

Cambridge Spark - Safeguarding Policy

Document Owner: James Swaffield, Robyn Harley, Kate Norris			
Change History			
Issue	Issue Date - Version No.	List of changes or remarks	Change owner:
1	October 2018	Creation of policy	Jules Wix
2	October 2019	Annual update	Jules Wix
3	May 2020	DSL Training updates	Judit Gorog
4	March 2020	Annual update	Judit Gorog
5	July 2021	Updates to general policy. Updates to legislation. Consideration to EIF amendments and current requirements. Amendments to categories of abuse and risks. Factoring of online remote provision.	Kayte Winter
6	December 2021	Updates to DSL's and Safer Recruitment Process	Samantha Hackett
7	July 2022	Update to DSLs and MHFA Update to Legislation KCSIE 2022 Update to Referral Process Update to Reporting a Concern process Update to include Learner Code of Conduct Updates regarding Sexual Harassment Update to include Out of Hours process	Kayte Winter
8	January 2023	Updates to DSLs	DSLs/Kayte Winter
9	November 2023	Update to DSLs, policy owners and inclusion of Prevent risk register	Kate Norris

1. Statement of Policy

1.1. Introduction

Cambridge Spark recognises and fully accepts its moral and statutory duty to safeguard and promote the welfare of children, young people and vulnerable adults and its duty to protect staff from unfounded allegations of abuse. Safeguarding is a key priority for Cambridge Spark and Leadership and Management are dedicated to ensuring Safeguarding, and its principles, is embedded in the policies and procedures that govern the organisations operations. Safeguarding topics will also be embedded within the delivery of apprenticeships to learners via coaching sessions, progress reviews and awareness raising events.

This policy applies to all staff working on behalf of Cambridge Spark. It should be read in conjunction with the following documents;

- Prevent Policy
- Health and Safety Policy
- Equality, Diversity and Inclusion Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Process: Safeguarding Referral

The leadership team at Cambridge Spark will promote and obtain commitment to the Safeguarding Policy and reporting procedure through the following activities;

- Staff Induction - All Staff are required to complete the Education and Training Foundation Side-By-Side Training and Safeguarding in the FE and Skills Sector
- Formal CPD and Staff Briefing Sessions - These occur on an annual basis and attendance is mandatory for all staff company wide
- Caseload Reviews and Delivery Staff 1-2-1's - carried out on a monthly basis and concerns raised via the Safeguarding Referral Process
- Business and Service Updates - through the production and sharing of up to date legislation and any changes via the Safeguarding Team, Notion Safeguarding Page, monthly Newsletters and weekly departmental meetings
- Governance Review - Quarterly Governance Board meetings, carried out to review any concerns or risks raised
- Safeguarding Working Group - carried out on a monthly basis to ensure visibility of any concerns or risks identified and ascertain any necessary interventions
- Designated and Trained Safeguarding Leads - acting as the point of support and within the organisation

Cambridge Spark also recognises the implications and efforts needed to ensure our safeguarding practice is effective with consideration given to the fact that we provide a fully remote and e-learning delivery and learning environment. As per the Further Education and Skills Inspection Handbook, as an organisation, we will endeavour to ensure that this policy and our procedures are carried out regardless of the established learning environment in order to protect all learners online and offline, including when they are receiving remote education under unexpected

circumstances i.e COVID 19 Isolation.

1.2 Principles of Safeguarding at Cambridge Spark

In line with the Care Act 2014 the core principles of Safeguarding at Cambridge Spark are as follows;

- **Empowerment** - people are supported and encourage to make their own decisions and informed consent
- **Prevention** - early identification of potential harm to ensure action is taken before harm occurs
- **Proportionality** - ensuring that intervention is appropriate to the risk presented
- **Protection** - to provide support and representation for those in greatest need
- **Partnership** - ensuring positive and established relationships with those in the community that can offer services to those most vulnerable when needed
- **Accountability** - ensuring accountability and transparency within all aspects of safeguarding practice

We will ensure:

- A safe environment for all children, young people and vulnerable adults.
- Those suffering or at risk of suffering significant harm or abuse are identified and referred to the necessary agencies as appropriate.
- All staff and learners learn about safeguarding, the organisation's policies and procedures and how to keep themselves and others safe.

