



# Holden Knight Healthcare Temp Ltd

## Safeguarding and Promoting the Welfare of Adults

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# Safeguarding and Promoting the Welfare of Adults

## 1. Introduction

- 1.1 We believe that Safeguarding is Everyone's Responsibility. We want to help everyone to play a part in helping vulnerable people, learners, staff, friends, families and communities to be safe by knowing the potential sources of harm, the signs to look out for, where to get help and how to report concerns.

## 2. Policy intent

- 2.1 Holden Knight is dedicated to providing a safe space in which to learn and thrive. We are committed to safeguarding all of our learners and protecting their right to live and learn in safety, free from abuse and/or neglect.
- 2.2 Holden Knight has a statutory and moral duty to ensure that we promote the welfare of young people and vulnerable adults receiving education and training with us and through our partners and subcontractors. We have thorough and effective Safeguarding arrangements in place. This includes how we respond to our duty for Prevent.
- 2.3 The Senior Management Team takes seriously its responsibility under the Education Act 2014 and the Keeping Children Safe in Education (KCSiE) September 2024: statutory guidance for schools and colleges, to safeguard and promote the welfare of children and young people and (in line with the Information Sharing Guidance 2008) to work together with other agencies to ensure adequate arrangements within the organisation to identify, assess, and support those young people and adults who are suffering harm.
- 2.4 Adult safeguarding is about preventing and responding to concerns of abuse, harm or neglect of adults. We recognise that all staff have a full and active part to play in protecting our learners from harm and that their welfare is our paramount concern.
- 2.5 Holden Knight promotes an ethos where everyone feels safe and secure, valued and respected, is encouraged to talk and is listened to. Staff and learners should all be aware of how they can raise concerns about themselves or others and will know how their concerns will be dealt with.
- 2.6 The aims of this policy are that all reasonable steps are taken to make sure learners and staff are, and feel safe. Learners and staff have up to date knowledge of potential sources of harm and how to take steps to keep themselves their families and their communities safe.
- 2.7 We will achieve our aims by:
- professional, ethical and moral leadership and management of the Service
  - keeping safeguarding and welfare at the heart of planning and delivery
  - encouraging a culture of respect, openness, vigilance and whistleblowing
  - ensuring our policy and guidance is up to date and useful
  - following appropriate processes in the recruitment of staff and learners, including ensuring at least one member of staff has been trained in safer recruitment when recruiting new staff
  - ensuring sound induction and training of staff and learners, supported by relevant and local information and resources
  - promoting a culture of health, safety and wellbeing (policies and guidance, lone working, activity, personal, venue risk assessments,)
  - ensuring compliance with all relevant legislation, guidance, policies and procedures, including for managing 'Allegations against employees and volunteers'

- obtaining disclosure and barring service checks for staff in all roles with enhanced checks for staff in specific roles, following assessment
- working with subcontractors and employers so they understand their responsibilities and alerting procedures
- reviewing our safeguarding arrangements to support continual improvement
- maintaining up to date records of alerts to inform follow up and prevent patterns being missed
- working with external agencies and partners to understand when and how to refer, communication protocols and share best practice

## 2.8 **Scope**

This policy applies to Holden Knight staff, stakeholders and learners including those who are learning with subcontracted partners.

## 2.9 **Communication of the Policy & Guidance**

Details of the Policy & Guidance will be made available to all staff and volunteers by means of induction and training or when the policy and procedure has been reviewed and amended. Staff will confirm they have read and understood the policy through completion of the induction and probation period. Following this, annual declarations will be collected from staff along with acknowledgment of having read this policy.

2.10 All staff will as a minimum be expected to undertake Safeguarding and Prevent training and update their training in line with this policy and guidance.

2.11 Learners will be made aware of the Policy and Guidelines by means of a summary published on the internet and elsewhere as appropriate. Sub-contracted partners will be made aware of the Policy & Guidelines by the Head of Partnerships & Engagement through the annual induction process and regular contract review meetings.

