

Safeguarding Policy

General Policy Statement

Quest Training is committed to ensuring the rights of the young person and the rights of adults, while also seeking to protect both groups in their association and work, with each other. In promoting the development of our apprentices/learners, we have a responsibility to ensure that they have sufficient knowledge and confidence, to reject any behaviour from their peers, or from adults, which may threaten them in any way.

Quest Training fully recognises its responsibilities for the protection of all staff and apprentices/learners.

Our Policy covers the following:

- Ensuring we practice safe recruitment in checking the suitability of staff – all staff are subject to an Enhanced Disclosure Barring Service check and shortlisted candidates are subject to an online search
- Raising awareness of safeguarding issues to all apprentices/learners, employers and staff and equipping both employees and apprentices/learners with the skills needed to keep them safe including online safety.
- Developing and implementing procedures for identifying and reporting any cases, or suspected cases of abuse including low level concerns.
- Establishing a safe environment in which vulnerable groups can develop.

Commitment Statement

We recognise that, because of the regular contact with apprentices/learners, Quest Training staff are well placed to observe any outward signs of abuse and have regular reviews with individual apprentices/learners, which provides a platform for them to discuss any possible issues they may have.

Quest Training will therefore: -

- Establish and maintain an environment where apprentices/learners feel secure, are encouraged to talk, and are listened to.
- Ensure that all apprentices/learners know that there are designated staff, within Quest Training, to whom they can approach if they are worried.
- Include opportunities within the programme for apprentices/learners to develop the skills they need to recognise and stay safe from abuse or harm.
- Ensure that there are systems/risk assessments in place to embed safeguarding to include contracted services who visit Quest Head Office, i.e., ICT support, office maintenance companies/suppliers.

Quest Training recognises and adheres to the statutory requirements within the following important and relevant pieces of safeguarding legislation, guidance, and frameworks, ensuring these form an integral part of our decision making, these include, but are not limited to:

- Keeping Children Safe in Education (2026)
- Working Together to Safeguard Children (2018 updated 2025)
- Children's Act (1989, 2004)
- The Human Rights Act (1998)
- The Education Act (2002)
- Sexual Offences Act (2003)
- Female Genital Mutilation Act (2003)
- Every Child Matters (2003)
- Mental Capacity Act 2005

- Safeguarding Children and Safer Recruitment in Education (2007 amended 2012)
- Safeguarding Vulnerable Groups Act SVGA (2006 amended 2012)
- Children and Young Persons Act (2008)
- Equality Act (2010)
- Disclosure and Barring Service Code of Practice (2012)
- Protection of Freedoms Act (2012)
- The Care Act (2014)
- Children and Families Act (2014)
- What to do if you are worried a child is being abused (2015)
- Modern Slavery Act 2015
- Prevent Duty 2015
- Children and Social Work Act (2017)
- Mental health and behaviour in schools (DfE, 2018)
- Information sharing advice for practitioners (2018)
- UK Council for Internet Safety (UKCIS, 2020)
- Education and Training (Welfare of Children) Act (2021)
- Domestic Abuse Act (2021)
- Marriage and Civil Partnership (Minimum Age) Act 2022
- Deprivation of Liberty Safeguards
- Health and Care Act 2022
- Online Safety Act (2023)
- Generative AI in Education (August 2025)

To support our commitment to the safeguarding and well-being of all our apprentices/learners, and regarding the above legislation, we will:

- Ensure we have a designated senior person for safeguarding and ensure that every member of staff knows the name of the designated senior person, their role and responsibility for safeguarding.
- Ensure that all staff and apprentices/learners are aware of our Designated Persons for Safeguarding.
- Ensure that all staff are aware, and understand their responsibilities, in relation to Safeguarding and in being alert to the signs and indicators of abuse and for referring any concerns directly to the Designated Person for Safeguarding.
- Ensure that effective Safeguarding procedures are developed, implemented, and monitored to ensure their effectiveness. These procedures are based on the 5R's approach of Recognition, Response, Record, Report, and Refer. Also, the 6 principles of Safeguarding, which include empowerment, prevention, protection, proportionality, partnership, and accountability.
- Ensure that Quest Training develop links with relevant external agencies, local safeguarding boards and co-operates with any requirements relating to safeguarding referral matters.
- Keep written records of any concerns about apprentices/learners, even where there is no need to refer the matter immediately. These concerns will be kept confidential, in the appropriate file, by the Designated Person.
- Ensure that all Governors and staff are trained in Safeguarding and continue to update their CPD in this area and attend regular relevant training and development sessions/formal courses, and qualifications, as identified and implemented by Quest's Safeguarding Lead.
- Ensure that all staff are provided with guidance regarding the management of safeguarding children, young apprentices/learners, vulnerable learners, vulnerable adults, and those with a disability who may be at risk.
- Ensure Quest Training's Safeguarding Policies and Procedures are accessible on-line for adults/young people/children and staff, via our website.