We will do this by:

- Appointing and training Designated Safeguarding Leads (DSL) to be the point of contact for the organisation.
- Appointing and training a dedicated Mental Health First Aider to promote and act as the point of contact for the organisation in relation to Mental Health and Welfare
- Ensuring that all staff are recruited in accordance with the 'Safer Recruitment Guidelines.'
- Raising awareness of issues relating to the welfare and safeguarding of children, young people and vulnerable adults.
- Ensuring that all staff undertake the outlined safeguarding training and understand their responsibilities for safeguarding.
- Providing a 'code of conduct' to all staff which details expected behavior to avoid misunderstandings and false allegations.
- Providing a 'code of conduct' to learners to promote British Values and ensure a safe learning environment for all
- Promoting a safe physical and virtual environment.
- Engaging with stakeholders and agreeing to a shared commitment to safeguarding.
- Working with other agencies as appropriate (e.g. Safeguarding Partners, Regional Prevent Co-Ordinator) where an individual is being, or at risk of being, significantly harmed.
- Providing a framework for reporting and dealing with concerns and disclosures.
- Establishing clear procedures for the reporting and handling of allegations of abuse against staff
- Ensuring that all concerns and allegations are treated fairly and seriously with action taken in a timely and appropriate manner

1.3. Legislative Frameworks

The duties and responsibilities within this policy are defined within a wide range of legislation, including the following:

- **Working Together to Safeguard Children 2018** - reaffirms safeguarding as everyone's responsibility and the importance of sharing information between agencies.
- **Keeping Children Safe in Education 2022 (effective 1st Sept 22)** - requires all staff to read and understand their responsibilities if engaged in 'regulated' activities with young people. Sets out the responsibilities of the Designated Safeguarding Lead and provides guidance on safe recruitment of staff.
- **Care Act 2014** - sets out a clear framework for how vulnerable adults should be protected from abuse or neglect.
- **Prevent Duty 2015** - places a responsibility on specified authorities to prevent children and young people from becoming radicalised.
- **Sexual Offences Act 2003** makes it an offence for a person over 18 to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual.
- **Safeguarding Vulnerable Groups Act 2006** sets out the type of regulated activity in relation to children and adults at risk for which employers and individuals will be subject to checks.
- **Equality Act 2010** - The Equality Act is a law which protects you from discrimination. It means that discrimination or unfair treatment on the basis of certain personal characteristics, such as age, is now against the law in almost all cases
- **Children Act 1989** - This act identified young people who may qualify as vulnerable due to their care status. Leaving Care young people, who are still under the care of the local authority until the age of 15 and ¾'s, are entitled to education and training until the age of 24. Leaving Care young people will also need additional support and the organisation may have to liaise with local authority services to partake in Care Plan reviews in relation to their education and welfare. Where declared this is also recorded in the ILR in line with ESFA Funding Rules and monitored through Safeguarding Procedures. These learners are often identified as having Education and Health Care Plans and will require additional support and funding.
- **Review of Sexual Abuse in Schools and Colleges 2021 - "It could happen here"** Ofsted's June review recommends that leaders act on the assumption that sexual harassment is affecting their learners and take a whole-organisation approach by creating a culture where sexual harassment is not tolerated.
- **Protect Duty - Martyn's Law** - Considerations currently under review within Parliament however Cambridge Spark have acknowledged the potential new legislation. This is predominantly focused on the security and potential threat of terrorism at events.

Cambridge Spark have accounted for this within our Prevent Risk Assessment and is currently deemed low risk.

2. Definitions

2.1. Definitions of Abuse

The following are recognised as definitions of abuse, although any act which harms a child, young person or vulnerable adult should also be considered:

Physical Abuse - may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning or suffocating. It may be done deliberately or recklessly, or be the result of a deliberate failure to prevent an injury occurring.