2.12 Holden Knight will inform service users, their representatives, parents, or carers about safeguarding awareness through various channels, including:

- Provide written safeguarding policies and procedures in an easily accessible format, such as on our website and in printed materials given to service users.
- Conducting training sessions or workshops for service users, representatives, parents, and carers to educate them about the signs of abuse, how to report concerns, and the Company's procedures for handling such issues.
- Displaying posters or leaflets in communal areas or waiting rooms with information on safeguarding awareness and reporting mechanisms.

## 2.13 **Mandatory Training**

Holden Knight requires mandatory induction training for tutors, which includes online resources, face-to-face training, and support materials. The training aims to equip tutors with the necessary skills and knowledge to effectively support pupils and covers topics such as session management and safeguarding.

Key aspects of Holden Knight's mandatory induction training for tutors:

- Our mandatory training for our tutors is Safeguarding Level 2 and Prevent training, our secure tutor platform ensures that these are refreshed when they are due to expire.
- In addition, our secure tutor platform, Edun, has an embedded hyperlink that all candidates click on during onboarding, under the section Keeping Children Safe in Education, each tutor must read the latest guidance and electronically date and sign to state they have read and understood it. This hyperlink is updated as soon as any modification to KCSIE has been published by the DfE as well as every September when guidance is annually

updated and published. Our tutor platform automatically sends the latest KCSIE hyperlink to all actively compliant tutors.

- Safeguarding level 2 covers appropriate professional boundaries, including how to recognise signs of abuse, understand different signs of abuse, and respond appropriately, which includes maintaining professional boundaries and creating a safe learning environment and reporting any concerns, which are all interconnected with professional conduct (avoiding inappropriate contact, maintaining professional demeanour).
- Online Resources and Platform Training: Via our third-party training partner, Safesmart.
- Holden Knight also provides face-to-face training sessions to ensure tutors are comfortable with the platform and their role.
- Tutors have access to support from Holden Knight consultants and can reach out with any questions or concerns. We hold drop-in weekly sessions to be on hand for any tutors who may have questions around delivering best practice for tuition.
- Safeguarding Training- Holden Knight emphasizes the importance of safeguarding and includes mandatory training on this topic as part of the induction process.

### **3. Safeguarding Definitions**

#### **3.1 Young Person**

Holden Knight uses definitions of the term 'safeguarding' from statutory guidance. The definition of a child or young person is anyone under the age of 18.

#### **3.2 Safeguarding children is defined as:**

- providing help and support to meet the needs of a children as soon as problems emerge
- protecting children from maltreatment whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

#### **3.3 Definition of an adult at risk:**

An individual aged 18 years or over; who may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.

#### **3.4 Safeguarding adults at risk is defined as:**

- Protecting the rights of adults to live in safety, free from abuse and neglect
- People and organisations working together to prevent and stop both the risks and experience of abuse or neglect
- People and organisations making sure that the adult's wellbeing is promoted including, where appropriate, taking fully into account their views, wishes, feelings and beliefs in deciding on any action
- Recognising that adults sometimes have complex interpersonal relationships and may be ambivalent, unclear or unrealistic about their personal circumstances and therefore potential risks to their safety or well-being.

3.5 Definitions of the ten categories of abuse, including signs and symptoms relevant to children and adults as per statutory guidance:

(i) **Physical abuse**

Physical abuse is defined as any intentional act causing injury or trauma to another person through bodily contact. It is a deliberate act of force that results in harm, injury, or trauma to the victim's body. This can include a range of behaviours from hitting, slapping, and punching to more severe forms of violence.

(ii) **Domestic violence or abuse**

In the context of this policy, Domestic Abuse is included with reference to individuals who are considered to be adults at risk.

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

(iii) **Sexual abuse**

Including rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjection to pornography or witnessing sexual acts, indecent exposure and sexual assault or sexual acts to which the adult has not consented or was pressured into consenting.

Any sexual relationship that develops between adults where one is in a position of trust, power or authority in relation to the other (for example, day centre worker /social worker/residential worker/health worker etc.) may also constitute Sexual Abuse.

(iv) **Psychological or emotional abuse**

This includes emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, cyber bullying, isolation or unreasonable and unjustified withdrawal of services or supportive networks.