Quest Training recognises its responsibility regarding the safeguarding of young and vulnerable apprentices/learners from abuse and from inappropriate and inadequate care and is committed to responding in all cases where there is concern.

Due to the nature of our work, Quest Training may be in the frontline of work with some children, young apprentices/learners, vulnerable learners, vulnerable adults, and those with a disability who might be at the risk of exploitation. This may mean that we are the first to know that a child, young or vulnerable learner, or adult, is being abused, or that we are concerned about a person's well-being. Everyone has an equal responsibility to ensure that the individual needs and welfare of the person are put first and to safeguard any person with whom we may come into contact.

This responsibility not only rests with the Governance, Directors, Managers and Designated Person for Safeguarding, but also with every individual member of staff employed within our organisation whilst at work, at an employer's premises or place of work.

We will ensure that our Safeguarding Policy and Procedures are reviewed at least annually to ensure that they are still relevant and effective.

Understanding Safeguarding

What is safeguarding?

Safeguarding is the protection of children and adults at risk from abuse and neglect, promoting health and development, ensuring safety and care, and ensuring optimum life chances.

The Care Act 2014 sets responsibility for adult safeguarding in primary legislation, endorsing the principle of wellbeing, placing safeguarding adult's duties on a statutory basis. The Statutory Guidance to the Care Act 2014 supports the Act, and Section 14 clearly states that safeguarding is defined 'as protecting an adult's right to live in safety, free from abuse and neglect'.

In England, safeguarding practice refers to children, including unborn babies and young people up to the age of 18 years, who live in the UK or who are temporarily resident here. The fact that a child has become sixteen years of age, does not change their status, or their entitlement to services, or their protection under the Children Act 1989, 2004 and the Children and Social Work Act 2017. The Children and Social Work Act 2017 provides an extended period of support for care leavers, up to the age of 25, via personal advisor support.

Safeguarding is a proactive process of protecting and ensuring the safety and well-being of young and vulnerable apprentices/learners. Safeguarding may involve instances in which a young, or vulnerable apprentice/learner is suffering, or likely to suffer from harm. These include, but are not limited to, on-line harms, deep fakes, misogynistic influences, AI related risks, unhealthy relationships, cybercrimes, cuckooing and coercive control. Safeguarding involves adopting safer recruitment practices to assist in identifying persons who are unsuitable to work with young, or vulnerable apprentices/learners.

What are the benefits of effective Safeguarding?

- When apprentices/learners feel safe and secure they can concentrate on learning.
- Apprentices/learners can rely on those people in positions of trust.
- Staff are protected from malicious and misplaced allegations.
- Staff are clear about individual responsibilities, roles, and boundaries.
- Apprentices/learners are appropriately protected, and all issues are dealt with effectively.

The Seven Golden Rules to Sharing Information



HM Government The seven golden rules to sharing information:

(Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents, and carers)

1. Remember that the Data Protection Act 1998 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.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: 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 (see principles).
7. 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.

Safer Recruitment

Interview process

Quest Training Ltd will take all possible steps to prevent unsuitable persons working with young, or vulnerable apprentices/learners, and in doing so will follow the good practice contained within the legislative document, Safeguarding Children and Safer Recruitment in Education (2007) and the Safer Practice, Safer Learning document, produced by NIACE and all updated versions of Government legislation related to Safer Recruitment practices.

When interviewing potential staff, we will ensure that:

- There is an open recruitment process.
- There is a rigorous interview with specific questions relating to Safeguarding.
- Applicant's identity and claims to academic, or vocational qualifications will be verified.
- References will be taken up by direct contact with referees.
- Evidence of the date of birth and address of the applicant will be obtained.
- Where appropriate, an Enhanced Disclosure and Barring Service Check will be conducted.
- Interview staff/HR have the required training and CPD to carry out safer recruitment interviews and induction processes.