Sexual Abuse involves a child, young person or vulnerable adult being forced or coerced into participating in or watching sexual activity of any kind. Any apparent consent or awareness is irrelevant.

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

Modern Slavery - the umbrella term for activities involved when one person obtains or holds another person in compelled service such as; Human Trafficking and Sexual Exploitation, Slavery, Servitude, Forced Labour, Illegal Adoption, Forced Marriage and more.

Neglect and acts of omission - Including ignoring medical or physical care needs and failing to provide access to such services, withholding necessities of life such as medication and adequate nutrition

Self - Neglect - covers a wide range of behaviour neglecting to care for one's own personal hygiene, health or surroundings. Includes behaviours such as hoarding, failure to maintain personal and intimate hygiene and deliberate deprivation of life necessities.

Domestic Violence and Abuse - defined as "any incident, or pattern of incidents, of controlling, coercive or 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"

Discriminatory Abuse - abusive behaviour and treatment based on the grounds of race, gender and gender identity, disability, sexual orientation, religion and any other protected characteristics

Sexual Harassment - is unwanted behaviour of a sexual nature which: violates your dignity, makes you feel intimidated, degraded or humiliated.

2.2 Other Definitions

Safeguarding children – protecting children, young people and vulnerable adults from maltreatment, preventing impairment of their health or development and ensuring they are

growing up in circumstances consistent with the provision of safe and effective care.

Safeguarding adults - protecting the health, wellbeing and human rights of adults at risk, enabling them to live safely, free from abuse and neglect and ensuring people and organisations working together to prevent and reduce both the risks and experience of abuse or neglect.

Child Protection – any activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Significant Harm – The Children’s Act introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interest of the children. Some children may be in need of help because they are suffering or likely to suffer significant harm.

Extremism and Radicalisation – Extremism is defined as ‘vocal or active opposition’ to British values; democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Radicalisation is defined as ‘the way in which a person comes to support terrorism and encourages other people to believe in views that support terrorism’. The Prevent Duty 2015 places a responsibility on specified authorities to prevent children and young people from becoming radicalised and as such is a key part of the safeguarding responsibilities of the organisation.

Child/Young Person – anyone under the age of 18

Vulnerable Adult – for the purposes of this policy, an individual over the age of 18, with specific personal or situational needs, which increase their risk of suffering significant harm.

Regulated Activity - Those working in specified activities will be classed as engaging in regulated activity. Put simply, this is anyone who is teaching, training, instructing, coaching, caring for or supervising children or providing personal care, healthcare, social work, assistance with household matters and personal affairs, and transportation to vulnerable adults.

3. PREVENT

Cambridge Spark recognises that extremism and exposure to extremist materials and influences can lead to poor outcomes for students. We further recognise that if we fail to identify and challenge extremist views, in line with the PREVENT Duty outlined within The Counter-Terrorism and Security Act 2015, then we are failing to protect our students from potential harm. As such any concerns in relation to PREVENT will be treated as an urgent safeguarding concern and Cambridge Spark commits to the following;

- All staff will be trained to a sufficient level of knowledge and embed this within their professional activities and any interactions with learners and stakeholders
- Ensuring that all learners are trained using the Education and Training Foundations Side By Side Training Programme within the first three months of their programme
- Ensure that all stakeholders are aware of the organisations’ policies and processes in relation to Safeguarding and Prevent and how to report any concerns

Cambridge Spark has a dedicated PREVENT Policy to outline any additional specifics in relation to PREVENT and should be read in conjunction with this policy.

