2003
- NPCC When to Call the Police (2020)
- Preventing and Tackling Bullying, DfE (2017)
- Prevent Duty guidance for further education revised (2023)
- Prevent Duty guidance higher education revised (2023)
- LCG Safeguarding Policies and Procedures'
- Meeting digital and technology standards in schools and colleges, Filtering and monitoring standards for schools and colleges" (2023)
- Working with all statutory partners to ensure the safeguarding of Learners under LCG control.
- Children and Families Act 2014

LCG must have in place arrangements for carrying out its duties with a view to safeguarding and promoting the welfare of children, young people and adults who may be at risk of harm or abuse. This policy sets out a framework for those arrangements and should be read in conjunction with the associated LCG policies and procedures listed, the web links provided, and various appendices attached, including our Safeguarding Procedures that link to the Local Authority Safeguarding Procedures.

Relevant Publications and Guidance

This policy considers, amongst others, the following publications, including recent and relevant guidance and legislation in this area:

Keeping Children Safe in Education (KCSIE): Statutory guidance for schools and colleges (Department for Education, September 2025).

[Keeping children safe in education 2025: part one information for all school and college staff](#)

Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government, July 2023).

[Working Together to Safeguard Children 2023 \(publishing.service.gov.uk\)](#)

The Care Act (2014). Statutory guidance: Care and support statutory guidance updated June 2020 that provides a detailed guidance on all aspects of implementing the requirements contained in Part 1 of the Care Act (2014) to local authorities, the NHS, police, and other partner organisations (Department of Health and Social Care).

https://www.legislation.gov.uk/ukpga/2014/23/pdfs/ukpga_20140023_en.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/365345/Making_Sure_the_Care_Act_Works_EASY_READ.pdf

The Prevent Duty: Departmental advice for schools and childcare providers (Department for Education, June 2015). (Revised Dec 2023)

[Revised Prevent duty guidance: for England and Wales – GOV.UK \(www.gov.uk\)](#)

All Wales Child Protection Procedures.

<https://safeguarding.wales>

Wales Safeguarding Guidance.

<https://gov.wales/safeguarding-guidance>

Wales: Keeping Learners Safe The role of local authorities, governing bodies, and proprietors of independent schools under the Education Act 2002.

<https://gov.wales/sites/default/files/publications/2018-11/keeping-learners-safe-the-role-of-local-authorities-governing-bodies-and-proprietors-of-independent-schools-under-the-education-act-2002.pdf#radicalisation>

Health and Social Care (Wales) Act 2025

[Health and Social Care \(Wales\) Act 2025](#)

Policy Principles

We endeavour to safeguard learners at risk by:

- Valuing, listening to and respecting them
- Adopting policies, guidelines, a Code of Conduct and behaviour for employees, volunteers, Subcontract Partners, and contractors
- Sharing information about concerns with agencies which need to know and involving parents and children appropriately
- Ensuring that the DBS, in accordance with their guidelines, checks all staff, volunteers and Subcontract Partners with responsibilities for children and adults at risk, including relevant non-delivery roles
- Recruiting staff, associates, volunteers, Subcontract Partners, and contractors who are aware of our Safeguarding and Prevent Policy and procedures
- Providing all staff, volunteers, and Subcontract Partners with safeguarding training
- Ensuring that all learners at risk, their parents and carers are aware of our Safeguarding and Prevent Policy and procedures
- Ensuring that all staff and stakeholders are aware of their role and responsibilities in relation to safeguarding

We are committed to be alert to a learner who:

- Is disabled and has specific additional needs
- Has special educational needs (whether they have a statutory Education, Health, and Care Plan)
- Is a young carer
- Is a Looked After Child (LAC)
- Is an apprentice
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organized crime groups
- Is frequently missing / goes missing from care or from home or if learner (especially if under 18) is absent from attending college/academy or repeated occasions of being absent or for prolonged periods. This is within our Safeguarding Policy we reiterate that we are committed to be alert and report for action if a learner/young person is frequently missing / goes missing from care, from home, or if learner (especially if under 18) is absent from attending college/academy, repeated occasions of being absent or for prolonged periods.
- Is at risk of modern slavery, trafficking, or exploitation
- Is at risk of being radicalised or exploited
- Is in family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves
- Has returned home to their family from care
- Is a privately fostered child

We are committed to reviewing our policies and good practice annually, unless there is a change to legislation, or if there has been a meaningful change within the organisation. The Lead SSO/SDSL is responsible for updating the policy with support from the strategic management Board.

We operate a culture of openness and transparency and embeds the principles of the '4 R's' (Recognise, Respond, Record and Refer) across all our services, ensuring that all staff, volunteers, subcontract partners, and contractors understand their responsibilities with regards to safeguarding.

