

Safeguarding and Prevent in Apprenticeships

A practical road map for coaches, tutors, safeguarding leads, curriculum developers, designers and managers

Recognise concerns. Respond with confidence.



Kent Business College

FIRST EDITION / 2026

KENT BUSINESS COLLEGE

HANDBOOK OF TEACHING QUALITY AND DELIVERY

Safeguarding and Prevent in Apprenticeships

An evidence informed handbook for apprenticeship providers in
England

A practical reference for coaches, tutors, safeguarding leads, curriculum developers, designers and managers



Kent Business College

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Publication and use

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This handbook supports professional learning and day-to-day safeguarding practice in apprenticeship provision in England. It connects academic evidence, current official guidance and original fictional practice cases. Its editorial review date is 9 September 2026.

The handbook should be used with the provider's approved safeguarding and Prevent procedures, current official guidance and local referral arrangements. It does not confer investigative, clinical or statutory decision-making powers. It is an independent Kent Business College publication and is not endorsed by Ofsted or a government department. It cannot guarantee an inspection judgement.

All case studies and exam scenarios are fictional. The illustrations are symbolic editorial scenes created for this edition; they do not depict actual apprentices, incidents or Kent Business College premises. The KBC models and templates are practice aids, not validated risk prediction instruments.

Current requirements and forthcoming changes are distinguished throughout. The new child sexual abuse reporting duty enacted in 2026 is identified as forthcoming in 2027, in line with the Home Office statement available at the review date. Providers should monitor commencement and implementation guidance. Existing safeguarding action must continue promptly. [007] [008]

Academic and official sources retain their respective rights. Source numbers identify entries in the consolidated reference list, which includes publication details, access dates and links. Research findings are paraphrased; the practical cases, learning questions and planning examples are original material for this handbook.

In immediate danger call 999. Do not delay emergency help or an appropriate safeguarding referral to read a chapter, complete a form, obtain a signature or wait for the usual safeguarding lead.

For urgent non-emergency health support and other reporting routes, use the relevant chapter and current local arrangements. Appendix E is a directory template for the provider to complete and verify; it is not a pre-populated live contact list.

How to use this handbook

Read Chapters 1 and 2 first to establish the scope of responsibilities and the first response. Use Chapters 3 to 10 for particular concerns. Chapter 11 addresses leadership and assurance. Chapter 12 explains how to write, manage, review and close a provider action plan. The appendices contain reusable records and an implementation guide.

Reader	Priority reading	What to put into practice
Coach or tutor	Chapters 1 and 2 then the relevant issue chapter and Chapter 12	Safe conversations accurate reporting and owned educational actions
DSL or deputy	All chapters especially 2, 8, 10, 11 and 12	Threshold reasoning referral coordination supervision and review
Curriculum or design team	Chapters 1, 6, 8, 9 and 12	Accessible help routes relevant learning and safe use of scenarios
Employer or placement lead	Chapters 3 4 5 11 and 12	Practical protection independent reporting and verified handovers
Senior leader or governor	Chapters 1, 11 and 12 then issue chapters for assurance	Resources culture challenge and evidence of protective effect

Using the examinations

Each chapter ends with 40 four-option questions. Select the single best answer using the facts given and the chapter's principles. The questions test applied professional judgement rather than a reader's IQ. They are learning assessments and do not confer an accredited qualification or statutory competence.

For individual study, answer before consulting the commentary. For team learning, discuss why the alternatives are weaker and what additional information would matter in practice. Facilitators may agree a local pass standard and reassessment process, but should review the reasoning behind errors rather than rely on a score alone. No score authorises a person to act outside their role.

The answer commentary at the back gives the correct option, reasoning, a section reference and relevant source numbers. Use the contents, numbered sections and subject finder to locate the relevant guidance. The digital edition also provides bookmarks and links.

Reading evidence carefully

Legislation and statutory guidance establish particular duties and expectations within their scope. Official operational guidance explains processes. Academic research may describe associations, mechanisms or intervention evidence. A conceptual model or research from another sector does not validate a provider's risk prediction tool. Evidence notes identify important limitations and distinguish original KBC recommendations from official requirements.

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Edition guide

This edition uses KCSIE 2026, Working Together 2026 and the Ofsted further education and skills inspection materials in use from September 2026. Safeguarding is evaluated as met or not met.

Exceptional is a grade available in other evaluation areas; it is not a safeguarding grade. [006] [002] [012]

The handbook separates all-age provider welfare responsibilities from the particular Care Act adult safeguarding threshold. It also separates a Prevent referral from specialist assessment and consent to Channel support. These distinctions should remain visible in local policies, training and action plans.

Using the handbook at the point of concern

The handbook supports professional judgement. A live concern calls for action in the right order, with a clear owner for the next step.

1 Protect immediate safety

Identify what is happening now and the next foreseeable exposure to harm. In immediate danger, call 999. Do not delay emergency help to complete a form, find a chapter or wait for the usual safeguarding lead.

2 Listen, record and use the appropriate route

Listen calmly, take the concern seriously and avoid investigative questioning. Record what was said or observed and distinguish facts, accounts and uncertainty. Use the designated safeguarding lead or deputy, emergency services and relevant external routes as the circumstances require. Chapter 2 explains the first response and information sharing.

3 Confirm ownership and practical protection

Sending an email is not the same as an accepted handover. Establish who holds the next action and how receipt will be confirmed. Arrange safe communication and practical learning or workplace support within the provider's role. Use the relevant issue chapter for the particular concern.

4 Review effect and respond to change

Check whether agreed actions happened and whether they improved the apprentice's safety and experience. Record unresolved concerns, escalation decisions and continuing support. Chapter 12 explains how to write, manage and review the plan; Appendices A to E provide working records.

Age, circumstances and the relevant statutory framework affect the response. A Prevent referral, specialist assessment and consent to Channel support are distinct stages. A disability or welfare need alone does not establish the Care Act adult safeguarding threshold. These distinctions are explained in Chapters 8 to 10.

CHAPTER 01

Introduction to safeguarding and Prevent in apprenticeships



In this chapter

Purpose, duties, age and provider scope, roles and the apprenticeship safeguarding ecology.

Read the guidance and worked cases, examine the visual models, then complete the forty-question examination. Use the answer commentary to review both the selected answer and the reasoning behind it.

Safeguarding begins with what happens when an apprentice needs help. A reassuring policy has little value if a learner cannot speak privately, a coach mistakes fear for poor motivation, or a referral disappears between organisations. This handbook connects recognition, professional judgement and practical action across the places where apprentices learn and work. It is written for England, with an editorial review date of 9 September 2026.

After studying this chapter, readers should be able to distinguish safeguarding, child protection, adult safeguarding and Prevent; identify their own responsibilities and their limits; select an appropriate first response; and explain what evidence would demonstrate that an apprentice is safer. Readers should understand how provider plans relate to statutory agency decisions.

1.1 Why safeguarding belongs at the centre of apprenticeship quality

An apprenticeship combines employment, professional learning and assessment. Each creates opportunities, but their combination can also make asking for help difficult. A learner may fear that reporting a supervisor will cost them their job, that missing a shift will prevent completion, or that disclosing a personal problem will change how colleagues treat them. The person assessing their competence may also be the person who controls access to valuable workplace experience. Safety therefore depends partly on how power is organised.

Consider a learner who repeatedly cancels a review. Several explanations are possible: an unreliable connection, an employer who will not release them, caring responsibilities, dissatisfaction with teaching, or intimidation. A safeguarding approach does not label every cancellation abuse. It creates a reliable opportunity to understand the barrier before imposing a response that could worsen it. Educational ambition and safeguarding judgement work together when the provider asks both what the apprentice needs to learn and what is preventing safe participation.

The provider guide requires safety and welfare arrangements for all apprentices and clear procedures for concerns arising in employment or personal life. It also connects ineffective safeguarding with contractual intervention. Responsibility for this guidance moved to the Department for Work and Pensions on 1 April 2026. [001]

It does not confer investigative powers, qualify a coach as a clinician, replace local procedures or promise an inspection result. A competent practitioner can say that a situation exceeds their expertise while still taking ownership of the next safe step. The practitioner should recognise and respond to what needs attention now.

1.2 Four connected ideas with different purposes

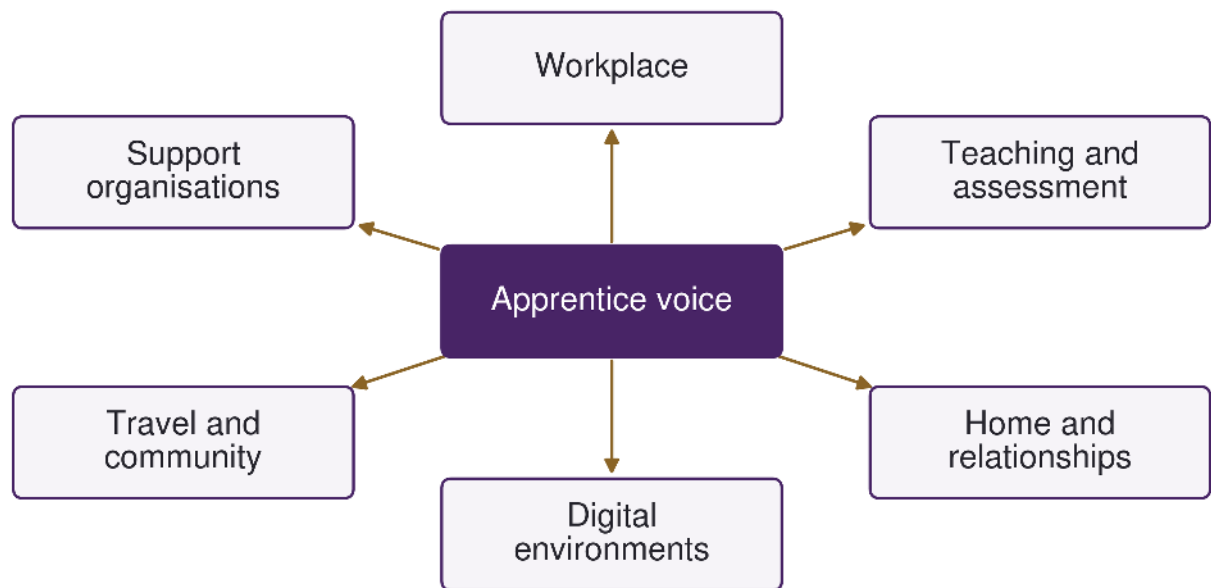
Safeguarding is the broad work of creating safe conditions, noticing emerging needs and responding to harm. It includes organisational decisions made before any individual concern arises: recruitment, accessible reporting, employer oversight, digital design, staff conduct and a curriculum that helps learners understand their rights. Child protection is the more specific response when a child is suffering, or is likely to suffer, significant harm. Working Together distinguishes these purposes within a system of early help, support and protection. [002]

Adult safeguarding has a particular statutory meaning. The Care Act framework concerns an adult with care and support needs who experiences, or risks, abuse or neglect and, because of those needs, cannot protect themselves. The three conditions belong together. A learner can require urgent assistance without their situation necessarily meeting that framework. The local authority determines its enquiry responsibilities; a coach should describe the concern and seek appropriate advice rather than attempt to rule the person in or out alone. [003]

Prevent concerns the risk of people becoming terrorists or supporting terrorism. It is one component of counter-terrorism and operates alongside wider safeguarding. A learning provider must distinguish this purpose from disagreement, unpopular beliefs, mental distress or a need for ordinary pastoral support. The specialist Prevent chapters explain how to assess context and use referral routes without treating identity as evidence. [004]

These distinctions prevent two opposite mistakes. The first is under-response: treating a credible threat as a routine learning issue. The second is overreach: treating every welfare difficulty as a statutory investigation. Appropriate support may involve several routes at once. For example, an exploited learner might need emergency protection, employment advice, a learning adjustment and specialist support.

Figure 1.1 The apprenticeship safeguarding ecology



KBC practice aid. Map settings and the people able to change them; no setting is outside consideration simply because the provider does not control it.

1.3 The apprenticeship safeguarding ecology

The KBC apprenticeship ecology is a practice aid for mapping where safety can improve or deteriorate. It is not a validated risk scale. Place the apprentice at the centre and examine six surrounding settings: the workplace; teaching and assessment; home and relationships; digital environments; travel and community; and the organisations making decisions about support. Ask where the concern occurs, who can change that environment, and what information is missing.

A provider might control a virtual classroom but not an employer's rota. It can still establish release arrangements, challenge repeated obstruction and reconsider whether a placement supports safe learning. A coach cannot control a public transport route, but can discuss practical alternatives and bring a pattern of harassment to the attention of appropriate partners. Mapping control prevents action plans from assigning tasks to people who cannot deliver them.

Add a second dimension: time. Risks may change during recruitment, induction, probation, a site transfer, an assessment setback, a relationship breakdown or the transition into adult services. A plan that was sensible before a supervisor changed may no longer work. The provider should also consider evenings, weekends and breaks in learning. Publishing a reporting address that is only monitored

during office hours requires a clear explanation of what someone should do when urgent help is needed outside those hours.

Finally, map dependencies. If a learner needs a private review, who supplies the room, releases them from work and confirms it happened? If a subcontractor receives a concern, who checks that the lead provider knows what it needs to know? A plan becomes more reliable when these connections are explicit. Reason's systems perspective supports looking beyond individual mistakes to the conditions and defences surrounding them; applying that idea to apprenticeships is a reasoned adaptation. [005]

1.4 Understanding duties without turning every rule into the same rule

Providers should maintain a short applicability record identifying their legal entity, funding arrangements, learner ages, delivery partners and relevant regulatory responsibilities. A further education corporation, an independent training provider and a university delivering apprenticeships do not have identical legal structures. A mixed provider may have different requirements across its activities. The record helps leaders obtain the right advice and prevents staff from copying another organisation's policy without checking its assumptions.

Keeping Children Safe in Education 2026 is in force from 1 September 2026. Its safeguarding scope includes relevant independent training providers within its definition of colleges. However, its recruitment footnotes distinguish requirements for different provider types. Leaders should check those qualifications rather than assume that every statutory requirement applying to a school applies identically to an ITP. [006]

This edition also separates current duties from forthcoming changes. The Crime and Policing Act 2026 contains a new child sexual abuse reporting framework. The Home Office confirmed on 7 September 2026 that this duty comes into effect in 2027. Enactment is not the same as commencement. Providers should prepare for the change while continuing existing prompt safeguarding referrals. [007] [008]

Use three labels in internal guidance: legal requirement, official expectation, and provider operational standard. A provider may choose a tighter administrative response target than national guidance specifies, but should identify it as its own standard. That makes accountability clearer and avoids presenting a locally chosen deadline as statute. Administrative targets must never turn an urgent response into permission to wait.

Assign a named owner to monitor changes, record their significance and check implementation. Updating a policy date is only the beginning. A meaningful update might require a different induction explanation, a change to recruitment checks, a revised data process or a new exercise in supervision. The test is whether staff can explain what they now do differently.

1.5 Age adulthood and continuity

A person under 18 remains a child for safeguarding purposes even when employed, living independently, supporting a family or presenting confidently. Adult responsibilities can conceal an unmet need for protection. Equally, a 30-year-old apprentice should not be treated as a child because they need help with reading or communicate differently. Age, disability, employment status and decision-making ability are separate questions. [006]

The eighteenth birthday is a transition point, not an instruction to close support. Before a young person reaches it, identify what will change in agency involvement, communication and consent arrangements. Agree who will help them understand the change. A continuing learning adjustment

may stay in place while a statutory service route changes. The provider should record the distinction so that staff do not confuse a change of administrative category with a reduction in need.

For adults, start by asking what they want to happen and what they are worried might happen if information is shared. A confident refusal of one proposed service is not proof that there is no concern. Conversely, a diagnosis is not proof that the learner cannot decide. Where decision-making ability is genuinely in question, use the appropriate specialist process; the coach's role is to explain observed difficulties and communication needs rather than assign a global label.

A useful transition conversation asks four practical questions. Who can the learner contact? Which people may receive which information? Which actions remain unfinished? What event would require renewed escalation? Record the answers in accessible language and confirm understanding. A handover is incomplete when information has merely been sent; someone must know who has accepted responsibility for the next action.

1.6 Prevent rights and proportionate professional judgement

Prevent applies across age groups in settings within its statutory scope. It should be integrated into the provider's wider safeguarding arrangements while retaining a clear focus on radicalisation towards terrorism. Staff need routes for advice, not a homemade checklist that turns religious practice, political criticism, disability or social isolation into a prediction of dangerousness. The guidance also requires attention to equality and, in further and higher education, freedom of speech and academic freedom. [004]

In a classroom, a learner may express an argument that another learner finds offensive. The tutor may need to address respectful participation, discrimination or harassment. That does not automatically establish a Prevent concern. The tutor should distinguish what was actually said, its context, whether there was targeting or intimidation, and whether there is information indicating a risk connected with terrorism. Staff should not search for a politically convenient label when another established response fits the evidence.

The same discipline applies in the opposite direction. A concern does not cease to matter because the person appears articulate, successful or socially connected. Staff should take a credible threat seriously whatever the speaker's identity. When uncertainty persists, seek advice through the safeguarding and Prevent arrangements and record the reasoning. A referral is not a finding of wrongdoing, and a person receiving support should not be presented to colleagues as a confirmed extremist.

Chapters 9 and 10 examine the distinction between recognition, consultation, referral and Channel support. This opening chapter establishes the governing principle: protect people while preserving the rights that good education exists to support. Precision is essential to both aims.

1.7 Who must do what

Safeguarding needs shared participation and clear accountability. Saying that it belongs to everyone is unhelpful if nobody knows who must complete a particular task. The following allocation is a KBC practice model; providers should adapt titles and responsibilities to their structure.

Role	Main contribution	Boundary to maintain
Coach or tutor	Notice changes, listen, report, maintain appropriate learning support and follow up allocated actions	Do not investigate, diagnose or promise secrecy

Role	Main contribution	Boundary to maintain
Designated safeguarding lead and deputies	Coordinate triage, referrals, information decisions, oversight and escalation	Do not substitute provider judgement for statutory agencies' powers
Employer and workplace mentor	Provide safe work, respond to agreed concerns and protect access to learning	Do not insist that a learner reports only through their line manager
Curriculum team	Sequence relevant safety learning and connect it with occupational situations	Do not use personal disclosure as evidence of achievement
Design and technology teams	Make information, reporting and learning tools accessible, usable and secure	Do not build unnecessary collection of sensitive case details into learning systems
Senior leaders and governors or oversight body	Provide capacity, challenge decisions and evaluate actual experience and outcomes	Do not let commercial or reputational interests suppress concerns

The first person told remains responsible for taking the next appropriate step until a safe handover occurs. This does not mean they become the permanent case manager. It means they know whether their message was received and what to do if the expected response fails. Deputies and escalation routes protect continuity when the usual lead is absent or implicated.

Every relationship with an employer or subcontractor should establish how concerns travel between organisations, who can act immediately and how disagreements are escalated. The agreement should also describe what is unnecessary to share. An employer may need to know that a temporary change to working arrangements is required without receiving the learner's full personal history.

1.8 A culture in which learners can speak

Does a tutor respect a request to speak privately? Does a manager dismiss an uncomfortable comment as humour? Is a learner believed to be worth listening to before their account has been investigated? Staff can receive information respectfully without deciding that every allegation is established fact.

Provide more than one route to raise a concern, including a route that bypasses the person complained about. Explain what happens after a report in straightforward language. A learner should not have to know whether their experience is called coercive control, harassment or exploitation before asking for help. Ask whether reporting is practical for people using assistive technology, working shifts or communicating in an additional language.

Trust depends on feedback as well as access. Staff may be unable to disclose an investigation's details, but can often explain that a concern has been received, who is the point of contact and when the learner can expect an update. Silence may feel like disbelief. Explain limitations honestly and do not promise outcomes controlled by another organisation.

Leaders should welcome questions about whether a process is working. Munro's review provides a foundational argument for keeping children's experience and the effectiveness of help central to professional learning. It is a historical review, not a replacement for current guidance. [009]

In everyday practice, an open culture also requires protection from retaliation. Consider whether the apprentice now receives poorer tasks, loses learning opportunities or is excluded from informal support after speaking up. A conversation that appears resolved in the provider's office may have changed the learner's risk at work. Review the consequences of the response, including consequences nobody intended.

1.9 The first response and a reliable information trail

When there is immediate danger, call 999 and take the practical protective action appropriate to the situation. Do not wait to complete a form, contact the usual DSL or gather proof. If the concern is not an emergency, listen calmly, establish what is needed to understand immediate safety, and use the provider's safeguarding route promptly. A practitioner should not confront the alleged perpetrator or conduct their own investigation.

