Safeguarding, Prevent & SEND Policy and Procedures

1.0 Introduction

1.1 Aim

The policy and procedures aim to ensure that:

- Logic4training provides a safe environment in which adult learners, including adults at risk of harm and learners with SEND or additional support needs, can learn, operate, flourish and progress. This includes delegates attending training away from Logic4training premises and learners in work-based settings.
- Logic4training identifies adult learners who may be at risk of abuse, neglect, exploitation, radicalisation or other harm, and takes proportionate action to support their safety during training, at home where relevant, and in work-based settings.
- This policy will explain how we keep our learners and staff safe, and how we respond to any concerns.
- This policy works in conjunction with other relevant policies (see below.)

1.2 Scope

Logic4training's provision is for learners aged 19 and over. This policy therefore distinguishes adult safeguarding duties from child safeguarding guidance and includes specific arrangements for adults at risk, Prevent and SEND/learning support. Keeping Children Safe in Education 2026 (KCSIE 2026) is not the primary safeguarding framework for the current 19+ learner cohort; however, Logic4training uses relevant KCSIE principles as a safeguarding benchmark, including Part 3 safer recruitment and Part 4 arrangements for safeguarding concerns or allegations about staff. Child-specific procedures and local authority routes will be applied where a person under 18 is involved. Our key commitments are to:

- Operate safer recruitment practices in line with current safeguarding legislation, the Prevent Duty Guidance: England and Wales (2023), and, where relevant and legally applicable, the safer recruitment principles in Part 3 of KCSIE 2026, including appropriate identity, right-to-work, reference, qualification and DBS/barred-list checks based on the duties and legal eligibility of the role.
- Raise safeguarding and Prevent awareness across the organisation and equip staff with the skills to support learners effectively.
- Provide learners with safeguarding and Prevent awareness training to develop their knowledge and resilience.
- Maintain a culture of safeguarding free from bullying, harassment, discrimination, and extremist influence.
- Implement clear reporting procedures for any safeguarding or Prevent concern.
- Promote Equality, Diversity, British Values, and inter-community respect throughout our programmes.

Logic4training will respond promptly to any safeguarding concern or allegation relating to a member of staff, contractor or associate. In line with KCSIE 2026 Part Four, concerns will be considered according to whether they may meet the harm threshold or are low-level concerns that do not meet the harm threshold. Appropriate action, recording, escalation and referral will be undertaken in accordance with the organisation's safeguarding and staff allegation procedures.

Logic4training has a statutory and moral duty to safeguard the welfare of learners and other users of its provision, with particular attention to adults at risk of harm, learners with SEND/additional needs and those who may be susceptible to radicalisation or exploitation.

Safeguarding within this policy is used to describe the protection of the health, wellbeing and human rights of individuals. Many areas are considered to fall under the definition of safeguarding, including:

- Abuse and neglect. (abuse, Physical abuse, Emotional abuse, Sexual abuse, neglect)
- Bullying (including online)
- Drugs and Alcohol misuse
- Discrimination
- Criminal exploitation (including forms commonly described as child criminal exploitation where relevant)
- Sexual exploitation
- Peer-on-peer / learner-on-learner abuse
- Eating Disorders
- Self-Neglect, Including Harm
- Homelessness
- Female Genital Mutilation (FGM)
- Forced Marriage
- Mental Health
- Neglect and Self-Harm
- Sexual Harassment
- Serious Violence
- Radicalisation and Extremism (prevent)
- Physical and mental wellbeing.

The policy and procedures apply to all learners, staff and other users of the training provision, including external contractors, remote learners, apprentices and employers where learners have work placements.

1.2.1 Safeguarding Culture and Leadership

Leaders, managers and those responsible for governance will establish, model and continually reinforce an open and positive safeguarding culture in which safeguarding is everyone's responsibility. Staff, learners, apprentices, employers and visitors should feel comfortable raising and discussing concerns and confident that appropriate action will be taken. Staff are expected to remain vigilant, exercise professional curiosity, listen to learner voice and report concerns without delay.

Leaders and managers will ensure that staff understand and uphold their safeguarding responsibilities; learners and apprentices know who to approach for support; concerns about staff, peers, visitors, poor safeguarding practice and whistleblowing can be raised safely; and purposeful links are maintained with relevant safeguarding, Prevent and multi-agency partners. Safeguarding is embedded in induction, training, supervision, management meetings, learner reviews, risk assessment and governance oversight rather than treated as a stand-alone compliance activity.

The Board of Directors and senior leaders will maintain strategic oversight of safeguarding, scrutinise safeguarding themes and case-management information at an appropriate level, and ensure that learning from incidents, referrals, learner voice, staff feedback and multi-agency work is used to improve policy, practice, training and risk controls. Leaders and those responsible for governance will remain receptive to challenge and will test whether safeguarding arrangements are understood, consistently applied and having a positive impact.

1.2.2 Commitment to Social Mobility and Equity of Access

As part of our core mission, Logic4Training is committed to supporting social mobility by ensuring that every learner, regardless of background, circumstances, or prior educational experience, has equal access to high-quality training, meaningful progression opportunities, and the support required to succeed.

We recognise that socioeconomic disadvantages, historic educational barriers, and limited access to resources can affect learner outcomes. Our approach prioritises early identification of barriers and personalised support to enable every learner to thrive.

To strengthen our safeguarding and support practices, Logic4 Training makes active use of local Prevent Coordinators, publicly available Ofsted context data, and relevant local area intelligence tools. We work proactively with Prevent Coordinators across all areas where our learners live, work, and attend training sessions, ensuring that we obtain the most relevant and up-to-date Counter-Terrorism Local Profile (CTLP) information and local risk intelligence available.

This helps us to understand local safeguarding and Prevent risks, emerging concerns, community tensions, and any specific factors that may affect our learners or the delivery of our training. Where appropriate, this intelligence is used to inform our safeguarding arrangements, Prevent risk assessments, staff awareness, curriculum planning, and learner support.