It clearly outlines a strong and proactive approach to protecting learners at risk, with emphasis on:

- Respect and inclusion
- Robust recruitment and training
- Clear procedures for identifying and responding to concerns
- Annual policy review and accountability
- Embedding the '4 R's' safeguarding principles

Strategic Safeguarding Officer (SSO), Senior Designated Safeguarding Lead (SDSL), DSLs and the Safeguarding Board

The Strategic Safeguarding Officer (SSO), Senior Designated Safeguarding Leads (SDSLs) and DSLs (Designated Safeguarding Leads) and the Safeguarding Board

We have appointed a Lead and a Safeguarding Board who have overall responsibility for issues related to safeguarding children and vulnerable adults and are supported by a team of DSLs. The DSL is responsible for acting as a source of advice on child and adult at risk safeguarding matters, coordinating action within the organization and liaising with health, children's service, adult services, and other agencies about suspected or actual causes of abuse.

The SSO and SDSL are assisted by designated staff from senior management and suitably experienced personnel. DSLs have a key responsibility for raising awareness among staff regarding the welfare of children and adults at risk and promoting a safe environment.

CEO will ensure that resources, support, and all relevant training are available and in place for staff. The CEO will support the Safeguarding and Prevent Team in meeting their responsibilities and will ensure that we meet these commitments. There is a clear and robust job description for the SSO/SDSL and DSL roles within the business which can be accessed on the system. The SDSL is responsible for reviewing the Safeguarding and Prevent Policy annually, or more frequently if there is a change to current legislation, along with any policies linked to the Safeguarding and Prevent Policy and processes and procedures that support the embedding and working practices of this policy.

The SSO and SDSL are assisted by designated staff from senior management and suitably experienced personnel. DSLs have a key responsibility for raising awareness among staff regarding the welfare of children and adults at risk and promoting a safe environment.

The SSO/SDSL has governance over safeguarding and Prevent matters across the business. The CEO holds overall responsibility at Board level, ensuring resources, support, and training are available. The CEO supports the Safeguarding and Prevent Team in fulfilling their responsibilities and ensures compliance with commitments.

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There is a clear and robust job description for the SSO/SDSL and DSL roles accessible via the internal system. The SDSLs are responsible for reviewing the Safeguarding and Prevent Policy annually, or more frequently if legislation changes, along with related policies and procedures.

Learning Curve Group (LCG) Board Responsibilities

The LCG Board are responsible for ensuring we safeguard our learners in accordance with the statutory guidance set out in Part Two of KCSIE (2025) and related guidance or legislation. This includes:

- Appointment of Board members to oversee safeguarding, with appropriate training and a deputy.
- Ensuring LCG has a Safeguarding and Prevent Policy and procedures that meet statutory and local authority requirements, published and reviewed annually or as needed.
- A member(s) of the Board is appointed to oversee safeguarding matters and undertakes appropriate training in this, supported by another member of the Board to act as their deputy
- Effective training is in place for all staff, appropriate to their roles, and it complies with the statutory requirements and takes account of local authority guidance.
- The Board receives and considers regular safeguarding update reports
- LCG operates 'safer recruitment procedures' in accordance with statutory requirements and guidance
- Managing allegations or concerns against staff in accordance with statutory guidance and local authority procedures
- LCG contributes to multi-agency working in line with statutory guidance
- Ensure staff have the skills, knowledge and understanding to safeguard vulnerable learners.

Designated Safeguarding Leads

Members of staff who are also DSLs receive training in safeguarding children and adults at risk and interagency working as required by the Local Safeguarding Partners.

They also receive refresher training annually as required by us. The team are required to keep up to date with developments in safeguarding children and adults at risk.

The appropriate DSL must be informed immediately in the following circumstances if:

- a) Suspicion that a learner is being harmed
- b) There is evidence that a learner is being harmed

The SDSL will ensure record of concerns raised are recorded and supervise and support any referrals to Local Safeguarding Partners, Children's Services Social Care/Police if necessary.

Any member of staff or anyone who has knowledge of, or a suspicion that a learner is or has been suffering significant harm, or is at risk of significant harm, should discuss their concern with their DSL or the SDSL, and record on LCG MyConcern. There should be no delay in communication once suspicion arises. The sharing of relevant information at the earliest opportunity within an environment of strict confidentiality is essential. All information from parents, members of the public and any of an anonymous nature must be acted upon and recorded appropriately.