Psychological abuse is the denial of a person's human and civil rights including choice and opinion, privacy and dignity and being able to follow one's own spiritual and cultural beliefs or sexual orientation.

(v) **Financial or material abuse**

Financial and material abuse includes theft, fraud, mail and internet scamming, coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.

It includes the withholding of money or the unauthorised or improper use of a person's money or property, usually to the disadvantage of the person to whom it belongs.

(vi) **Modern slavery**

Modern slavery, as defined by the Modern Slavery Act 2015, encompasses various forms of exploitation including slavery, servitude, forced or compulsory labour, and human trafficking.

It involves situations where individuals are controlled, coerced, or deceived into situations of exploitation, often for the financial or personal gain of another.

Human trafficking involves acts of recruiting, transporting, transferring, harbouring or receiving a person through a use of force, coercion or other means, for the purpose of exploiting them.

(vii) **Discriminatory abuse**

This type of Abuse is motivated by discriminatory and oppressive attitudes towards people on the grounds of disability, gender reassignment, age, race, religion or belief, sex and sexual orientation, and political beliefs. It may be a features of any form of Abuse of an Adult at Risk, and manifests itself as Physical Abuse / assault, Sexual Abuse / assault, Financial Abuse / theft and the like, Neglect and Psychological Abuse/harassment, including verbal abuse and racist, sexist, homophobic or ageist comments, jokes or any other form of harassment. It also includes not responding to dietary needs and not providing appropriate spiritual support.

(viii) **Organisational or institutional abuse**

Organisational abuse, also known as institutional abuse, refers to neglect and poor care practices within a specific care setting, such as a hospital, care home, or even within a person's own home if they receive care there. It can manifest as a single incident or as ongoing ill-treatment. This type of abuse is often linked to the structure, policies, processes, and practices of the organisation itself, rather than individual acts of malice.

(ix) **Neglect or acts of omission**

Neglect or acts of omission, in the context of adult safeguarding, refers to the failure of a person responsible for an adult's care to provide the necessary care and support, which can be either intentional or unintentional.

This can involve failing to meet basic needs like providing adequate food, shelter, clothing, and healthcare, or failing to ensure a safe environment. It can also encompass the withholding of necessities like medication, or preventing access to healthcare and social services.

(x) **Self-neglect**

Self-neglect in adults is characterised by a person's inability or unwillingness to care for their own basic needs, which can include personal hygiene, health, safety, and their living environment. This can manifest in various ways, such as neglecting personal hygiene, failing to maintain a safe and clean living space (including hoarding), or refusing necessary support services. It can also involve a lack of awareness of the risks associated with self-neglect and a reluctance to accept help.

3.6 Some common signs that there may be something concerning happening in a vulnerable adult or child's life include:

- Physical injuries (bruising, fractures, burns, bedsores)
- Fear
- Depression
- Unexplained weight loss
- Malnutrition
- Untreated medical problems
- Confusion



- Loss of sleep
- Unexpected or unexplained change in behaviour
- Unexplained shortage of money

3.7 These signs don't necessarily mean that someone is being abused, there could be other things happening in their life which are affecting their behaviour. There may also be some concerning behaviour from those with adults at risk or children in their care, which raises concerns for the service users safety and wellbeing.

#### **4. Roles and Responsibilities**

4.1 Holden Knight acknowledges it has a responsibility for the safety of adults at risk who are taught by, or come into contact with, our temporary workers and employees. Holden Knight is committed to practices which protect children & adults at risk from harm. This policy is applied equally to Holden Knight employees and its temporary workers.

4.2 All our employees and temporary workers who have unsupervised access to or contact with children & adults at risk are required to;

- recognise and accept their personal responsibilities to keep children & adults at risk safe;
- develop awareness of the issues which can cause children & adults at risk harm; and
- report any concerns they may have to an appropriate person in authority.

4.3 There is a designated safeguarding team within Holden Knight who will take action following any expression of concern.