We also maintain ongoing engagement with local Prevent networks by attending relevant training sessions, briefings, webinars, and network meetings. This regular participation helps ensure that our knowledge remains current, that we are aware of changes in local and national risk, and that our safeguarding and Prevent practices continue to reflect current guidance, intelligence, and good practice.

These resources help us:

- Understand the socioeconomic context of the regions where our learners live and work.
- Explore interactive maps showing local levels of disadvantage, employment patterns, childcare availability, and the presence of alternative provision and special schools.
- Gain an informed picture of what education and care look like in each local authority area and how this compares nationally.
- Better understand the background, needs, and potential vulnerabilities of individual learners and cohorts.

This information supports our safeguarding processes by helping staff recognise external factors that may impact wellbeing, attendance, engagement, or learning progress.

By drawing on Ofsted contextual data, employer feedback, apprenticeship programme monitoring, one-to-one learner discussions and relevant local intelligence, we adopt a contextual safeguarding approach that considers risks both inside and outside the training environment. Logic4training will also use current local authority Prevent leads/coordinators and other safeguarding partners, where appropriate, to understand local risk, referral routes and emerging concerns.

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This enables us to:

- Tailor support and interventions more effectively.
- Strengthen early-help strategies.
- Identify patterns or vulnerabilities linked to local area factors.
- Ensure Prevent and safeguarding risk assessments remain relevant and responsive.

Logic4training provides a safe, non-threatening and inclusive environment in which all users can operate and learn, are treated with respect and dignity, feel safe and are listened to.

Logic4training promotes a strong culture of safeguarding in which safeguarding is everyone's responsibility, staff maintain professional curiosity and vigilance, concerns are raised without delay, learner voice is heard, and leaders create an environment in which staff and learners feel confident to report concerns. Positive wellbeing, equality, diversity and protection are embedded across all areas of the business.

Logic4training promotes an inclusive and safe learning environment. We operate a zero-tolerance policy on sexual harassment against any Logic4training staff member or learner. We recognise that learners may have been abused in their past and may never disclose this to us, but we operate a policy of transparency and openness, to encourage supportive and understanding conversations around these topics for all Logic4training staff and learners. Logic4training also maintains clear procedures for concerns or allegations about staff, associates, volunteers and contractors. Where a concern involving a child meets the KCSIE 2026 Part 4 harm threshold, the DSL will follow the appropriate child-safeguarding and LADO procedures. Concerns that do not meet the harm threshold will be recorded, reviewed and managed as low-level concerns in line with the organisation's staff-conduct procedures and KCSIE principles. For adult learners, the DSL will use the appropriate adult safeguarding, employment/disciplinary, police or other referral route according to the circumstances and risk.

Logic4training also ensures that when a learner undertakes a period of work placement or work-based learning, the environment is safe, and the risk is minimised or removed.

1.3 Prevent and CONTEST 2023

All educational establishments have a responsibility to promote values of openness and respect and to facilitate free debate which is characteristic of being a British citizen. It is in this context that Logic4training has developed this strategy. The Prevent Strategy will be updated in line with emerging government information, advice and guidance.

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism. Logic4training has regard to the Prevent duty guidance: England and Wales (2023), which came into force on 31 December 2023.

Prevent is one of the four strands of the Government's counter-terrorism strategy, CONTEST. The current CONTEST strategy was published in 2023. The statutory Prevent duty guidance for England and Wales (2023), in force from 31 December 2023, sets the current framework for specified authorities and relevant education. providers.

- Pursue
- Protect
- Prepare
- Prevent

Prevent is a key part of the Contest Strategy which aims to stop people from becoming terrorists or supporting terrorism. Early intervention is at the heart of Prevent in diverting people away from being drawn into terrorist activity as Prevent happens before any criminal activity takes place. It is about recognising, supporting and protecting individuals who might be susceptible to radicalisation.

The current Prevent objectives are to tackle the ideological causes of terrorism; intervene early to support people susceptible to radicalisation; and enable people who have already engaged in terrorism to disengage and rehabilitate.

The United Kingdom faces a changing range of terrorist threats. The national terrorism threat level is set independently by the Joint Terrorism Analysis Centre and may change at any time. Staff and leaders should use the current GOV.UK/MI5 threat-level information when reviewing Prevent risk. At the issue date of this policy (September 2026), the UK national terrorism threat level is SEVERE, meaning an attack is highly likely.

1.4 Definitions

For the purposes of this strategy the following definitions have been adopted.

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, then participate in terrorist groups.

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.

In order to safeguard and promote the welfare of children and vulnerable adults Logic4training will act in accordance with the following legislation and statutory guidance:

- Prevent duty guidance: England and Wales (2023), in force from 31 December 2023
- Challenge It, Stop It, Report It (May 2014)
- Keeping Children Safe in Education (2026), including Part 3 (safer recruitment) and Part 4 (safeguarding concerns or allegations about staff) where relevant
- Safeguarding Children, young people and vulnerable Adults Policy Ofsted (February 2015)
- CONTEST 2023 and Prevent duty guidance: England and Wales (2023)
- The Role of Further Education Colleges in Preventing Violent Extremism: Next Steps (DIUS 2009)
- Counter-Terrorism and Security Act 2015 (section 26)

1.5 Objectives

The aim of the Logic4training Prevent Strategy is to ensure that the organisation is able to monitor, manage and deal effectively with the threat posed by any individual or group of individuals engaging in violent extremism in the name of ideology or belief.

- To develop staff and learner awareness of Prevent
- To ensure that candidates, employees, sub-contractors and suppliers are aware of their roles and responsibilities in preventing violent extremism and radicalisation.
- To promote and reinforce shared values, to create space for free and open debate, and support the learner voice.
- To document and recognise current practice across Logic4training which effectively manages the risk of candidates being exposed to extremism and becoming radicalised.