Explain that information may need to be shared with people who can help. Record the circumstances, the learner's actual words where relevant, your observations, actions and reasoning. Separate what you saw, what someone told you and what you infer. In a fictional teaching example, "the learner said the supervisor blocked the door" is an allegation received; "the supervisor unlawfully imprisoned the learner" is a conclusion that the coach is not equipped to establish.

Information should travel with a purpose. Ask who needs which detail to make the next decision. Current ICO guidance includes recognised legitimate interest among seven lawful bases, but it is not a blanket exemption. Additional requirements apply to health information and criminal allegations. The provider's privacy arrangements should make lawful, necessary sharing workable; uncertainty about terminology should not create avoidable delay in protection. [010]

Use a closed-loop handover: send through the approved channel, check receipt, establish the next owner, and record what happens if no response arrives. Preserve appropriate access restrictions. A general progress log might record that the learner has an agreed adjustment and named contact; it should not become a duplicate confidential safeguarding file. Chapter 2 examines response and information handling in detail.

1.10 Case study one the review that cannot be private

Leila is a fictional 17-year-old business administrator. At three online reviews her workplace supervisor remains behind the camera and answers questions for her. Her written work remains strong, so her coach initially assumes that she appreciates the support. In a short message sent later, Leila asks whether failing probation would end her apprenticeship. She adds that she is frightened to speak honestly while at work, but does not describe a specific incident.

There is uncertainty, but also enough information to change the response. The coach should not diagnose abuse or confront the supervisor. They should establish a safe way and time to communicate with Leila, consider immediate safety and report the concern through the safeguarding route. Because Leila is under 18, her employment and apparent competence do not remove the child safeguarding framework. If further information indicates significant harm or likely significant harm, the response must not wait for the scheduled review.

The coach's next conversation should use open, limited questions rather than suggest a story. "What makes it difficult to speak at work?" is different from "Is your supervisor threatening you?" The safeguarding lead decides the appropriate next route with relevant advice, while the coach preserves access to learning. Contact with parents or the employer requires consideration of whether it could increase danger.

Worked plan A restoring safe communication

This is a provider support plan, not a substitute for referral or an agency protection plan. Timings are illustrative KBC operational standards and must shorten when circumstances require.

Action	Owner	Time or trigger	Evidence of progress	Escalation
Check immediate safety and agree a safe contact channel	Coach with safeguarding lead	On receiving the message	Learner confirms which contact is safe	Emergency services if immediate danger emerges
Review the concern and determine referral needs	Safeguarding lead or deputy	Promptly after receipt	Decision, rationale and next owner recorded	External safeguarding advice if uncertainty or delay persists
Arrange a private review without exposing the concern unnecessarily	Coach and authorised workplace contact	Before the next planned review	Leila can speak without the supervisor present	Reassess placement arrangements if privacy remains impossible
Protect participation while concerns are addressed	Programme manager	Whenever timetable changes	Agreed learning activity remains accessible	Senior leader resolves obstruction
Review the learner's experience of the arrangements	Named coach	At the agreed check-in and after any change	Leila describes whether communication feels safer	Reopen assessment if fear or retaliation increases

The plan succeeds when Leila gains a usable route to help and relevant concerns receive an appropriate response, not merely when a meeting is booked.

1.11 Case study two an adult who refuses the proposed help

Rob is a fictional 29-year-old apprentice working in hospitality. He tells his tutor that he owes money and has allowed an acquaintance to keep his bank card. The acquaintance sometimes waits outside work. Rob asks for extra time on an assignment but does not want the tutor to contact anyone. He explains that he has managed difficult situations before and does not regard himself as vulnerable.

The tutor should take both the information and Rob's wishes seriously. They can ask enough to understand immediate safety, explain the limits of confidentiality and seek safeguarding advice. They should avoid turning the conversation into an interview about possible offences. The bank-card arrangement and waiting outside could have several explanations; neither proves coercion, but both deserve attention in context.

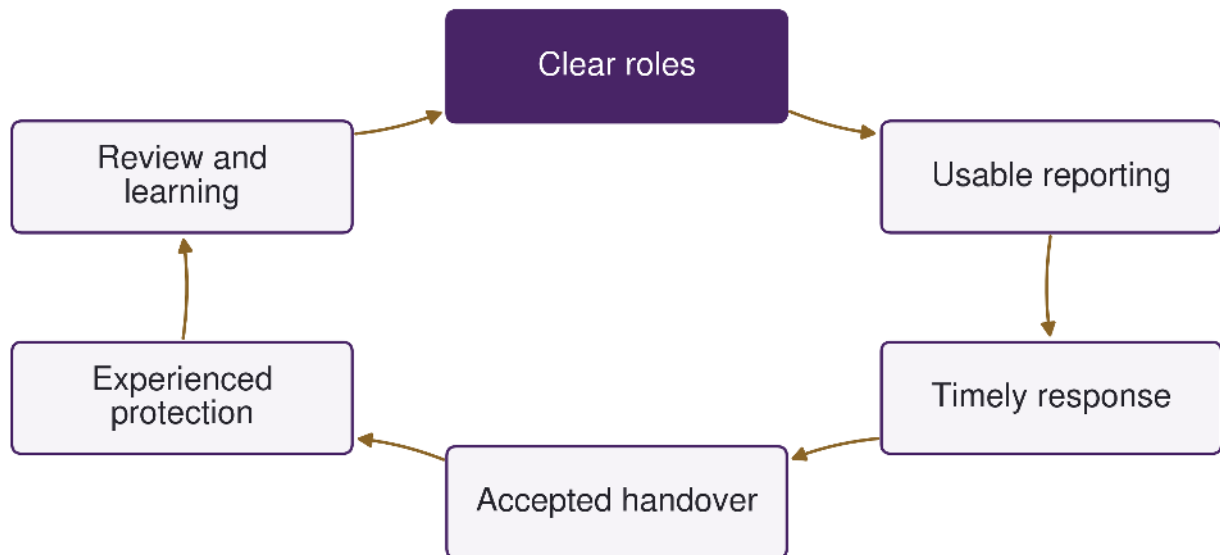
An adult safeguarding referral under the Care Act is not determined simply by Rob's age, debt or refusal. The provider needs to consider whether relevant care and support needs affect his ability to protect himself. The lack of evidence for that threshold does not mean "no safeguarding issue" in the ordinary provider sense. Crime, exploitation, welfare and employment support routes may still matter. [003]

The learning adjustment can proceed alongside appropriate safety action. Withholding an extension until Rob accepts a service would make educational support a bargaining tool. Equally, an extension

alone would leave the disclosed situation unexamined. Record what Rob wants, the information available, what is shared and why, and who will make the next contact.

At review, ask whether the agreed contact is still safe and whether circumstances have changed. Do not demand a successful personal outcome as proof of engagement. A capable adult may make decisions staff dislike. Professional disagreement calls for careful reasoning, proportionate action and suitable advice, not automatic substitution of the provider's preferences for the learner's choices.

Figure 1.2 From responsibility to evidence



KBC practice aid. Test the connections between policy, action and the apprentice's experience.

1.12 Case study three disagreement is not a diagnosis

Sana is a fictional 22-year-old degree apprentice. During a seminar she criticises government foreign policy in forceful terms and argues for lawful protest. Another participant calls her views extremist and asks the tutor to make a Prevent referral. Separately, Sana has missed two sessions and appears tired. No threats, endorsement of terrorism or intimidating conduct have been reported.

The tutor should address the classroom exchange fairly and distinguish its elements. Political disagreement, an accusation by a peer and attendance concerns are not interchangeable evidence. On these facts, the immediate work is to maintain respectful debate, challenge inappropriate labelling and offer a private conversation about participation. The tutor should not assume that Sana's background or the topic of her argument explains her tiredness.

Sana later explains that she has changed shifts and is caring for a relative. A proportionate learning response might clarify release time, offer an accessible route to catch up and agree a review. It should not require her to abandon a lawful opinion. If genuinely new information later indicates a concern connected with terrorism, staff should assess that information through the appropriate route; an earlier welfare explanation should not prevent reconsideration.

This case illustrates how accurate records protect both safety and rights. "Participant expressed support for lawful protest" and "peer described that view as extremist" preserve the distinction between an event and another person's interpretation. Recording simply "extremist views" would create an unsupported label that could influence future decisions.

A supervision discussion can examine why the team initially found the allegation persuasive. Did an unfamiliar viewpoint receive different treatment from an equivalent argument expressed by another learner? What evidence would justify a different response? These questions build professional judgement without turning discussion into a contest over staff members' personal politics.

1.13 Case study four a concern lost between organisations

Ben is a fictional 20-year-old apprentice whose training is partly subcontracted. He reports repeated intrusive messages from a workplace mentor to a subcontractor tutor. The tutor emails an unmonitored address at the lead provider and assumes the matter is being managed. Ben receives no reply and stops attending reviews. A programme manager later sees only the attendance decline and begins a withdrawal discussion.

Once the communication failure is recognised, the first priority is to establish Ben's current safety and make a proper safeguarding handover. Staff should acknowledge the missed response without speculating about whether the allegation is proven. They should explain the next contact and consider how to protect learning opportunities while relevant concerns are addressed. Ben should not have to repeat unnecessary detail to every organisation.

There are two linked responsibilities: respond to the individual concern and repair the process that lost it. Completing one does not complete the other. A new email address alone will not help if staff continue to assume that sending equals acceptance. The programme manager should also review whether other learners may have been affected by the same reporting failure.

Worked plan B repairing the handover

Action	Owner	Time or trigger	Evidence of progress	Escalation
Re-establish safe contact and assess the current concern	Safeguarding lead and named learner contact	Immediately on discovering the failure	Contact, safety decision and referral actions recorded	Emergency or external safeguarding route when indicated
Review educational decisions made without the concern information	Programme manager	Before further withdrawal action	Decisions reconsidered with relevant limited information	Senior leader where harm or unfairness may continue
Confirm primary and deputy referral routes with the subcontractor	Contract manager and safeguarding leads	Before further delivery relying on the old route	Named recipients and tested acknowledgement process	Suspend reliance on a route that remains unverified
Check for other missed messages through authorised access	Safeguarding lead with privacy and technical support	As part of the incident review	Relevant messages identified and acted upon securely	Escalate any additional unaddressed concern
Test the revised process with fictional information	Quality manager	After repair and at a planned review	Receipt and ownership confirmed in a timed exercise	Redesign the process if the test exposes another gap

The final action is an administrative improvement test, not an experiment with whether a real learner receives urgent protection. PDSA research supports explicit predictions and measurement while also showing why simply naming a cycle is insufficient evidence of effective improvement. [011]

1.14 Evidence of effective provision and inspection expectations

Under the September 2026 FE and skills toolkit, safeguarding is a whole-provider evaluation graded Met or Not met. Exceptional is a grade in other evaluation areas; it is not a safeguarding grade or an outcome this handbook can guarantee. Inspectors focus on normal practice and its impact, rather than requiring a special presentation format created for inspection. [012]

A useful provider evidence trail follows the learner's experience: a concern could be raised; someone understood it; an appropriate decision followed; allocated actions happened; and their effect was reviewed. A completed training register supports this account but does not establish it on its own. Neither does an attractive policy, a signed learner declaration or a large collection of screenshots.

Use several forms of evidence together. Case sampling can reveal delays. Learner discussions can reveal whether reporting feels safe. Employer conversations can show whether staff understand their responsibilities. An accessibility check can expose a reporting form that some learners cannot use. These sources answer different questions, so disagreement between them is informative rather than inconvenient.

Treat numbers carefully. More concerns may reflect improved trust, greater harm, better recording or several changes together. Fewer concerns may reflect silence. The national Review Panel has warned that a reduction in serious incident notifications may indicate under-reporting. Its selected review cases cannot be used as a prevalence estimate for apprentices. [013]

Leaders should therefore ask what changed, for whom, and how they know. A claim of effective practice becomes stronger when the provider can show how it recognised a weakness, acted on it and checked whether the apprentice's experience improved.

1.15 How to use the handbook and turn learning into practice

Read Chapter 2 for recognition, first response and information sharing. Chapters 3 to 5 address abuse, sexual harm and exploitation. Chapters 6 and 7 examine digital environments and mental-health-related safeguarding. Chapter 8 considers disability and adults with care and support needs. Chapters 9 and 10 develop Prevent judgement, referrals and partnership work. Chapter 11 addresses leadership, recruitment and organisational culture. Chapter 12 explains the design, management, review and closure of action plans.

The cases are fictional and the frameworks are KBC learning aids. Adapt their reasoning to the facts, setting and current procedures; do not copy their actions mechanically. Each chapter's forty questions test application and discrimination between plausible responses. A high score is useful feedback about learning, not accreditation or proof that someone can safely manage every real concern without supervision.

Use supervision to make uncertainty discussable. Select one case and ask what was known at the time, what was inferred, whose perspective was absent and what would have changed the decision. Avoid judging an earlier decision only through facts discovered later. Identify one practical improvement and give it an owner, trigger and review point. Research on implementation intentions supports specifying when and how an action will occur; applying it to safeguarding planning is an inference, not evidence that a formula removes uncertainty. [014]

Practice review

Trace how an apprentice could raise a concern when the usual coach is absent. Explain the route without using unexplained abbreviations. Then test whether a learner can use it privately and whether the receiving person would acknowledge ownership. Finally, identify which parts of the process require improvement now and who has authority to make those changes.

Evidence notes

Official guidance defines duties within its scope; it cannot resolve every factual scenario. Serious case reviews and academic systems and planning research inform judgement, but the cited studies do not evaluate this handbook or its apprenticeship models. Combine current duties, local knowledge, learner experience and specialist advice to improve safety, while making uncertainty explicit.

Chapter 1 examination

Forty case-based questions. Choose the single best answer. Record your choices before consulting the answer commentary.

01 A coach sees that an apprentice misses learning whenever the employer changes their rota. The employer says attendance is the provider's responsibility, while the provider offers only a recording of each missed session. The apprentice reports feeling unable to challenge either organisation. Which response best applies the safeguarding ecology described in this chapter?

- A Record the employer's position and require the apprentice to arrange their own release time.
- B Replace all live sessions with recordings so that attendance no longer requires employer cooperation.
- C Map who controls release time, agree responsibilities and check whether safe participation actually improves.
- D Treat the missed sessions as conclusive evidence of abuse and immediately end the placement.

02 An apprentice with strong assessment results cancels a third review and says they cannot speak honestly while their supervisor is nearby. A manager argues that safeguarding involvement would be disproportionate without a specific allegation. The coach has no evidence of immediate danger. What is the most appropriate next step on the available information?

- A Arrange safe private communication, consider immediate safety and report the concern through the safeguarding route.
- B Wait for a specific allegation because good assessment results indicate that existing arrangements are working.
- C Ask the supervisor to explain the apprentice's behaviour before speaking privately with the apprentice.
- D Start a formal workplace investigation and require the apprentice to provide a written witness statement.

03 A leadership team proposes that its safeguarding policy should begin only when a learner discloses serious harm. It plans separate projects on recruitment, reporting accessibility and employer oversight, but considers these unrelated to safeguarding. The team wants a definition that will guide its new handbook. Which revision would provide the most accurate starting point?

- A Keep the narrow definition but require every staff member to obtain a disclosure at induction.
- B Define safeguarding solely through criminal offences so that staff can identify a clear reporting threshold.
- C Treat every dissatisfaction with learning as child protection to ensure that no concern is overlooked.
- D Include preventive conditions and emerging needs, while distinguishing the more specific purpose of child protection.

04 A 27-year-old apprentice tells a tutor that a partner controls their money. The tutor cannot yet establish whether the learner has care and support needs or whether these affect their ability to protect themselves. A colleague says no action is possible until the Care Act threshold is proven. Which response best reflects this chapter?

- A Confirm that section 42 applies because any adult who reports financial control is automatically covered.
- B Describe the concern, seek appropriate advice and consider available safety routes without claiming the threshold is established.
- C Close the safeguarding concern until the learner produces evidence of funded care and support.
- D Classify the learner as a child for protection purposes because financial dependence limits their independence.

05 An independent training provider enrolls several 16-year-old apprentices. Its director proposes copying an FE college policy word for word, including every statutory recruitment statement. Another director says KCSIE is optional because the organisation is a business. Which approach most accurately identifies the provider's responsibilities before the policy is approved for staff use?

- A Adopt all school requirements as identical legal duties because learners of the same age attend both settings.
- B Apply the relevant safeguarding framework and check provider-specific requirements, footnotes and funding arrangements before adopting wording.
- C Use only employment contracts because safeguarding guidance for colleges cannot apply to an independent business.
- D Let each employer decide whether the provider should follow safeguarding guidance for its particular apprentices.

06 While preparing a September 2026 staff briefing, a manager finds that the Crime and Policing Act 2026 received Royal Assent in April. They propose announcing that its new child sexual abuse reporting framework is already fully operational. Another colleague produces the Home Office's answer dated 7 September 2026. What should the briefing say about this particular reporting duty?

- A State that every provision commenced at Royal Assent and replace existing reporting arrangements immediately.
- B Suspend child sexual abuse referrals until statutory guidance for the new framework becomes available.
- C Give an exact commencement date in 2027 by calculating twelve months from Royal Assent alone.
- D Explain the forthcoming 2027 duty and preparation work while reinforcing existing prompt safeguarding referral responsibilities.

07 A provider chooses a same-day acknowledgement target for non-emergency safeguarding messages. Its draft policy describes this as a statutory deadline and implies staff may wait until the end of the day before considering any message. The quality lead is asked to correct the wording without losing accountability. Which revision would best achieve that purpose?

- A Label the target as a provider standard and state that urgent protection must occur without waiting.
- B Keep the statutory description because a stricter local deadline automatically acquires the status of law.
- C Remove every administrative target so staff cannot mistake any proposed timescale for a legal requirement.
- D Apply the end-of-day deadline to every concern so all staff follow one consistent process.

08 A 17-year-old engineering apprentice lives independently, earns a wage and helps support a younger sibling. After they describe feeling unsafe at home, their employer says adult safeguarding arrangements must apply because the apprentice already handles adult responsibilities. The coach needs to choose the correct starting framework while respecting the learner's experience. What should they do?

- A Use adult safeguarding alone because financial independence takes priority over chronological age in employed learners.
- B Ask the apprentice to choose their legal category before any safeguarding information can be shared.
- C Use the child safeguarding framework while recognising the learner's responsibilities and involving them appropriately in decisions.
- D Treat the concern as employment welfare only because home arrangements fall outside apprenticeship safeguarding.

09 An adult apprentice uses easy-read materials and takes longer to understand unfamiliar forms. A manager proposes sending every personal concern directly to their parents because the learner's disability makes them equivalent to a child. The learner objects and explains their preferred way of communicating. Which response best preserves both safety and the learner's rights?

- A Follow the manager's approach because needing easy-read information demonstrates inability to make personal decisions.
- B Exclude safeguarding support because the learner has asserted independence and therefore accepts every possible risk.
- C Seek blanket parental permission for all future decisions while retaining the learner's adult programme classification.
- D Respect adult status, provide accessible explanations and assess any decision-making concern through the appropriate specific process.

10 A learner receiving ongoing support will turn 18 during a break in learning. The provider's system automatically closes its child support category on that birthday, and no adult contact has been confirmed. The coach believes the learner still needs the agreed educational adjustments. What is the strongest action before the break begins in this situation?

- A Allow automatic closure because a change in legal category establishes that the original needs have ended.
- B Keep every child-service arrangement unchanged indefinitely to avoid discussing an unsettling transition with the learner.
- C Plan the transition, confirm continuing actions and accepted contacts, and explain any changing information arrangements accessibly.
- D Send the existing file to a general adult-services address and assume responsibility transfers on delivery.

11 In a seminar an apprentice criticises a government policy and advocates a lawful demonstration. A peer calls the view extremist and asks for a Prevent referral. The tutor knows of no threats, intimidation or support for terrorism. The discussion has become heated but remains manageable. Which response best applies the chapter's approach to proportionality and rights?

- A Make an automatic referral because a peer's use of the word extremist establishes the relevant threshold.
- B Maintain respectful discussion, examine the actual conduct and avoid treating lawful political disagreement as sufficient Prevent evidence.
- C Ban discussion of government policy across the programme so that no future Prevent questions can arise.
- D Require the apprentice to retract their opinion before they can participate in further teaching sessions.

