

WMC Training Ltd

Policy Information	Safeguarding, Prevent & Learner Wellbeing Policy
Policy Owner	Designated Safeguarding Lead
Approved By	Board of Governors
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Applies To	All apprentices, learners, employees, governors, contractors, employers, volunteers and visitors

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1. Purpose

WMC Training is committed to creating a safe, inclusive and supportive environment in which every apprentice can learn, develop and achieve free from abuse, neglect, exploitation, discrimination and harm.

Safeguarding is fundamental to our organisational culture and underpins every aspect of the learner journey. We believe safeguarding is everyone's responsibility and is embedded throughout curriculum delivery, learner support, quality assurance, governance and employer engagement rather than operating solely as a statutory compliance requirement.

Our safeguarding approach extends beyond protecting learners from harm. We are committed to developing apprentices as confident Early Years professionals who understand their own safeguarding responsibilities, promote positive wellbeing and contribute to creating safe environments for children, families, colleagues and the wider community.

This policy establishes WMC Training's strategic approach to safeguarding, Prevent, learner wellbeing and safer working practice. It explains how safeguarding concerns are identified, reported, managed and reviewed whilst promoting a culture of early intervention, professional curiosity and continuous improvement.

Safeguarding at WMC Training supports our commitment to delivering high-quality education, enabling learners to feel safe, respected, valued and supported so they can successfully achieve their apprenticeship and progress within the Early Years sector.

2. Scope

This policy applies to:

- all apprentices and learners enrolled with WMC Training;
- prospective learners during recruitment and onboarding;
- all employees;
- tutors, assessors and quality staff;
- senior leaders;
- governors;
- employers supporting apprentices;
- contractors;
- volunteers;
- visitors.

The policy applies across all aspects of apprenticeship delivery including:

- workplace learning;
- online learning;
- Microsoft Teams sessions;
- Aptem and other approved learning platforms;
- employer premises;
- off-site visits;
- End-Point Assessment preparation;
- enrichment activities;

- learner support services.

This policy should be read alongside WMC Training's:

- Prevent & British Values Policy;
- Digital Learning, Online Safety & Responsible Technology Policy;
- Inclusive Learning & Additional Learning Support Policy;
- Equality, Diversity, Inclusion & Belonging Policy;
- Safer Recruitment Policy;
- Whistleblowing Policy;
- Health, Safety & Educational Visits Policy;
- Data Protection, Information Governance & UK GDPR Policy;
- Behaviour, Attendance & Professional Conduct Policy.

3. Legislative & Regulatory Framework

This policy has been developed in accordance with current legislation, statutory guidance and regulatory requirements including:

- **Keeping Children Safe in Education (KCSIE)** (Department for Education, current edition);
- **Working Together to Safeguard Children** (HM Government, current edition);
- **Children Act 1989**;
- **Children Act 2004**;
- **Care Act 2014** (Adult Safeguarding);
- **Counter-Terrorism and Security Act 2015** (Prevent Duty);
- **Prevent Duty Guidance: for England and Wales** (Home Office, current edition);
- **Education and Skills Funding Agency (ESFA) Apprenticeship Funding Rules**;
- **Safeguarding Vulnerable Groups Act 2006**;

- **Modern Slavery Act 2015;**
- **Equality Act 2010;**
- **Human Rights Act 1998;**
- **Data Protection Act 2018;**
- **UK General Data Protection Regulation (UK GDPR);**
- relevant local safeguarding partnership procedures.

WMC Training recognises that safeguarding responsibilities apply to children, young people and adults at risk. In accordance with **Keeping Children Safe in Education**, all staff understand that safeguarding is everyone's responsibility and that concerns should always be acted upon promptly, professionally and in the best interests of the individual.

Whilst the majority of WMC Training's apprentices are adults, many work daily with babies, children and young people. The organisation therefore adopts a safeguarding approach that protects apprentices whilst simultaneously developing their professional safeguarding knowledge, skills and behaviours.

4. Policy Statement

Safeguarding at WMC Training is embedded throughout every stage of the apprenticeship journey and forms an integral part of our curriculum, learner support and quality assurance arrangements.

We believe safeguarding should never be viewed solely as a compliance activity. Instead, it is a shared organisational responsibility that enables apprentices to learn safely, develop resilience, understand professional responsibilities and contribute positively to the communities they serve.

Safeguarding education is integrated throughout apprenticeship delivery through induction, curriculum activities, one-to-one progress reviews, safeguarding and Prevent booster sessions, monthly safeguarding and careers newsletters, online safety education and regular wellbeing discussions.