- The DSL team/relevant contract manager is responsible for ensuring the Safeguarding Policy is available publicly and to parents and carers, that parents and carers are aware that suspected abuse referrals may be made, and our role in this
- The DSL team will alert the DBS when a person has been dismissed or left due to risk to or harm that they presented, or may have presented, to a learner
- Being aware of how to make referrals to safeguarding partners, children's social care and adult's social care for statutory assessments via the local authority multi-agency safeguarding units, along with the role they might be expected to play in such assessments
- The DSL team will alert the police when a crime may have been committed
- All DSLs foster strong links with Safeguarding Partners and Designated Local Authority Person
- The DSL team refer all cases of suspected abuse to the local authority, children's social care agency or, in the case of a vulnerable adult, to the local authority adult's social care
- Whenever possible the issue should be discussed with parents/carers except where to do so would jeopardise future enquiry or would not be conducive to the learners' welfare
- If it is agreed that the issue puts the learner at risk of significant harm it must be reported directly to the SSO/SDSL or in the case of an emergency to the Police
- The SSO/SDSL will refer to the ESFA or Local Authority as required should we be subject to an investigation regarding our safeguarding practices
- The learner should be kept informed of actions taken at all stages of the procedure and maximum support offered/provided to them. Where the learner is competent to give consent, their agreement to the referral should be sought
- If consent is refused the referral should still be made if it is considered necessary to protect the learner from significant harm
- A written report of all discussions and action must be recorded and all referrals and subsequent documents/files will be retained securely by the DSL in the LCG Safeguarding Referral Logs folders within MyConcern
- The SDSL will refer all reportable safeguarding matters to the funding partner, where we are not the funder
- All DSLs liaise with senior management to inform them of issues, especially ongoing enquiries, and police investigations
- All DSLs maintain a proper record of any safeguarding referral, complaint, or concern, even when that concern does not lead to a referral
- All DSLs act as a source of advice, support, and expertise to staff on matters of safety and safeguarding
- All DSLs liaise with relevant agencies following a referral to ensure it has been dealt with effectively and identify whether a resolution has been achieved. DSLs ensure that we work with employers and other training organisations that provide apprenticeships and or work placements for children or adults at risk, to ensure that appropriate safeguarding's are in place
- Referrals to Statutory Agencies, including verbal referrals should be followed up with a completed referral form within 24hrs of the original contact
- The Director of People, with support from the Head of Risk ensures that all staff, associates, volunteers, and Subcontract Partners receive training in safeguarding children and vulnerable adults, are aware of procedures for protecting children and adults at risk and that refresher training takes place annually
- The SSO provides information monthly to the Board setting about how we have discharged our duties. The SSO is also responsible for reporting deficiencies in procedure or policy identified by the LSCB at the earliest opportunity

- If the SSO is absent from the business, the SDSL's will be responsible for undertaking SSO duties

All Employees/Volunteers are Responsible for:

- All staff, supply staff and volunteers must have a full and active understanding of KCSIE 2024 Part One and or Annex A and all sections of the LCG Safeguarding and Prevent Policy – concerning child protection procedures, definitions, impact, indicators of abuse and referrals – to safeguard children at LCG effectively
- All staff, teaching, supply, support staff and volunteers will be required to read the full LCG Safeguarding and Prevent Policy. All staff will be informed of the procedures in place to address and manage any safeguarding concerns, allegations about staff members including low-level concerns and recording of these
- All Senior members and staff who work directly with children (e.g., teachers, teaching assistants, lunchtime supervisors, pastoral support staff) should also read Part Five and Annex A of KCSIE 2024
- Providing a safe environment in which learners at risk of harm, abuse or neglect can learn in a safe environment.
- All staff during activities must ensure supervision is in place for all learners as required to ensure safety and safeguarding in place.
- If learners seconded to us from Schools that we ensure we follow also their safeguarding policies and procedures to ensure learners are safe and supervised at all times during the time they are with LCG and including especially all activities taking place.
- Being prepared to identify learners at risk of harm, abuse, or neglect, who may benefit from early help and understand the early help process and their role in it, together with the completion or assisting with the completion of a risk assessment or support plan where required
- Any concerns – whether about a child, young person, family, colleague or another professional, must be shared with the SSO/SDSL
- All staff have a duty to assist in the assessment of possible child abuse by sharing information and reporting concerns as outlined in this policy. Staff may have the one key piece of information that will help Children's Services, Safeguarding Partners make the best decision about a child
- When concerned about the welfare of a child, staff should always act in the 'best interests of the learner'
- Doing nothing is not an option
- In the event of a disclosure being made an immediate verbal referral to relevant Children Service can be made. This will then be followed by a written referral within 24 hours
- Never promise a Learner you will keep a secret, explain that if they tell you something you think may put them at risk of harm you will have to tell someone who can help keep them safe
- It may be difficult or upsetting to report a concern and it is sometimes hard to accept that a child is being harmed, particularly if there is an existing relationship with the family or professional concerned. However, the needs of the child must always come first. It is the role of the DSL to support and listen to concerns

If a learner tells you something that causes you concern:

- Listen to the learner
- Never promise learner you will keep a secret, explain that if they tell you something you think may put them at risk of harm you will have to tell someone who can help keep them safe
- Encourage the learner to talk, but do not prompt, or put words into their mouths, and do not ask leading questions
- Do not ask the learner to repeat again and again
- Explain what action you must take in a way that is age appropriate
- As soon as you are able, write down what the learner has told you. Use the learner's exact words if possible. Record the date, time and place and any other people present at the time recording on LCG MyConcern
- Report concerns without delay to your DSL and record on MyConcern
- Do not worry you may be mistaken; it is better to discuss your concerns with someone who has the experience and the responsibility to make an assessment
- Do not confront an alleged abuser
- Try to remain calm and not to appear shocked by what they are telling you;
- A learner, parent, caregiver, or member of the public who tells staff their concerns about a child's welfare must never be expected to be asked to make a self-referral to social services or Police

If you have concerns about the behaviour of another colleague, do not dismiss these concerns. Action should be taken in accordance with the appropriate LCG policies. It is particularly important not to ignore or dismiss suspicions about another professional or colleague but approach the SDSL with your concerns:

- Reporting to the SDSL or Director of People any concerns they may have about the conduct of colleagues in relation to Safeguarding and/or Professional Staff Code of Conduct
- If a child discloses a matter of concern to you it can be very upsetting, try not to take these feelings home with you. Talk to the SDSL it is important not to ignore these feelings and to offload

Following the framework described in the Safeguarding referral procedure, know where to go and what to do if they have any safeguarding concerns.

- Attending safeguarding and child protection training and updates as required, on induction and an update at least once every year
- Reading and familiarising themselves with associated LCG Purple People Policies and Procedures for staff and on the website for all external to LCG.
- Reading safeguarding newsletters, hot topics and associated guidance when published
- Promoting awareness of safeguarding issues/support amongst learners, colleagues, and other stakeholders
- Protecting themselves by being familiar with and adhering to the Staff Professional Code of Conduct, safer working practice and other key safeguarding standards
- Wearing their staff ID badge always when working on or off LCG sites
- Reporting to a DSL any learner welfare concerns that they may have or may need support with

- Maintaining an appropriate level of confidentiality whilst at the same time liaising and sharing information with relevant professionals

Learners

Learners are responsible for:

- Maintaining vigilance and a pro-active approach to the safety and welfare of themselves, their peers, and others on site
- Reporting any concerns to a member of staff or directly to a DSL with whom they feel comfortable discussing these concerns
- Abiding by the LCG learner code of conduct which is designed to safeguard all those on our sites or using our facilities, including the IT network
- Behaving in a way that does not compromise them or lead to allegations of a criminal or safeguarding nature

Safer Recruitment and Training for Staff

LCG will select and recruit in accordance with the statutory guidance set out in Part 3 of KCSIE (2025), which details Safer Recruitment pay due regard to the Safeguarding Vulnerable Groups Act 2006 and the Protection of Freedom Act 2012. The recruitment policy and procedures ensure that all appropriate measures are applied in relation to everyone working in LCG, including staff, volunteers and staff employed by external partners/contractors. The Director of People will ensure that a single central record is maintained of all pre-appointment checks.

DBS checks are undertaken in line with government guidance and current legislation, alongside appropriate references being obtained and ensuring qualifications are verified, online and including social media checks will be carried out by the recruiting team prior to agreeing any job role and any concerns raised to the Director of HR and the Senior Safeguarding Lead/Officer.

Anyone who is a newly appointed staff will have a job role induction in line with our probation policy over a 6- month period. We ensure that all employees are made aware of the standards expected of them and implements the appropriate support, training feedback to achieve these standards. Employees will be made aware of the relevant Safeguarding and Prevent procedures as part of that induction program and will have access to our Safeguarding Policy through our Purple People system.

| Individual/Group | Training | Frequency |
|-----------------------------------|--|--|
| All new staff and annual updating | <ul style="list-style-type: none"> • Safeguarding Prevent Duty • Policy review (internal and external) • Identified essential reading (KCSIE part 1) • Hot topics, newsletter, videos and CPD • Training events by the DSL team | At induction and annual updating or at time of changes |

| Individual/Group | Training | Frequency |
|-------------------------------------|--|---|
| Designated Safeguarding Leads (DSL) | <ul style="list-style-type: none"> Identified essential reading (KCSIE in full) Specialism divided by the team to ensure full coverage. Designated Safeguarding Lead Training (2 years) | Complete and appropriate updating |
| Board and Senior Managers | <ul style="list-style-type: none"> Annual training and updating | Annual and where required (e.g., legislation updates) |
| Talent Team | <ul style="list-style-type: none"> Safer recruitment practices Identified essential reading (KCSIE Part 1 and 3) | Annual and where required (e.g., legislation updates) |

Confidentiality

The Data Protection Act 2018 (DPA 2018) and General UK Data Protection Regulations (GDPR) do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children, young people, and adults at risk of harm, abuse, or neglect.