In accordance with statutory duty, Cambridge Spark will ensure:

- Cambridge Spark will empower its learners to create communities that are resilient to extremism and to protect the wellbeing of particular learners who may be at risk to being drawn into violent extremism or crime
- All staff are trained in Prevent so that they understand their responsibilities and feel confident in spotting the signs that an individual may be at risk of being radicalised.
- All learners understand the risks of extremism and how these may present in the workplace.
- The promotion of British Values through both the curriculum and as part of the organisation's culture.
- All partner organisations and employers understand their responsibilities to prevent learners from being radicalised.
- Concerns raised about learners or by learners themselves are dealt with immediately and referred to the relevant authorities as appropriate.
- Robust IT procedures which prevent learners and staff from accessing extremist platforms and websites.
- Close liaison with local and national partners including the DfE Prevent Co-Ordinator to better understand and communicate the local and national risks.
- A Prevent Risk Assessment and Action Plan is published and regularly reviewed by senior managers.

We will do this by:

- Promoting and monitoring the use of Learner Communities i.e. Slack, KATE and APTM and identifying any potential discriminatory language or actions towards specific groups or people with a particular protected characteristic
- Appointing and training a Designated Safeguarding Lead (DSL) to be the single point of contact for the organisation.
- Raising awareness of Prevent at every opportunity.
- Ensuring that all staff and learners understand that Prevent is part of their wider safeguarding responsibilities
- Providing a framework for reporting and dealing with concerns and disclosures
- Staff will undertake PREVENT Training in order to enable early identification in changes to learner behaviour that may indicate potential cases of radicalisation or extremism
- Through learner engagement activities, such as progress reviews, coaching sessions and workshops, any possible behaviour changes will be identified, indicators include; discriminatory language or actions towards specific groups or people with a particular protected characteristic, possession or sharing of violent extremist literature, showing or sharing online material of an extreme nature toothers, behavioural changes (for example, becoming withdrawn), expression of extremist views, advocating violent actions and means, association with known extremists, seeking to recruit others to an extremist ideology

Where deemed appropriate Cambridge Spark will seek external support for learners or staff through referrals to the Channel Programme. This programme aims to work with the individual to address



their specific vulnerabilities, prevent them becoming further radicalised and possibly entering the criminal justice system because of their actions. More information can be found within the Channel Duty Guidance document available at <https://www.gov.uk/government/publications/channel-guidance>

Any concerns regarding PREVENT to be raised with the Cambridge Spark Designated Safeguarding Lead.

We carry out an annual Prevent risk assessment, our most up to date assessment can be found [here](#)

3.1. Designated Safeguarding Lead (DSL)

Cambridge Spark have appointed Designated Safeguarding Leads (DSLs) and a Mental Health First Aider to act as the single point of contact in all safeguarding and mental health concerns alike.

Cambridge Spark's DSLs are:

Elizabeth Ellis - Learner Success Coach

Andrew Hawkins - Learner Support Coach

Maisie Holder - Commercial and Customer Service Coordinator

Robyn Harley - Head of Delivery (robyn@cambridgespark.com)

Mental Health First Aider is;

Kayte Winter - Operations Manager

The DSLs and MHFA will be responsible for;

- ensuring that all staff and learners understand their responsibilities for safeguarding through training and regular updates;

AND

- managing, when required to do so, the referral of cases of suspected abuse or allegations to the relevant agencies,
- providing advice and support to staff who have made referrals to other agencies,
- keeping detailed, accurate, secure written records of concerns and referrals,
- referring cases to the Channel programme via the MASH team where there is a radicalisation concern,
- maintaining secure and accurate records of any child protection concern, referral, complaint or allegation,
- attending case conferences and review meetings as appropriate,
- communication of the policy and arrangements to all relevant parties including but not limited to; children, young people and vulnerable adults, their parents and families and staff
- engaging with local authorities and other agencies as appropriate.
- ensuring that staff receive safeguarding training appropriate to their roles and update

this annually, ensuring that

- maintaining accurate and up to date employment records of all staff including DBS checks,
- maintaining safeguarding training records,
- providing periodic reports to the board about safeguarding incidents or referrals as well as policy implementation,
- act as a source of support, advice and expertise for staff

3.2. Safeguarding and Online Safety

We recognise the exciting opportunities technology offers to learners and stakeholders. While recognising the benefits we are also mindful that practitioners have a duty of care to ensure that children and vulnerable adults are protected from potential harm both within and beyond the physical and virtual boundaries of our learning environment.