2. Young People and Adults at Risk of Harm

Throughout this policy and procedures, reference is made to ‘young people’. This term is used to mean any learner ‘those under the age of 18’ who have not yet reached their 18th Birthday. (Children’s Act 1989, 2004).

Some adult learners may meet the Care Act criteria for an adult at risk of abuse or neglect. The procedures in this policy therefore apply to concerns about adults at risk of harm and to other safeguarding concerns affecting adult learners, even where the Care Act threshold is not ultimately met.

Terminology note: The policy uses the Care Act 2014 terminology 'adult at risk' / 'adult at risk of abuse or neglect' rather than treating whole groups as inherently vulnerable. Historical guidance such as 'No Secrets' has been superseded by the Care Act 2014 framework. Safeguarding decisions should therefore focus on the person's circumstances, care and support needs, experience or risk of abuse or neglect, and ability to protect themselves from that risk.

Safeguarding duties apply to an Adult at Risk of Harm

- Has needs for care and support (whether or not the local authority is meeting any of those needs)
- Is experiencing, or is at risk of, abuse or neglect
- As a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of, abuse or neglect.
  Adults at risk of harm who are unable to protect themselves may include, (but is not exclusive to) individuals with any of the following:
- Learning Difficulties
- Physical Impairments
- Sensory Impairments
- Mental Health Needs
- Age Related frailty
- Dementia
- Brain Injuries
- Drug or Alcohol Problems
- Temporarily incapacitated through an accident of illness.

3. Keeping Children Safe in Education (KCSIE 2026)

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Keeping Children Safe in Education 2026 (KCSIE 2026) came into force on the 1st of September 2026. It sets out safeguarding and safer-recruitment duties for schools and colleges in relation to children under 18.

Logic4training does not currently enroll learners under 19, so the child-specific provisions are not the primary safeguarding framework for our learner cohort. We nevertheless review KCSIE annually as an important benchmark for safeguarding culture, safer recruitment, staff conduct, recording, information sharing and escalation. In particular, Part 3 is used as a benchmark for safer recruitment and pre-appointment checks, and Part 4 as a benchmark for managing safeguarding concerns or allegations about staff, including allegations that meet the harm threshold and low-level concerns that do not meet that threshold.

For our 19+ learner cohorts, staff are not required by this policy to apply child-specific referral routes simply because KCSIE contains them. Concerns about adult learners must be considered under adult safeguarding, Prevent, Equality Act and SEND/learning-support arrangements as appropriate. Where a concern involves a person under 18, staff must notify the DSL immediately and the DSL will apply child-safeguarding procedures and local authority thresholds.

Logic4training aims to adhere to the statutory requirements of the following pieces of safeguarding legislation and guidance:

- Keeping Children Safe in Education (2026)
- Working Together to Safeguard Children (2026)
- Children's Act (2004)
- Children and Families Act 2014 and SEND Code of Practice: 0 to 25 years (as applicable to 19-25 learners)
- Safeguarding Vulnerable groups Act SVGA (2006 amended 2012
- Protection of Freedoms Act (2012)
- Disclosure and Barring Service Code of practice (2012)
- Sexual Offence Act (2003)
- Care Act 2014 and Care and Support Statutory Guidance (adult safeguarding)
- Equality Act (2010)
- Section 26 of the Counter Terrorism and Security Act 2 2015
- Prevent duty guidance: England and Wales (2023), in force from 31 December 2023
- Channel duty guidance: protecting people susceptible to radicalisation (revised 2025)

4. Implementation of the Policy and Procedures

Logic4training will ensure that:

- Staff training and meeting events will take place, so all are aware of the policy and procedures e.g. staff induction, monthly management meetings, trainer and assessor team meetings where the concept, specific instructions and any special responsibilities are discussed and understood by staff.
- All staff and associates who work with learners will complete safeguarding and Prevent training appropriate to their role as part of induction and before working independently with learners. A documented safeguarding and Prevent update will be provided at least annually and whenever there is a significant change in risk, guidance or internal procedure. The DSL/Prevent lead will also complete role-appropriate advanced Prevent development and maintain competence through annual updates and any additional refresher required by the relevant training or guidance. Tutor/assessor training includes recognising adult safeguarding concerns, responding to disclosures, the 5Rs, Prevent susceptibility, SEND and reasonable adjustments, professional boundaries, online safety, information handling, and the step-by-step internal concern-reporting process. Completion is recorded and monitored through workforce development.
- There are procedures to identify and support adult learners who may be at risk of harm and learners with SEND, learning difficulties, disabilities, mental health needs or other barriers to participation. Support needs and reasonable adjustments are reviewed with the learner and recorded on the appropriate learner-support record.
- All staff understand the nature of the threat from extremism and how this may impact directly or indirectly on the learning environment. They also understand and manage potential risks within the learning environment and from external influences including the display of extremist materials and the hiring of outside premises
- Staff respond rapidly and appropriately to events in local, national or international news that may impact on the training/education community and ensure measures are in place to minimise the potential for acts of extremism within the provision following existing plans in place to respond appropriately to a threat or incident within the provision.
- All lesson observations include the opportunity to report on any safeguarding. In addition, an ‘open classroom’ concept where learning walks are commonplace supports safeguarding arrangements.
- Information technologies are used to guarantee policy and procedures are accessible to all Logic4training users.
- Logic4training will carry out DBS and other pre-employment checks at the level legally permitted and appropriate to the duties of each role. The organisation will not rely on a blanket 'Basic DBS every three years' rule. Eligibility for Standard/Enhanced checks, barred-list checks and use of the DBS Update Service will be determined by the actual regulated activity and legal eligibility of the role, with decisions recorded through safer-recruitment processes
- All information relating to a Safeguarding disclosure or concern will be stored securely with access restricted to authorized safeguarding staff, in line with data protection requirements (electronic and/or locked storage as appropriate).
- Any information passed on to a relevant local authority will be encrypted and shared in the strictest state of confidence.
- All safeguarding concerns must be reported to the DSL/DDSL immediately and recorded on the approved safeguarding reporting system/form without avoidable delay. Where there is immediate danger or a suspected crime requiring urgent assistance, staff must call 999 first and then notify the DSL. Internal service standards are: high/urgent concerns triaged immediately and normally within one hour; moderate concerns within four working hours; lower-level concerns by the end of the next working day. These internal targets do not permit staff to delay making the initial report.
- Safeguarding concerns or allegations about Logic4training staff, associates, volunteers or contractors must be reported without delay in accordance with section 4.3 of this policy and concerns must be considered whether or not they meet a formal harm threshold.