Colleagues should never promise that they will not tell anyone about an allegation or disclosure, as this may not be in the best interests of the child, young person, or adult at risk of harm or abuse. All suspicions, allegations and investigations will be kept confidential and shared only with those who need to know in accordance with UK GDPR DPA 2018 following government advice and guidance.

- Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately
- Consider safety and wellbeing
 - Base your information sharing decisions on considerations of the safety and wellbeing of the individual and others who may be affected by their actions
 - Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to date, is shared in a timely fashion, and is shared securely
- Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose

Policy Reviews

All partners' policies and procedures are checked during due diligence and any policies or procedures that do not meet the legislative standards must be revised. We will support partners to revise these documents if they are unsure. All Subcontract Partners' policies are refreshed annually. The partners will follow their own policies and procedures which are checked during the Quality Monitoring (QM) visits to highlight if any safeguarding concerns have been raised, if their policies and procedures have been followed up to ensure action has been taken. All incidents handled by a subcontract partner must be disclosed to the DSL team so that they can identify trends and revise processes and procedures,

accordingly, offer support if required to volunteers or Subcontract Partners from the Supply Chain (SC), and, if necessary, report individual/s to the DBS.

Use of Equipment

Our IT equipment (including computers, laptops, mobile phones, PDAs, etc.) must not be used to view, download, create or share (with colleagues or learner) illegal content, including abusive images of children or young people.

Learner Recruitment

When joining a programme, a detailed record of learner needs will be kept, and an Individual Learning Plan (ILP) prepared to ensure all the needs are planned for. All learners receive a learner handbook, detailing our support policies and key contacts. There is also follow up review points to capture their journey and do their needs are being met. Delivery staff will work closely with the designated employer contact ensuring a triparty support system is in place. The safety of all our learners is paramount and where a learner wishes to join a course from a referral agent or has disclosed behaviours or has Additional Learning Needs (ALN) or an EHCP (Educational Health Care Plan that may be as a concern a risk assessment will be complete to assess course suitability and if the required support plan can be put in place prior to a course offer, this is to ensure that prior to agreeing learners with ALN and or disabilities LCG can support fully with any controls or required additional needs

External Speakers and Events

An external speaker or visitor is used to describe any individual or organisation who is not a member of staff or learner working with us, or one of its contracted partners, who has been invited to speak to staff/learners.

The Prevent duty does not seek to ban any speakers or impinge on freedom of speech. What the duty does is ensure that the right processes are in place to manage events and speakers. This could mean:

- Ensuring a reasonable notice period for checks to be made, which could potentially be from an open source. This could include looking into instances where potential hate speech may have taken place at previous events
- Processes or protocols to demonstrate how information about the speaker is used to decide about whether to allow their event to take place or not (risk assessed)
- A requirement for speakers to sign up to the organisation's Equality, Diversity, and Inclusion Policy
- Evidence of the final decision made about whether to allow the speaker into the organization, including the mitigation measures put in place

For more information on this please refer to 2.7 External Speaker Policy and Procedure.

Anti-Bullying and Harassment

Our policy on bullying and harassment is set out in a separate policy 3.2 Learner Antibullying and Harassment Policy and acknowledges that allowing or condoning bullying or harassment may lead to consideration under safeguarding learners. All incidents of bullying and harassment, including cyber-bullying, racist, homophobic, and gender-related bullying, will be dealt with in accordance with our anti-bullying policy. We recognise that Learners at risk with special needs and/or disabilities are more

susceptible to being bullied. We maintain a log of bullying incidents in our programs. Our policy on bullying and harassment is explained at the induction process for new learners and their parents and carers.

Communications

- When communicating with learners online, observe the same rules of behaviour as if speaking with them in person by being professional: polite, respectful, not swearing or saying anything (using the written word, images, or icons) that could be regarded as sexual innuendo, bullying or discrimination
- Ask yourself whether the content of any online communication has a clear work purpose.
- Do not use any text speak abbreviations or symbols / emoticons, even if you ordinarily use these in your personal life
- Never disclose non-public and confidential information about us, our staff, associates, volunteers, or the young people with whom we are working
- Do not say anything or re tweet any posts that could be deemed offensive, controversial, or socially inappropriate in any way
- Contact with young people or adults at risk online should only be a recognized element of your work and done strictly for business purposes
- Do not send any illegal or inappropriate content (written, images or icons), including sexting via mobile phones

Openness and Scrutiny

- Always communicate with learners in a way that is open for others to see
 - Do not use private messaging facilities on social networks or apps; if it needs to be private, then do this email exchange or phone and note the conversation afterwards
 - Ensure there is always a record of such communication that would be open for others to check, if necessary
 - It should always be clear who the communication is from when we are communicating with a learner
- There should be no use of anonymous apps, where the sender can remain anonymous

Online Safety: Expanded to Include Misinformation, Disinformation, and Conspiracy Theories

The 2025 *Keeping Children Safe in Education* (KCSIE) guidance formally recognizes **misinformation**, **disinformation**, and **conspiracy theories** as online harms. LCG are expected to address these risks through their safeguarding policies, staff training, and digital monitoring systems. This reflects growing concern over the psychological and social impact such content can have on young people.