Where a position requires an Enhanced DBS check, this will be made clear on the job advert and application form and a statement explaining Quest Training's commitment to safeguarding will be documented. All applicants will complete an application form, enabling each of them to have the same

opportunity to provide information about themselves and assist in identifying any gaps in their employment history.

During interviews, the interviewer(s) will explore:

- The applicant's attitude and demeanour towards young, or vulnerable, apprentices/learners.
- The applicant's ability to support our commitment to safeguarding and promoting the welfare of young, or vulnerable, apprentices/learners.
- Any gaps in the applicant's employment history.
- Any concerns, or discrepancies, arising from the information obtained.
- As part of the shortlisting process Quest Training will carry out an online search as part of our due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which we might want to explore with the applicant at interview. Shortlisted candidates will be informed that online searches will be done as part of due diligence checks.

A Single DBS Central Record will be held for all staff employed by Quest Training, and this will be updated on an ongoing basis. If required a section 128 check to be carried out using the Teaching Regulation Agency's (TRA) employer access service.

Post appointment

All staff will take part in an induction programme, which will vary dependent on the nature of the role. The purpose of this will be to:

- Provide awareness and explanations of relevant policies and procedures.
- Provide support for the role in which they have been engaged.
- Provide opportunities for a new member of staff to ask questions, or discuss concerns, relating to their role or responsibilities.
- Enable individual line managers and colleagues to recognise any concerns about the person's ability, or suitability, from the outset and address them if deemed appropriate.
- Ensure that individuals are aware of reporting concerns and who the Designated Persons for Safeguarding are.
- Ensure that individuals are aware of other relevant Policies and Procedures, i.e. Disciplinary Procedure, DEEI Policy.

Identifying and Reporting Apprentice/Learner Abuse, Neglect or Harmful Behaviours/Child on Child Abuse

Identifying Types of Abuse, Threats to Safety and Potential Harms

The legislation and guidance that encompasses Safeguarding, supports us to work together effectively to protect apprentice/learners of all ages. Quest Training keeps staff informed of the types of abuse, threats to safety and potential harmful behaviours, that our apprentice/learners of all ages can become vulnerable to, via various methods.

Somebody may abuse a young or vulnerable apprentice/learner by inflicting harm themselves, or by failing to prevent harm. Young or vulnerable apprentices/learners may be exposed to harmful behaviours and abuse in the family, in an institutional or community setting by those known to them or, more rarely, by a stranger. An adult/adults, or another child/children, may be the perpetrators of abuse and harmful behaviours.

Staff receive regular training and advice on how to identify the signs and indicators of these different types of abuse, threats to safety, and harmful behaviours.

As an overview, the types of abuse, threats to safety, and potential behavioural harms in a modern world include, but are not limited to:

- Sexual Abuse
- Child on Child Abuse/Harmful Behaviours such as unhealthy relationships, Coercive Control and Misogyny
- Physical Abuse/Domestic Violence
- Psychological/Emotional Abuse
- Neglect
- Self-Neglect
- Bullying and Harassment
- Discriminatory Abuse
- Financial Abuse
- Hate Crime linked to any protected characteristic
- Cyber-bullying including deep fakes or other risks
- Modern Slavery
- Adult or Child Trafficking
- Faith/Belief-based harms including FGM, Witchcraft, Forced Marriage and Breast Ironing
- Organisational
- Radicalisation into extremist views
- Criminal Exploitation including County Lines and Cuckooing linking to drug and knife crime
- Alcohol and Drugs
- Young people missing from care, including residential and fostering care and missing adults.

Child sexual violence and harassment

Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

As set out in Part one of Keeping Children Safe in Education (KCSIE), all staff working with children are advised to maintain an attitude of 'it could happen here'.

KCSIE provides links to support and advice that can be offered:

Lucy to Faithful Foundation's "Shore Space," a confidential online chat for young people with concerns about sexual thoughts or behaviours.

CSA Centre's educational resources. The Centre of Expertise on Child Sexual Abuse now features a dedicated landing page specifically for education professionals.

The Children's Society's CSE prevention page. The Children's Society provides a comprehensive range of resources to support in preventing and responding to child exploitation.

These are all on our PADLET page.