Safeguarding issues and concerns are discussed at regular Apprentice Board meetings. The Head of Apprenticeships and Funding presents to the Board of Directors. All safeguarding concerns will be triaged, acted on and, where necessary, investigated without avoidable delay. The periods below are follow-up case-review checkpoints and are not deadlines for starting action or completing an investigation:

- Low level concerns will be reviewed after 28 days.
- Moderate level concerns and reports will be reviewed after 14 days.
- High level concerns will be reviewed after 7 days.

These risk descriptors are case-management categories and are distinct from the KCSIE Part 4 term "low-level concern" about staff conduct. Significant or urgent matters will be escalated to senior leaders/Board representatives promptly; routine governance reporting will take place through the regular Apprenticeships Board meetings.

4.1 Training and competence framework

Safeguarding induction: all employees, tutors, assessors and associates working with learners receive induction on adult safeguarding, recognising and responding to disclosures, reporting routes, professional boundaries, information handling, online safety and escalation before independent learner contact.

Annual safeguarding update: at least annually, staff receive an update on policy changes, local/national themes, lessons learned from incidents, adult safeguarding, SEND/reasonable adjustments and reporting expectations. Additional briefings are issued when guidance or risks materially change.

Prevent: all relevant staff complete Prevent awareness/referral training at induction and receive a documented Prevent refresher/update at least annually, with additional briefings where risk or guidance changes. The DSL/Prevent Lead completes role-appropriate advanced training at least every two years as a minimum and receives annual updates on current local and national risks, referral pathways, relevant statistics and current DfE/Home Office guidance. The DSL/Prevent Lead maintains current contact details for the relevant local or regional Prevent/CONTEST contact or coordinator

SEND and inclusion: tutors and assessors receive training on identifying barriers to learning, reasonable adjustments, accessible teaching, 19-25 EHC plan considerations, learner consent and the distinction between SEND support and safeguarding.

DSL/DDSL and safeguarding officers: role-specific development covers adult safeguarding thresholds, referrals, Prevent/Channel, information sharing, case recording, safer recruitment, staff allegations, mental capacity and multi-agency working. Training records are retained and reviewed through workforce development and governance oversight.

4.2. External Speakers, Events and Learning Materials

These arrangements must be implemented before any guest speaker or external event is delivered or promoted to learners.

Approval and accountability: All proposed external guest speakers and organisation-hosted events (face-to-face or online) must receive written approval from the Head of Apprenticeships, with the DSL/DDSL consulted on safeguarding or Prevent risks, before invitations are issued or publicity is shared. No event may proceed without recorded approval.

Due diligence: The event organiser must document the speaker's name, organisation, role, purpose, intended audience, topic and relevant affiliations; review credible publicly available information proportionately; consider any safeguarding, extremist or terrorism-related concerns;

and record the decision and any conditions. Checks must be lawful, proportionate and non-discriminatory. Where concerns cannot be satisfactorily resolved, the invitation must not proceed.

Materials and online links: Presentations, handouts, videos, websites, QR codes and other resources intended for learners must be reviewed by the organising tutor/manager before use. Materials must not promote terrorism, unlawful extremist content, hatred or discrimination. Unapproved materials or links must not be distributed. Any late changes must be reviewed before delivery.

Event safeguards: The organiser must record an event-specific risk assessment proportionate to the format and audience, including online delivery, moderation, learner questions and the ability to pause or end an event. A designated Logic4training staff member must attend or moderate the event and challenge or stop inappropriate content, escalating any concern immediately to the DSL/DDSL. External speakers must either have suitable current DBS evidence verified at the level legally appropriate and eligible for the activity, where such a check is applicable, or be always accompanied/supervised by an authorised Logic4training staff member while engaging with learners. No external speaker may have unsupervised access to learners unless the required safeguarding checks and risk controls are in place.

External invitations: Staff must not circulate invitations to third-party events, webinars or online groups to learners without first checking the organiser, purpose, speakers, content and links. Learners and staff are encouraged to report invitations or materials that raise Prevent concerns through existing safeguarding reporting routes.

Records and review: The organiser must retain the request, due diligence, reviewed materials, risk assessment, approval and any incidents in an agreed secure location. The DSL and Head of Apprenticeships will review this procedure annually and following any relevant concern, incident or change in guidance.

4.3. Safeguarding Concerns or Allegations About Staff

Logic4training is committed to maintaining a safe learning environment and ensuring that all safeguarding concerns or allegations involving employees, associates, volunteers, subcontractors and contractors are taken seriously and addressed appropriately.

All safeguarding concerns or allegations about staff, including inappropriate behaviour, breaches of professional boundaries or conduct that may place learners at risk, must be reported promptly to the Designated Safeguarding Lead (DSL) or Deputy DSL (DDSL).

Where a concern involves the DSL, it must be reported directly to a Board representative to ensure independent oversight.

All concerns will be assessed promptly and appropriate action taken in accordance with the organisation's safeguarding, disciplinary and whistleblowing procedures. Where appropriate, referrals will be made to external agencies, including the Local Authority Adult Safeguarding Team, police or Disclosure and Barring Service (DBS), in accordance with relevant statutory requirements.