4.4 Any Holden Knight employee is obliged to refer any safeguarding or child/vulnerable adult protection concerns to their line manager. Such concerns should always be treated as an incident/complaint and handled in accordance with the Company's laid down procedure.

4.5 Any of our employees who encounter safeguarding concerns in the context of their work on behalf of Holden Knight will be supported when they report their concerns in good faith.

#### **4.6 Designated Safeguarding Lead**

For any stakeholder to report a safeguarding concern, we have a clear process in place. Our Holden Knight Designated Safeguarding Lead is Jane Higgins (Level 3 Qualified) and our deputy DSL is Courtney Taylor (Level 3 qualified). We have a dedicated email address is [safeguarding@holdenknight.com](mailto:safeguarding@holdenknight.com) this email address is constantly monitored.

In the first instance you should contact your dedicated Holden Knight Account Manager, via telephone on 0800 0472313 and/or email your concern to [intervention@holdenknight.com](mailto:intervention@holdenknight.com) in the first instance and we will contact you to discuss, support and escalate further via our Holden Knight Designated Safeguarding Lead (DSL).

4.7 The role of the designated safeguarding lead is to:

- know which external agencies to contact in the event of a safeguarding/safety concern coming to the notice of the Holden Knight;
- provide information and advice on safeguarding/safety to employees, candidates and external clients as appropriate;
- keep senior management within Holden Knight informed about any action taken and any further action required;
- ensure that proper records of incidents are maintained
- Where appropriate, make formal referrals to the appropriate authorities (i.e. NCTL, HCPC or DBS) if/when necessary.

#### 4.8 The DSL will ensure that:

- The Senior management team within Holden Knight understand and fulfil its safeguarding including prevent responsibilities.
- The Head of Partnerships & Engagement will be the designated senior member of the leadership team for Safeguarding including Prevent.
- All new members of staff and volunteers will complete essential Safeguarding training which includes Prevent as part of their induction programme. Refresher safeguarding training will be completed by all staff every 2 years.
- All members of staff know how to respond to a learner or customer who discloses abuse or a safeguarding concern and the procedure to be followed in appropriately sharing this information.
- All staff (including temporary tutors and volunteers) new to Holden Knight will be made aware by their line manager of the service policy and procedures, the name and contact details of the Designated Safeguarding Lead and safeguarding team and will be given a copy of the Whistleblowing Policy.
- No staff will be able to work with learners without supervision until mandatory induction training has been completed, satisfactory references are received and an enhanced DBS check has been received. In exceptional circumstances, a risk assessment process may be used by managers where one of these control measures is not fulfilled.
- We have clear and visible policies in place covering, staff, learners, use of premises which identify where learners or staff may be at risk of being drawn into terrorism.
- A safer recruitment policy is in place for staff and volunteers. Pre-employment checks to determine staff and volunteer suitability will be undertaken for all staff recruited to work for Holden Knight and appointment will not be confirmed unless satisfactory checks have been completed. These checks will include references and eligibility checks.

4.9 All learners new to Holden Knight will be made aware by their tutor of the service policy and procedures, the name and contact details of the Safeguarding Team and be given access to an electronic or hard copy of the Learner Handbook to confirm this.

4.10 We are clear that there is a zero-tolerance approach to hate speech, sexual violence and sexual harassment and it is never acceptable, and it will not be tolerated and it will never be passed off as "banter", or "just having a laugh".

4.11 We provide clear guidance on e-safety and online learning protocols.

4.12 We have a comprehensive risk assessment process in place that is regularly reviewed to ensure we are compliant with the Prevent Duty. This will include a specific risk assessment for 16 – 18 year olds (and 19-24 with SEND) learning with us or a sub-contractor.

## 5. Online Delivery

5.1 Holden Knight takes its responsibility seriously for the safety of all those using online platforms to receive and deliver education. Pupils, teachers/tutors, parents/carers, commissioning bodies and Holden Knight are all actively responsible for playing a role in ensuring online safety of learners in a virtual/ remote learning environment.

5.2 Holden Knight tutors only deliver sessions when an appropriate adult is present. For online tuition delivery as soon as the session starts the tutor confirms with an appropriate adult that they are present before the session formally starts.