Generative AI: New Guidance on Safe Use in Education Settings

The Department for Education has released comprehensive support materials to help schools use **generative AI** safely and effectively. These include training modules, case studies, and planning templates developed by the Chiltern Learning Trust and the Chartered College of Teaching. Key safety considerations include:

- Exposure to harmful or biased content
- Data protection and intellectual property risks

- Academic integrity concerns

LCG have implemented controls as required for using AI, set clear expectations for AI use and integrate these materials into staff development and curriculum planning as part of our IT Policies and procedures.

Cyber Security Standards: LCG have implemented measures to ensure the group Meet These Standards.

The **cyber security standards** that LCG will meet to build resilience against digital threats. include:

- Annual cyber risk assessments
- Cyber awareness plans for staff and learners
- Use of anti-malware and firewalls
- Secure user account management
- Regular software updates and licensed technology
- Data backup and incident reporting protocols

LCG is **Cyber Essentials** certified.

Virtual School Heads: Clarified Non-Statutory Responsibilities for Children in Kinship Care

The role of **Virtual School Heads (VSHs)** has been extended to include strategic leadership for children in **kinship care**—those being raised by relatives or family friends. This non-statutory responsibility includes:

- Championing educational attendance, attainment, and progress
- Enhancing partnerships between LCG for learners that fit into this category and local authorities
- Promoting high aspirations and inclusive practices

LCG continue to work with Local Authority and VSHs for any learners that come under this scope for any liaison regarding concerns and or for termly PEPs (Personal Education Plans).

DEFINITIONS

Children – Any person up to the age of 18 years

Adult at Risk – Those aged 18 years and over who: are unable to safeguard their own wellbeing, property, rights, or other interests

SSO – Strategic Safeguarding Officer

SDSL – Senior Designated Safeguarding Lead

DSL – Designated Safeguarding Lead

Harm – Harm includes ill treatment (including sexual abuse, exploitation and forms of ill treatment which are not physical); the impairment of health (physical or mental) or development (physical, intellectual, emotional, social, or behavioural); self-harm and neglect; unlawful conduct which adversely affects a person's property, rights, or interests (for example, financial abuse)

Radicalisation – The process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups

Extremism – Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs

Exploitation – Exploitative situations, contexts, and relationships where a person or persons receive 'something' (e.g., food, accommodation, drugs, alcohol, cigarettes, gifts, money, affection) because of them completing a task on behalf of another individual or groups of individuals

Victimisation – The action of singling someone out for cruel or unjust treatment

Welfare – The health and happiness of a person or group

Abuse – The violation of an individual's human rights. It can be a single act or repeated acts. It can be physical, sexual, or emotional. It also includes acts of neglect or an omission to act

Data Protection – Legal control over access to and use of stored data

Online Safety: Safety of any people using any online platforms to ensure they have the awareness to be safe when using online access.

Misinformation: False or inaccurate information shared without intent to deceive.

Disinformation: Deliberately misleading or biased information, often spread to manipulate public opinion.

Conspiracy Theories: Unfounded beliefs that events or situations are secretly manipulated by powerful groups, now recognized as harmful narratives that can affect student wellbeing and critical thinking.

APPENDIX 1

Strategic Safeguarding Officer and Senior Designated Safeguarding Leads

| Name | Role | Location | Contact Details | Lead |
|-------------------|---|--|-----------------|---|
| Louise Clough | Chief People Officer | HO | 01388335339 | Executive |
| Steve Williams | Strategic Safeguarding Officer and Safeguarding Board Chair | HO/Group | 01388434919 | Strategic Safeguarding & Wrap Prevent Communications & Training |
| Neil McCluskey | Senior DSL /Safeguarding Board Member | Head of Military Academies North | 01388434707 | Prevent Duty, Online Safety, and Bullying |
| Matthew Thacker | Senior DSL /Safeguarding Board Member | Head of Military Academies South | 01388434934 | Prevent Duty, Online Safety and Bullying |
| Zena Bain | Senior DSL/Safeguarding Board Member | HO | 01388311319 | Online Safeguarding Cyber Security |
| Emma Woodhall | Senior DSL/Safeguarding Board Member | Director of Academies – Hair & Beauty | 01388439095 | Work placement Safeguarding and Domestic Abuse |
| Helen Jones | Senior DSL/Safeguarding Board Member | Head of Academies H&B North | 01388439121 | Behaviours and General Safeguarding |
| Michael Arnold | Senior DSL/Safeguarding Board Member | Tutor Delivery Manager Employability (Boot Camp) | 01388434876 | General Safeguarding and Mental Health |
| Michael Hopkinson | Senior DSL/Safeguarding Board Member | Tutor Performance Manager Flexible Learning | 01388311293 | Online safeguarding and adult safeguarding |
| Stephen Dean | Senior DSL/Safeguarding Board Member | Head of Apprentices | 01388434752 | Adult safeguarding and mental health. |