Concerns that do not meet the threshold for external referral will still be documented, assessed and addressed proportionately, including consideration of any patterns of inappropriate behaviour.

All safeguarding allegations and concerns will be recorded confidentially, with details of the concern, actions taken, decisions made and outcomes. Records will be securely maintained, with access restricted to authorised personnel.

Where an internal investigation is required, this will be managed appropriately by HR or a designated senior manager, taking account of any ongoing external safeguarding or criminal investigation.

5. Communication flow of policy and procedures

- The policy and procedures are approved by the Logic4training Board of Directors.
- The policy and procedures are communicated to all staff through staff induction, staff intranet, email and training and refresher training.
- Logic4training has a Designated Safeguarding Lead with strategic lead responsibility for safeguarding.
- Meetings are convened if a serious safeguarding issue or concern arises.
- Staff and learner views are regularly sought regarding their safety at Logic4training premises/in the workplace.
- All learners receive clear guidance on safeguarding at induction, including the definition of safeguarding and Prevent and who they should talk to at Logic4training should they have any concerns.
- Apprentices have the opportunity for discussion around safeguarding awareness, as well as wider themes such as Equality and Diversity, Prevent and British Values at review.
- Employers are issued with a copy of the Safeguarding Policy. *Note: associate trainers working on behalf of Logic4training will be provided with the Safeguarding Policy and Procedures for use as required.*
- Remote learners are provided with a copy of the Safeguarding Policy and Procedures.

6. Attendance and Missing Persons

Logic4training request all learners inform support staff of any planned absences or if they may be late. In the event a learner does not attend, the trainer will notify the Logic4training Safeguarding Team. A member of the Safeguarding team will then directly contact the learner, employer, and if appropriate, the learner's hotel (should they be staying in a hotel).

If the learner is still not contactable, a member of the Safeguarding team will risk assess the urgency of the situation to help inform a timeline of events. The members of the Safeguarding team will also consult with the Designated Safeguarding Lead. If the learner continues to be unreachable, the Designated Safeguarding Lead will notify the police, and the individual will be reported as a missing person.

7 Safeguarding and Prevent Procedures

Logic4training is committed to creating a safe environment for all learners, staff, and stakeholders. All staff receive regular safeguarding and Prevent training to ensure they understand their roles, recognise potential risks, and know how to act swiftly and appropriately.

7.1 Safeguarding Procedures

Our safeguarding procedures are guided by the 5Rs approach to ensure all staff understand their responsibilities in identifying and responding to concerns:

1. Recognise: Staff must be alert to the signs and indicators of abuse, neglect, or vulnerability. This includes physical, emotional, sexual, and financial abuse, as well as signs of radicalisation or exploitation. Staff should remain observant of changes in behaviour, attendance, appearance, or attitude that may indicate a safeguarding concern.

2. Respond: When a concern arises, staff should listen calmly and attentively, ensuring the individual feels heard and supported. It is vital to respond with sensitivity, avoiding judgment or confrontation. Staff must not promise confidentiality but should reassure the person that their disclosure will be treated seriously and shared only with those who need to know to protect them.

3. Record: Any concerns, disclosures, or observations must be recorded promptly, clearly, and

factually. The record should include dates, times, names, and exact words used where possible. Opinions should be avoided unless clearly identified as such. All safeguarding records should be stored securely in accordance with data protection requirements.

4. Report: Once a concern has been recorded, it must be reported immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL (DDSL). Staff should not attempt to investigate the matter themselves or confront any individuals involved. The DSL/DDSL will take appropriate action in line with the organisation's safeguarding policy and statutory guidance.

5. Refer: The DSL/DDSL will decide the appropriate external route according to the person's age, circumstances and level of risk. For adult learners this may include the relevant local authority Adult Safeguarding service, police, health/emergency services, Prevent/Channel or another specialist service. Children's Social Care and the LADO are child-safeguarding routes and will be used where the concern relates to a person under 18 or otherwise falls within those arrangements. The DSL/DDSL will document the rationale, action, outcome and follow-up.

7.2 **Prevent Procedures**

Our approach to the Prevent Duty is embedded within everyday safeguarding practice and is based on the "Notice, Check, Share" ethos:

1. Notice – Staff should be alert to changes or behaviours which, in context, may indicate that a learner is susceptible to radicalisation. There is no single profile or checklist. Concerns may arise from combinations of behaviour, online activity, expressed support for terrorist violence, fixation on extremist or terrorist material, grievances, isolation or exploitation. Factors such as mental ill-health, disability, discrimination or trauma must not be treated as indicators of radicalisation on their own.

2. Check – Consider the context and the available facts without investigating, confronting the learner or searching personal devices/accounts. If unsure, consult the DSL/DDSL promptly. If the concern is urgent, serious or involves immediate risk, skip directly to Share and emergency action as required.

3. Share – Any Prevent concern that remains after initial consideration, and any urgent concern, must be shared with the DSL/DDSL without delay. The DSL/DDSL will assess the concern, record the rationale and decide on support, monitoring, advice or referral to Prevent/Channel. A clear ideology is not required before a referral can be considered

4. The DSL/DDSL will use the current local Prevent referral pathway and may seek advice from the regional/local Prevent or CONTEST contact, police or other safeguarding partners. In an emergency or where violence, weapons or explosives present an imminent risk, call 999. The October 2026 DfE practical guidance for DSLs and the current Channel guidance should be used when considering next steps.

Any member of staff who identifies a Prevent concern must report it to the DSL/DDSL without delay. Where a violent act may be imminent, or weapons/explosives create an immediate threat, call 999 and inform the DSL/DDSL as soon as practicable. Where an adult learner may be experiencing or at risk of abuse or neglect, the DSL/DDSL will consider the local adult safeguarding pathway alongside any Prevent action. If a child is involved, the appropriate child-safeguarding route will be used.