- 5.3 It is important that all staff who interact with our learners, including online, continue to look out for signs a learner may be at risk. Any such concerns should be dealt with as per the Holden Knight safeguarding policy. Please see our Online Safety Policy.

## **6. Prevent Duty**

- 6.1 The duty in the Counter Terrorism and Security Act 2015 is "to have due regard to the need to prevent people from being drawn into terrorism." Prevent – is the Government's national counter terrorism strategy and aims to stop people being drawn in terrorism. It aims to reduce the risks of radicalisation and ensure people are given advice and support.

- 6.2 **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. This also includes extremism calls for the death of the armed forces, whether in the UK or overseas (Home Office 2015).

- 6.3 **Radicalisation** – refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

### **6.4 CHANNEL Process**

CHANNEL is a Government initiative early intervention process; it is a key element to the Prevent strategy and is a process for safeguarding individuals by assessing their vulnerability to being drawn into terrorism. Channel assesses vulnerability using a consistently applied vulnerability assessment framework built around three dimensions:

- Engagement - with a group, cause or ideology.
- Intent - to cause harm.
- Capability - to cause harm.

- 6.5 The dimensions are considered separately as experience has shown, for example, that it is possible to be engaged without intending to cause harm and that it is possible to intend to cause harm without being particularly engaged.

### **6.6 Vulnerability to Radicalisation**

All internal staff and temporary workers have a responsibility to take notice of patterns of behaviour that show whether a person is engaged in an ideology, is intent in causing harm or capable of committing violent acts. There are a number of behaviours and other indicators that may indicate a vulnerability to radicalisation and extremism.

- 6.7 Engagement factors are sometimes referred to as psychological hooks. These could include the needs of a person, their susceptibilities, their motivations and influences.

Engagement factors can also include:

- Feelings of grievance or injustice.
- Feeling under threat.
- A need for identity, meaning or belonging.
- A desire for status.
- A desire for excitement or adventure.
- A need to dominate and control others.
- A desire for political or moral change.
- Opportunistic involvement.
- Family or friends' involvement in extremism.
- Mental health issues.
- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.

- Their day-to-day behaviour becomes increasingly centred around an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of material or symbols associated with an extremist cause (e.g., the swastika for far right groups).
- Attempts to recruit others to the group/cause/ideology.
- Communications with others that suggest identification with a group/cause/ideology.
- Intent factors are those that show a person is ready to use violence to promote their views or achieve their aims.
- Clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills,
- using insulting or derogatory names or labels for another group,
- speaking about the imminence of harm from the other group and the importance of action now,
- expressing attitudes that justify offending on behalf of the group, cause or ideology,
- condoning or supporting violence or harm towards others; or plotting or conspiring with others.

6.8 To have capability to cause harm requires skills, resources and networks to be successful. Indicators could include:

- Having a history of violence,
- being criminally versatile and using criminal networks to support extremist goals,
- having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction), or
- having technical expertise that can be deployed (e.g., IT skills, knowledge of chemicals, military training or survival skills).

6.9 The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

#### 6.10 Prevention

Holden Knight employs various strategies to control the risk of abuse, radicalisation and extremism and target the causes and opportunities for abuse and neglect. These include:

- Acknowledgement of this policy for all Holden Knight employees and temporary workers.
- Becoming a REC Audited Education member, which shows our commitment to consistent safer recruitment practices.
- Embedding a rigorous Recruitment, Selection and Vetting policy of all temporary workers.
- Embedding the principles of safeguarding into operational, management expectations and professional practice.
- On-going Safeguarding Awareness training for all Holden Knight employees and temporary workers.
- Holden Knight has a designated Safeguarding Lead and deputy DSL to support on all areas concerned to safeguarding.

## **7. Managing Allegations**

7.1 Holden Knight recognises that it is an agent of referral and not of investigation. It is not Holden Knight's responsibility to investigate abuse.