Procedure to undertake following a young or vulnerable apprentice/learner confiding about, or suspecting, a case of abuse or neglect/Child on Child abuse:

Where a young or vulnerable apprentice/learner seeks out a member of staff to confide in and share information about abuse, or neglect, or harmful behaviours, as outlined above, or talks spontaneously, individually, or in groups, our staff will:

- Listen carefully to the apprentice/learner, and not directly question them.
- Give the apprentice/learner time and attention.
- Allow the apprentice/learner to give a spontaneous account; and not stop the apprentice/learner freely recalling significant events.
- Make an accurate record of the information given, taking care to record the timing, setting and people present, the apprentice/learner's presentation, as well as what was said. Quest staff will not discard this as it may be needed later as evidence.
- Use the apprentice/learner's own words where possible.
- Explain that they cannot promise not to speak to others about the information they have shared.

Reassure the apprentice/learner that:

- You are glad that they have spoken to you.
- The information will be taken seriously and they will be supported throughout
- That they have not done anything wrong.
- What you are going to do next.
- Explain that help will need to be sought to keep them safe.

The apprentice/learner should be asked NOT to repeat their accounts to anyone. **The Designated Person for Safeguarding must be informed immediately using the agreed reporting process.** Unless the apprentice/learner is in immediate significant harm, then call 999 and then report and follow up. Once a concern has been received, the DSL will investigate and take the appropriate course of action and provide next step support and advice.

All records of the investigation will be kept strictly confidential and stored in a secure place. Outside agencies and Resources for Child and Adult Protection can, and will, be used to assist the company.

Who to contact:

Designated Safeguarding Lead: Michala Loe, Deputy: Shelley Gould
Email: safeguarding@questfortraining.com
Tel: 01474 704441
Internal Teams Communications for Staff

Quest offers a 24/7 support service as follows: answering in person between 9am and 5pm, Monday to Friday, answering machine in operation at all other times, with links on Quest's Website, as well as on our Padlet pages to helplines and other emergency contact services.

This replaces the dedicated safeguarding mobile phone line.

Child-on-child abuse and harmful behaviours

Key points include:

- Concerns may occur on, or off site, at Quest premises, or within the employer workplace
- High risk times should be considered, such as out of work hours
- Misogyny may form part of harmful culture
- Risk applies to both victim and alleged perpetrator
- Timely support can prevent escalation

Staff should also recognise that certain behaviours as "just banter" or "boys being boys" can lead to a culture of unacceptable behaviour, an unsafe environment for children and young people and a culture that normalises abuse.

Staff should understand that even if there are no reports of child-on-child abuse, or harmful behaviours in apprentice/learner workplaces, this doesn't mean it is not happening. If staff have any concerns about child-on-child abuse, or harmful behaviours, they should speak to the designated safeguarding lead (DSL).

Mental health support, self-harm and urgent responses

Key points include:

- Warning signs
- Self-harm and eating disorder concerns
- Suicidal ideation and planning
- When urgent action is required
- The role of mental health leads and support teams

Quest Training will refer any apprentice/learner who requires mental health support to an appropriate external service, such as: Papyrus and Harmless.

Prior to reporting, please refer to DSL or Health and Well-being for information and guidance.

Vulnerability, identity and additional needs..

Quest understands that the following factors could potentially make an apprentice/learner more susceptible to abuse, or serious harm:

- Young carers
- Children with SEND or health issues
- Children who are lesbian, gay, or bisexual
- Children with family members in prison
- Children who are pregnant, or parents themselves
- Children showing early signs of harmful behaviour

Quest Training will work with parents, carers, guardians and partners to identify the best support for the apprentice/learner.

Young people missing from education or training

As a training provider we have a duty of care to be aware if an apprentice/learner is missing from education/work. This is more vital for our young apprentice/learners who fall within the 16-18-year category. We monitor attendance via our milestone review process and report any concerns in relation to apprentice/learner safety.

Quest works with parents, carers, guardians and partners to help make informed decision to support the apprentice/learner if they become disengaged.

We recognise that absence from education can be linked to safeguarding and that this may, in some cases, pose serious threat to safety. Connected safeguarding issues could include, but are not limited to:

- Poverty
- Domestic abuse
- Neglect
- Serious harms

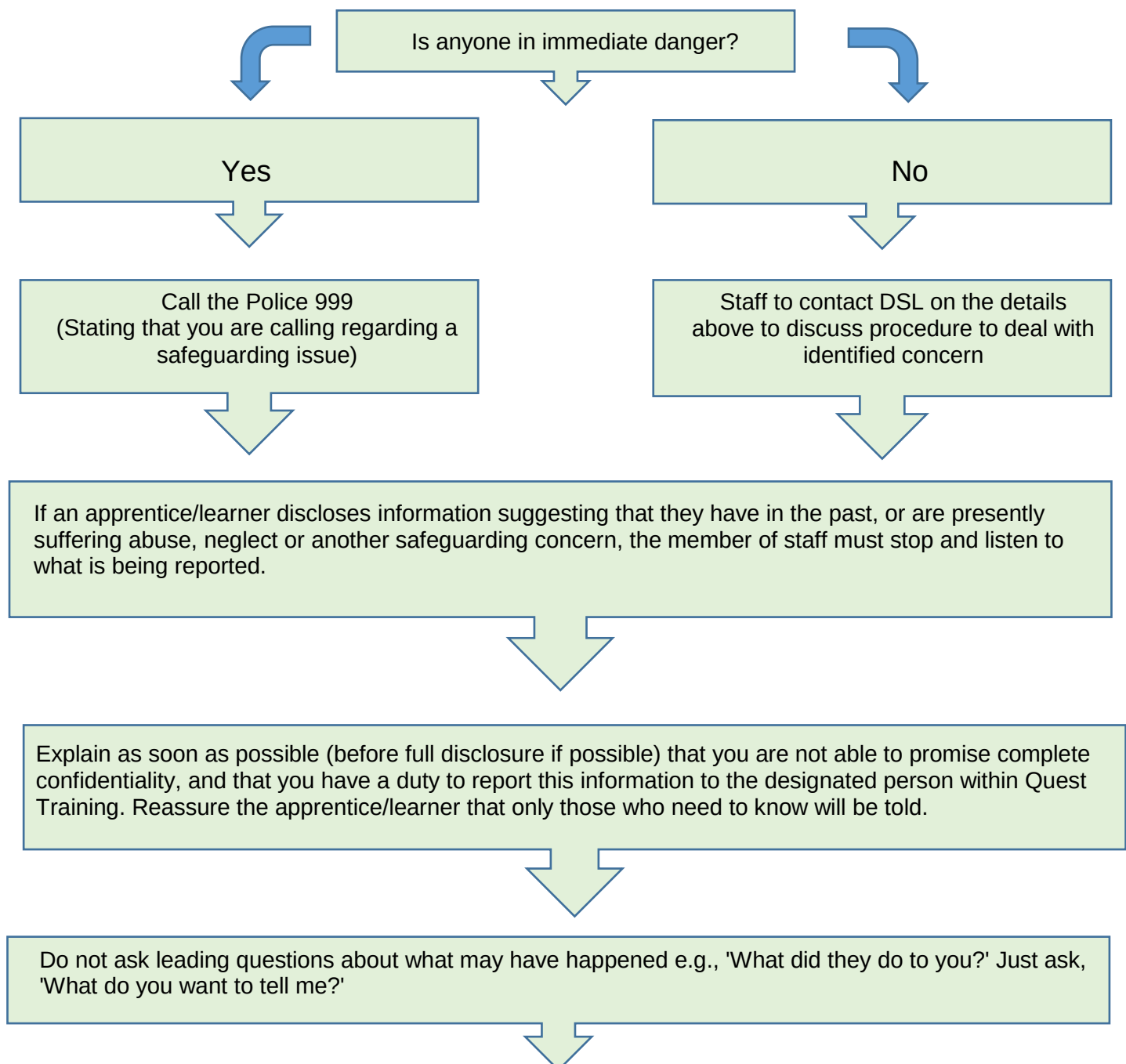
In any period of absence from training, it is important that we have an explanation for absence and to follow up, via our Safeguarding Procedures, if we have reason for concern.

Young Person or vulnerable Adult Missing from Home or becoming homeless – see Appendix 3

As a training provider, we have a duty of care to be aware if a young apprentice/learner or vulnerable adult goes missing from home, or becomes homeless.

Quest will follow the Government DfE Statutory Guidance on Children Who Run Away or Go Missing from Home or Care, and contact the local authority, in the first instance, to make them aware, and contact all relevant stakeholders to work with them, to support the apprentice/learner and family as required.

Reporting Procedure



Report the concern using the agreed reporting process. The designated safeguarding lead will take responsibility for all further actions.