12 A successful apprentice with strong employer references becomes the subject of a credible report about a threat connected with terrorism. A senior tutor dismisses it because the learner is articulate and well integrated socially. The reporting coach is unsure what weight to give those strengths. Which next step best reflects the chapter's reasoning in this situation?

- A Take the specific information seriously, assess immediate danger and use safeguarding and Prevent advice routes appropriately.
- B Close the concern because social connection and academic success are reliable exclusions of radicalisation risk.
- C Treat the report as proven wrongdoing and describe the apprentice to all colleagues as an extremist.
- D Delay consideration until the apprentice's attendance or assessment results also show a measurable decline.

13 A safeguarding lead agrees that an adult apprentice temporarily needs a different review schedule. The employer asks the coach to send the full safeguarding chronology so it can authorise the change. Some entries concern private relationships and health. The coach wants cooperation while avoiding unnecessary disclosure. Which response best fits the allocation of roles described here?

- A Send the entire chronology because employers funding workplace release are entitled to every underlying detail.
- B Refuse to explain even the required schedule change because any information sharing would breach confidentiality.
- C Share only relevant authorised information needed for the arrangement and seek safeguarding or privacy advice on any dispute.
- D Ask the apprentice to forward the whole file personally so the provider has no responsibility.

14 A tutor receives a safeguarding concern shortly before the usual DSL starts annual leave. The tutor emails that DSL, sets a reminder for the return date and tells the apprentice the issue has been handed over. The provider has an available deputy. No immediate danger has yet been identified. What should the tutor do differently in this situation?

- A Wait for the usual DSL because a deputy should act only after an emergency has occurred.
- B Use the deputy route promptly and confirm receipt, the next owner and any required follow-up.
- C Investigate the allegation personally during the absence and send the completed findings when the DSL returns.
- D Ask the apprentice to monitor the DSL's absence and make another report if circumstances worsen.

15 A design team creates a safeguarding reporting form that requires a long typed account, a named abuse category and an uploaded photograph. Learners cannot submit it without completing every field. Staff believe the detail will make decisions easier, but some apprentices use assistive technology or cannot name what happened. Which design response is most appropriate?

- A Make reporting accessible, remove unnecessary evidence demands and allow concerns without requiring learners to classify their experience.
- B Keep all required fields because a report should be accepted only when the learner can categorise it accurately.
- C Require coaches to complete the form publicly in class so learners receive help with unfamiliar terms.
- D Add more mandatory questions so safeguarding staff can begin an investigation without speaking to the learner.

16 An apprentice alleges that a mentor has behaved inappropriately. A manager tells the receiving coach to remain neutral by showing no empathy until the allegation is proven. Another colleague proposes immediately declaring the mentor guilty to reassure the learner. The coach needs a response that supports reporting and preserves fair handling. Which approach is best?

- A Avoid acknowledging the learner's distress because empathy would necessarily compromise any subsequent investigation of the allegation.
- B Announce that the mentor committed misconduct so the learner knows the provider takes reports seriously.
- C Tell the learner to confront the mentor first because their response will clarify which account is correct.
- D Listen respectfully, acknowledge the concern and explain next steps without deciding that the allegation is established fact.

17 A learner says their original complaint has been resolved, but their supervisor now excludes them from valuable tasks and informal briefings. The employer reports that there have been no further incidents. The coach is reviewing whether the support plan can close. Which issue should carry most weight before reaching that decision in this particular case?

- A Whether the response has produced retaliation or lost learning opportunities that require further protective action.
- B Whether the employer has labelled the original complaint closed and therefore ended the provider's involvement.
- C Whether the learner's assessment marks remain high enough to offset exclusion from normal workplace opportunities.
- D Whether the supervisor can document that the new tasks fall within the apprentice's employment contract.

18 A subcontractor reports a concern to the lead provider but receives no acknowledgement. The apprentice later asks whom to contact and is told that each organisation is waiting for the other. Both organisations point to a contract saying they cooperate on safeguarding. Which improvement would most directly address the failure rather than merely restating the intention?

- A Add another general cooperation statement and ask apprentices to decide which organisation should manage each concern.
- B Send every report to all employees in both organisations so someone will eventually assume responsibility.
- C Make the subcontractor solely responsible for every case so the lead provider need not check handovers.
- D Specify named recipients, deputies, acknowledgement, next ownership and escalation when expected responses fail to arrive.

19 During an online review, a learner says that someone is outside their room making an immediate credible threat. The coach knows the safeguarding form has mandatory fields and the DSL is teaching. The learner is still connected and asks what to do. Which sequence best follows the first-response principles established in this chapter?

- A Complete the mandatory form first so emergency services receive an internally approved account of the concern.
- B Wait for the DSL to finish teaching because emergency decisions belong exclusively to the safeguarding lead.
- C Call 999 and take appropriate immediate protective steps, then make the safeguarding handover and factual record.
- D Ask the learner to collect evidence of the threat before deciding whether the danger is real.

20 A learner tells a tutor that a supervisor stood in a doorway and would not let them leave a meeting. The tutor did not witness the event. A draft note states that the supervisor unlawfully imprisoned the learner. The safeguarding lead asks for a more accurate record without minimising the concern. Which wording approach is strongest?

- A Keep the legal conclusion because a serious concern should always be recorded using the strongest possible terminology.
- B Record the learner's account and relevant exact words, clearly separating the allegation from observations and inference.
- C Remove the account because information that the tutor did not directly witness cannot be recorded safely.
- D Ask the supervisor to approve the learner's account before entering it into the safeguarding record.

21 A private provider updates its data policy after reading the ICO's March 2026 guidance on recognised legitimate interest. A manager proposes that the new basis allows unrestricted sharing of all safeguarding information, including health records and criminal allegations. The privacy lead is asked to review that proposal. Which conclusion best reflects the distinction made in this chapter?

- A The proposal is correct because safeguarding purposes exempt the provider from all other data protection requirements.
- B The basis has defined conditions and does not remove necessity, other principles or additional sensitive-data requirements.
- C The new basis applies only when the learner gives explicit consent for every individual disclosure.
- D The new basis means providers must always replace their existing lawful basis for safeguarding processing.

22 A coach shares a safeguarding concern through the correct secure system and sees a sent notification. The assigned safeguarding lead is unexpectedly absent, and no deputy has accepted the item. The coach's checklist nevertheless marks the handover complete. Which missing element is most important if the provider wants a reliable information trail for this learner?

- A Confirmation that someone received the concern, accepted next responsibility and knows the escalation route if action stalls.
- B A duplicate copy of the entire concern in every ordinary progress review and assessment record.
- C A learner signature confirming that the provider has no further responsibility after submitting the message.
- D An automatic reminder asking the learner to report again if no staff member contacts them.

23 Leila, 17, says she is frightened to speak honestly while her supervisor is present, but gives no account of a particular event. Her coach wants to clarify the concern at their next safe conversation. The coach must avoid suggesting an explanation while still assessing safety. Which opening question best follows the reasoning in the worked case?

- A Ask whether the supervisor has threatened dismissal, explaining that this is the most likely explanation.
- B Ask Leila to list every occasion on which the supervisor may have committed a criminal offence.
- C Ask what makes it difficult to speak at work and establish what contact is safe now.
- D Ask Leila to confirm in writing that she wants no action before discussing the issue further.

24 Leila's plan includes arranging a private review away from her supervisor. The coach books a room, but Leila later says the supervisor still waits outside and questions her afterwards. The plan's dashboard marks the action green because the booking was completed. Which judgement best reflects the chapter's distinction between activity and effective support in this situation?

- A The action is successful because the provider delivered exactly the room booking specified in its plan.
- B The action should remain green until Leila can prove that the supervisor questioned her afterwards.
- C The provider should close the concern because further changes would interfere with the employer's normal supervision.
- D The booking is an activity; review whether the arrangement actually enables safe communication and revise if necessary.

25 After hearing Leila's concern, a programme manager suggests copying her supervisor and parents into the entire safeguarding email so everyone can cooperate quickly. The coach has not yet established what makes Leila frightened or whether any contact could increase danger. There is no immediate reason to circulate the full account. What is the most appropriate response?

- A Agree to full circulation because cooperation always requires every involved adult to receive the same information.
- B Promise Leila that no information will ever leave the provider because she has requested privacy.
- C Consider safety and sharing purpose with the safeguarding lead before contacting others or disclosing unnecessary details.
- D Tell the supervisor to obtain Leila's explanation directly so the provider can avoid making assumptions.

26 Rob, 29, describes debt and another person's control of his bank card. A team member records that section 42 must apply because financial abuse is mentioned in adult safeguarding guidance. Another says section 42 cannot apply because Rob receives no funded services. Which position should guide the team's next discussion of the actual statutory threshold in this case?

- A Accept the first position because any allegation of financial abuse automatically meets every section 42 condition.
- B Accept the second position because adult safeguarding is available only to people already receiving council-funded care.
- C Ask Rob to sign an adult vulnerability declaration, which replaces the need to consider other conditions.
- D Consider all three linked conditions; neither the abuse label nor receipt of funded services determines the threshold alone.

27 Rob requests extra time for an assignment while staff consider his disclosed financial situation. The tutor proposes making the extension conditional on his agreement to contact a support service. Rob says he wants help with learning but is not ready for that service. No programme rule requires this condition. Which response best follows the chapter's worked case?

- A Withhold the extension because refusal of one service demonstrates that Rob is not engaging with learning.
- B Consider the learning adjustment alongside appropriate safety action without using it as leverage to secure service acceptance.
- C Grant the extension and delete the safeguarding concern because educational support fully addresses the disclosed situation.
- D Require the employer to make Rob attend the service before he can return to normal learning.

28 At review, Rob refuses one proposed service and explains a different support option he prefers. The coach remains concerned but has no new evidence that he cannot make this decision. A manager proposes recording that he lacks capacity because he is choosing an option staff consider risky. Which response is most appropriate on these facts?

- A Record his wishes and relevant concerns, consider proportionate advice and avoid inferring global inability from disagreement.
- B Accept the manager's conclusion because an adult's refusal of professional advice establishes a lack of decision-making ability.
- C Close every support route because a capable adult's first refusal prevents the provider offering help again.
- D Replace Rob's choice with the manager's preferred service and disclose all records without considering purpose.

29 Sana advocates lawful protest in a seminar. Another learner calls her extremist, and a staff note records only extremist views. Weeks later a different coach reads the note without seeing the discussion context. The team reviews how the record might influence future decisions. Which correction best protects accuracy and proportionate professional judgement in this case?

- A Keep the label because another participant used it and all participant descriptions should become established findings.
- B Delete every record of the discussion because political content can never be relevant to safeguarding decisions.
- C Add Sana's religion and nationality so the future coach has a fuller basis for interpreting the label.
- D Distinguish Sana's actual statement from the peer's description and remove the unsupported finding implied by the label.

30 Sana's absence was reasonably explained by changed shifts and caring responsibilities, and a learning plan is working. Later, a tutor receives genuinely new information suggesting a specific threat connected with terrorism. A colleague says the earlier welfare explanation means Prevent can no longer be relevant. Which response best reflects the chapter's approach to changing information over time?

- A Retain the original explanation because changing a safeguarding decision would demonstrate that staff were previously inconsistent.
- B Assess the new information on its merits, consider urgency and use appropriate routes without treating earlier conclusions as permanent.
- C Treat the earlier caring explanation as deliberate deception and immediately record the learner as a confirmed extremist.
- D Wait until every previously agreed learning action is completed before considering a different safeguarding route.

31 Ben's attendance declines after a safeguarding report disappears between a subcontractor and the lead provider. A programme manager, unaware of the report, starts a withdrawal discussion. The missed message is then discovered before the decision is final. Which response best coordinates learner protection and educational responsibility at this point in the case?

- A Establish current safety, complete a proper handover and reconsider educational decisions with the relevant limited information.
- B Complete withdrawal first because the manager's original attendance information was accurate when the process began.
- C Stop all educational contact until an external investigation proves whether the mentor's alleged conduct occurred.
- D Ask Ben to submit a fresh complaint to each organisation before any earlier decision can be reconsidered.

32 The provider resolves Ben's immediate contact problem and refers his concern appropriately. Leaders propose closing the organisational incident because one member of staff has received refresher training. The original failure involved an unmonitored email address and unclear ownership across two organisations. Which additional work would best address the continuing system risk in this case?

- A Issue a general reminder that safeguarding belongs to everyone and consider the process repaired after circulation.
- B Require every apprentice to telephone daily until they receive an answer from one of the organisations.
- C Repair and test the handover process, clarify cover and check for other concerns affected by the same failure.
- D Retain the unmonitored address as evidence and ask staff to remember which alternative addresses currently work.

33 A quality manager wants to use PDSA to improve safeguarding response times. One proposal withholds some real urgent referrals to compare outcomes; another tests a revised acknowledgement process using fictional information and a specified response prediction. The manager must select a proportionate improvement activity. Which option best fits the chapter's use of improvement research?

- A Test the administrative process safely with fictional information, measure the result and revise without delaying real protection.
- B Withhold selected urgent referrals because controlled comparisons provide stronger evidence than administrative simulations can offer.
- C Use the PDSA label on the policy and assume the named method demonstrates effective safeguarding improvement.
- D Avoid measuring the process because quantitative evidence is incompatible with individual professional judgement in safeguarding.

34 A provider commissions a safeguarding handbook and plans to advertise that its use will secure an Exceptional safeguarding grade at the next Ofsted inspection. The marketing team wants a short statement consistent with the September 2026 FE and skills framework. Which revision would accurately describe the handbook's purpose without making an unsupported claim about inspection outcomes?

- A Keep the promise because completing the handbook's examinations automatically satisfies the Exceptional safeguarding criteria for providers.
- B Replace Exceptional with Outstanding while retaining the assurance that handbook completion guarantees the safeguarding judgement.
- C Describe support for effective practice and readiness, noting safeguarding is Met or Not met and no grade is guaranteed.
- D Claim Ofsted endorsement if the handbook cites official inspection guidance throughout its chapters and reference list.

35 After introducing a simpler reporting route, a provider records twice as many concerns. A director calls this proof that safeguarding has deteriorated, while another says it proves trust has improved. No case sampling or learner feedback has yet been examined. Which interpretation and next step best fit the chapter's approach to assurance data?

- A Accept deterioration as established because the number of recorded concerns is a direct measure of harm prevalence.
- B Accept improved trust as established because every increase after a process change must result from that change.
- C Remove concern counts from oversight permanently because numbers can never contribute to safeguarding quality evaluation.
- D Treat both explanations as possibilities and examine reporting access, case context, responses and learner experience together.

36 A provider's survey says most apprentices know how to report concerns. In private discussion, several shift workers explain that the named route is unavailable when they can safely call. Staff training records are complete, and managers regard the discussion as an inconvenient exception. Which next step best uses these differing sources of evidence constructively?

- A Disregard the discussion because a large survey always overrides accounts from a smaller group of learners.
- B Investigate the access gap and adapt the route, using learner experience alongside survey and training evidence.
- C Treat completed staff training as decisive proof that learners have a usable reporting route in practice.
- D Remove shift workers from the survey sample so future reports describe the provider's normal operating hours.

37 A tutor teaches safeguarding through assessed personal disclosures, asking each apprentice to describe a harmful experience from their own life. Learners who choose fictional examples receive lower marks because the tutor believes authenticity proves understanding. A curriculum manager reviews the task after a learner objects. Which alternative best preserves learning while respecting safeguarding boundaries?

- A Keep the task but promise that every personal disclosure will remain confidential within the teaching group.
- B Assess decisions using fictional scenarios and provide separate safe routes for any voluntary personal concerns that arise.
- C Require employers to verify learners' personal accounts so marking decisions are based on accurate evidence.
- D Make disclosures optional but continue awarding higher marks for revealing sensitive personal experiences to staff.

38 A governing body receives excellent policy documents but learns that one DSL carries all casework, teaches a full timetable and has no reliable deputy cover. Leaders propose asking that person to work more efficiently before considering resources. Which question would best reflect governance responsibility for a functioning safeguarding system in this particular provider setting?

- A How can the policy demonstrate compliance without recording the current limits on staffing and deputy availability?
- B Can the DSL sign a declaration accepting sole personal responsibility for every future delay or missed concern?
- C What capacity, cover and authority are needed to ensure concerns receive timely decisions and accepted follow-up ownership?
- D Would a shorter reporting form remove the need for any additional consideration of workload and cover?

39 A coach achieves a high score on every chapter examination and says they can now manage any safeguarding concern without supervision. A colleague suggests using the fictional action plans unchanged because they are evidence-informed. The manager wants to explain how this handbook should support professional practice. Which response is most consistent with its stated purpose?

- A Use learning and models to inform contextual judgement, current procedures and specialist advice, while retaining appropriate supervision.
- B Treat the examination result as accredited authority to investigate allegations and replace external safeguarding assessments when needed.
- C Require identical actions in all comparable cases because adapting an evidence-informed model would invalidate the handbook.
- D Avoid using the handbook in real practice because fictional scenarios cannot contribute to professional learning at all.

40 A team writes an action stating that coaches will be more vigilant. It cites research on implementation intentions and assumes this makes the wording scientifically robust. No trigger, owner, next step or review is specified. A reviewer wants to improve the plan while accurately describing the evidence. Which revision best follows this chapter's account of planning research?

- A Keep the wording because citation of a meta-analysis automatically validates any action placed alongside the reference.
- B Claim the revised action will prevent harm because implementation-intention evidence proves outcomes in every safeguarding setting.
- C Replace professional judgement with a fixed trigger so staff need not reconsider the plan when circumstances change.
- D Specify a concrete trigger, named response and review, while stating that safeguarding application is a reasoned adaptation.

CHAPTER 02

Recognising concerns, responding and sharing information



In this chapter

Disclosures, thresholds, recording, information sharing, referral, escalation and continuity.

Read the guidance and worked cases, examine the visual models, then complete the forty-question examination. Use the answer commentary to review both the selected answer and the reasoning behind it.

2.1 The first response changes what happens next

A safeguarding concern rarely arrives as a complete account with a reliable date, an agreed category and a signed request for help. An apprentice may ask about changing shifts, stop submitting work, reveal one detail and withdraw it, or describe an experience as ordinary workplace practice. This chapter teaches the disciplined response between noticing something and securing an effective handover. Its purpose is practical: to help staff protect the person, preserve a usable account and ensure that uncertainty does not become inactivity.

By the end, readers should be able to distinguish observation from interpretation; respond without investigating; choose child and adult routes correctly; record and share necessary information; challenge a stalled referral; and maintain educational continuity without exposing confidential details. The response sequences and operational times below are KBC recommendations for provider procedures. They are not additional statutory deadlines or validated risk instruments.

Keep the immediate question visible: what does this person need to be safer now? A beautiful form cannot compensate for a missed emergency call. Equally, a hurried telephone conversation cannot replace an accurate record and confirmed follow-up. Safeguarding requires both human attention and reliable administration.

2.2 Notice changes without turning signs into diagnoses

A concern may arise through a direct disclosure, a third-party report, a witnessed event, a pattern in attendance or communication, or information received from another agency. None requires staff to prove abuse before consulting the designated safeguarding lead, usually called the DSL. Under-18 arrangements should reflect the current child safeguarding framework. KCSIE 2026 took effect on 1 September 2026; providers must identify whether its defined school or college scope applies directly and map other organisational and contractual requirements separately. [006]

Compare information with the apprentice's circumstances rather than an imagined normal learner. An apprentice who never uses a camera is different from one who abruptly stops speaking when a particular person enters the room. A late assignment may relate to shift changes, inaccessible instructions, caring responsibilities or abuse. Ask an ordinary open question about the change, consider immediate safety, and record what remains unknown.

The KBC observation discipline uses three columns: what I noticed; what the apprentice actually said; what I am concerned this might mean. Keeping these separate prevents a reasonable hypothesis becoming a supposed fact. Replace "Sam was intoxicated" with a precise observation such as difficulty staying awake and the words used in response. Record a medical explanation if offered, without assuming it resolves every concern. Staff should neither diagnose nor conduct surveillance to make a case stronger.

Patterns matter, but a single serious event may be enough for urgent action. Do not require a second injury, repeated harassment or another disclosure to meet an internal numerical score. Conversely, a cluster of common behaviours does not establish that a particular person is abusing the learner.

2.3 Create a conversation the apprentice can use

A 2024 systematic scoping review describes disclosure as a relational and frequently unfolding process. Trust, opportunities to speak and responses from adults influence whether a child can continue telling.