7.2 The Designated Safeguarding Lead is responsible for the following.

- Referring a vulnerable learner if there are concerns about their welfare, possible abuse or neglect to the Local Adult or Children's Safeguarding Board (whichever is relevant to the case) using the stipulated referral procedure as soon as possible within the working day.
- Ensuring that detailed and accurate written records of concerns about a vulnerable learner are kept even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from other records with a front sheet listing dates and brief entry to provide a chronology
- Acting as a focal point for staff concerns and liaising with other agencies and professionals.
- Ensuring that either they or another appropriately informed member of staff attends case conferences, core groups, or other multi-agency planning meetings

### **7.3 Referrals**

Holden Knight will refer cases of suspected abuse or allegations to relevant statutory agencies. The DSL will act as a source of support, advice and expertise to staff when deciding whether and when to make a referral.

## **8. Allegations against Staff**

8.1 All staff should take care not to place themselves in a vulnerable position with a child or learners. It is always strongly recommended that interviews, tutorials or work with individual young people or learners to be conducted in view of other adults.

8.2 We understand that a learner may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform a member of the Senior Management Team

8.3 The Designated Safeguarding Lead on all such occasions will discuss the content of the allegation with the local authority designated officer (LADO) for children or the Designated Adult Safeguarding Manager (DASM) for adults.

8.4 In the event that learners, their representatives, parents, or carers are concerned about possible abuse or neglect by a staff member, volunteer, or any other person, Holden Knight has clear processes in place including a Managing Allegations Against Staff policy.

8.5 Holden Knight encourages learners, their representatives, parents, or carers to report their concerns immediately to the Designated Safeguarding Lead. All reports of suspected abuse or neglect will be taken seriously and handled confidentially, with the individual's safety and well-being as the top priority.

8.6 By proactively informing service users and their support networks about safeguarding awareness and establishing clear reporting procedures, Holden Knight can create a safer and more secure environment for vulnerable individuals and facilitate timely intervention in case of any safeguarding concerns.

## 9. Whistleblowing

- 9.1 We recognise that learners cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the Designated Safeguarding Lead or Area Learning Manager.
- 9.2 You can raise your concerns orally or in writing to your manager or DSL. You must state that you are using the 'Whistleblowing' policy and specify whether you wish your identity to be kept confidential. You will be asked to formalise your concerns in writing either before or after the first meeting. Your Manager will acknowledge receipt of your formal written disclosure and keep a record of further action taken. We will also aim to give you an indication of how we propose to deal with the matter.
- 9.3 If normal reporting lines cannot be followed then you can escalate concerns to a senior manager or human resources department. All staff should be made aware of Holden Knight's whistle-blowing policy and feel confident to voice concerns about the attitude or actions of colleagues. If a member of staff or learner believes that a reported allegation or concern is not being dealt with appropriately by the Company, they should report the matter to their LADO. If the concern is not addressed appropriately, staff and learners may need to escalate the issue to external authorities, such as the police, relevant regulatory bodies, or safeguarding organizations.
- 9.4 In most cases you should not find it necessary to alert anyone externally. However, the law recognises that in some circumstances it may be appropriate to report your concerns to an external body. It will rarely, if ever, be appropriate to alert the media. We strongly encourage you to seek advice before reporting a concern to anyone external.
- 9.5 The independent whistleblowing charity, Public Concern at Work, operates a confidential helpline and also has a list of prescribed regulators for reporting certain types of concern, for example the Health and Safety Executive, Environment Agency etc. Public Concern at Work can be contacted by telephone on 020 7404 6609, or by e-mail [whistle@pcaw.co.uk](mailto:whistle@pcaw.co.uk). Further information can also be found on their website – [www.pcaw.co.uk](http://www.pcaw.co.uk).

### 9.6 Process for learners

For any learner to report a safeguarding concern, we have a clear process in place. As soon as you have recognised or experienced a safeguarding concern, and if possible, write down your concerns/events/conversation where a disclosure has been made and the specific reasons for your concern (context).