DSL to liaise with other agencies / professionals as appropriate. DSL to inform Manager Director immediately of action taken.
(Learners under 18 contact appropriate Children's Services, Learners over 18 contact appropriate Adult Services)

Whistleblowing

Quest Training is committed to ensuring that any staff concerns will be taken seriously and investigated. All reports will be dealt with in confidence, with only staff who need to know, being informed. This will:

- Encourage employees to feel confident in raising concerns.
- Establish a fair and impartial investigative procedure.
- Provide avenues for employees to raise concerns and receive appropriate feedback.
- Ensure that employees receive a response to concerns and are aware of how to pursue them if they are not satisfied.
- Ensure that employees will be protected from any reprisals or victimisation.

Please refer to our full Whistleblowing Policy for further details on specific reporting processes and other information.

Professional Curiosity

Professional curiosity in the context of safeguarding typically refers to the mindset and approach that professionals, particularly those working in roles involving the welfare of vulnerable individuals, should adopt. It involves a willingness to dig deeper, ask questions, and seek additional information when there are concerns about the safety or well-being of a person under their care or supervision.

- **Questioning and Investigating:** Professionals should be willing to question and investigate situations that seem unusual or raise concerns. This may involve noticing signs or behaviours that could indicate abuse, neglect, or harm.
- **Active Listening:** Professionals should listen carefully to what individuals are saying and, equally importantly, what they might not be saying. Sometimes, people may not explicitly disclose abuse or harm, but subtle cues or changes in behavior can indicate a problem.
- **Gathering Information:** When there are suspicions or concerns, professionals should gather relevant information. This might include talking to colleagues, consulting records, or seeking input from other relevant professionals or agencies.
- **Challenging Assumptions:** Professional curiosity involves challenging assumptions and stereotypes. It means not making assumptions based on a person's background, appearance, or circumstances. Every individual should be treated as unique, and their specific needs and vulnerabilities should be considered.
- **Recording and Reporting:** If professionals find evidence or reasonable grounds for concern, they should document their observations and report them to the DSL as per Quest Training policies and legal requirements.

- Balancing Privacy and Safety: While being curious and proactive, professionals must also respect individuals' privacy and dignity. Safeguarding measures should be implemented in a way that minimises intrusion and respects the individual's rights.
- Professional curiosity in safeguarding is about staying vigilant, asking questions, and taking appropriate action when there are indications that a vulnerable person may be at risk of harm. It's a crucial element of ensuring the safety and well-being of individuals, especially in settings such as healthcare, social work, education, and child protection.

Allegations against Staff

This applies should anyone have concerns regarding inappropriate behaviour by a member of staff where they have:

- Behaved inappropriately in a way that has harmed, or may have harmed, an apprentice/learner.
- Possibly committed a criminal offence against, or related to, an apprentice/learner.
- Behaved towards an apprentice/learner in a way that indicates he/she is unsuitable to work with them.
- Breached Staff Code of Conduct (see in appendix)

The Designated Person for Safeguarding should be informed of the matter immediately. (Where the Designated Person nominated for safeguarding is involved in the allegation, the most senior member of staff should be informed).

An investigation will take place which:

- Will determine if the police need to be involved immediately to protect the apprentice/learner further.
- Will record all details received and secure them safely.
- Will ensure the alleged member of staff is fully conversant of the allegation, is supported where relevant and free from victimisation.
- Will determine whether suspension is appropriate whilst undertaking the investigation.

All allegations will be acted upon, however, due to the variance in the risk levels, all allegations will be treated individually, and the appropriate actions assigned on a case-by-case basis.

Concerns that do not meet the harm threshold: Quest Training has policies and processes in place to deal with low-level concerns and allegations that do not meet the harm threshold.

A low-level concern is any concern that an adult has acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- does not meet the allegations threshold or is not considered serious enough to refer to the local authority designated officer (LADO).

To help prevent low-level concerns, staff codes of conduct, behaviour policies and safeguarding policies and procedures should be implemented effectively, and appropriate action should be taken to deal with any concern.

Sharing concerns –

Low-level concerns should be reported to the DSL. If there are concerns about a DSL, these should be reported to the Managing Director.

Anonymous Allegations

Concerns raised anonymously tend to be far less effective, and depending on the level of information, the matter may not be investigated at all.

The decision taken to investigate the matter further will depend upon:

- The seriousness of the matter.
- Whether the concern is believable.
- Whether an investigation can be carried out on the information provided.

Referrals to Disclosure and Barring Service and Teaching Regulations Agency

Quest Training will maintain appropriate procedures for making referrals to the Disclosure and Barring Service (DBS) and, where applicable, the Teaching Regulation Agency (TRA).