Its international literature cannot establish the effectiveness of any particular apprenticeship script, but it supports designing more than one accessible route to help. [015]

Offer a quieter setting, suitable communication support and enough time to listen. Ask whether it is safe to speak before discussing sensitive matters on a video call. Explain the limits of confidentiality early in simple language: "I will listen carefully. If I am worried about your safety, I need to involve the people who can help. I will explain what happens next where I can." Avoid an absolute promise that no parent, manager or agency will be told.

Let the apprentice use their own vocabulary. Suitable prompts include "Tell me what you want me to know" and "What do you need to feel safe for the rest of today?" Clarification should establish essential safety information, not test credibility. Ask where the person is, whether anyone is currently threatening them, whether urgent medical help is needed and whether another child may be in danger. Do not repeatedly ask why they did not report earlier.

Communication access is part of the response. A person using augmentative communication may need additional time; a person with a hearing impairment may need a qualified interpreter. Do not automatically use a family member or employer as interpreter, especially if relationships are part of the concern. Explain who an interpreter is and their confidentiality responsibilities. Confirm understanding without demanding that the learner repeat an upsetting account to every new adult.

2.4 Use the KBC first response sequence

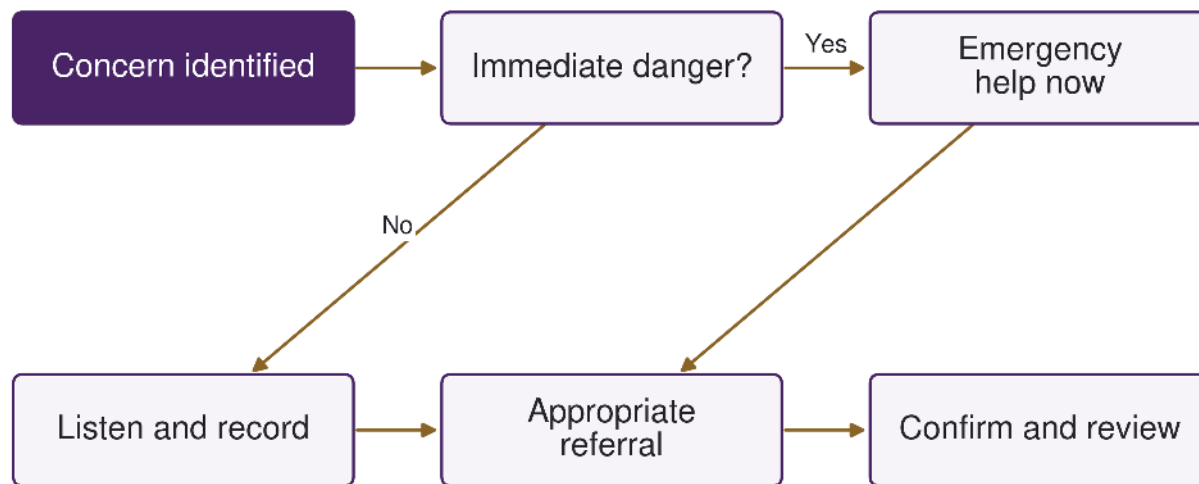
The KBC practice aid is Pause, Protect, Listen, Record, Refer and Confirm. It is a memory aid, not a sequence that forces staff to finish one administrative stage before calling for help.

Pause means stop competing activity and attend. Protect means consider immediate danger, urgent health needs and whether the current setting is safe. If there is immediate danger, call 999. Follow the call handler's instructions and the provider's emergency arrangements. An unavailable DSL never prevents an emergency response.

Listen means receive the account calmly, acknowledge that telling was appropriate and avoid blame. Do not promise a particular legal outcome. Record means make a contemporaneous factual note where possible, explaining why notes are being taken. If immediate action prevents detailed writing, record as soon as practicable afterwards, identifying the time of the event and the later time of writing.

Refer means alert the DSL or deputy promptly and follow the appropriate external route where needed. Anyone can make a referral to children's social care; staff must not wait for internal permission when delay would expose a child to harm. Confirm means establish that the referral reached a person or service able to act, what happens next and who will check. The current Working Together framework sets the multi-agency context; a provider's local procedure must identify actual local access and escalation arrangements. [002]

Do not confront the alleged perpetrator, arrange reconciliation, interrogate colleagues or ask an apprentice to gather proof. Safeguarding action may run alongside employment procedures, but staff should take advice before doing anything that could prejudice a police or social care enquiry.

Figure 2.1 Immediate protection and accountable response

KBC practice aid. Emergency action does not wait for recording, a plan or the usual DSL. Use the reporting routes described in this chapter.

2.5 Understand the child route

A child is anyone under 18. Employment, marriage beliefs, independent accommodation, a high salary or adult-looking presentation do not change that definition. A 17-year-old project apprentice remains within child safeguarding arrangements even when managing a team of older colleagues.

Children's social care assesses needs and concerns under the relevant legal framework. Section 17 of the Children Act 1989 concerns children in need; section 47 concerns enquiries where there is reasonable cause to suspect significant harm. These are different legal functions, not levels that a coach awards through a checklist. Staff communicate the concern and its urgency rather than promise which statutory response will follow. [016]

Work with parents or carers when appropriate, but do not make contact automatically. Where a parent is implicated, disclosure may lead to retaliation, or contact may compromise protective action, seek safeguarding advice before informing them. Keep the child's wishes central while explaining that their request for secrecy cannot determine whether necessary protective information is shared.

Do not delay solely because a learner is close to their eighteenth birthday. A case opened before that birthday needs a deliberate transition discussion: ongoing child services, any relevant adult route, housing, health and continuing provider support. A birthday is an administrative event with practical consequences; it is not evidence that harm has ended. Record what will continue, what changes and which service has accepted responsibility.

2.6 Understand the adult route and its limits

For adults, distinguish a provider's broad welfare responsibilities from the specific Care Act section 42 enquiry duty on a local authority. The threshold has three linked elements: an adult has care and support needs; is experiencing or at risk of abuse or neglect; and, because of those needs, is unable to protect themselves from that abuse, neglect or risk. The needs may be unmet and need not already be

funded. Meeting only one or two elements is insufficient to describe the statutory threshold as established. [017]

An adult can nevertheless face serious harm without meeting that threshold. Domestic abuse services, police, health services, housing assistance, employment protections and the provider's own safety arrangements may still be relevant. "Not section 42" must not become "nothing we can do". Ask the local authority for advice where the application is uncertain; present factual information rather than relabelling every disabled adult as unable to protect themselves.

Start with the adult's desired outcomes. They may want secure learning access, an independent adviser or a safe conversation before deciding about police involvement. Explore whether a refusal of support is informed and voluntary, whether others face risk and whether coercion is affecting the situation. Where sharing without agreement is being considered, the DSL should document the specific justification and consult appropriate specialists. The adult safeguarding principles of empowerment, prevention, proportionality, protection, partnership and accountability inform this approach. [003]

2.7 Capacity is not a synonym for compliance

The Mental Capacity Act framework applies from age 16. Capacity concerns a particular decision at a particular time. Support the person to decide; an apparently unwise decision or a diagnosis alone does not demonstrate incapacity. A relevant assessment considers whether an impairment or disturbance of mind or brain means the person cannot understand, retain, use or weigh relevant information, or communicate a decision. [018]

A coach should not declare a learner incapable because they reject a proposed placement move. Clarify the decision, reduce communication barriers, explain realistic options and seek an appropriate assessment when there is a proper reason to doubt capacity. The person may understand a small educational adjustment while needing specialist support with a more complex financial or safety decision.

Coercion requires careful attention alongside capacity. Someone may understand every option yet fear consequences if they choose freely. Do not use a capacity form to overlook threats, and do not assume that a capable adult's stated preference always resolves serious risk to other people. Record the person's reasons in their own terms and the professional advice obtained.

For 16- and 17-year-olds, applying the capacity framework does not remove child protection responsibilities. Ensure procedures describe the overlap rather than forcing staff to choose one system and disregard the other.

2.8 Record facts that another professional can act upon

A useful record allows a reader who was absent to reconstruct what happened and what still requires attention. Include the learner's identifiers, age, current location where relevant, date and time, reporting staff member, people present, communication method, factual observations, the account received, immediate actions, advice sought and outstanding decisions. Attribute third-party information clearly. Distinguish an exact remembered quotation from a summary; never improve a quotation to make it more persuasive.

Use neutral language. "The apprentice reports that the supervisor blocked the exit" is more accurate than "the abusive supervisor imprisoned the apprentice". Recording an allegation neutrally is compatible with taking it seriously. Note injuries that are ordinarily visible without examining the

person or asking them to remove clothing. Staff should not seek photographs or other sensitive material merely to complete a form.

Record uncertainty explicitly. “The date is not yet known” is preferable to inserting an estimate as fact. If correcting an error, maintain an audit trail rather than silently overwriting the original. Record why information was shared or withheld and when that decision will be reviewed. DfE information-sharing advice emphasises purposeful, appropriate and accountable sharing; an internal record should make that reasoning visible. [019]

A concern record is not the same as a general learning support plan. Tutors may need to know that an alternative assessment appointment is authorised without receiving the underlying abuse account. Keep sensitive records in the approved restricted system, with role-based access, retention arrangements and arrangements for secure transfer. Avoid personal notebooks that remain outside the safeguarding record.

2.9 Share lawfully and proportionately

Data protection does not require consent as the only route for safeguarding information. The organisation must identify an applicable lawful basis, any additional condition needed for special-category or criminal-offence information, and the purpose and proportionality of sharing. ICO guidance explicitly separates consent to a service or referral from consent as a data-protection lawful basis. [020]

Do not make staff choose between silence and unrestricted disclosure. The KBC sharing question is: who needs which information to perform which protective action now? A safeguarding referral may require specific concerns and identifiers. An employer arranging a rota change may need only restrictions, contact arrangements and the named provider lead. A general staff briefing may need no identifiable case information.

Explain sharing to the apprentice when safe and appropriate. If explaining beforehand would increase danger or compromise necessary action, record why it was not done and consider whether explanation becomes safe later. Verify recipients and use approved channels. A familiar display name on an email does not establish that a recipient is authorised to receive a file.

Data law evolves. The ICO's 2026 guidance includes the recognised legitimate interest basis introduced through changes to UK data law. Providers should have the data protection lead approve their actual safeguarding processing arrangements; this handbook does not assign one universal basis to every provider or transaction. [010] Staff facing an emergency should use the pre-agreed safeguarding procedure rather than delay urgent protection to conduct unaided legal research.

2.10 Make a referral that survives the handover

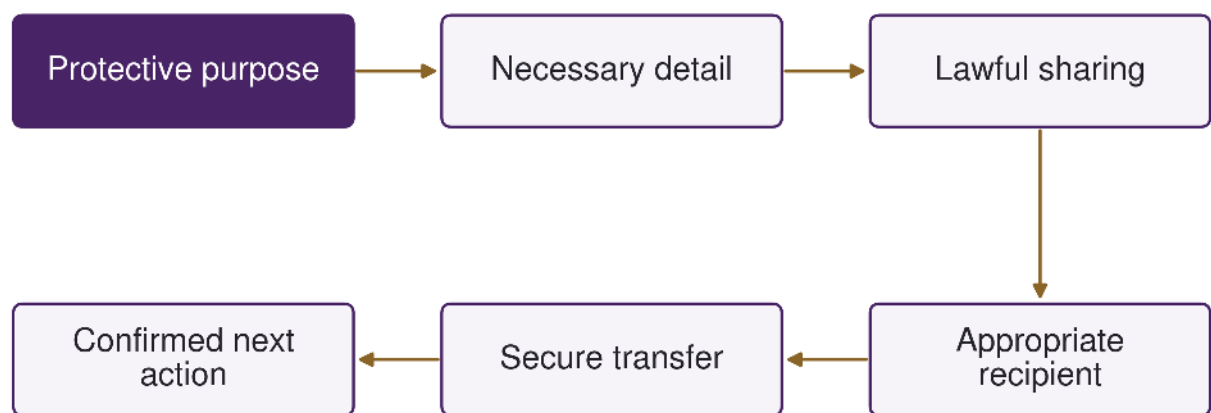
Before routine handover, organise the concern into five questions: who is at risk; what happened or is suspected; why action is needed now; what has already been done; and what response is being requested. Include the apprentice's current location and safe contact method where relevant. State the risks associated with contacting an employer, partner or parent.

Ask the receiving service to confirm receipt and explain the next step. Record the recipient, time, reference number if provided, advice and responsibility for follow-up. A sent email, an unanswered voicemail and a completed internal form are evidence of attempted communication, not evidence that someone is managing the risk.

KBC recommends that urgent concerns receive an immediate verbal handover with the factual record following as soon as safe and practicable. For other concerns, providers should set a prompt acknowledgement standard and a named escalation point. These are operational controls, not statutory waiting periods. The risk determines whether any delay is acceptable.

If a referral is declined, ask what information and reasoning informed that decision, whether another route is suitable and what change would justify re-referral. Correct misunderstandings and use the local professional disagreement procedure when necessary. A literature review of child protection decision-making shows that organisational and contextual factors influence decisions alongside case information. That finding supports respectful challenge; it does not establish that a particular agency decision is wrong. [021]

Figure 2.2 A purposeful information handover



KBC practice aid. Record what was shared, with whom and why. Additional conditions may be required for sensitive information.

2.11 Case study the apparent attendance problem

Rosa, a fictional 17-year-old hospitality apprentice, misses two early sessions. Her employer says she is unreliable. In a private call she says, “I wait until he leaves before I leave.” The coach asks whom she means and whether she is safe now. Rosa says her mother's partner has threatened her, is due home shortly and checks the family's shared phone. She asks the coach to telephone her mother immediately to explain the missed sessions.

The coach does not treat Rosa's request as proof that this contact is safe. They establish the current location, immediate threat and safe means of remaining in contact, then obtain emergency help if danger is immediate. The DSL considers the child protection referral and advice about family contact. The employer receives only the information needed to suspend an attendance sanction and support safe learning arrangements.

The first record includes the exact words quoted, what clarification was asked, Rosa's request and why family contact was deferred for safeguarding advice. The provider then checks that the relevant service has accepted the handover. The educational plan specifies a safe route for timetable messages and an alternative way to report absence. Nobody asks Rosa to prove the threats by recording a confrontation.

At review, the central outcome is whether Rosa can access help and learning safely. Attendance alone would be a poor proxy: it might improve because someone is accompanying her in a controlling way. The coach asks privately whether the arrangement feels safe and reports any new information to the DSL.

2.12 Case study an adult who refuses the proposed solution

Daniel, a fictional 29-year-old accountancy apprentice with a fluctuating neurological condition, reports that a relative takes his bank card and threatens to withdraw help with essential daily activities. He wants budgeting support but does not want the relative contacted. A tutor proposes calling the relative because they are listed as next of kin.

The DSL considers all three adult safeguarding threshold elements, explores Daniel's desired outcome and arranges communication support if needed. The file does not describe him as lacking capacity because of his condition. Next-of-kin status is not treated as permission to disclose. The immediate plan keeps contact discreet and considers specialist financial and adult safeguarding advice.

Daniel refuses a suggested move from home because an accessible replacement is not available. The provider records this practical reason rather than “refuses to engage”. A proportionate plan can continue while options are explored. If risks to him or others justify information-sharing without agreement, that decision needs its own reasoned record. The plan is revised when a named service accepts a referral; the coach remains responsible for agreed educational adjustments, not for managing Daniel's finances.

2.13 Worked plans for immediate response and continuity

The following matrices are KBC operational examples. Replace roles with named people, confirm local routes and shorten times where risk requires. These plans begin after or alongside urgent protective action.

Action	Owner	Time or trigger	Evidence of completion	Escalation
Establish Rosa's current safety and safe communication method	Receiving coach	During initial contact	Factual record of location and agreed contact	Immediate danger to 999
Decide and make child safeguarding referral	DSL or available staff if delay unsafe	Immediately according to risk	Recipient and acknowledgement recorded	Deputy or direct external route
Prevent unsafe routine family messages	DSL with administration lead	Before next automated contact	Restricted communication instruction	Any accidental contact reviewed urgently
Agree learning access and explain it to Rosa	Coach and tutor	Before next scheduled session	Rosa can describe how to access support	DSL if access depends on unsafe person
Confirm protective handover and next review	DSL	At referral and agreed review trigger	Named service response and review entry	Local professional disagreement route

Action	Owner	Time or trigger	Evidence of completion	Escalation
Record Daniel's preferred outcomes and contact restrictions	DSL with Daniel	Initial safeguarding conversation	His views distinguished from staff views	Revisit if contact becomes unsafe
Seek adult safeguarding advice on the three threshold elements	DSL	Promptly according to risk	Advice and reasons recorded	Emergency services for immediate danger
Offer accessible independent support	Support lead	At agreed safe appointment	Offer understood and response recorded	Specialist advocacy advice if required
Adjust learning appointments around safe access	Coach and curriculum lead	Before next affected activity	Appointment accessible without relative's involvement	Manager if resources unavailable
Review actual safety and outstanding agency actions	DSL with Daniel	Agreed date or material change	Outcome evidence and unresolved risks	Re-referral or senior challenge if risk persists

A plan should state what happens when an action fails. "Review next month" is inadequate where a learner may be returning to danger today. Equally, frequent contact can become intrusive or unsafe if the communication method is monitored. Agree both the frequency and the method.

2.14 Remote learning and boundaries between areas

Imani, a fictional 18-year-old digital apprentice, joins a session from temporary accommodation in another English local authority. She describes threats from someone in the building and says her home address on the enrolment form is outdated. The coach establishes her current location and immediate safety before discussing where a referral belongs. The DSL contacts the relevant local service and confirms which authority will coordinate. Staff must not allow a dispute about residence or ordinary residence to postpone urgent protection.

Elliot, a fictional 17-year-old engineering apprentice, works in Wales for an employer whose training contract is managed in England. A concern is raised during an English provider's online session. The provider uses emergency arrangements for the place where Elliot is located and seeks advice from the relevant children's services. It does not assume England's legislation and procedures are identical across the UK. A documented handover identifies the responsible services, provider lead and continuing educational support.

For every geographically dispersed programme, maintain a verified contact directory that includes out-of-hours routes and a process for locating the learner during urgent remote concerns. Review it when employers or delivery arrangements change. Do not routinely collect intrusive location data without a justified purpose; establish what is necessary for safe delivery and explain it.

When a call disconnects after a serious concern, use the agreed safe recontact method and emergency escalation procedure. Do not send detailed safeguarding messages to every address on the student record. A repeated message headed "abuse disclosure" can itself create danger.

2.15 Make each professional role useful

Coaches create trusted, recurring contact and notice changes across work and learning. Tutors offer accessible disclosure routes, recognise distress during teaching and implement only the support information they need. Curriculum developers ensure that safeguarding contact opportunities survive block release, employer changes, assessment periods and remote delivery. Designers make reporting links visible, readable and operable with assistive technology; an anonymous form should explain its limits for emergency response.

The DSL coordinates decisions, external liaison and restricted records, supported by deputies and supervision. Employers implement agreed workplace protections through suitable people, avoiding contact with an implicated manager. Managers resource cover, secure systems and training, and remove incentives to conceal concerns because a contract or completion target is at risk. Administration teams need clear communication restrictions, not confidential narratives.

Practice the system through short scenario walkthroughs. Ask a newly recruited coach to find the out-of-hours route, a tutor to explain how to record a disclosure and an administrator to demonstrate a restricted-contact instruction. Test the journey from a learner's device as well as the staff dashboard. A procedure that exists only in a policy folder has not yet become dependable practice.

2.16 Review decisions without blaming the person who raised them

Closure means agreed protective and support actions are complete or transferred, outstanding risks are understood, the apprentice knows how to seek help again and the decision is recorded by the appropriate lead. It does not mean deleting the record, declaring an allegation false or assuming that withdrawal from the apprenticeship ends responsibility to share necessary concerns.

Use supervision to examine what influenced judgement. What alternative explanation was considered? Which information changed the decision? Did the team overweight a confident employer's account? Was the apprentice heard privately? Did a diagnosis, accent, age or strong academic performance affect credibility judgements? Record learning from system failures without turning supervision into a parallel investigation.

For practice review, trace one fictional case from first observation to confirmed handover; rewrite one judgemental note into factual language; and identify the point at which an internal delay would require direct external action. Ask whether the plan measures improved safety or merely completed forms.

Evidence notes: the disclosure and decision-making reviews describe heterogeneous populations and systems, not trials of English apprenticeship safeguarding. Their strongest contribution is to challenge simplistic assumptions about single disclosures and individual judgement. Current official guidance establishes the operational and legal context, while the cases, matrices and response mnemonic are KBC teaching aids. Evaluate them locally, keep statutory routes current and never interpret an educational model as a substitute for specialist assessment.