7.3 **SEND and Learning Support Procedures**

Logic4training recognises that SEND remains relevant to a 19+ cohort. The SEND Code of Practice covers children and young people aged 0 to 25, and Education, Health and Care (EHC) plans may continue beyond age 19 where statutory criteria are met. Learners aged 19+ who do not have an EHC plan may still be entitled to reasonable adjustments and support under the Equality Act 2010.

Identification and disclosure: support needs may be identified at application, initial assessment, induction, review, through an EHC plan, by learner disclosure, or through tutor observation. Tutors must not diagnose a condition. They should record the functional impact on learning, assessment, attendance, communication, safety or wellbeing.

Learner-led support: wherever possible, discuss needs directly with the adult learner, seek their views and obtain consent for routine information sharing. Do not assume a parent, carer or employer can make decisions for an adult learner. Where there are concerns about mental capacity, follow the Mental Capacity Act 2005 and seek safeguarding/management advice.

Reasonable adjustments and support: agreed adjustments may include accessible materials, additional explanation/time, assistive technology, adapted teaching or assessment arrangements, environmental changes, communication support or referral to specialist services, subject to awarding-body rules and funding requirements.

Escalation: a SEND or learning-support need is not automatically a safeguarding concern. Escalate to the safeguarding team where there is a risk of abuse, neglect, exploitation, self-neglect, coercion, significant harm, Prevent concern, or where unmet needs create a serious safety risk. Otherwise route the concern through the learner-support/SEND process.

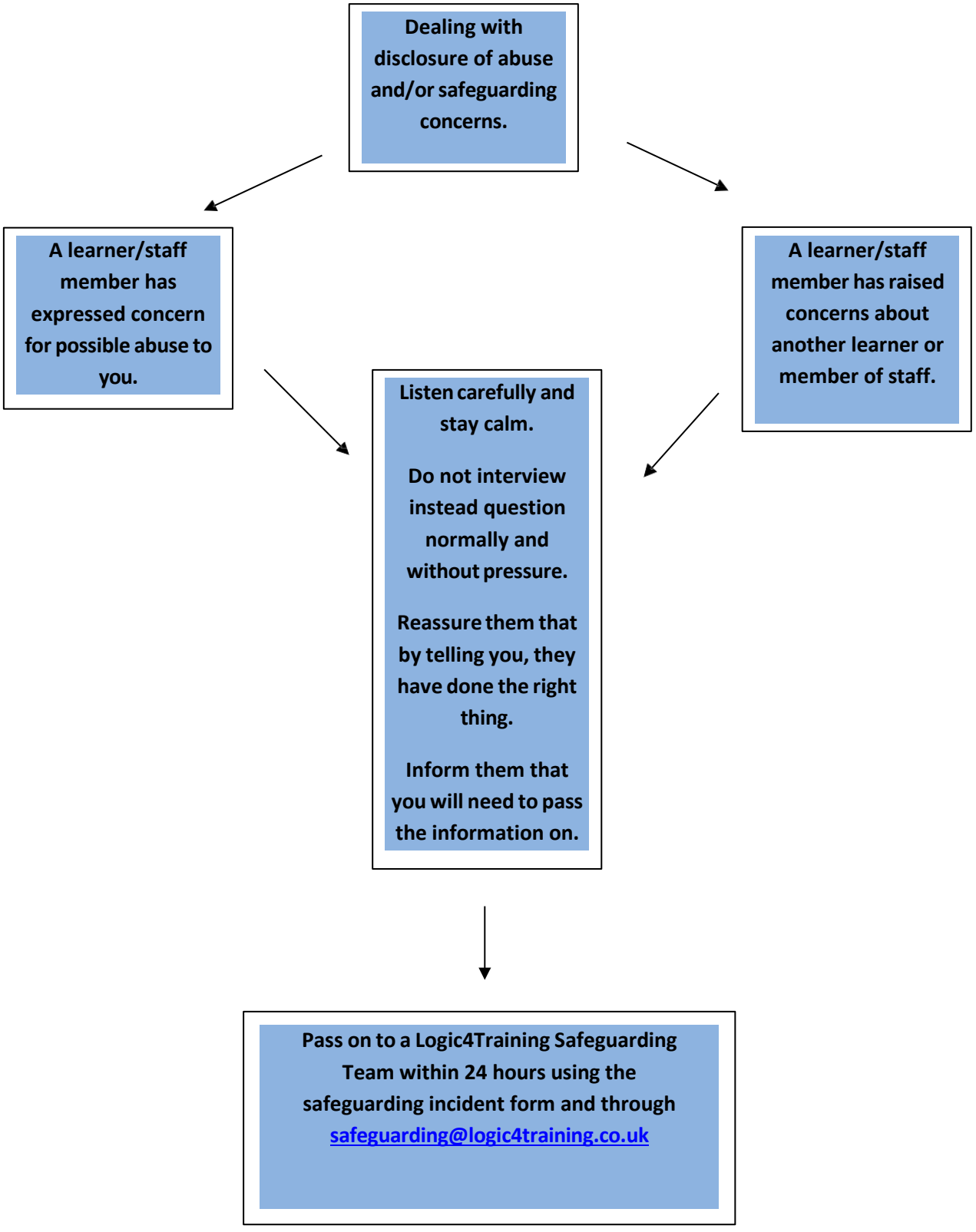
Recording and review: support actions, consent, referrals, adjustments and review dates must be recorded securely. For 19- to 25-year-olds with an EHC plan, Logic4training will cooperate with the local authority and relevant partners in reviews and transition planning where applicable to the provision.