To reflect our belief that when used appropriately and safely, technology can support learning, we encourage adults and children to use a range of technological resources for a wide range of purposes. At the same time, we do all we can to ensure that technology is used appropriately and that children and vulnerable adults are safeguarded against all risks. While it is not possible to completely eliminate risk, any e-safety concerns that do arise will be dealt with quickly to ensure that learners and staff adhere to safe practices and continue to be protected. We will communicate our safe practice in the use of technologies with all stakeholders through our IT Usage and Security Policy.

Cambridge Spark will ensure that due to the remote learning environment and the use of technology within our programmes, adequate awareness of Online Safety will be promoted and monitored to all staff members and learners. Learners and staff are required to complete the Online Safety module encompassed within the Side by Side Safeguarding Training provided by the Education and Training Foundation, completion of which is mandatory and monitored as part of their learning/induction plans.

3.3. Responsibilities

Safeguarding is everyone's responsibility and all staff involved in the organisation's activities have a role to play. Cambridge Spark will ensure that staff undergo safeguarding training at induction, advanced training (as appropriate) and will take part in regular development sessions where safeguarding updates/refreshers will be programmed.

Staff have responsibility to report safeguarding concerns. If any member of staff is concerned about the welfare or safety of a child, young person or vulnerable adult, they must report their concerns to the DSL, as soon as practicably possible. If the member of staff has made written notes of the disclosure or concern, these must be kept and stored securely in case they are required at a later stage. Staff will receive training on how to deal with disclosures made by a child, young person or vulnerable adult.

Reporting a concern

If a **member of staff** is concerned about the welfare and/or safety of a learner, they must treat it as a matter of urgency and follow the [Process: Safeguarding Referral](#) and all associated SLAs within.

A member of the Safeguarding Team will assess the situation and decide whether the matter needs to be referred to external agencies, the matter needs to be recorded and monitored or if a support/intervention plan is required. Any support/intervention plan will be discussed with the allocated Learner Success Coach to ensure actions are followed and the learner remains supported.

If the child or adult at risk is in immediate harm, then the relevant authorities (e.g. police) must be contacted immediately. In this situation, the member of staff must ensure that the child or vulnerable adult is accompanied and kept safe until the relevant authorities arrive.

If an **apprentice or other learner** reports unsafe practices or safeguarding issues within their working environment to a member of Cambridge Spark staff, the staff member must report the incident using the [Process: Safeguarding Referral](#). The safeguarding working group will offer guidance and signposting for the staff member and learner and will support the learner to report the matter through the employer's whistleblowing/reporting procedures or report the matter directly to the employer if more appropriate.

If a **member of staff** observes a safeguarding issue taking place within the working environment, they must:

- Take action to stop the activity immediately
- Inform the individual of your concerns
- Ask them to remove themselves from the area
- Follow the [Process: Safeguarding Referral](#) immediately.

If a **member of staff or learner** has a concern or wishes to make an allegation about a member of Cambridge Spark staff, they should contact the Safeguarding Team directly using the [Process: Safeguarding Referral](#), unless it is a member of the Safeguarding Team that they have concerns about in which case they should report the matter to a senior manager. All learners are informed at induction that if they have any concerns over their own personal welfare and wellbeing that they do not feel comfortable talking to their tutor about, they can contact one of Cambridge Spark's DSL's or email the Safeguarding Team directly via Safeguarding@Cambridgespark.com

Dealing with a disclosure

If a learner directly approaches any member of the Cambridge Spark staff to report a safeguarding issue, they should:

- Listen without making judgements and treat all allegations seriously regardless of any defining protected characteristics
- Stay calm.
- Only ask open questions to seek clarification and not to probe or investigate.
- If possible, make a written record of what was said, ideally using their words, then sign and date the record to be included in the Referral
- Not discuss the situation with others.
- Not give an opinion or offer advice.
- Not promise confidentiality - explain that you will need to talk to the DSL/Safeguarding Team
- Not investigate the issue yourself as it must be escalated.