Chapter 2 examination

Forty case-based questions. Choose the single best answer. Record your choices before consulting the answer commentary.

01 A 17-year-old apprentice tells a coach during a remote review that a threatening relative is outside the room and will enter shortly. The learner's address on the system may be outdated. The DSL is attending an external meeting and is not answering. Which response should the coach prioritise?

- A Wait for the DSL to approve any external contact before establishing the learner's location.
- B Complete the provider's full concern form before deciding whether the threat requires emergency assistance.
- C Establish current location and immediate safety, obtain emergency help, then complete the safeguarding handover.
- D Call the relative to establish whether the learner has misunderstood the purpose of their visit.

02 An apprentice has stopped contributing to online sessions after previously participating confidently. A tutor suspects abuse because the learner now keeps their camera off. The learner has also recently changed shifts. No direct disclosure or immediate danger is known. Which initial approach best preserves useful professional judgement?

- A Ask privately about the change, consider safety, and distinguish observations from possible explanations.
- B Record suspected domestic abuse as established because two changes occurred during the same month.
- C Treat the shift change as a complete explanation and remove the concern from discussion.
- D Require the learner to use the camera so the tutor can assess their home environment.

03 A 16-year-old begins to describe threatening behaviour at home, then says it was probably a misunderstanding. The coach wants a complete chronological account before speaking to the DSL. The learner appears increasingly uncomfortable and asks to stop. What is the best response at this point in the conversation?

- A Continue questioning until every discrepancy is resolved because an incomplete account cannot support referral.
- B Delete the initial account because the learner has now suggested an alternative explanation.
- C Ask another tutor to repeat the interview immediately to obtain a more reliable account.
- D Respect the pause, clarify essential safety needs, and report the concern without demanding completeness.

04 During a disclosure, a learner asks the tutor to promise that nobody else will be told. The tutor believes the concern may require protective action but worries that explaining confidentiality limits will damage trust. No immediate danger has yet been established. Which reply best supports both honesty and safeguarding?

- A Promise secrecy now because trust must be established before any safeguarding limitations are mentioned.
- B Explain simply that necessary help may involve others and that next steps will be discussed safely.
- C Say every disclosure is automatically sent to parents and employers regardless of individual circumstances.
- D Avoid answering the question and continue taking notes until the learner finishes their account.

05 A successful 17-year-old apprentice manages adult colleagues, rents a flat and pays their own bills. They report threats from a person controlling access to the flat. A manager argues that the provider should use adult safeguarding procedures because the apprentice lives independently. Which interpretation is most accurate?

- A Independent housing changes the safeguarding age threshold, so the adult route must replace child protection.
- B The apprentice remains a child, so child safeguarding arrangements apply despite their independence.
- C Management responsibility means the apprentice should resolve the problem through their employer's grievance procedure.
- D Child safeguarding applies only if a parent is still receiving benefits for the apprentice.

06 A DSL receives a concerning account from a 17-year-old apprentice and considers contacting children's social care. A colleague insists the provider must first decide whether the case is definitely section 17 or section 47 and obtain supporting proof. What is the best correction to this proposed gatekeeping process?

- A Select section 47 for every referral so the provider cannot be criticised for underestimating risk.
- B Avoid referral until the learner provides evidence sufficient to prove that significant harm occurred.
- C Classify the case through a provider score that automatically determines the authority's legal duty.
- D Communicate the factual concern and urgency; the local authority determines its appropriate statutory response.

07 An adult apprentice has care and support needs and reports financial pressure from a friend. They can independently access funds, obtain advice and take protective steps, although the situation is distressing. A tutor says any disabled adult reporting abuse automatically meets section 42. Which response is legally more careful?

- A Consider all three threshold elements and offer other relevant support even if section 42 is not established.
- B Treat the disability diagnosis as proof that the apprentice cannot protect themselves from any financial pressure.
- C Close the concern immediately because adults who can contact services never require further safeguarding support.
- D Use the child protection pathway until the apprentice proves they can manage their finances independently.

08 A 28-year-old apprentice reports that a carer threatens to withhold essential assistance unless given the apprentice's wages. Their care needs have never been formally assessed or funded. The DSL is uncertain whether adult safeguarding advice is appropriate. Which fact should guide the next step most directly?

- A A funded care package is required before the local authority can consider any safeguarding concern.
- B The provider must obtain a medical diagnosis before it can discuss the concern with adult services.
- C Unfunded care and support needs may still be relevant; seek advice using the actual circumstances.
- D The apprentice's employment proves that assistance with daily activities cannot constitute care and support needs.

09 An adult learner declines an immediate move from home after reporting coercion by a relative. They explain that the proposed alternative is inaccessible and would stop them working. A tutor records that the learner lacks capacity because they rejected the safest option. Which revision best addresses the error?

- A Record their reasons, support informed choice, and assess capacity only where there is a proper basis.
- B Retain the incapacity finding because refusing professional advice demonstrates inability to weigh information appropriately.
- C Ask the relative to make the housing decision because they already provide daily support.
- D Withdraw all support until the learner agrees to follow the provider's preferred accommodation plan.

10 A 17-year-old with a communication impairment can explain a proposed timetable change but struggles to understand a complex financial arrangement. A manager proposes declaring the learner incapable of all safeguarding decisions. Which approach best respects the relevant legal and educational distinctions in this mixed situation?

- A Treat communication impairment as a global incapacity finding and transfer all choices to the employer.
- B Use adult safeguarding alone because the Mental Capacity Act applies to people aged sixteen and above.
- C Support each specific decision appropriately while retaining child protection responsibilities because the learner is under 18.
- D Assume capacity is identical for every decision once the learner understands one timetable adjustment.

11 After a concerning meeting, a tutor writes that the apprentice's manager is a violent bully who imprisoned the learner. The tutor witnessed nothing directly; the apprentice reported being prevented from leaving an office. The record will support a safeguarding handover. Which wording is most appropriate to use?

- A Keep the strongest language available because neutral wording would imply that the apprentice is not believed.
- B Attribute the reported restriction to the apprentice and record observed facts separately from the allegation.
- C Remove the account until an independent witness confirms precisely what happened in the office.
- D Describe the manager's conduct as proven misconduct because the learner appeared distressed during the meeting.

12 A coach completed a safeguarding note after making an urgent call. They now realise the time written for the learner's disclosure was wrong. The system permits silent editing, and a colleague suggests replacing the original entry to keep the file tidy. What should the coach do instead?

- A Leave the known error untouched because changing any safeguarding record would automatically invalidate the whole file.
- B Delete the original note and create a new account without referring to the earlier mistake.
- C Ask the learner to repeat the disclosure so a completely new record can replace the first.
- D Correct the error with an audit trail showing the original entry and the reason for amendment.

13 A curriculum manager needs to arrange an alternative assessment appointment for an apprentice whose safeguarding record contains a detailed abuse account. The manager requests the entire file to understand why flexibility is justified. Which response best applies the chapter's approach to information sharing within the provider?

- A Provide the complete file because anyone involved in assessment automatically needs all contextual information.
- B Refuse to explain any adjustment because safeguarding confidentiality prevents all internal communication about support.
- C Ask the apprentice to retell the abuse account personally to every manager approving a resource.
- D Share the authorised adjustment and necessary practical restrictions, while keeping unrelated safeguarding details restricted.

14 A staff member refuses to share an urgent child safeguarding concern because the child has not signed a consent form. The provider already has an approved safeguarding information-sharing procedure. The DSL considers the information necessary for protection. Which explanation most accurately addresses the staff member's concern?

- A Data protection ceases to apply whenever a member of staff labels information as a safeguarding concern.
- B Consent is not the only lawful basis; follow the approved necessary and proportionate safeguarding sharing procedure.
- C Every parent must countersign the child's refusal before the provider can consider any other lawful basis.
- D All safeguarding information must be published internally so that staff can independently decide what to do.

15 An employer asks for an apprentice's full safeguarding chronology to arrange a temporary change of supervisor. The proposed new supervisor is not implicated in the concern. The DSL believes only contact restrictions and working arrangements are needed. Which question should determine the appropriate disclosure to the employer?

- A Would the employer be more comfortable if it received every allegation and all medical information available?
- B Has the apprentice previously shared any personal information with any member of the employer's staff?
- C Which specific information is necessary for the employer to implement the agreed protective arrangements safely?
- D Could a full chronology demonstrate that the provider has worked harder than the employer on this case?

16 A provider adopts a template stating that recognised legitimate interest authorises every safeguarding disclosure, regardless of organisation type or information involved. Its data protection lead challenges this statement. Which correction best reflects the current guidance described in the chapter and the need for accountable local procedures?

- A Check the basis's conditions, organisational role and additional data requirements rather than treating it as universal.
- B Use recognised legitimate interest only when the learner has already given written consent for every disclosure.
- C Treat the new basis as an exemption from all remaining data protection duties during safeguarding work.
- D Discard existing lawful bases immediately because the new basis automatically replaces every earlier safeguarding arrangement.

17 A coach emails an urgent referral to a local service and receives an automated delivery receipt. The learner may return to an unsafe setting that afternoon. The coach marks the action complete because the email did not bounce. What is the most important next action for the provider?

- A Wait until the next scheduled progress review because a delivery receipt confirms the case is being managed.
- B Confirm an effective handover and the immediate response, escalating if timely protective action remains unconfirmed.
- C Send the same email to all available agency addresses without checking their roles or information needs.
- D Ask the learner to telephone every agency until one agrees to take responsibility for the concern.

18 Children's social care declines a referral after recording that the learner is nineteen. The provider's enrolment evidence shows the learner is seventeen, and the original concern remains. A manager says challenging another professional is inappropriate. Which response best combines respectful partnership with responsibility for the learner?

- A Correct the factual misunderstanding promptly and use professional disagreement procedures if the protective concern remains unresolved.
- B Accept the decision because an external agency's record must take precedence over the provider's age evidence.
- C Publish the disagreement on the provider's website to pressure the agency into accepting the referral.
- D Start an internal investigation to prove abuse before approaching children's social care with further information.

19 An apprentice reports a concern from temporary accommodation in another English local authority. The provider and employer are based elsewhere, and two services dispute responsibility. The learner describes an immediate threat at the current address. Which principle should govern the provider's next response while boundaries are clarified?

- A Use only the employer's local authority because employment determines the correct safeguarding jurisdiction in every case.
- B Postpone external contact until ordinary residence has been formally settled between all relevant local authorities.
- C Ask the learner to return to their registered address before any service can consider the concern.
- D Secure urgent protection where the learner is located and confirm coordination without waiting for the boundary dispute.

20 A 17-year-old works in Wales while receiving remote teaching from an English apprenticeship provider. A serious concern arises during a lesson. A staff member assumes England's legal procedures and contacts apply identically throughout the United Kingdom. Which response best manages the geographical issue without delaying protection?

- A Apply English procedures exclusively because the training provider's registered office determines all safeguarding law.
- B Suspend any action until the learner travels back to England for a face-to-face safeguarding meeting.
- C Use emergency arrangements for the learner's location and confirm the relevant local safeguarding services and handover.
- D Transfer the entire concern to the employer and remove the English provider from further educational support.

21 A learner disconnects from a remote meeting immediately after describing serious threats. Their shared household email is the only address on the course mailing list, but the coach previously agreed a safer contact method. Which response best follows the chapter's approach to remote safeguarding and communication risk?

- A Send a detailed abuse disclosure summary to every address in the record to maximise the chance of contact.
- B Wait for the learner to reconnect because ending a call always indicates withdrawal of consent for support.
- C Use the agreed safe recontact method and emergency escalation procedure according to the seriousness of the concern.
- D Ask other apprentices to contact the household and find out why the learner left the meeting.

22 A 17-year-old experiencing threats asks the coach to telephone their mother and explain an attendance problem. The alleged threatening person lives with the mother and checks the shared phone. The coach wants to respect the learner's request. What is the most defensible action before making that call?

- A Telephone immediately because a child's request makes every proposed parental contact safe and legally necessary.
- B Reject the learner's views entirely because children should not influence any decision about safeguarding communication.
- C Ask the alleged threatening person whether contacting the mother would create difficulties for the household.
- D Seek safeguarding advice on contact risk while addressing immediate safety and explaining the reason for caution.

23 An adult apprentice's next-of-kin contact is the relative accused of taking their money and threatening essential support. A tutor plans to call that relative because the learner declined the provider's preferred solution. Which approach is most consistent with the chapter's treatment of autonomy, capacity and information sharing?

- A Call the relative because being listed as next of kin automatically authorises access to all safeguarding information.
- B Do not treat next-of-kin status as disclosure authority; consider the adult's wishes, risk and lawful sharing requirements.
- C Declare the learner incapable because refusing the provider's preferred solution transfers decisions to their next of kin.
- D Remove the safeguarding concern because adults can prevent all information sharing simply by declining a suggested solution.

24 A plan for a threatened apprentice records improved attendance and concludes that safety has improved. At a private review the learner says a controlling person now escorts them to every session and checks their messages. Which interpretation best reflects the difference between educational performance and safeguarding outcome evidence?

- A Attendance improvement alone is insufficient; review whether the new arrangement has increased control or reduced safety.
- B Close the safeguarding case because the plan's measurable attendance target has been achieved successfully.
- C Treat the escort arrangement as necessarily protective because another adult is now physically present.
- D Remove attendance from all future planning because educational participation can never provide relevant safeguarding information.

25 A DSL sets a monthly review for an action requiring confirmation that an apprentice has safe accommodation tonight. The referral has been sent but no service has acknowledged responsibility. The DSL says the timetable must be consistent across cases. Which change best addresses the flaw in this action plan?

- A Keep the monthly date because consistency is more important than responding differently to individual circumstances.
- B Ask the apprentice to promise they will remain safe until the provider's next standard review meeting.
- C Replace the referral with a confidence-building objective so the learner can manage the accommodation problem independently.
- D Set follow-up and escalation according to the immediate risk, including confirmation before the unsafe situation can recur.

26 A learner using augmentative communication starts to disclose a concern. The tutor thinks a parent could interpret more quickly, but the learner has indicated discomfort about that parent. The session is nearly finished and the tutor feels pressed for time. Which adjustment best supports a safe and usable conversation?

- A Use the parent immediately because family members always interpret the learner's communication most accurately.
- B Require a written account before taking action because spoken or supported communication may be unreliable.
- C Allow appropriate communication time and arrange independent support while clarifying any immediate safety needs.
- D Delay all consideration of safety until a convenient appointment with the full curriculum team can be arranged.

27 An apprentice describes a worrying incident to a tutor, who asks repeated detailed questions about exact movements and motives. The tutor says this will save police time later. The learner becomes distressed and uncertain about dates. Which adjustment best returns the tutor to an appropriate first-response role?

- A Limit questions to necessary clarification and safety, record the account, and refer through the safeguarding procedure.
- B Continue until the account is consistent enough to support a criminal conviction without further questioning.
- C Ask colleagues to interview the learner independently so their accounts can be compared for reliability.
- D Tell the learner that uncertainty about dates means the provider cannot take the report seriously.

28 A third party reports that an apprentice may be at risk but cannot provide dates or direct evidence. The coach did not witness anything and is unsure how to record the information. No immediate danger has been identified. Which record would best support appropriate consideration without presenting uncertainty as fact?

- A Record the reported event as confirmed because otherwise the DSL may underestimate the seriousness of the concern.
- B Attribute the report to its source, record known details and uncertainties, and document the safeguarding consultation.
- C Discard the information because safeguarding records may contain only events personally witnessed by provider employees.
- D Insert estimated dates without qualification so the referral form can be submitted with every field completed.

29 An apprentice with an existing support plan turns eighteen next week. A manager proposes closing child safeguarding actions on the birthday and reopening only if adult services accept a new referral. The current risks and housing problems are unchanged. What should the provider do before the birthday arrives?

- A Plan the transition explicitly, confirming continuing services, relevant adult routes and the provider's outstanding support responsibilities.
- B Close every existing action automatically because all safeguarding responsibilities end when the learner reaches eighteen.
- C Keep describing the learner as a child indefinitely to avoid the administrative complexity of changing procedures.
- D Require adult services to accept the case before the provider can continue any learning or welfare support.

30 A coach hears a serious disclosure at the end of a busy day and makes an urgent protective call before writing detailed notes. Later, they cannot remember one phrase exactly. Which recording choice best preserves accuracy while recognising the legitimate priority given to immediate action during the incident?

- A Reconstruct a polished quotation because exact-looking language will make the record easier for others to interpret.
- B Identify the later writing time and summarise uncertain wording without presenting it as an exact quotation.
- C Omit the entire disclosure because a record written after the event can never be used for safeguarding.
- D Ask the apprentice to confirm a suggested quotation so the coach can record it as originally spoken.

31 A provider's safeguarding reporting link is visible on desktop computers but difficult to operate with a screen reader. Most apprentices access learning through phones. The design team says safeguarding belongs to the DSL and therefore accessibility is outside the website project's scope. Which response best connects design with safeguarding practice?

- A Leave the interface unchanged because the existence of a published policy satisfies every learner's access needs.
- B Replace all reporting routes with a downloadable form that learners must print and deliver in person.
- C Make reporting routes accessible and test the learner journey, including clear explanations of emergency response limits.
- D Require the DSL to resolve each access problem individually without changing the recurring barrier in the system.

32 An anonymous online concern suggests serious harm to an apprentice but contains no identifying details or safe contact information. A manager assumes anonymity means the provider cannot do anything. The reporting form did not explain its limitations. Which response best combines the immediate situation with the design lesson?

- A Publish the anonymous account to ask other apprentices to identify the person and alleged perpetrator.
- B Delete the message because anonymous information cannot contribute to any safeguarding judgement or protective action.
- C Promise all future anonymous reporters immediate personal rescue even when no location or identity is supplied.
- D Assess actionable information with the DSL and improve the form's explanation of anonymity and emergency limitations.

33 A manager wants to close a safeguarding file because the apprentice has withdrawn from training and the employer has stopped paying for the programme. A referral remains unacknowledged and a protective action is unfinished. What should determine the provider's next step rather than the commercial status of the apprenticeship?

- A Withdrawal ends all safeguarding responsibilities, so the provider should archive the case without checking remaining actions.
- B Outstanding risk, necessary information sharing and confirmed transfer of responsibilities should govern the closure decision.
- C The employer's payment status determines whether the provider may communicate further with the receiving safeguarding service.
- D The coach should continue personally managing every aspect of the learner's life indefinitely after withdrawal.

34 In supervision, a DSL notices that a coach accepted a confident employer's account while treating the apprentice's hesitant account as less credible. The evidence remains uncertain. Which supervisory question is most useful for examining the quality of judgement without turning supervision into a second investigation of the allegation?

- A How can the coach persuade the apprentice to sound more confident before the case is discussed again?
- B Which employee should be blamed immediately for failing to determine the truth during the first conversation?
- C Can the employer's commercial value justify excluding the apprentice's uncertain account from the safeguarding chronology?
- D What information supported each interpretation, and did status or confidence influence how the competing accounts were weighted?

35 A team reads an international review showing that organisational factors influence child protection decisions. A manager concludes that any declined referral must therefore reflect agency bias. The provider still needs to work constructively with local services. Which interpretation best uses the research without claiming more than it establishes?

- A Treat every external decision as unreliable because organisational influences always outweigh the facts of individual cases.
- B Ignore the research entirely because studies outside apprenticeships can never inform reflective professional practice.
- C Use the research to question assumptions and seek reasons, not to presume every individual decision is biased.
- D Replace all professional judgement with a provider score to eliminate organisational influences from safeguarding decisions.

36 An adult apprentice wants support with threats but refuses contact with the police. They understand the options, and the DSL is also concerned that a child may be exposed to the same person. Which approach best avoids both automatic overriding of the adult and an inappropriate promise of absolute confidentiality?

- A Explore the adult's wishes while separately assessing risks to the child and any necessary lawful protective sharing.
- B Promise that no information can ever be shared because the adult has demonstrated decision-making capacity.
- C Refer every aspect of the adult's private life to police without considering purpose or proportionality.
- D Declare the adult incapable because their refusal prevents the provider from selecting its preferred safeguarding route.

37 A proposed case record combines a learner's abuse account, medical history and assessment adjustments in a document shared with every tutor and employer assessor. The author argues that one document will avoid duplication. Which redesign most effectively preserves coordinated support while reducing unnecessary exposure of sensitive information?

- A Retain the shared document because reducing administrative duplication always takes priority over limiting access.
- B Remove all assessment adjustments so no staff member can infer that the learner has any support need.
- C Keep a restricted safeguarding record and provide role-specific support instructions linked through controlled coordination.
- D Ask the learner to manage every information transfer personally to avoid any provider responsibility for access decisions.