- 9.7 Staff should contact a dedicated Holden Knight Account Manager, via telephone on 0800 0472313 and/or email your concern to [intervention@holdenknight.com](mailto:intervention@holdenknight.com) in the first instance and we will contact you to discuss, support and escalate further via our Holden Knight Designated Safeguarding Lead (DSL).
- 9.8 We will ask learners to provide a clear and factual written statement, as soon as possible after recognising a concern. Please send your written statement to our DSL [safeguarding@holdenknight.com](mailto:safeguarding@holdenknight.com). This email address is constantly monitored. Our DSL can also be reached on 07717068035.
- 9.9 We recognise that all matters relating to safeguarding and child and learner's protection are confidential. The Designated Safeguarding Lead/Officers will disclose personal information about a learner to other members of staff on a need-to-know basis only. However, all staff have a professional responsibility to share information with other agencies in order to safeguard vulnerable learners. All staff are aware that they cannot promise a learner to keep secrets which might compromise safety or well-being or that of another.

## **10. Informed Consent**

- 10.1 Safeguarding decisions, especially those regarding adults, must prioritize the individual's ability to give informed consent and adhere to the principles of the Mental Capacity Act 2005 (MCA). This means that any actions taken to protect an adult must be done with their consent, if they have the capacity to make that decision.
- 10.2 If they lack capacity, decisions should be made in their best interests, respecting their wishes and feelings, and considering any relevant past or present wishes.
- 10.3 Safeguarding decisions should always start with the person having the capacity to understand the situation and make a decision for themselves. This means they need to understand the information provided, retain it, weigh the potential benefits and drawbacks, and communicate their choice. If they have the capacity, their decision is respected and should be followed.
- 10.4 If there's any doubt about a person's capacity to make a specific decision, the MCA applies. The Act provides a framework for assessing capacity and for making decisions on behalf of someone who lacks capacity.
- 10.5 When someone lacks capacity, decisions must be made in their best interests. This means considering their wishes, feelings, beliefs, and values, as well as weighing the potential risks and benefits of any action.

## **11. Professional Boundaries**

When supporting vulnerable children and adults, a tutor or support worker must maintain clear professional boundaries to ensure ethical, safe, and effective practice. These boundaries protect both the child and the worker and help create a supportive and structured environment. All workers but uphold the following boundaries:

### **11.1 Maintain Appropriate Relationships**

- Be friendly, not a friend: Develop rapport, but avoid becoming personally involved.
- Avoid over-familiarity: Do not share personal information or contact details (unless it is part of your official communication process and approved by the institution).
- No physical contact: Unless in an emergency or following safeguarding protocols.

### **11.2 Confidentiality and Information Sharing**

- Keep information private: Only share details with relevant professionals on a need-to-know basis.
- Follow safeguarding procedures: If a child discloses something concerning, report it according to the organisation's safeguarding policy — never promise to keep secrets.

### **11.3 Professional Communication**

- Use professional language: Avoid slang, jokes that could be misunderstood, or any language that could be seen as unprofessional or offensive.
- Appropriate platforms: Only use official communication channels (e.g., work email or secure educational platforms).

### **11.4 Role Clarity**

- Stick to your remit: Provide support, encouragement, and structure — do not take on the role of a counsellor or social worker.
- Know when to refer: If a child needs help beyond your expertise (e.g., mental health support), refer them to the appropriate professional.

### **11.5 Boundaries Around Time and Availability**

- Respect working hours: Do not offer tutoring or emotional support outside agreed hours unless part of your formal role.

- Avoid dependency: Encourage independence and resilience, especially in vulnerable children who may form attachments quickly.

#### 11.6 Professional Conduct and Appearance

- Be a role model: Act with integrity, punctuality, and consistency.
- Dress appropriately: Present yourself in a professional and suitable manner.

#### 11.7 Safeguarding and Risk Management

- Follow all safeguarding policies: Attend training regularly and know your responsibilities.
- Work in safe environments: Avoid one-to-one sessions in unsupervised or informal settings without safeguarding procedures in place.

## **12. Further Information**

This policy should be read in conjunction with our other relevant policies, which include:

- Managing Allegations against Staff Policy
- Complaints Policy
- Online Safety Policy
- Safer Recruitment Policy
- Temporary Worker Code of Conduct
- Whistleblowing Policy