Our personalised one-to-one delivery model enables tutors to develop strong professional relationships with learners, allowing emerging concerns to be recognised

early and appropriate support to be implemented before issues become barriers to learning.

Where additional support is required, apprentices may access confidential counselling, specialist safeguarding advice, mental health resources, learner passports, the Assess, Plan, Do, Review (APDR) process and external support agencies.

Leaders maintain effective safeguarding oversight through structured governance arrangements, including weekly Senior Leadership Team meetings, quarterly Safeguarding and Lessons Learned Reviews, safeguarding quality assurance activities, learner and employer feedback, Tutor Excellence Reviews, MyConcern reporting and Board of Governors scrutiny.

Safeguarding arrangements are continually reviewed to ensure they remain effective, responsive to emerging risks and aligned with statutory guidance and sector best practice.

5. Our Safeguarding Ethos

Safeguarding at WMC Training is founded on the belief that learners achieve best when they feel safe, respected, included and supported.

We recognise that safeguarding extends beyond protection from abuse and includes promoting:

- physical safety;
- emotional wellbeing;
- positive mental health;
- professional conduct;
- online safety;
- equality and inclusion;
- healthy relationships;
- resilience;
- confidence;

- employability;
- professional safeguarding practice.

Our safeguarding culture is built upon four key principles:

Protect

We protect apprentices from abuse, neglect, exploitation, discrimination and harm through robust safeguarding arrangements, early intervention and effective partnership working.

Support

We provide personalised wellbeing, pastoral and safeguarding support that enables learners to overcome barriers and remain engaged in learning.

Educate

We develop apprentices into knowledgeable Early Years professionals who understand safeguarding legislation, recognise safeguarding concerns and know how to respond appropriately within their workplace and wider society.

Assure

Leaders routinely evaluate safeguarding through quality assurance, learner voice, governance, MyConcern reporting and continuous improvement to ensure safeguarding remains effective across the organisation.

6. Safeguarding Leadership & Governance

Safeguarding is recognised as a strategic priority at WMC Training and is embedded within the organisation's leadership, governance and quality assurance arrangements. Leaders recognise that effective safeguarding is fundamental to delivering high-quality apprenticeship provision and creating an environment where apprentices feel safe, supported and able to succeed.

In accordance with **Keeping Children Safe in Education (KCSIE)**, safeguarding is regarded as everyone's responsibility. All staff are expected to maintain an attitude of professional curiosity, recognise indicators of abuse or vulnerability and take appropriate action without delay.

Strategic oversight of safeguarding is provided through the Board of Governors, with operational leadership delegated to the Designated Safeguarding Lead (DSL). The safeguarding team works collaboratively with tutors, employers and external agencies to ensure safeguarding concerns are managed promptly, appropriately and in the best interests of the learner.

Leaders monitor safeguarding performance through:

- monthly Senior Leadership Team (SMT) meetings;
- quarterly Safeguarding & Lessons Learned Reviews;
- MyConcern reporting and trend analysis;
- safeguarding quality assurance audits;
- learner, employer and staff feedback;
- Tutor Excellence Reviews;
- safeguarding training compliance;
- quarterly safeguarding reporting to the Board of Governors;
- the Self-Assessment Report (SAR) and Quality Improvement Plan (QIP).

Safeguarding remains a standing agenda item at SMT and Board meetings, ensuring governors receive regular assurance regarding safeguarding effectiveness, emerging risks, organisational capacity and continuous improvement.

7. WMC Training Safeguarding Team

WMC Training maintains a dedicated safeguarding team to ensure learners, employers and staff have access to timely advice, support and safeguarding expertise.

Executive Safeguarding Lead

Emma Grimshaw

Managing Director

The Executive Safeguarding Lead provides strategic oversight of safeguarding across WMC Training and is responsible for ensuring safeguarding remains adequately resourced, effectively governed and embedded throughout the organisation.

Responsibilities include:

- promoting a positive safeguarding culture;
- ensuring sufficient staffing and resources;
- reporting safeguarding performance to the Board of Governors;
- overseeing safeguarding risk management;
- supporting organisational improvement;
- ensuring compliance with statutory safeguarding responsibilities.

Designated Safeguarding Lead (DSL)

Sarah Fulford

Quality Manager

The DSL has overall operational responsibility for safeguarding and learner wellbeing.