38 During a remote safeguarding conversation, an apprentice requests that all future messages use a neutral subject line and arrive only during a particular break. A tutor proposes daily detailed wellbeing emails to demonstrate care. Which plan best responds to the learner's communication concerns while maintaining proportionate follow-up and accountability?

- A Agree a safe method and frequency, record restrictions, and specify what happens if contact fails.
- B Send daily detailed emails because frequent communication is always the strongest evidence of safeguarding commitment.
- C Stop every future contact because any communication restriction makes professional support impossible to provide.
- D Copy the employer and household contact into each message so someone can confirm the learner has received it.

39 A provider rehearses its safeguarding procedure with experienced DSLs, who complete every step successfully. Newly appointed coaches and administrators have not been included, and out-of-hours delivery is expanding. Which additional check would most directly test whether the written procedure will work across the actual apprenticeship delivery model?

- A Repeat the same exercise only with DSLs because other staff should never need to act independently.
- B Ask frontline staff to demonstrate contact, recording and escalation routes in realistic out-of-hours and remote scenarios.
- C Measure the policy's page count because longer documents reliably indicate more complete operational safeguarding arrangements.
- D Assume staff can find the necessary contacts once an emergency occurs and avoid testing unfamiliar situations.

40 A safeguarding review proposes closure because all actions are marked complete. The learner still does not know whom to contact if the problem returns, and an external service's responsibility has not been confirmed. Which addition is most important before the appropriate lead makes a reasoned closure or transfer decision?

- A Delete the chronology so that the learner can make a fresh start without any previous concerns recorded.
- B Add a general statement that no future harm is possible because the provider completed every planned task.
- C Ask the apprentice to sign that the provider cannot be responsible for any later safeguarding concern.
- D Confirm continuing responsibilities and the learner's route back to help, alongside evidence about current safety.

CHAPTER 03

Abuse, neglect and harm in families and workplaces



In this chapter

Physical and emotional abuse, neglect, domestic abuse, forced marriage and FGM.

Read the guidance and worked cases, examine the visual models, then complete the forty-question examination. Use the answer commentary to review both the selected answer and the reasoning behind it.

3.1 Recognise the harm behind the presenting problem

An apprentice may arrive with an apparent attendance, performance or conduct problem when the underlying issue is fear, deprivation or another person's control. This chapter examines physical abuse, emotional abuse, neglect, domestic abuse, forced marriage, female genital mutilation and so-called honour-based abuse. It also addresses workplace practices that expose learners to harm. Sexual harm, exploitation and online abuse receive further treatment in later chapters; real cases often cross these boundaries.

Readers should learn to recognise concerning patterns without stereotyping; distinguish inadequate support from deliberate control; identify when family or employer contact may increase danger; and create practical plans that connect protection with continued learning. The fictional cases illustrate professional judgement, not diagnostic tests. All action-plan times are proposed KBC operational standards and must be shortened whenever risk demands.

The essential stance is respectful curiosity. Ask what is happening and what the apprentice needs. Do not assume that a confident adult cannot be abused, that a high-achieving child is safe, or that a family's financial hardship establishes neglect. The task is to recognise possible harm, act within role and bring in the services with authority and expertise to assess it.

3.2 Distinguish forms of abuse without fragmenting the person

Physical abuse involves harmful physical treatment. Emotional abuse includes persistent damaging treatment that undermines a child's emotional development; adult psychological abuse may involve threats, intimidation or humiliation. Neglect concerns failures to meet essential needs. These working descriptions help staff notice concerns, but they should be read with current statutory definitions and local procedures. KCSIE 2026 provides the child safeguarding context for organisations within its scope. [006]

A person may experience several forms at once. An apprentice might be denied food, threatened with homelessness and physically intimidated. Filing each incident under a different category can conceal the cumulative pattern. Keep a chronology organised around the person's experience: restriction, threat, injury, deprivation, isolation, disclosure, response and change.

Distinguish an allegation, an observed fact and a professional concern. "The apprentice says her wages are taken" records an account. A bank statement supplied through an appropriate process may add information, but coaches should not demand private financial records to decide whether to refer. It is possible to take protective action without deciding that a criminal offence is proved.

Use categories to select expertise and possible routes, not to restrict the response. A safeguarding lead can seek domestic abuse advice while also consulting children's social care. A workplace safety concern can coexist with a staff allegation. Avoid asking the learner to select the correct policy before the organisation will respond.

3.3 Physical harm and unsafe workplace practices

Visible injury, a report of assault, fear of a named person or a description of dangerous punishment warrants attention. Staff should establish immediate safety and urgent medical needs, listen and refer. Do not inspect beneath clothing, photograph injuries for a portfolio or ask the learner to demonstrate what happened. Record what was ordinarily observed and what the person said.

A workplace may normalise dangerous conduct as initiation, discipline or character-building. Being forced into an unsafe task because “every apprentice does it” is not evidence that the task is acceptable. Distinguish legitimate supervised development from exposure to unmanaged danger. HSE explains that employers retain health and safety responsibilities for apprentices and have additional considerations for young workers' inexperience and immaturity. A training provider's role should be mapped accurately rather than presented as replacing the employer's duties. [022]

The provider's safeguarding and health and safety leads should coordinate where both issues arise. If a supervisor is implicated, do not ask that supervisor to investigate their own conduct or become the sole gatekeeper for contact. Safe temporary arrangements may include a different reporting line or activity, but they require a practical check: who will supervise, where will work occur, and can the learner report retaliation?

Do not resolve a serious concern by simply moving the apprentice and forgetting the environment. Consider other learners who may remain exposed, the need for external referral and the proper allegation or employment route. Record protective measures as interim actions, without presenting them as findings of misconduct.

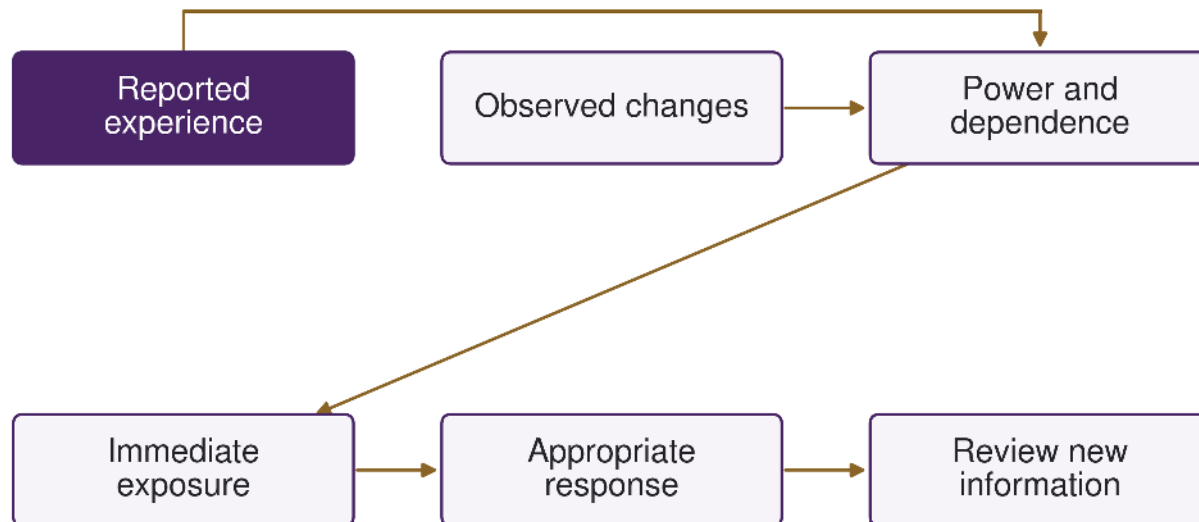
3.4 Emotional abuse and coercive patterns

Humiliation can be dismissed when there is no visible injury. Listen for repeated threats, isolation, degradation, imposed dependence, restrictions on communication or punishment for seeking help. In education, an intimidating person may use assessment authority or employment insecurity to control behaviour. A supervisor's demanding standards do not justify threats or degrading treatment; equally, a difficult feedback conversation is not automatically abuse.

Explore context through the apprentice's account. Can they disagree safely? Are restrictions selective and punitive? What happens when they seek help? Are they frightened of consequences outside the meeting? These questions help identify the nature of the concern without asking the coach to determine a criminal offence.

A systematic review and meta-analysis by Lohmann and colleagues found associations between coercive control and mental health difficulties, including trauma-related symptoms and depression. Much of the underlying evidence was observational and female participants predominated. The findings support taking non-physical harm seriously, not diagnosing an individual from a reported behaviour. [023]

KBC recommends that plans describe the harmful mechanism and the intended change. “Improve confidence” is too vague if the actual barrier is a manager threatening the learner's job whenever they attend training. A more useful provider action is to establish an independent contact, protect agreed learning access and clarify how threats or retaliation will be reported. Confidence may improve, but the plan must address the environment creating the problem.

Figure 3.1 Recognising patterns without assuming causes

KBC practice aid. An indicator prompts contextual enquiry and response; it is not a diagnosis or proof of abuse.

3.5 Neglect material hardship and unmet needs

A child can be neglected even when old enough to travel independently and hold a job. Food, safe accommodation, healthcare, appropriate supervision and emotional support remain relevant. Signs such as exhaustion, unsuitable clothing or hunger should prompt sensitive enquiry. They do not prove that a parent is neglectful; the family may face inadequate income, inaccessible services or an abrupt crisis.

A 2026 longitudinal ecological study of English local authorities found an association between child poverty and recorded neglect child protection plans. Its unit of analysis was the local authority, so it cannot identify whether an individual family is neglectful or establish a simple individual causal explanation. It strengthens the case for considering material conditions when planning support. [024]

Offer practical assistance without using it to postpone protection. A meal, travel help or replacement equipment may meet an immediate need; persistent unsafe accommodation or a child without appropriate care may require a safeguarding referral as well. Ask what has been unavailable, for how long and with what effect. Do not require an apprentice to disclose every family expense to receive ordinary hardship support.

For adults, distinguish self-neglect, unmet care needs, deprivation imposed by another person and difficulties accessing support. The Care Act adult safeguarding threshold still requires all three elements discussed in Chapter 2. A referral should explain the relevant facts and uncertainty. The provider can continue educational and welfare support even if a statutory enquiry is not indicated.

Research analysing English child protection reviews warns against becoming accustomed to harmful conditions and consequently treating them as unremarkable. [025] The practical challenge is two-sided: avoid blaming poverty on families, and avoid accepting an unsafe situation simply because many families face hardship.

3.6 Domestic abuse reaches into work and learning

The Domestic Abuse Act 2021 definition concerns abusive behaviour between people aged 16 or over who are personally connected. It includes physical or sexual abuse, threatening behaviour, controlling or coercive behaviour, economic abuse and psychological or emotional abuse. Children can also be recognised as victims in their own right when the statutory conditions concerning seeing, hearing or experiencing the effects of domestic abuse are met. [026]

Do not reduce domestic abuse to violence between cohabiting heterosexual partners. Abuse may involve former partners or family relationships, continue after separation and include technology or money. Statutory guidance explains these wider patterns and the importance of their cumulative effect. [027]

A provider may notice interrupted online sessions, an adult insisting on attending every review, wages being controlled, repeated location checking or fear of a particular collection arrangement. Any one fact may have an innocent explanation. A pattern reported by the apprentice can indicate constrained freedom. Ask safely and privately rather than challenging the accompanying person in front of them.

Support the apprentice's agency. Avoid telling them to leave immediately as a universal solution; changes in relationships and living arrangements can alter risk and need specialist safety planning. Offer a domestic abuse service with appropriate experience, consider children who may be affected and involve emergency services for immediate danger. Staff should not negotiate with an alleged abuser, act as a mediator or undertake personal rescue arrangements outside professional systems.

3.7 Economic abuse and employment dependence

Economic abuse may restrict a person's ability to obtain, use or keep money and other resources. In apprenticeship settings, control over wages, transport, identity documents, learning equipment or housing can undermine the practical ability to participate. A parent helping with budgeting is different from someone using threats to take all earnings or prevent independent access to essentials.

The KBC resource map asks what the apprentice needs to attend safely and who controls each resource. Map travel, device access, passwords, money, identification, accommodation and caring arrangements only as far as relevant. The map is a conversation aid, not a demand for account credentials. Identify which dependency creates immediate risk and which can be reduced through ordinary provider support.

For an adult who requests help, discuss a safe referral to specialist advice. Avoid advising sudden changes to shared accounts, passwords or living arrangements without considering whether these will alert the person causing harm. A provider should not hold a learner's bank card, operate their finances or become their informal landlord. Its contribution is to connect support, reduce educational barriers and maintain safe communication.

Where employment and family relationships overlap, establish an independent route beyond the family employer. Record commercial conflicts explicitly. A manager's wish to preserve an employer partnership does not determine whether a safeguarding concern is escalated. Keep support available when the learner is uncertain about making a complaint.

3.8 Forced marriage and the right to choose

Forced marriage is a safeguarding concern where free and full consent is absent, including where coercion prevents a genuine choice or the person lacks capacity to consent. Since the 2023 change in

England and Wales, causing a child to marry before 18 can be an offence without proof of coercion; providers should use the current government guidance when considering the circumstances and relevant jurisdiction. An arranged marriage between adults who freely consent is different. [028]

A forthcoming trip, family celebration or cultural practice is not itself evidence of forced marriage. Concern arises from the person's account and context: fear, threats, an unwanted ceremony, restricted documents or inability to refuse. Avoid assumptions based on ethnicity, religion, nationality, gender or disability. Men and boys can be affected, and a learner's high attainment does not establish safety.

The operational danger is unsafe contact. Do not approach the family or community to verify the story, arrange reconciliation or use an associated person as interpreter. Seek specialist advice, including the Forced Marriage Unit, and use child or adult safeguarding and police routes as appropriate. Government guidance describes why family mediation can increase danger. [028]

If overseas travel is imminent, act urgently; do not defer until the apprentice returns. Establish the information necessary for safety and specialist referral without collecting material through risky covert activity. A provider should not independently contact overseas organisations to conduct enquiries or promise that it can arrange repatriation. Ask the specialist service how to proceed and record the handover.

3.9 Female genital mutilation and precise reporting duties

Female genital mutilation, or FGM, is harmful non-medical alteration of female genitalia and is illegal. A concern may involve possible future risk, a third-party account or a direct disclosure of an act already carried out. These circumstances do not all trigger the same personal statutory reporting duty, although each can require safeguarding action. No teacher or coach should examine a learner to establish whether FGM occurred. [029]

The FGM Act section 5B duty applies to specified professionals in England and Wales who encounter a known case in an under-18 girl through their work. A direct disclosure by the girl or relevant physical signs observed in the proper course of professional work can trigger it. It is personal and cannot simply be delegated to the DSL; the statutory exception concerning an existing report by the same profession should be checked. The guidance recommends prompt reporting, normally by the close of the next working day; its exceptional maximum must never become a routine delay. [030] [029]

The scope needs particular care in apprenticeships. The Home Office procedural FAQ states that teachers in further education colleges in England are not covered by that personal teacher duty; specified English teaching settings and regulated health or social care roles differ, and Welsh FE arrangements differ again. Do not assume a job title such as coach or tutor determines the law. Providers must verify role and setting in advance. This caveat does not remove ordinary safeguarding responsibilities or justify failing to report a child at risk through the appropriate route. [029]

A woman aged 18 or over disclosing FGM in childhood does not trigger the under-18 personal duty. She may need sensitive health and safeguarding support, and information may reveal risks to other children. Respond without graphic questioning, stereotyping or treating a community's identity as a risk score. Multi-agency FGM guidance supports coordinated protection and care. [031]

3.10 So called honour based abuse and overlapping risk

The word honour describes a claimed justification used by perpetrators; it does not confer legitimacy. Concerns may include threats, coercive restrictions, forced marriage or other harmful practices. More

than one person may be involved, which makes assumptions about a safe family contact especially dangerous.

KBC recommends a relationship map for the DSL's restricted case record. Identify who the apprentice trusts, who is alleged to cause harm, who controls access and who may pass information onward. Use the person's account and professional advice, and mark unknown relationships as unknown. Do not turn the exercise into a speculative diagram of a whole community.

Access to an independent interpreter and specialist service may be essential. Ask about dialect, privacy and whether the interpreter could be known to people involved. A person may prefer or decline a practitioner from their own community; do not decide this for them. Ensure ordinary messages, published celebration photographs and shared calendars cannot reveal a safe location or confidential appointment.

The plan should consider others who may be affected, including siblings and partners, without asking the apprentice to take responsibility for protecting everyone. Record concerns and pass necessary information to the relevant authorities. Staff should not arrange family conferences as a default relationship-repair intervention where forced marriage or associated coercion is suspected.

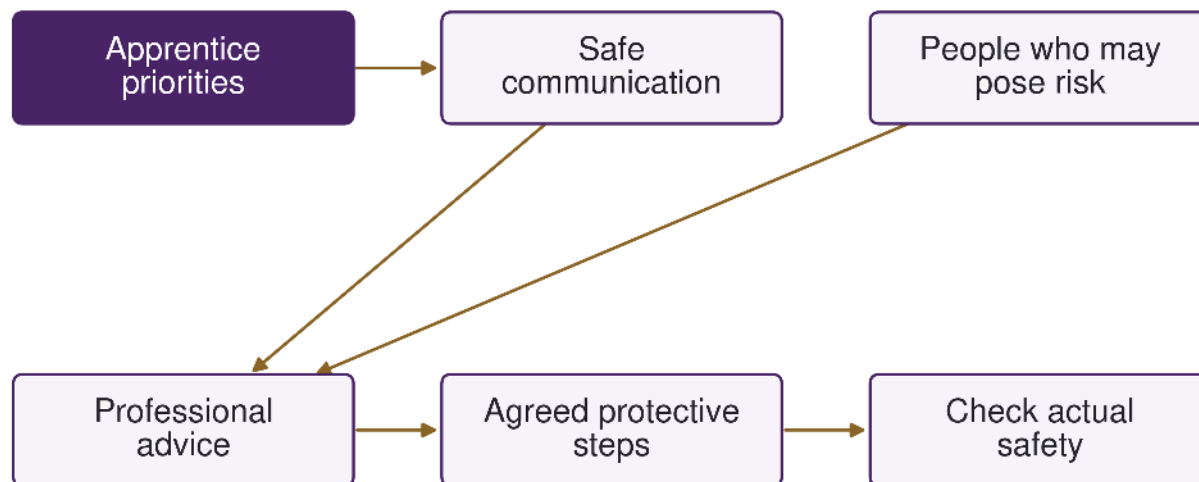
3.11 Case study a workplace rite of passage

Tomas, a fictional 17-year-old construction apprentice, tells his coach that colleagues prevent him leaving a storage area until he agrees to do an unsupervised task. He laughs while describing it and says he does not want to lose his place. The employer's supervisor calls it a joke and offers to speak to the group while Tomas is present.

The coach first establishes whether Tomas is currently safe and whether the unsafe task is imminent. Immediate danger requires emergency action. The DSL and health and safety lead coordinate the child safeguarding concern and workplace protection. They do not interpret laughter as consent or ask Tomas to confront colleagues. They avoid informing an implicated supervisor of the detailed disclosure before advice on safe handling.

A temporary alternative activity is only useful if Tomas can access it without retaliation. The provider identifies an independent employer contact and checks supervision arrangements. The case record distinguishes Tomas's account, the supervisor's explanation and actions taken. Any proper employment investigation is coordinated with relevant external advice rather than performed through a learning review.

At the next safe contact, Tomas says colleagues have removed him from a work chat and warned that he has damaged the team's reputation. That is new information requiring review. It does not prove every earlier allegation, but it undermines an assumption that moving the task resolved the concern. Other apprentices' exposure and the suitability of the placement require attention.

Figure 3.2 Safer contact planning

KBC practice aid. Do not assume that contacting family or an employer is safe. Coordinate decisions through the relevant safeguarding route.

3.12 Case study hardship that conceals a care gap

Maya, a fictional 16-year-old business administration apprentice, has become tired and repeatedly asks to take leftover food home. She says her parent is in hospital and she has been staying alone while caring for an eight-year-old sibling. A well-meaning tutor proposes a food voucher and asks her to complete a weekly budgeting worksheet.

The voucher may help with immediate hunger, but it does not resolve the care arrangements or possible risks to either child. The coach listens privately, establishes their current situation and consults the DSL promptly. The referral describes the factual care gap and needs without labelling the parent neglectful because of illness or poverty. The relevant services assess protection and family support.