Where concerns arise regarding an individual's conduct, safeguarding practice, or suitability to work with learners, Quest Training will investigate and manage these concerns in accordance with its safeguarding, disciplinary and employment procedures. Where the relevant legal or regulatory thresholds are met, Quest Training will make a referral to the DBS and/or TRA without undue delay, providing accurate and relevant information and supporting evidence.

Quest Training will ensure that referrals are made by an appropriately authorised person and in accordance with current DBS and TRA guidance and applicable legislation. Records of referrals, investigations and outcomes will be maintained securely and handled in accordance with data protection requirements.

[DBS paper barring referral form - GOV.UK](https://www.gov.uk/government/forms/govuk-form-builder)

[Teaching Regulation Agency - GOV.UK](https://www.gov.uk/government/organisations/teaching-regulation-agency)

Filtering, monitoring and digital oversight

Filtering and monitoring in education aims to strike a balance between providing apprentice/learners with access to valuable online resources for learning while ensuring a safe, secure, and productive online environment. These practices are typically implemented with a focus on protecting apprentice/learners, complying with legal requirements, and optimising the educational experience.

At Quest Training we will ensure that we understand that content filtering involves the use of software or hardware solutions to block or restrict access to certain websites or online content deemed inappropriate or non-educational. This will help ensure that apprentice/learners and staff are not exposed to harmful or distracting material while using our provided internet access.

Filtering and monitoring is used to enhance the security and safety of apprentice/learners and the training provider's network. It helps protect against cyber threats, malware, phishing attempts, and other online risks that could compromise data or disrupt learning.

Government leadership and digital oversight is strengthened by:

- Annual Governance review of filtering and monitoring
- Logs showing filtering works across devices and locations (External IT Support)
- Leadership team, DSL and IT Support working together
- Clear oversight of on-line safety arrangements

Online Safety and emerging digital harms

Quest provides information within the apprentice/learner journey, to explore online safety and enable self-protection and reporting powers when using digital technology. Online safety refers to the act of staying safe when using digital technology. It can also be commonly known as internet safety, e-safety, and cyber safety.

Emerging digital harms, classified within online safety, are considerable and ever evolving, but can be categorised into four areas of risk:

Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, and extremism.

Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images (e.g., consensual, and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying,

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams

Monitoring

The Governance, Managing Director, Senior Management and Lead QAs are responsible for monitoring equality, diversity, and inclusion within their own area and for ensuring that the business is conducted in accordance with our Safeguarding Policies.

Overall responsibility for the monitoring, implementation and enforcement of our Safeguarding Policy lies with the Managing Director and Governance Committee.

Safeguarding is a fixed agenda item on the Management meeting, and all meetings' agendas.

General

This Policy should not be read in isolation, but is designed to be read in conjunction with:

- Quest Training's Business Plan,
- Diversity, Equity, Equality and Inclusion Policy,
- Prevent and British Values Policy,
- Health and Safety Policy,
- Whistleblowing Policy,
- E-Safety Policy,
- Complaints Policy and Procedure,
- Covid 19 Policy
- Staff Code of Conduct
- Apprentice/learner Code of Conduct
- Safer Recruitment Policy
- Low Level Concerns Policy
- Lock Down Policy
- Staff Training and Development Strategy Policy and Procedure
- Digital Strategy Policy
- Modern Slavery Policy
- GDPR Policy
- Filtering and Monitoring Policy
- AI Policy
- Health and Wellbeing Policy

This Policy will be reviewed yearly, or as required, as part of Quest Training's quality assurance cycle.

I confirm that this Policy is authorised and approved by Abbie Fulks – Managing Director.

Signature:

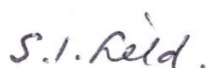


Date: 2nd September 2026

Implementation date: 2nd September 2026

Review date: September 2027

Signed by Governance:



Date: 2nd September 2026

Governance review date: September 2027

Useful Information and Guidance Section - Contents

Appendix 1 – Useful links

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Appendix 2 – Helpline Contact Numbers

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Appendix 3 - Young People Missing from Care

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Appendix 1 - Useful Links

Quest Padlet links

[Safeguarding](#)

[Prevent](#)

[British Values](#)

Safeguarding Children and Safer Recruitment in Education

<https://www.gov.uk/government/publications/safeguarding-children-and-safer-recruitment-in-education>

Working together to Safeguard Children

[Working together to safeguard children - GOV.UK](#)

Keeping Children Safe in Education

[Keeping children safe in education - GOV.UK](#)