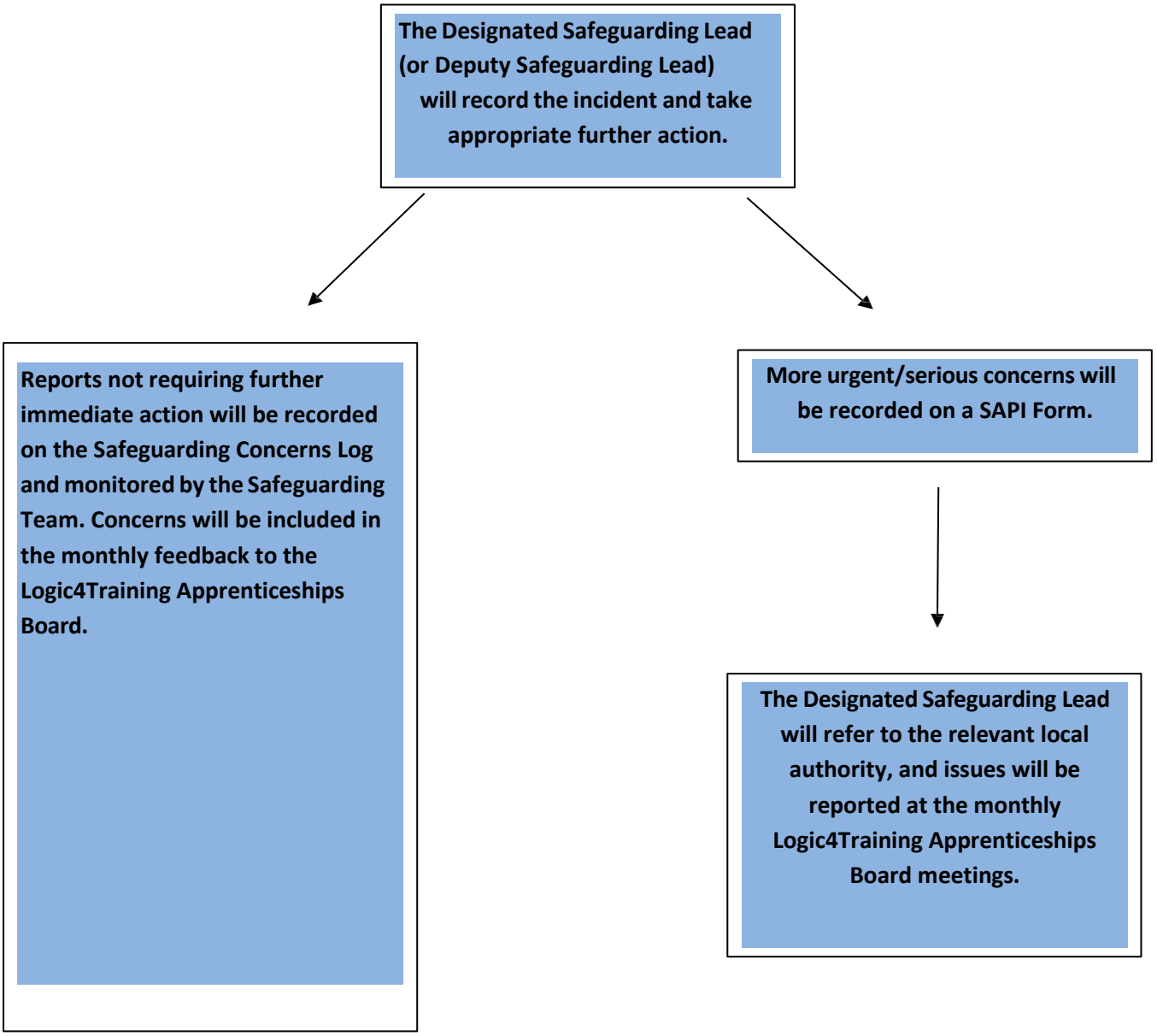
8, Access and Monitoring of IT Systems

In order to safeguard learners and prevent individuals from accessing extremist materials while using IT networks Logic4training will ensure:

- There is the ability to log and retain records of all electronic communication (web browsing, email exchanges etc.) by users on the company network.
- Appropriate staff are able to monitor aspects of the company's telephone, mobile phones and computing facilities that are made available to staff, learners and visitors.
- Only approved software will be supported and allowed to be used as per the IT and Email Policy.
- All unauthorised software that breaches policy or presents a risk to staff or learner safety will be removed and appropriate action taken which may result in disciplinary action and/or notifying the necessary bodies.
- All unusual or suspicious events, and any breaches of security are reported via the safeguarding reporting channels for further investigation.

9. Dealing with Disclosure of Abuse or a Safeguarding Concern




The Designated Safeguarding Lead (or Deputy Safeguarding Lead) will record the incident and take appropriate further action.
Reports not requiring further immediate action will be recorded on the Safeguarding Concerns Log and monitored by the Safeguarding Team. Concerns will be included in the monthly feedback to the Logic4Training Apprenticeships Board.
More urgent/serious concerns will be recorded on a SAPI Form.
The Designated Safeguarding Lead will refer to the relevant local authority, and issues will be reported at the monthly Logic4Training Apprenticeships Board meetings.

Designated Safeguarding Lead – Iza Salegui - Head of Apprenticeships and Funding, is the designated member of Logic4training with responsibility for Safeguarding issues.

Contact Details:
Safeguarding@logic4training.co.uk
020 8845 7222 – 319

The safeguarding office extensions are contact routes during normal Logic4training centre/office opening hours and are not guaranteed to be staffed 24 hours a day.

If a call is unanswered or unavailable, staff must not delay action: use safeguarding@logic4training.co.uk, contact another DSL/DDSL/Safeguarding Officer, and use the relevant local authority out-of-hours safeguarding route where appropriate. In an emergency or where there is immediate risk of harm, call 999.The Designated Safeguarding Lead is responsible for liaising with the Logic4training Board on safeguarding and Prevent, including oversight of arrangements for adult learners, adults at risk of harm, SEND-related safeguarding interfaces and any child safeguarding matter that may arise, including ensuring that:

- Logic4training has procedures and policies consistent with relevant local adult safeguarding arrangements and, where a child is involved, local safeguarding partnership procedures.
- The Logic4training Safeguarding policy is reviewed each year.
- Challenging managers in issues relating to safeguarding.
- They know how to make an appropriate referral where an adult learner may be at risk of abuse or neglect and how to use child-safeguarding routes where a person under 18 is involved.
- Overseeing the referral of cases of suspected abuse or allegations to all agreed relevant agencies.