The DSL/Safeguarding Team will make a decision on further action to be taken and will, where possible, keep the member of staff informed as to the action that has been taken.

Out of Hours Referrals

Cambridge Spark operates working hours between 09:00am and 17:30pm. Referrals received during this time will be actioned in accordance with the process and timelines as outlined within this policy.

All referrals received outside of these working hours will be actioned appropriately the next working day. All staff and learners are aware, via policy and guidance, that should there be an immediate risk of harm or to life then the appropriate action is to dial 999 and seek help from emergency services.

Cambridge Spark will indicate these arrangements via auto-reply emails to the safeguarding email address

4. Safer Recruitment

4.1. Staff Checks

Cambridge Spark operates safer recruitment and employment practices in accordance with Part 3 of 'Keeping Children Safe in Education' and will ensure that the required level of checks for members of staff will be made

Staff checks and critical processes undertaken include:

- Enhanced Disclosure and Barring Service (DBS) check where the member of staff is involved or likely to be involved in 'regulated' activity. Where this is not the case a Basic DBS check will be made. Basic DBS Checks will be updated every year for Safeguarding leads, every two years for front facing delivery employees and every three years for the remainder of the company.
- Basic DBS checks to be carried out for all new employees before signing an employment contract with them.
- Where a conviction is recorded, the DSL will carry out a risk assessment and decide whether to confirm or reject the individual's appointment. (Anyone that is barred from working with children or vulnerable adults will NOT be appointed, if an applicant wishes to dispute any information contained in a disclosure, they may do so by contacting the DBS)
- Two satisfactory employment/education references.
- Check on gaps in work history.
- Evidence of identity is obtained, including the right to work in the UK.
- Areas of concern in the CV or application will be addressed during the interview.

4.2. Allegations against Staff

In rare instances, staff of educational institutions have been found responsible for abuse of vulnerable adults and children. Because of their frequent contact with children, young and/or vulnerable people, staff may have allegations made against them. Cambridge Spark recognises that an allegation of any form of abuse made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind and that investigations are thorough and not subject to delay

The primary concern in the event of an allegation against a member of staff is to ensure the safety of the young person or vulnerable adult. In all cases, action will be taken quickly, confidentially and professionally, with all parties clear that suspension is not an indicator of guilt, but a required part of a process. The word staff in this instance is used for ease of description; applicable to all staff, whether teaching, administrative, management or support as well as to invited partners or volunteers

Where an allegation is made, the DSL will meet with HR and senior managers to discuss the action that Cambridge Spark must follow. In order that a full and fair investigation can be carried out, consideration must be given to suspending the member of staff. Where it is clear that a criminal offence may have occurred, the matter must be reported to the police and advice sought prior to alerting the alleged perpetrator. Cambridge Spark commits to cooperating with any investigations in full in order to protect those most vulnerable from any further harm or injustice. Any subsequent dismissal must be reported to the Disclosure and Barring Service.

In the event that a member of staff suspects any other member of staff of abusing a child, young person or vulnerable adult, it is their responsibility to report these concerns to the DSL, except when they are the person against whom the allegation is being made. In this instance, the report should go to HR or a senior manager.

5. Useful Contacts

IF A CHILD, YOUNG PERSON OR VULNERABLE ADULT IS IN IMMEDIATE DANGER, ALWAYS CALL 999

National helplines

NHS 111 Call 111 for 24-hour emergency medical advice and information. It provides 24-hour access, seven days a week, 365 days a year, advice and support.

Mind visit mind.org.uk for information, advice and support to anyone who is, or knows someone who is, experiencing mental health problems, including where to get help, treatment options, advocacy services. Additionally they provide legal services support around sectioning, mental health capacity, community care and discrimination and equality.



Samaritans - Freephone Helpline 116 123 Befriending helpline for those in crisis or despair. Open 24 hours and 365 days.

ChildLine 0800 11 11 Free and confidential helpline for children and young people.

NSPCC Helpline for abuse in education 0800 136 663 Specialist helpline for children and young adults who have experienced sexual harassment or abuse in education, and for worried adults and professionals that need support and guidance.