The educational plan reduces unnecessary disclosure: tutors receive authorised timetable adjustments, while the restricted record contains the safeguarding information. Maya is not made responsible for organising the agencies or supplying daily evidence that her sibling is safe. The DSL confirms the protective handover and identifies what support the provider can realistically maintain.

When a relative offers temporary care, the provider does not declare the case solved solely because an adult has appeared. It passes the information to the relevant service and confirms the agreed arrangements through the proper route. Review asks whether both children's needs are being met and whether Maya can continue learning safely, rather than whether her attendance has simply returned to target.

3.13 Case study control presented as practical help

Alex, a fictional 34-year-old management apprentice, attends every remote review with a partner beside them. Alex initially says this helps with concentration. Later, in a private conversation, Alex reports that the partner reads messages, takes wages and threatens to contact the employer whenever Alex disagrees. Alex does not want to leave home and asks only for daytime appointments.

The coach acknowledges the request and explains the provider's safeguarding arrangements. The DSL explores safe contact, immediate risk, any affected children and relevant specialist support. Adult safeguarding is considered through its actual threshold, not assumed because Alex is distressed. Alex's wish to remain at home is heard and recorded without equating it with incapacity.

An appointment change is agreed through a safe channel. Staff do not send a leaflet about domestic abuse to the shared home email or offer couple mediation. A specialist service can help Alex consider options and safety. The employer receives only information necessary for agreed educational arrangements unless a further lawful protective need is identified.

A review discovers that the partner has begun arriving at the workplace unexpectedly. This changes the risk picture and requires reassessment with the appropriate professionals. The plan cannot remain a static agreement about appointment times. KBC's teaching point is that a support measure must be tested against the harmful pattern it was intended to interrupt.

3.14 Case study a holiday request with a hidden deadline

Nadia, a fictional 17-year-old laboratory apprentice, asks for three weeks' leave. In a private meeting she says a ceremony abroad has been arranged, she does not want it, and relatives have her travel documents. She is due to travel in two days. An administrator suggests telephoning her parents to confirm the dates before approving leave.

The coach treats the account as an urgent safeguarding concern and contacts the DSL; immediate danger requires 999. They establish a safe means of contact and seek specialist forced marriage advice alongside appropriate child protection and police routes. They do not telephone the family to check the story or ask Nadia to recover documents secretly for the provider.

The restricted record identifies the proposed timing, Nadia's wishes, what is known about travel and information still unknown. Administration receives a clear instruction about safe communication without the full account. A named lead confirms external handover. Any educational absence arrangements follow the protective plan, rather than making continued attendance a condition of receiving help.

At review, the tutor learns that Nadia has said to a colleague that everything is fine. Staff record the update and pass it to the DSL without treating it as automatic withdrawal of risk. The change may reflect a genuine improvement, pressure, fear or another explanation. The relevant professionals assess it with the earlier chronology and current circumstances.

3.15 Worked action plans and responsibilities

These matrices show provider contributions. They do not replace statutory plans, specialist domestic abuse safety planning or a police investigation.

Action	Owner	Time or trigger	Evidence of completion	Escalation
Establish Tomas's immediate safety and stop unsafe participation through appropriate arrangements	Receiving staff and responsible workplace lead	Immediately according to danger	Safe activity and location confirmed	Emergency services where required

Action	Owner	Time or trigger	Evidence of completion	Escalation
Coordinate child safeguarding and workplace safety advice	DSL and health and safety lead	At initial concern	Separate responsibilities and referrals recorded	Senior lead if employer blocks access
Provide an independent contact beyond implicated supervisor	Employer liaison lead	Before next workplace attendance	Tomas understands how to use contact	DSL if contact is not safe or available
Review retaliation and other apprentices' exposure	DSL	New information and planned review	Learner voice and relevant facts recorded	External referral or placement review
Confirm safe learning continuity	Coach and curriculum manager	Before affected learning activity	Practical arrangements tested with Tomas	Manager if resources or supervision fail

Action	Owner	Time or trigger	Evidence of completion	Escalation
Establish Nadia's safe contact and immediate location	Coach with Nadia	Initial conversation	Restricted contact instruction	999 for immediate danger
Obtain specialist forced marriage and child protection advice	DSL or available staff if unsafe delay	Urgently before proposed travel	Named recipients and next steps	Deputy and direct external route
Prevent routine family contact or disclosure of appointments	Administration lead under DSL direction	Before any outgoing communication	Message settings and staff instruction checked	Immediate incident review if disclosure occurs
Agree educational arrangements consistent with protection	Coach and curriculum lead	As protective plan develops	Nadia can access learning without unsafe requirements	DSL if arrangements reveal location
Verify handover and reassess changed accounts	DSL	At referral and any material update	Chronology and agency response reviewed	Professional disagreement route if needed

Coaches provide trusted contact and follow agreed educational actions. Tutors make the classroom safe for participation and private help-seeking. Curriculum teams plan realistic continuity across placement changes, while designers make reporting channels discreet, accessible and clear about emergency limits. The DSL coordinates safeguarding; the employer controls workplace safety within its responsibilities; managers provide resources, independent challenge and accountable oversight.

A plan should say why each action is chosen. Removing a learner from a group may reduce immediate contact but increase isolation or financial hardship. Consider these effects before adopting a measure and review them afterwards. A protective action that transfers every cost to the apprentice may be technically completed yet practically ineffective.

3.16 Reporting precision review and evidence literacy

Separate current responsibilities from forthcoming law. The Crime and Policing Act 2026 contains a new child sexual abuse reporting regime. A Home Office parliamentary answer dated 7 September 2026 states that the duty will come into effect in 2027. At this book's editorial date, providers should prepare for implementation and monitor commencement and guidance; they should not describe the future duty as already operative. Existing safeguarding reporting and referral responsibilities continue and urgent protection must never wait for legislative change. [008]

In supervision, ask whether staff confused politeness with consent, material hardship with parental indifference, or a capable adult's difficult choice with incapacity. Consider whether contact arrangements exposed the learner and whether the organisation challenged an employer with commercial influence. Review the quality of the handover, not just the number of referrals made.

Closure needs a reasoned decision about current safety, continuing support, transferred responsibilities and re-entry to help. A family assurance, an employer apology, a retracted account or the apprentice's withdrawal from training is not by itself enough to establish safety. Retain appropriate records under the organisation's retention arrangements and identify who will manage outstanding actions.

Practice review: identify the harmful mechanism in each case; write a neutral record of the initial concern; name one action that could unintentionally increase danger; and specify evidence that a proposed measure has improved safety. Compare a plan focused on attendance with one focused on safe participation and explain the difference.

Evidence notes: the academic studies cited include observational research, a meta-analysis and analysis of serious child protection reviews. These designs identify associations and practice concerns but do not prove that KBC's matrices prevent abuse. Cases are fictional teaching applications. Government guidance supplies the legal and multi-agency context; local arrangements, professional advice and the apprentice's voice determine application. Never turn a population-level finding into a prediction about an individual family or community.

Chapter 3 examination

Forty case-based questions. Choose the single best answer. Record your choices before consulting the answer commentary.

01 A 17-year-old apprentice reports that colleagues lock a storage door during an initiation game and will expect an unsafe task later that day. The apprentice laughs while describing it and fears losing the placement. The supervisor calls it harmless tradition. Which response should the provider prioritise in this situation?

- A Accept the supervisor's explanation because established workplace traditions should be interpreted by experienced employees.
- B Establish immediate safety and coordinate child safeguarding with workplace protection, without treating laughter as consent.
- C Ask the apprentice to participate once more so the coach can determine whether the activity is dangerous.
- D Wait for a written complaint because a laughing account cannot justify safeguarding or workplace action.

02 A tutor notices a bruise while an apprentice is taking off a coat. The learner describes being pushed by someone at home but does not want to discuss details in class. The tutor considers photographing the injury and asking to inspect other areas. Which response best stays within the tutor's role?

- A Photograph every visible injury before seeking advice because visual evidence is required for all safeguarding referrals.
- B Ask the learner to remove additional clothing so the tutor can judge the full extent of harm.
- C Ignore the disclosure unless a medical professional first confirms that the injury resulted from abuse.
- D Offer private support, establish immediate safety, record ordinary observations and refer without examining the learner.

03 An adult apprentice says a manager repeatedly threatens dismissal whenever they attend agreed training. The manager describes this as motivating the apprentice to work harder. The coach drafts an action to improve the learner's confidence. Which revision most directly addresses the harmful mechanism described rather than only its possible emotional consequences?

- A Protect agreed learning access and establish an independent reporting route for threats or retaliation.
- B Retain confidence training alone because stronger resilience will remove the need to address the manager's conduct.
- C Ask the apprentice to stop attending training temporarily so the manager no longer has a reason to complain.
- D Invite the manager to supervise every coaching conversation to ensure the learner receives consistent workplace messages.

04 A 16-year-old apprentice repeatedly asks for food and reports caring alone for a younger sibling while their parent is in hospital. A tutor offers vouchers and a budgeting worksheet. The parent has limited income, but no deliberate neglect has been established. Which response best combines practical help with safeguarding judgement?

- A Use vouchers alone because a practical financial response removes any need to consider the children's care arrangements.
- B Record the parent as deliberately neglectful because hospital admission has prevented them from providing care personally.
- C Meet immediate needs while promptly referring the care gap for safeguarding assessment without blaming illness or poverty.
- D Require the apprentice to prove every household expense before offering help or discussing the concern with the DSL.

05 A manager reads an ecological study associating local child poverty with neglect protection plans and proposes flagging every apprentice from a deprived postcode as neglected. The study analysed English local authorities, not individual families. Which response best uses the finding while respecting its design and limitations for provider practice?

- A Adopt the postcode rule because a statistically significant association establishes neglect in each family in that area.
- B Disregard material hardship entirely because ecological studies can never contribute to understanding service needs.
- C Consider material conditions in support planning without treating area-level associations as evidence about an individual family.
- D Treat affluent postcodes as proof of safety and exempt those apprentices from ordinary safeguarding conversations.

06 Staff in a highly deprived area have become accustomed to apprentices reporting hunger and unsafe accommodation. A coach says these conditions are normal locally and therefore do not justify concern. Another colleague wants every poor family labelled neglectful. Which approach best avoids both errors identified in the chapter?

- A Assess actual unmet needs and harm, offer material help, and avoid both normalising danger and blaming poverty.
- B Accept local conditions as safe whenever they are common among a large proportion of the provider's learners.
- C Use household income alone to decide whether the family should be recorded as neglectful.
- D Avoid asking about material needs because any discussion of poverty risks making a safeguarding judgement.

07 A 17-year-old reports controlling behaviour from a former partner who is also seventeen. A tutor argues that domestic abuse applies only to adults who live together. The apprentice remains worried about contact at work. Which interpretation best reflects the relevant legal distinctions and the provider's continuing responsibilities?

- A Domestic abuse requires both people to be eighteen and currently sharing the same permanent address.
- B Because the people are former partners, the provider must treat every concern solely as ordinary workplace conflict.
- C Using the domestic abuse definition means the apprentice should no longer be treated as a child.
- D Domestic abuse can involve personally connected people aged sixteen or over, while child safeguarding still applies here.

08 An apprentice says their child hears threats between adults at home and is frightened afterwards. A manager treats the child as merely an observer because the threats were not directed at them. The adult wants help with safe appointments. Which additional consideration should inform the DSL's assessment of the situation?

- A Exclude the child from consideration unless there is evidence that the threatening adult physically injured them.
- B Consider the child's own safeguarding needs and the statutory recognition of affected children as victims where conditions apply.
- C Tell the apprentice that recognising the child's needs requires the provider to remove the child from home itself.
- D Treat the adult's appointment request as sufficient evidence that no further family-related safeguarding issue exists.

09 A capable adult apprentice reports coercive control but says leaving home immediately would expose them to further threats and financial insecurity. The coach believes separation is the only acceptable outcome. No immediate emergency has been established. Which response best supports the learner while respecting the limits of the coaching role?

- A Require the apprentice to leave home before the provider will continue any safeguarding or educational support.
- B Arrange an unplanned personal rescue using the coach's home because specialist services may take time to respond.
- C Close the concern because choosing to remain at home proves that the reported control is not serious.
- D Explore safe options with specialist support and the apprentice's wishes, rather than imposing an immediate departure as a condition.

10 An apprentice's partner attends every review, reads course messages and takes the learner's wages. The learner initially describes this as practical help but later reports threats when they disagree. The employer wants a joint meeting with the partner to clear up misunderstandings. Which response best addresses the concern safely?

- A Hold the joint meeting first because the partner should have an opportunity to explain before any support is offered.
- B Arrange private contact and specialist safeguarding advice, avoiding a joint mediation meeting with the alleged controlling person.
- C Accept the initial description of practical help and remove later allegations from the record as inconsistent.
- D Ask the employer to send the partner the complete safeguarding account so everyone understands the concern.

11 A coach identifies that an adult apprentice cannot attend safely because another person controls their transport, phone and wages. The coach wants to map these dependencies. Which method best follows the chapter's resource map while avoiding unnecessary intrusion or a transfer of financial responsibility to the provider itself?

- A Request every account password so the coach can determine exactly how the other person controls the learner.
- B Take custody of the learner's bank card and pay their expenses until the safeguarding case is closed.
- C Discuss relevant access and control with the learner, identify safe support options, and avoid collecting credentials or operating finances.
- D Ignore practical dependencies because safeguarding plans should focus exclusively on the learner's confidence and emotional resilience.

12 An adult apprentice says a controlling partner monitors bank activity and becomes threatening when passwords change. A tutor proposes an immediate password reset and a new account without discussing consequences. The learner has asked for specialist advice first. Which response best reflects the chapter's approach to economic abuse and safety?

- A Consider how changes could alert the controlling person and coordinate safe options with the learner and specialist support.
- B Reset every password immediately because security improvements can never increase danger in a controlling relationship.
- C Avoid all practical support because the provider cannot directly manage the learner's personal finances.
- D Tell the partner about the proposed changes to obtain agreement and prevent future misunderstandings.

13 A 17-year-old requests leave for a ceremony abroad and privately says they do not want to marry. Relatives hold their documents and travel is planned within two days. An administrator proposes calling the family to confirm the dates. Which action should replace that routine leave-processing approach in this case?

- A Seek urgent child safeguarding and forced marriage advice through safe contact, without alerting the family to verify the account.
- B Telephone the family immediately because parental confirmation is required before the provider can consider any safeguarding concern.
- C Approve the leave and arrange a routine wellbeing review after the apprentice returns from overseas.
- D Ask the apprentice to recover the documents covertly and bring them to the provider before any referral.

14 A tutor becomes concerned about a planned wedding because an adult apprentice belongs to a particular religious community. The learner describes a freely chosen relationship and no threats or restrictions. The tutor wants to record forced marriage risk based on community membership alone. Which correction best reflects the chapter's approach?

- A Record forced marriage as established because community identity is a reliable substitute for asking about individual choice.
- B Avoid discussing consent with any learner because marriage decisions are always beyond the provider's safeguarding remit.
- C Base concern on the person's account and relevant circumstances, distinguishing free adult consent from coercion or inability to consent.
- D Treat every arranged introduction as forced marriage even when adults can freely accept or decline it.

15 A 17-year-old says they agree to a planned marriage and that no threats have been made. A colleague concludes there can be no forced marriage concern because coercion is absent. The proposed ceremony is within the scope of the England and Wales minimum-age changes. Which legal point most directly challenges that conclusion?

- A Any ceremony involving a person aged sixteen or seventeen is lawful whenever both families express agreement.
- B Causing a child to marry before eighteen can be an offence without proof of coercion under the 2023 change.
- C The apprentice's employment status gives them the same marriage rights as someone aged eighteen or older.
- D The absence of threats means the provider must ignore all safeguarding considerations connected with the proposed ceremony.

16 An apprentice describes threats connected with a proposed forced marriage. A colleague offers to contact a respected community leader who knows the family and can mediate discreetly. The apprentice is unsure whom to trust. Which response best addresses the potential danger of the apparently conciliatory proposal in this situation?

- A Proceed because a respected community leader is necessarily independent of anyone involved in the alleged threats.
- B Ask the apprentice to attend mediation alone so the provider cannot be accused of influencing their account.
- C Share the complete chronology with the family first to ensure that any subsequent meeting is fully informed.
- D Avoid family or community mediation and obtain specialist advice about safe contact and protective action.

17 A learner at risk of forced marriage needs an interpreter. A relative offers immediate help and says an external interpreter would misunderstand the family's values. The learner appears reluctant to contradict them. Which arrangement best supports an accurate and safe conversation while respecting the learner's communication needs and preferences?

- A Use the relative because speed and familiarity always outweigh concerns about privacy during safeguarding conversations.
- B Conduct the discussion without interpretation so that no additional person has access to confidential information.
- C Arrange an independent suitable interpreter and privately consider whether community connections or dialect create additional risks.
- D Require the learner to accept any interpreter from their community because cultural matching automatically ensures safety.

18 A coach hears that an apprentice may have been taken overseas for a forced marriage. The coach finds a local organisation abroad and wants to send the full case file to request an investigation. The learner's location is uncertain. Which next step best remains within appropriate professional and safeguarding arrangements?

- A Send the full file immediately because any overseas organisation is better placed than UK services to assess risk.
- B Contact the family publicly on social media to pressure them into revealing the apprentice's location.
- C Close the concern because being outside the country automatically prevents any further safeguarding action or specialist advice.
- D Seek specialist advice through the Forced Marriage Unit and relevant authorities before initiating overseas enquiries or sharing details.

19 A 17-year-old girl directly tells a professional that FGM has been carried out. The professional works in a role and setting confirmed to fall within section 5B. They notify the DSL and assume this transfers their personal reporting duty. Which response correctly addresses the distinction between internal reporting and the statutory duty?

- A The professional must fulfil the personal police-reporting duty, alongside safeguarding action, subject to the specific statutory exception.
- B Notifying the DSL always transfers the legal duty because designated leads are responsible for every external report.
- C A personal report is unnecessary unless the professional first examines the girl to confirm the disclosure physically.
- D Wait until the girl turns eighteen so she can decide whether the professional should fulfil the reporting duty.

20 An apprenticeship coach works only in an English further education college and has no separate regulated health or social care role. A manager states that every FE teacher automatically has the personal FGM reporting duty. Which correction most accurately reflects the specific scope caveat highlighted in the government's procedural guidance?

- A Every person called a coach has the personal duty regardless of their professional role or educational setting.
- B English FE teachers are excluded from that teacher duty, but appropriate safeguarding reporting and protection still remain necessary.
- C Exclusion from the personal teacher duty means known or suspected FGM should never be reported through safeguarding routes.
- D The English FE position is identical to Welsh FE arrangements because the legislation mentions England and Wales together.

21 A regulated professional receives a third-party report that a 16-year-old may have undergone FGM. The girl has not disclosed it directly and the professional has not observed relevant signs in the proper course of work. Which distinction best guides the response without allowing uncertainty about the personal duty to delay protection?

- A No action is appropriate because a third-party account cannot create any safeguarding concern about a child.
- B The particular known-case duty may not be triggered, but the information still requires appropriate safeguarding consideration and action.
- C The professional must examine the girl before deciding whether to speak with the designated safeguarding lead.
- D The personal duty applies identically to every suspicion, future risk and direct disclosure without any distinction.

22 A 22-year-old apprentice tells a tutor that FGM occurred when she was a child. She wants help accessing healthcare and mentions a younger relative who may face a similar risk. The tutor assumes the historical account automatically triggers the under-18 personal duty. Which response best separates the issues requiring consideration?

- A Offer sensitive adult support and assess the child's possible risk separately; the adult disclosure does not trigger the under-18 duty.
- B Make the under-18 personal report solely because the event occurred before the apprentice's eighteenth birthday.
- C Ignore the younger relative because the apprentice herself is now outside the personal duty's age scope.
- D Require graphic details before offering healthcare support or discussing the possible risk to another child.

23 An in-scope professional receives a qualifying FGM disclosure and reads that the procedural guidance allows a maximum period in exceptional circumstances. They schedule a routine report several weeks later because the diary is busy. Which response best interprets the guidance's timing and the need to manage any immediate safeguarding risk?

- A Use the maximum period for every case because any earlier report would exceed the statutory requirement.
- B Wait for the next monthly team meeting so the whole provider can discuss the disclosure before reporting.
- C Report promptly under the guidance and address immediate danger; an exceptional maximum is not a routine scheduling allowance.
- D Ask the girl to repeat the disclosure later so the professional can restart the reporting timeframe.