Responsibilities include:

- leading safeguarding across the organisation;
 - managing safeguarding referrals;
 - liaising with Children's Social Care, Adult Social Care, Police, Prevent and other agencies;
 - overseeing MyConcern;
 - supporting learners experiencing safeguarding concerns;
 - advising staff;
 - monitoring safeguarding trends;
 - leading safeguarding training;
 - producing the Annual Safeguarding Report;
 - reviewing safeguarding policies and procedures.
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Deputy Designated Safeguarding Lead (DDSL)

Shelley Taylor

Quality Officer

The Deputy DSL supports the Designated Safeguarding Lead and deputises in their absence.

Responsibilities include:

- supporting safeguarding referrals;
- reviewing safeguarding records;
- monitoring MyConcern activity;
- supporting tutors with safeguarding concerns;
- contributing to safeguarding quality assurance;
- participating in safeguarding reviews;
- supporting safeguarding training.

Safeguarding Officer

Sophie Rumney

Quality Officer

The Safeguarding Officer supports learner wellbeing and preventative safeguarding activities.

Responsibilities include:

- coordinating learner wellbeing support;
- producing safeguarding and careers newsletters;
- coordinating safeguarding and Prevent booster activities;
- supporting learners requiring additional wellbeing support;
- monitoring learner welfare;
- signposting learners to external agencies;

- developing regional safeguarding intelligence;
- supporting safeguarding awareness across the organisation.

8. Reporting Safeguarding Concerns

WMC Training encourages the immediate reporting of any safeguarding concern, regardless of how minor it may appear. Concerns should never be delayed whilst additional information is gathered.

In accordance with **Keeping Children Safe in Education**, it is not the responsibility of staff to investigate safeguarding concerns. Staff are expected to recognise concerns, respond appropriately and report them immediately.

Where there is an immediate risk of harm, emergency services should be contacted by dialling **999** before notifying WMC Training's safeguarding team.

Following any emergency action, the Designated Safeguarding Lead must be informed as soon as reasonably practicable.

Reporting Routes for Apprentices & Learners

Apprentices are encouraged to speak to someone as soon as they feel worried, unsafe or concerned about themselves or another person.

Concerns may relate to:

- personal safety;
- abuse or neglect;
- bullying or harassment;
- discrimination;
- domestic abuse;
- mental health;
- financial hardship;
- online safety;

- Prevent concerns;
- inappropriate workplace behaviour;
- any issue affecting their wellbeing or ability to learn safely.

Learners may report concerns to:

Their Tutor

The learner's tutor is usually the first point of contact and will ensure concerns are reported immediately through WMC Training's safeguarding procedures.

Alternatively, learners may contact:

Sarah Fulford – Designated Safeguarding Lead

 sarah.fulford@wmctraining.co.uk

Shelley Taylor – Deputy Designated Safeguarding Lead

 shelley.taylor@wmctraining.co.uk

Sophie Rumney – Safeguarding Officer

 sophie.rumney@wmctraining.co.uk

Learners may also speak to **any member of staff**, who will ensure concerns are passed immediately to the safeguarding team.

Reporting Routes for Employers

Employers play a vital role in safeguarding apprentices and are expected to notify WMC Training immediately if concerns arise regarding:

- learner wellbeing;
- safeguarding;
- Prevent;
- attendance linked to welfare;
- professional conduct;
- workplace safety;
- disclosures made within the workplace.

Employers should normally contact:

Sarah Fulford – Designated Safeguarding Lead

or

Shelley Taylor – Deputy Designated Safeguarding Lead

If unavailable, employers should contact:

Emma Grimshaw – Executive Safeguarding Lead

Reporting Routes for Staff

Every member of staff has an individual responsibility to safeguard learners.

Where a concern arises, staff must:

Step 1

Respond appropriately to the learner, ensuring they are listened to, reassured and not asked leading questions.

Step 2

Record the concern immediately using **MyConcern**.

Step 3

Notify:

- Sarah Fulford – Designated Safeguarding Lead

If unavailable:

- Shelley Taylor – Deputy Designated Safeguarding Lead

If neither are available:

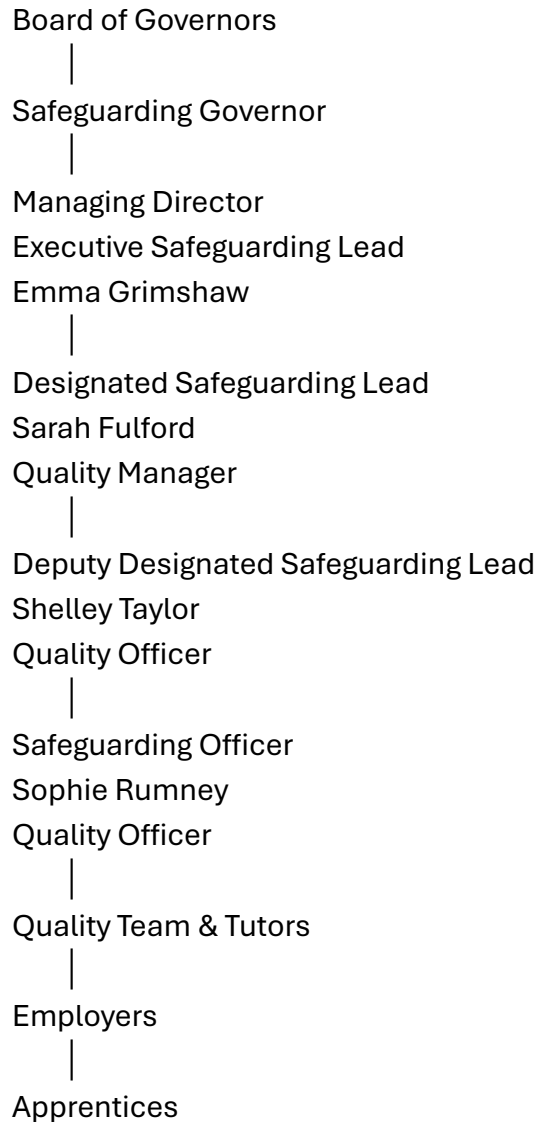
- Emma Grimshaw – Executive Safeguarding Lead

Concerns relating to a member of the safeguarding team should be reported directly to the Managing Director or the Safeguarding Governor.

No member of staff should delay reporting a concern.

9. Governance Structure

Safeguarding is supported through clear lines of accountability and governance.



The Board of Governors receives regular safeguarding reports, providing appropriate challenge and support to ensure safeguarding remains effective, well resourced and responsive to emerging risks.

10. How Apprentices Will Know They Are Safe

WMC Training is committed to ensuring every apprentice understands how safeguarding supports them throughout their apprenticeship.

Every apprentice should:

- know who to contact if they have a safeguarding or wellbeing concern;
- feel safe, respected and valued throughout their apprenticeship;
- receive regular safeguarding, Prevent and online safety education;
- discuss wellbeing during every progress review;
- understand how to recognise safeguarding concerns within their workplace;
- develop confidence in reporting concerns appropriately;
- have access to confidential counselling and wellbeing support where required;
- understand their professional safeguarding responsibilities as Early Years practitioners;
- know that concerns will be listened to, taken seriously and responded to appropriately;
- contribute their views through learner surveys, learner voice activities and progress reviews.

Through this approach, safeguarding becomes an integral part of the apprentice journey, supporting learners not only to remain safe themselves but also to develop the knowledge, skills and behaviours required to safeguard others throughout their professional careers.

11. Safeguarding Throughout the Apprentice Journey

Safeguarding is embedded throughout every stage of the apprentice journey, ensuring learners are supported from initial enquiry through to successful completion and progression. Rather than being delivered as a standalone topic, safeguarding is woven throughout the curriculum, learner support, progress reviews and quality assurance activities to ensure it remains relevant, contextualised and responsive to learners' individual circumstances.

Onboarding

Safeguarding begins before an apprentice enrolls with WMC Training.

During onboarding, learners are introduced to:

- WMC Training's safeguarding culture and expectations;
- the safeguarding team and reporting routes;
- Prevent Duty and British Values;
- online safety and digital professionalism;
- learner wellbeing and support services;
- equality, diversity, inclusion and belonging;
- professional conduct and safer working practices.

Learners are encouraged to disclose any additional support needs or personal circumstances that may affect their learning. Where appropriate, reasonable adjustments are implemented through the Inclusive Learning & Additional Learning Support Policy, learner passports and the Assess, Plan, Do, Review (APDR) process.

Curriculum Delivery

Safeguarding is integrated throughout curriculum delivery and is contextualised to the Early Years sector.

Apprentices develop the knowledge, skills and behaviours required to:

- recognise safeguarding concerns;
- understand statutory safeguarding responsibilities;
- respond appropriately to disclosures;
- apply safeguarding legislation within workplace practice;
- promote equality, inclusion and wellbeing;
- understand professional boundaries;
- maintain confidentiality;

- contribute to safe environments for children, families and colleagues.