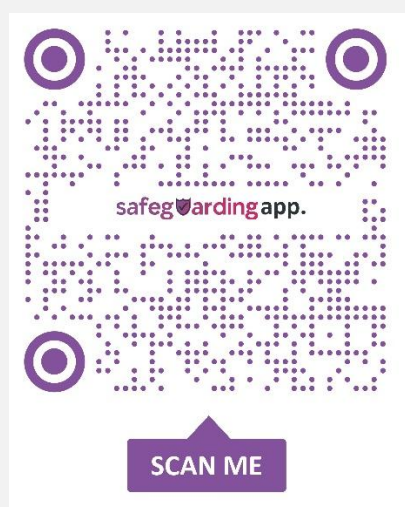
| | | | | |
|-------------------------|---------------------------------------|---------------------------|-------------|-------------------------|
| Head of Schools Academy | Senior DSL /Safeguarding Board Member | Head of Schools Provision | 01388439343 | Safeguarding in Schools |
|-------------------------|---------------------------------------|---------------------------|-------------|-------------------------|

If you have any concerns, contact the safeguarding leads, or use the email below. Learners should also be made aware of this email address.

The Safeguarding e-mail address: safeguarding@learningcurvegroup.co.uk or use our Safeguarding app, MyConcern, which can be found by searching Learning Curve Group in both the Apple and Google store.

Learners, parents or external people to LCG can also utilise our safeguarding web app;

Discover the latest Safeguarding news, tips and statistics from Learning Curve Group.



APPENDIX 1-1

Designated Safeguarding Leads across LCG Group

(Held on Purple People Group 2 Safeguarding or can be given access on request).

| Name | Role | Location | Contact Details | Specialisms |
|-------------------|------|--|-----------------|--|
| Lauren Cheesmond | DSL | Employability -Tutor Pathways Officer | 01388434868 | Online safety |
| Andrew Egglestone | DSL | Employability Health and Social Care | 01388434710 | Adult Safeguarding, Social Care |
| Kimberley Rennie | DSL | Access to HE | 01388434893 | General – Domestic Abuse-Online learning |
| Lesley Austin | DSL | Head Office Flexible Learning | 01388435485 | General – Adult Safeguarding |
| Sammy Henderson | DSL | Learner Engagement Manager | 01388438973 | General – Adult Safeguarding Online |
| Andrea Bartlett | DSL | Flexible Learning Tutor | 01388434740 | General |
| Elaine Crompton | DSL | Flexible Learning Tutor | 01388434749 | General -Adult Safeguarding |
| Stacey Stone | DSL | Apprenticeships Vocational Skills | 01388434801 | Social Care Adult Safeguarding |
| Sonia Hothi | DSL | LCG SENCO Field Based | 01388434801 | General & Additional Learning Needs EHCP, SEND |
| Luke Slater | DSL | Liverpool Marketing | 01388434857 | County lines, gangs, cyber safety, and knife crime |
| David Mainwaring | DSL | Field Based -GCSE Skills Manager | 01388439216 | General |
| Fiona Hargreaves | DSL | Exeter Academy Manager | 01392437373 | General Safeguarding |
| Terry Sanford | DSL | Commercial Business Development Manager - Construction | 01392437373 | General Safeguarding |
| Michaela Rowland | DSL | Hartlepool Academy | 01388439323 | General & Relationships |
| Jenny Mullins | DSL | Leeds Academy | 01388439166 | General |
| Zoe Garbutt | DSL | Huddersfield Academy | 01388439108 | General |
| Caroline Bove | DSL | Manchester Academy | 01388439096 | General & Relationship Abuse |
| Miranda Morton | DSL | Chesterfield Academy | 01388439105 | General & Domestic Abuse, CSE |