Rape Crisis 0808 802 9999 National helpline offering confidential emotional support, information and referral details.

NSPCC 0808 800 5000 If you're worried about a child or young person, you can contact the NSPCC helpline for support and advice for free

National Domestic Abuse Helpline 0808 2000 247 (www.nationaldahelpline.org.uk)

Men's Domestic Abuse Advice Line - 0808 801 0327

HopeLine UK 0800 068 41 41 A specialist helpline staffed by trained professionals who give non-judgemental support, practical advice and information if you're under 35 and struggling with suicidal feelings, or concerned about a young person who might be struggling.

Campaign Against Living Miserably (CALM) 0800 58 58 58 If you identify as male and have hit a wall for any reason, you can call or use their webchat service 5pm-midnight.

SANEline If you're experiencing a mental health problem or supporting someone else, you can call SANEline between (4.30pm–10.30pm every day).

Young Minds Parents Helpline 0808 802 5544 Open (9:30am – 4pm) Monday to Friday – a free and confidential national helpline for parents.

Learning Disability Helpline 0808 808 1111 - provides information and advice.

Citizens Advice - 03454 04 05 06 Legal advice.

Centre point 0808 800 0661 Provides housing advice in England to young people aged 16-25 or their family and friends over email, webchat and phone.

Local helplines

The Cogwheel Trust 01223 464385 47-51 Norfolk Street, Cambridge CB1 2LD. Offers a wide range of counselling and consultancy resources for individuals, couples, families and groups. Children and adults alike.

Email: cwt@btconnect.com

Samaritans (Cambridge Branch) 24-hour helpline: 01223 364455 or Freephone 116 123 4 Emmanuel Road, Cambridge CB1 1JW. Befriending helpline for those in crisis or despair. Open 24 hours and 365 days.

Cambridge Women's Aid 01223 460947 CWA offers information, advice and ongoing practical and emotional support. To speak to someone about accessing safe refuge accommodation.



Cambridge Rape Crisis Centre 01223 245888 Box R, 12 Mill Road, Cambridge CB1 2AD. Helpline open Wednesdays 7.30pm-9.30pm (24hour voicemail)

Support to women experiencing domestic abuse in strictest confidence 01223 460947.

Home-Start cambridgeshire 01480 700242 Home-Start is a voluntary organisation committed to promoting the welfare of families with at least one child under five years of age.

Cruse Bereavement Care (Cambridge Branch) 01223 633536 Monday-Friday 9.30-1.30pm. Bereavement care open to all. Telephone helpline, individual help or counselling, drop-in coffee sessions, groups for the newly bereaved and those bereaved by suicide, children's play scheme and counselling for children. There is no charge for Cruse services however any donations are appreciated.

Email: cambridge@cruse.org.uk

Relate Cambridge 01223 357424 3 Brooklands Ave, Cambridge CB2 8BB. Open Mon-Fri: 9am-9pm; Sat: 9am-1pm. Support and counselling for individuals or couples experiencing relationship difficulties. Open to everyone regardless of their ability to pay.

Cambridge Citizens Advice Adviceline: 0344 848 7979 any time between 9.00 - 5.00 from Monday to Friday. Service to help people who live or work in Cambridge City and South Cambridgeshire District with Legal advice.

Disability Cambridgeshire 01223 755610 An advice and information service for disabled people, older people, their families and carers. We serve people of all ages in South and East Cambridgeshire, Fenland and Cambridge City.

List of Regional FE and Higher Ed. Prevent Coordinators:

<https://www.gov.uk/guidance/regional-further-education-fe-and-higher-education-he-prevent-coordinators>

Review of this Policy

This policy will be reviewed annually unless triggers such as changes to internal processes, national policy or legislation dictates a review out of sequence.

Senior Manager Sign-off

Name: Raoul-Gabriel Urma

Title: Executive Chairman

Signature:  DocuSigned by:
8A3B63DDC82841D...

Date: 20/11/2023