Tutors continually reinforce safeguarding themes through professional discussions, workplace examples and reflective practice, enabling learners to understand safeguarding as a professional responsibility rather than a compliance requirement.

Progress Reviews

Every progress review includes a structured discussion around safeguarding and learner wellbeing.

Tutors routinely discuss:

- personal wellbeing;
- workplace wellbeing;
- safeguarding concerns;
- online safety;
- Prevent and British Values;
- professional conduct;
- learner confidence;
- barriers to learning;
- support requirements.

This enables tutors to identify emerging concerns early and implement timely support before issues begin to affect learner engagement, progress or achievement.

Learner Wellbeing

WMC Training recognises that positive wellbeing underpins successful learning and professional development.

Learners have access to:

- confidential counselling services;

- wellbeing resources;
- safeguarding advice;
- financial wellbeing signposting;
- mental health support;
- external specialist agencies where appropriate;
- pastoral support from tutors and the safeguarding team.

Support is tailored to individual learner needs and reviewed regularly throughout the apprenticeship.

12. Prevent Duty & British Values

In accordance with the **Counter-Terrorism and Security Act 2015** and the statutory **Prevent Duty Guidance**, WMC Training has due regard to the need to prevent learners from being drawn into terrorism or extremist activity.

Prevent is embedded throughout the curriculum and reinforced through:

- learner induction;
- progress reviews;
- safeguarding and Prevent booster activities;
- monthly safeguarding and careers newsletters;
- curriculum discussions;
- online safety education;
- regional safeguarding intelligence updates.

Learners develop an understanding of:

- democracy;
- the rule of law;
- individual liberty;
- mutual respect;

- tolerance of different faiths and beliefs;
- recognising extremist narratives;
- misinformation and disinformation;
- critical thinking;
- online radicalisation.

Tutors contextualise Prevent within the Early Years sector and encourage learners to reflect upon their professional responsibilities for safeguarding children and vulnerable individuals.

13. Online Safety & Digital Safeguarding

Digital learning forms an integral part of WMC Training's apprenticeship delivery model.

Learners are supported to use digital technologies safely, ethically and professionally through regular discussions relating to:

- cyber security;
- phishing and online scams;
- Artificial Intelligence;
- social media;
- digital professionalism;
- e-portfolios;
- Microsoft Teams;
- confidentiality;
- data protection;
- online exploitation;
- digital wellbeing.

Further guidance is provided within the Digital Learning, Online Safety & Responsible Technology Policy.

14. Responding to Safeguarding Concerns

All safeguarding concerns are managed in accordance with statutory guidance and WMC Training's safeguarding procedures.

Concerns are recorded securely using **MyConcern**, ensuring a clear chronology of events, actions and outcomes.

The safeguarding team works collaboratively with learners, employers and external agencies where appropriate to ensure concerns are managed effectively and support is coordinated in the learner's best interests.

Where necessary, referrals may be made to:

- Children's Social Care;
- Adult Social Care;
- Police;
- Local Authority Designated Officer (LADO);
- Prevent/Channel;
- NHS Mental Health Services;
- Domestic Abuse Services;
- Early Help;
- other specialist agencies.

Information sharing is undertaken in accordance with **Keeping Children Safe in Education**, the **Data Protection Act 2018** and **UK GDPR**, recognising that concerns about sharing information should never prevent appropriate action where a learner, child or adult is at risk of harm.

15. Monitoring & Review

The Designated Safeguarding Lead is responsible for monitoring the effectiveness of this policy.

The policy will be reviewed:

- annually;
- following significant safeguarding incidents;
- following updates to statutory guidance;
- following changes to organisational practice;
- where lessons learned identify the need for improvement.

The Board of Governors receives an annual safeguarding report providing assurance regarding:

- safeguarding activity;
- learner wellbeing;
- training compliance;
- safeguarding themes;
- Prevent activity;
- quality assurance findings;
- organisational risks;
- improvement priorities.

17. Related Policies

This policy should be read alongside:

- Prevent & British Values Policy
- Digital Learning, Online Safety & Responsible Technology Policy
- Inclusive Learning & Additional Learning Support Policy

- Equality, Diversity, Inclusion & Belonging Policy
- Behaviour, Attendance & Professional Conduct Policy
- Health, Safety & Educational Visits Policy
- Safer Recruitment Policy
- Whistleblowing Policy
- Data Protection, Information Governance & UK GDPR Policy
- Apprenticeship Compliance Policy
- Curriculum, Teaching, Assessment & Quality Assurance Policy