| Name | Role | Location | Contact Details | Specialisms |
|------------------|-------|-----------------------------|-----------------|---|
| Dorothy Lawrie | DSL | Sheffield Academy | 01388439104 | General & Domestic Violence |
| Ollie Beck | DSL | Derby Academy | 01388434801 | General |
| Michelle Parkin | DSL | Doncaster Academy | 01388439089 | General |
| Naomi Cotter | DSL | Head of H&B Academies South | 01388434834 | Modern slavery/human trafficking |
| Tanya Gower | DSL | Loughton Academy | +441388439262 | Online safety |
| Michael Shinkwin | DD SL | Loughton Academy | 01388434810 | General |
| Remi Samuel | DSL | Camden Academy | 01388434843 | Honour based abuse, forced marriage and FGM (Female Genital Mutilation) |
| Matthew Taylor | DSL | Ham Academy | 01388434838 | General & Self-harm and suicidal thoughts |
| Julie Edwards | DSL | Ham Academy | 01388434837 | Peer on Peer Abuse, harassment, consent and sexual violence in young people, sexual assault |
| Silvia Pinto | DSL | Chiswick Academy | 01388439257 | General & Domestic Abuse |
| Laura Rumbol | DSL | Croydon Academy | 01388439244 | General |
| Warren Miller | DSL | Head Office | 01388439250 | Safeguarding General |
| Emma Donnelly | DSL | Military Academies | 01388434754 | Child Abuse |
| Pete Leak | DSL | MPCT Northwest | 01388434928 | Designated Safeguarding Lead Prevent and Security, Protect. |
| Lee Winders | DSL | MPCT Greater London | 01388434962 | Designated Safeguarding Lead. |
| Justin Edwards | DSL | MPCT South Wales | 01388434925 | Designated Safeguarding Lead |
| Mark Isherwood | DSL | Regional Operations Manager | 01388434697 | General Safeguarding |
| Alistair Noble | DSL | Regional Operations Manager | 01388434966 | General Safeguarding |

| Name | Role | Location | Contact Details | Specialisms |
|------------------|------|---|-----------------|--|
| Simon Wooller | DSL | MPCT Regional Operation Manager | 01388434937 | General Safeguarding |
| Amber Eckford | DSL | MPCT South | 01388434970 | General Safeguarding |
| Dean Martin | DSL | Colchester Military | 01388439230 | General |
| Gareth Bradford | DSL | Bradford Military | 01388434676 | General |
| Michael Dodds | DSL | Field Based -Regional Operational Manager Schools | 01388434978 | Safeguarding – Schools, Domestic Abuse, and youth violence |
| Thomas Thompson | DSL | Training Instructor Schools | 01388439177 | Safeguarding in Schools |
| James Martin | DSL | Field Based -Regional Operational Manager Schools | 01388434976 | Safeguarding – Schools Teenage Safeguarding |
| Daryl Hughes | DSL | Academy Manager Swansea Schools Provision | 01388439168 | General & Safeguarding in Schools |
| Benjamin Quinn | DSL | Birmingham MPCT Academy Manager | 01388434952 | General Safeguarding |
| Stephen Smith | DSL | Stoke MPCT Academy Manager | +441388434972 | General Safeguarding |
| Terry Carmichael | DSL | Salisbury MPCT Academy Manager | 01388434950 | General Safeguarding |
| Daniel Bonham | DSL | Darlington MPCT Academy Manager | 01388439259 | General Safeguarding Radicalisation & Prevent Duty |
| Dean Kurgan | DSL | Aldershot MPCT Academy Manager | 01388439274 | General Safeguarding Behaviours, substance misuse. |
| Edward Redgate | DSL | Nottingham MPCT Academy Manager | 01388439373 | General Safeguarding |
| Simon Graham | DSL | Newcastle MPCT Academy Manager | 01388438931 | General Safeguarding |
| Sam Whelan | DSL | Sheffield MPCT Academy Manager | 01388438954 | General Safeguarding |
| Jack Waldron | DSL | Wrexham MPCT Academy Manager | 01388439239 | General Safeguarding |

| Name | Role | Location | Contact Details | Specialisms |
|--------------------|------|---|-----------------|--|
| Sam Dudding | DSL | Apprenticeships Skills Coach | 01388434873 | Adult safeguarding - Apprenticeships |
| Anthoula Savva | DSL | Apprenticeships Vocational Skills Coach | 01388434725 | Adult Safeguarding – Apprenticeships and Employers |
| Claire Greathead | DSL | Apprenticeship Manager | 01388439327 | Adult Safeguarding - Apprenticeships |
| Kris Calvert | DSL | Head of Apprenticeships | 01388434765 | Digital Safeguarding - Apprenticeships |
| Amanda Shaw | DSL | Employability -Child care | 01388438899 | General and Childcare Safeguarding |
| Anthony Phillipson | DSL | External Client Services – Contract Coordinator | 01388434717 | General Adult -Contract Client Safeguarding |
| Andrew Egglestone | DSL | Health and Social Care | 01388434710 | General Safeguarding and Adult Social Care |

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The Safeguarding e-mail address: safeguarding@learningcurvegroup.co.uk or use our Safeguarding app, which can be found by searching Learning Curve Group in both the Apple and Google store.