Deputy Designated Safeguarding Lead – Phil Hickey, Apprenticeships Technical Manager.

Contact Details:
Safeguarding@logic4training.co.uk
020 8845 7222 – 340

The safeguarding office extensions are contact routes during normal Logic4training centre/office opening hours and are not guaranteed to be staffed 24 hours a day. If a call is unanswered or unavailable, staff must not delay action: use safeguarding@logic4training.co.uk, contact another DSL/DDSL/Safeguarding Officer, and use the relevant local authority out-of-hours safeguarding route where appropriate. In an emergency or where there is immediate risk of harm, call 999.

Safeguarding Officers – Centre Managers

Centre-manager telephone numbers are also subject to normal centre opening and staffing arrangements and must not be treated as 24-hour emergency lines. If unanswered, follow the safeguarding escalation and out-of-hours arrangements above.

Name	**Contact**
Tony Simmons (Northolt)	Tony.Simmons@logic4training.co.uk 020 8845 7222 - 310
Mark Ashley (Basildon)	Mark.Ashley@logic4training.co.uk 01268 544888 - 320
Kevin Green (Luton)	Kevin.Green@logic4training.co.uk 01582 561289 - 330
Phil Hickey (Sittingbourne)	Phil.Hickey@logic4training.co.uk 01795 505991 - 340

The Logic4training Safeguarding team is responsible for the following in relation to any users of the Logic4training training provision:

- Providing advice and support to staff on safeguarding adult learners, adults at risk of harm, Prevent concerns, SEND-related safeguarding interfaces and any child safeguarding matter that may arise.
- Maintaining a proper record of any referral, allegation, disclosure or concern (even where that concern does not lead to a referral.)
- Ensuring all learners and staff are aware of the Logic4training Safeguarding Policy & Procedures.
- Liaising with appropriate agencies.
- Ensuring that staff receive basic training in safeguarding and Prevent training at induction, with documented refresher/update training at least annually and additional briefings when risks or guidance materially change.

10. Associated Information and Guidance

The procedures have been developed in co-operation with, and reference to, procedures, documents and guidance issued by the Department for Education and other relevant bodies and groups:

- Protection of Freedoms Act (2012)
- The Safeguarding Vulnerable Groups Act (2006 Schedule 4)
- Keeping Children Safe in Education (2026)
- SEND Code of Practice: 0 to 25 years and guidance on 19- to 25-year-olds' entitlement to EHC plans
- Prevent duty: safeguarding learners susceptible to radicalisation - practical guidance for DSLs (updated October 2026)
- Children Act 1989 and Children Act 2004 (where child safeguarding is relevant)
- Children and Social Work Act (2017)
- UK GDPR and Data Protection Act 2018
- Sexual Offences Act 2003 (Amended 2018)
- Working Together to Safeguard Children (2026)
- Care Act 2014 and Care and Support Statutory Guidance
- Equality Act (2010)
- Counter-Terrorism and Security Act 2015 (section 26); CONTEST 2023: The United Kingdom's Strategy for Countering Terrorism; and Prevent duty guidance: England and Wales (2023)

Other Safeguarding Contacts in an Emergency
(For all users of the Logic4Training provision)

If the Designated Safeguarding Lead cannot be contacted (for example out of hours) the Local Council can provide safeguarding advice and support service.

If you believe a child or adult may be immediately at risk, please call 999

Northolt:

Adults: Ealing Council – 020 8825 8000 sscallcentre@ealing.gov.uk
Emergency Duty Team - 020 8825 8000 or 5000

Children: Ealing Safeguarding Children Partnership – Ealing Children's Integrated Response Service (ECIRS) 020 8825 8000

Luton:
Adults: 01582 547730 adultsafeguarding@luton.gov.uk
Children: 01582 547653, mash@luton.gov.uk
Out of Hours: 0300 3008123

Basildon:
Adults:

- Essex County Social Care District Essex – 03456037630
- Essex Police - 101
- Modern Slavery Helpline – 08000 121 700

Children: Essex County Council Children and Families Hub – 0345 603 7627

Sittingbourne

Adults: 03000 41 61 61 social.services@kent.gov.uk
Children: Kent Safeguarding Children Multi-Agency Partnership, 03000 4111 11
social.services@kent.gov.uk
Out of Hours: 030009419191

Further Information:

Mental Health directory:

https://hubofhope.co.uk/

Call **116 123** to talk to Samaritans, or email jo@samaritans.org for a reply within 24 hours. https://www.samaritans.org/

Text 'SHOUT' to 85258 to contact the Shout Crisis Text Line, or text 'YM' if you're under 19. https://giveusashout.org/

National Suicide Prevention Helpline UK **0800 689 5652**
https://www.spuk.org.uk/national- suicide-prevention-helpline-uk/

Campaign Against Living Miserably (CALM) – **0800 58 58 58** webchat: https://www.thecalmzone.net/get-support

Solace Women's Aid – free and confidential advice and support for women in London affected by abuse – **0808 802 5565** https://www.solacewomensaid.org/

Rape Crisis – **0808 500 2222** and online support chat. https://rapecrisis.org.uk/

Switchboard – if you identify as gay, lesbian, bisexual or transgender, **0300 330 0630** (10am – 10pm daily, phone operators will identify as LGBT+) email chris@switchboard.lgbt or use their webchat service https://switchboard.lgbt/

NSPCC – Telephone: **0808 800 5000**