Kent Safeguarding Children Board (LCSB)

<https://www.kscmp.org.uk/guidance/worried-about-a-child>

Safeguarding Vulnerable Groups Act

<https://www.legislation.gov.uk/ukpga/2006/47/contents>

Protection of Freedoms Act 2012

<https://www.legislation.gov.uk/ukpga/2012/9/contents/enacted>

Kent and Medway Safeguarding Adults Board

<https://www.kmsab.org.uk/>

Safer Practice, Safer Learning

https://repository.excellencegateway.org.uk/7aef319e-9SaferPractice_1.pdf#:~:text=Safer%20Practice%2C%20Safer%20Learning%20offers,it%20among%20staff%20and%20learners.

OFSTED – FAQs on Safeguarding

<https://www.gov.uk/government/collections/ofsted-inspections-of-further-education-and-skills-providers>

Mental Capacity Act 2005 and Code of Practice 2007 (revised 2014)

<https://www.gov.uk/government/publications/mental-capacity-act-code-of-practice>

Deprivation of Liberty Safeguards (DoLS)

<https://www.gov.uk/government/collections/dh-mental-capacity-act-2005-deprivation-of-liberty-safeguards>

Appendix 2 - Helpline Contact numbers

Care Quality Commission	03000 616161
CEOP	0808 800 5000
Ofsted	0300 123 4666
Child Line	0800 1111
NSPCC	0808 800 5000
Police	101, or 999 in an emergency
NHS Direct	111, or 999 in an emergency
Crime Stoppers	0800 555111
Hestia's Respond to Abuse Line	02038793695
Papyrus	0300 102 2470
National Domestic Abuse Helpline	0808 2000 247
Kent Victim Support	08 08 16 89 111
The Samaritans	116 123

Kent County Council - During the day and in office hours

Concerned about an adult?

call 03000 41 61 61 (text relay 18001 03000 41 61 61)

email social.services@kent.gov.uk.

Concerned about a child?

Call 03000 41 11 11 (text relay 18001 03000 41 11 11)

email social.services@kent.gov.uk

Out of hours and in an emergency

If you need to contact us outside of normal office hours, for example during the night, call 03000 41 91 91.

If you think someone is in immediate danger, the best thing to do is call 999 for the emergency services.

Appendix 3 – Young people missing from Care, including residential and fostering care and missing adults.

Going missing is a dangerous activity. A child or young person who goes missing just once faces the same immediate risks as faced by a child or young person who regularly goes missing. However, children who go missing when they are young (and/or more frequently) are more likely to face longer-term problems.

Definitions:

Missing Person: "A missing person is anyone whose whereabouts are unknown, whatever the circumstances of disappearance. He or she will be considered missing until located and his or her wellbeing, or otherwise, established."

Runaway: A child or young person, who is absent from their home or placement without permission for any length of time where their age and experience, background and ability make this a concern or who has been forced to leave by their parents or carers.

Looked After Child or Young Person: A child is looked after by a local authority if s/he is "in care" by reason of a court order, or if s/he is provided with accommodation for more than 24 hours by agreement with her/his parents or with the child if s/he is aged 16 or more.

- If the child is subject to a Care Order or Interim Care Order (Section 31 of the Children Act, 1989), then Children's Services acquire parental responsibility and become a legal parent alongside the parent/guardian.
- If the child is accommodated under S20 of the Children Act 1989, s/he is looked after by the Local Authority with the voluntary agreement of his/her parents, or with the child if s/he is over 16 years old. Parental responsibility remains with the parent/guardian.

Action must always be taken and there needs to be a prompt response involving the carers, social care staff and police officers.

Going missing should be treated as an indicator that the individual may be at risk of harm. The safeguarding of vulnerable people is paramount, and a missing person report should be recognised as an opportunity to identify and address risks. The reasons for a person deciding to go missing may be complex and linked to a variety of social or family issues.

Three key factors should be considered in a missing person investigation:

- protecting those at risk of harm.
- minimising distress and ensuring high quality of service to the families and carers of missing persons.
- prosecuting those who perpetrate harm or pose a risk of harm when this is appropriate and supported by evidence."

If a child cannot be located but the parent/carer has any concern about their whereabouts or safety or a risk the child may pose to others, there should be no delay in calling the police and reporting the child as missing. As the training provider we have a duty of care for the child whilst in our care and we may report missing apprentices/learners directly to the police. This is particularly the case if the child has additional risk factors such as being neglected.