24 A tutor worries that FGM may have occurred and considers asking a colleague with first-aid training to examine the learner. Neither person is acting in a clinical role. They want certainty before contacting safeguarding services. Which response best respects professional boundaries while ensuring the concern receives appropriate attention and support?

- A Proceed with the examination if two staff members are present because this converts it into a safeguarding check.
- B Ask the learner to send photographs privately so the staff can decide whether a referral is justified.
- C Delay all support until the provider itself has established a clinical finding confirming that FGM occurred.
- D Do not examine the learner; record relevant information and obtain safeguarding advice through the appropriate route.

25 A team reviewing so-called honour-based abuse assumes the learner's sibling is a safe contact because they are close in age. The learner says the sibling sometimes passes messages to relatives involved in threats. What should the DSL do when developing the restricted relationship map and communication arrangements for this case?

- A Record the reported information-sharing risk and identify safe contacts through the learner's account and specialist advice.
- B Keep the sibling as the default contact because age similarity reliably establishes independence from wider family pressure.
- C Map the entire community as dangerous to ensure nobody with a similar background can contact the learner.
- D Require the learner to prove the sibling passed information before changing any communication arrangement or seeking advice.

26 A safeguarding plan moves a learner to a different work team after reported intimidation. Attendance improves, but the new team isolates them and the learner loses access to necessary travel support. The manager marks the move successful because direct contact with the alleged perpetrator has ended. Which review is most appropriate?

- A Close the case because ending direct contact proves every relevant safeguarding and educational risk has been removed.
- B Assess whether the move improved overall safety and participation, including isolation, resources and any continuing retaliation.
- C Return the learner immediately to the original team without considering the reason for the protective move.
- D Treat travel and isolation as irrelevant because safeguarding plans should measure only contact with an alleged perpetrator.

27 An employer offers to investigate a serious allegation through the supervisor named in the apprentice's account. The provider values the employer contract and wants to avoid damaging trust. The apprentice fears retaliation. Which arrangement most appropriately separates protective action, commercial interests and the need for a properly coordinated response to the concern?

- A Accept the arrangement because commercial trust means the provider should defer every safeguarding decision to the employer.
- B Ask the apprentice to confront the supervisor publicly so the employer can judge both accounts at the same time.
- C Move the learner quietly and discard the original account to preserve the relationship and prevent further conflict.
- D Use an independent appropriate contact and coordinate safeguarding, workplace and external advice without assigning the implicated supervisor control.

28 An apprentice retracts a report of family threats after relatives learn about a proposed support meeting. The tutor wants to erase the earlier account because the learner now says everything is fine. No independent confirmation of changed safety exists. Which response best handles the new account without treating either version as a finding?

- A Delete the earlier report because the most recent statement automatically establishes that no safeguarding risk remains.
- B Reject everything the learner now says because a changed account always proves they are being coerced.
- C Record the update, retain the chronology and ask the DSL to reassess current risk with relevant professional advice.
- D Require the learner to choose one final account before the provider will continue any support or protective action.

29 A coach's record states that an apprentice's parent neglected them by becoming ill and leaving them without enough food. The known facts are hospital admission, limited money and uncertain care arrangements. The DSL wants an accurate referral that recognises harm without attributing unsupported intent. Which revision best achieves that purpose?

- A Retain the accusation because a stronger allegation is necessary to ensure the local authority responds quickly.
- B Remove the concern because a parent's illness means no child safeguarding assessment can be appropriate.
- C Record only the family's income and let the receiving service infer every other relevant circumstance from that figure.
- D Describe unmet needs, care arrangements and reported circumstances, separating the concern from any unverified conclusion about parental intent.

30 A provider plans to send a domestic abuse leaflet to an apprentice's shared home email after the learner requested discreet daytime contact. The administrator sees the leaflet as a helpful resource and believes the message contains no allegation. Which assessment best addresses the safeguarding significance of this apparently routine communication?

- A Send it because publicly available resources cannot create any confidentiality or retaliation risk for a recipient.
- B Copy the partner into the message to ensure the household understands why the provider is offering support.
- C The message itself may reveal help-seeking, so use the agreed safe channel and review communication restrictions.
- D Stop offering resources altogether because discreet communication is incompatible with any meaningful safeguarding support.

31 A manager proposes measuring the success of a workplace safeguarding plan solely by whether the apprentice submits assignments on time. The concern involved threats, restricted training access and dependence on a supervisor. Which additional outcome would best test whether the protective arrangements have addressed the relevant harm rather than only improving performance?

- A The supervisor confirms that the apprentice has become more compliant with every instruction given at work.
- B The apprentice can access training and report concerns safely without threats or reliance on the implicated supervisor.
- C The provider receives fewer complaints because staff advise learners to resolve problems directly with their supervisors.
- D The apprentice signs a statement promising never to raise the same concern with external services again.

32 A provider moves an apprentice from a workplace after a serious concern and assumes its responsibility ends because the learner is now elsewhere. Two other apprentices remain under the same supervision. The original allegation has not been assessed through the appropriate route. What should the DSL consider alongside the individual transfer?

- A Consider the remaining learners' exposure and the need for appropriate referral, placement review and coordinated follow-up.
- B Keep the concern private within the transferred learner's file because other apprentices have not yet complained personally.
- C Tell the remaining apprentices to collect evidence so the provider can decide whether the allegation is true.
- D Declare the supervisor guilty immediately and publish their name to warn every employer in the sector.

33 A tutor wants to build a lesson on healthy relationships using a current apprentice's safeguarding case because it is highly relevant. The account would be anonymised but contains distinctive job, family and travel details. Which design choice best supports learning while avoiding foreseeable identification and pressure on the learner involved?

- A Use the account unchanged because removing the apprentice's first name always makes a safeguarding story anonymous.
- B Ask the apprentice to present their experience to classmates as evidence that the provider takes safeguarding seriously.
- C Use a genuinely fictional composite teaching scenario and remove dependence on identifiable details from the live case.
- D Include the details but instruct classmates not to discuss the story outside the classroom afterwards.

34 A curriculum team plans a temporary placement change for an apprentice reporting harm. The new placement is safer but requires transport the learner cannot afford, and access to lessons depends on a device controlled by the alleged abuser. Which planning response best connects safeguarding with realistic continued participation in the apprenticeship?

- A Address transport and safe learning access as explicit provider actions alongside the protective placement arrangement.
- B Record the placement move as complete and leave every practical access problem for the apprentice to solve independently.
- C Require the apprentice to return to the original placement because safeguarding adjustments must never affect provider resources.
- D Remove the learner from the programme immediately so the provider no longer has to coordinate educational support.

35 A coach reads that coercive control is associated with trauma-related symptoms and depression. They then diagnose an apprentice with post-traumatic stress disorder after hearing about controlling messages. The learner has not had a clinical assessment. Which interpretation most accurately applies the research to the coach's role and this individual concern?

- A Treat the diagnosis as established because a meta-analysis proves that every exposed person has the same condition.
- B Take non-physical harm seriously and seek appropriate support, without using population associations to diagnose the apprentice.
- C Ignore the controlling behaviour because observational studies cannot justify any practical attention to non-physical harm.
- D Ask the learner to complete repeated clinical tests designed by the coach until the expected diagnosis appears.

36 A senior leader argues that an international meta-analysis dominated by female participants cannot justify offering domestic abuse support to a male apprentice. The apprentice reports threats and economic control. Which response best acknowledges the evidence limitation while applying safeguarding principles to the actual concern before the provider today?

- A Withhold support until research contains exactly equal numbers of participants from every possible demographic group.
- B Assume the reported conduct is harmless because men were less represented in the studies considered by the review.
- C Apply the study's average mental health findings as a diagnosis to compensate for the limited male evidence.
- D Recognise limits in research representation while responding to the man's reported harm and individual support needs.

37 A family assures the provider that a previous forced marriage concern has been resolved and asks for the safeguarding record to be closed. The learner has not been spoken with safely, and specialist advice remains outstanding. Which basis would be most appropriate for the DSL's closure or continued-action decision in this case?

- A Close the case immediately because a family's reassurance overrides any earlier account given by an apprentice.
- B Review current safety, the learner's voice and confirmed professional responsibilities rather than relying solely on the family's assurance.
- C Declare the family assurance false and publish the allegation because any reassurance proves deliberate concealment.
- D Ask the learner to attend an unsupervised family meeting as the final test of whether the concern is resolved.

38 A provider updates its September 2026 policy to state that the new Crime and Policing Act child sexual abuse reporting duty is already operative because Royal Assent has occurred. A colleague cites the Home Office's answer of 7 September. Which amendment best reflects the position verified at this handbook's editorial date?

- A Remove all reporting requirements until 2027 because safeguarding action is unlawful before the new duty commences.
- B Retain the statement because every provision of every Act necessarily takes effect on the date of Royal Assent.
- C Apply future statutory exceptions immediately without checking commencement or the detailed implementation guidance when it is issued.
- D Describe the new duty as due to commence in 2027 while maintaining existing safeguarding referrals and implementation preparation.

39 A coach interprets so-called honour-based abuse as a feature of one ethnic group and proposes additional surveillance of all apprentices from that background. The DSL wants a proportionate approach to an actual learner's reported threats. Which response best avoids stereotyping while maintaining attention to the specific safeguarding concern and possible associated risks?

- A Apply the surveillance rule because community identity is a more reliable predictor than an apprentice's individual account.
- B Avoid recognising honour-related threats at all because naming the concern necessarily discriminates against an entire community.
- C Assess reported behaviour, relationships and safe contact individually, using specialist advice without treating identity as a risk score.
- D Ask community representatives to rank which apprentices are likely to face abuse and share the resulting list widely.

40 A completed action plan records that a new supervisor was appointed, a referral was sent and an attendance target was met. The apprentice reports continuing threats outside work and does not know how to seek help during holidays. Which review question best tests whether the plan is ready for closure or transfer?

- A What evidence shows current safety, confirmed responsibility for unresolved threats and a usable route back to help?
- B Have all provider forms been signed so the file can be counted as administratively complete this month?
- C Has the apprentice agreed not to discuss the original concern again with tutors, employers or external agencies?
- D Can the provider describe the workplace transfer as successful without asking about any continuing risk outside work?

CHAPTER 04

Sexual harassment, sexual violence and harmful sexual behaviour



In this chapter

Sexual harassment and violence, consent, workplace power and harmful sexual behaviour.

Read the guidance and worked cases, examine the visual models, then complete the forty-question examination. Use the answer commentary to review both the selected answer and the reasoning behind it.

4.1 Orientation and learning outcomes

An apprenticeship joins education to employment. A person who controls shifts, references or assessment evidence may also control an apprentice's opportunities to speak. Sexual harm therefore needs a response that reaches beyond a classroom behaviour policy. It can involve peers, supervisors, customers, partners or strangers; a face to face incident can continue through messaging and workplace gossip. Effective practice protects access to learning while competent agencies establish what happened.

After studying this chapter, practitioners should be able to distinguish harassment, sexual violence and harmful sexual behaviour; respond to a disclosure without investigating; choose child and adult routes; build separate, proportionate support arrangements; and examine the organisational conditions that allow harm. The worked cases and action plans are fictional KBC practice aids. Their operational timings are recommendations, not statutory deadlines.

The chapter uses the final September 2026 edition of Keeping children safe in education, particularly Part Five. Its statutory scope is schools and colleges as defined in that guidance. Independent training providers must establish their own legal, contractual and inspection obligations; using its protective practice does not make every provision a directly applicable statutory duty. Read this chapter with Chapters 1, 2 and 11 on scope, response and organisational accountability. [006]

4.2 Understanding the different forms of sexual harm

Sexual harassment involves unwanted conduct of a sexual nature. Words, jokes, propositions, gestures, messages and images can matter as much as physical contact. The question is not simply whether the speaker intended amusement. The effect on dignity and the environment, together with the circumstances, matters. A single incident can be serious; repetition is not a prerequisite for taking action. Employment protection and safeguarding routes may operate together. [032]

Sexual violence includes sexual offences such as rape and sexual assault. Staff should use accurate, non-graphic descriptions of an allegation and avoid making a criminal determination. Harmful sexual behaviour describes sexual behaviour by children that is developmentally inappropriate or harmful to themselves or others. It is a description of behaviour requiring informed assessment, not a permanent identity assigned to a child. An apprentice who may have harmed somebody can also need safeguarding support.

Sexual exploitation involves abuse of power for another person's benefit or advantage. A promise of accommodation, a favourable assessment or continued employment may be used to obtain sexual activity. Exploitation can exist without payment, overt violence or an apparent objection. An exchange described as a relationship may still involve coercion. Neither a staff member's personal approval of the relationship nor the apprentice's attachment to the other person resolves the safeguarding question.

For KBC practice, separate three questions: what conduct is described; what immediate or continuing harm may arise; and which competent process must examine it. Avoid a staircase model implying that every joke inevitably becomes an assault. A continuum can show related cultures and increasing harm, but individual patterns differ. Behaviour at any point deserves a proportionate response, and an isolated serious allegation must never wait for a pattern to emerge.

4.3 Consent age capacity and professional power

The criminal law of consent requires choice, freedom and capacity. Consent to one activity does not imply consent to another, and agreement can be withdrawn. Silence, freezing or failure to fight does not establish agreement. Someone asleep or unconscious cannot consent; intoxication may remove capacity. A practitioner records the circumstances disclosed and seeks appropriate safeguarding or police advice rather than running a classroom test of whether an offence occurred. [033]

In England and Wales the age of consent is 16, while childhood for safeguarding continues until 18. Special offences protect 16 and 17 year olds where the legally defined position of trust conditions are met. Do not assume every workplace supervisor automatically falls within every statutory position of trust category; equally, do not conclude that conduct is acceptable because a particular offence has not been established. Provider conduct rules can appropriately prohibit exploitative relationships and unmanaged conflicts involving adults. [034]

Capacity must be considered for the particular decision at the relevant time. A learning disability, autism, mental illness or communication difference does not prove incapacity. Use accessible information and independent communication support. A sexual consent question is distinct from capacity to decide about an appointment or information sharing. Staff must not arrange substitute consent to sexual activity on somebody else's behalf. [035] Where ability to consent is in doubt, protect safety and seek qualified safeguarding and legal advice.

Power can be financial, institutional, emotional or social. Ask whether refusing an invitation might appear to threaten shifts, a qualification, a reference, accommodation or acceptance by colleagues. These questions illuminate risk without deciding an allegation. A seemingly friendly supervisor may create a dependency by becoming the only person permitted to sign evidence. Spread assessment oversight and provide reporting routes outside that supervisor's chain of command. This is a practical prevention measure the provider can control.

4.4 Recognising concerns without stereotypes

A learner may ask to change a placement, miss one particular shift, stop contributing in a group or describe constant jokes as normal. These changes justify a sensitive conversation, not a presumption that sexual abuse occurred. Ask about the specific change: 'You have asked to avoid the late shift twice. Is anything making that shift difficult or unsafe?' Offer privacy and choice about communication. Do not require a public explanation for an adjustment.

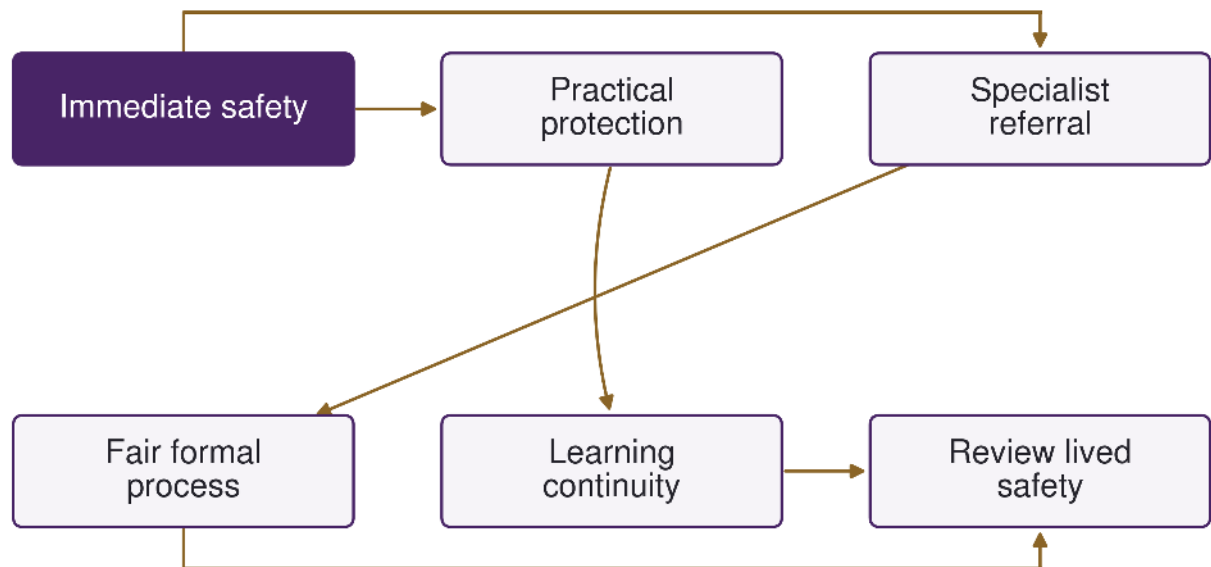
People of every sex, gender, sexuality and background can experience sexual harm. Men may fear disbelief; LGBTQ+ learners may fear being outed; disabled learners may depend on the person alleged to have caused harm; migrant workers may fear loss of work or residency consequences. These are possible barriers to reporting, not assumptions about an individual. Ask what would make seeking help safer and check who can see the learner's phone, emails and travel arrangements.

Research supports treating harassment as a health and participation concern. A 2024 systematic review of prospective studies found consistent evidence linking work related sexual violence and harassment to subsequent poor mental health, while identifying variation in concepts and measurement. This supports prevention and follow-up, but does not establish the cause of an individual learner's symptoms. A 2026 university employee cohort also associated harassment exposure with later chronic disease; its observational design and occupational setting limit direct transfer to apprentices. [036] [037]

Use a chronology rather than a personality judgement. 'Three messages were reported after the learner declined a lift' is more useful than 'attention seeking'. A friendly message sent after an alleged assault,

delayed reporting or an account delivered without visible emotion does not settle credibility. Staff should not rate a person's appearance, clothing, relationship history or emotional display as proof for or against them.

Figure 4.1 Parallel decisions after sexual harm



KBC practice aid. Protection, referral and fair process may proceed together. Protective arrangements do not establish guilt.

4.5 The first conversation and immediate response

If there is immediate danger or an urgent medical emergency, call 999. Move to a safer setting where possible without placing anyone at further risk. In a remote conversation, establish where the person is and whether they can speak safely. Do not leave a person with the alleged source of danger merely because that person is their supervisor or emergency contact.

Listen calmly; acknowledge the effort involved in speaking; explain that information may need to reach people who can protect them. Ask only what is necessary to understand immediate safety, identify those involved and decide the next route. Avoid repeated detailed accounts, leading questions and challenges about why the person did not leave. Record their actual words as closely as possible, distinguishing them from your observations. If unsure of a detail, record the uncertainty.

Report promptly to the DSL or nominated deputy using the safeguarding route. If unavailable, follow the published alternative escalation route; immediate protective action never waits for an internal meeting. For an allegation against a member of staff, use the designated allegations route and any applicable local authority designated officer arrangements. Do not send the account to an implicated manager for an informal explanation.

Explain the next immediate step in plain language: who will receive the concern, how the learner can contact support, and when they will hear from the named person. Ask what contact method is safe. Do not promise a particular investigation outcome, absolute confidentiality or that an employer will behave in a particular way. The first conversation should leave the learner with a realistic route to protection, not a burden to gather evidence or confront somebody.

4.6 Choosing child adult and specialist routes

For an under 18 learner, the DSL considers children's social care and police involvement according to the nature of the concern and local arrangements. KCSIE Part Five describes routes ranging from an internal response through early help, children's social care and police reporting. Rape, assault by penetration and sexual assault should be reported to police; relevant child protection referrals and support proceed alongside this. Decisions and reasons require recording and review. [006]

For an adult, work with their wishes and explain available options, including specialist sexual violence support, healthcare, employer procedures and police. Section 42 adult safeguarding duties arise where the adult has care and support needs, is experiencing or at risk of abuse or neglect, and because of those needs cannot protect themselves. All three conditions matter. An adult outside that threshold can still need urgent protection, support or a criminal justice response. [003]

A sexual assault referral centre can provide specialist support after rape or sexual assault; access is available without first reporting to police. The NHS explains that services include medical and emotional support, with options around forensic examination. Do not attempt to collect biological evidence yourself or make healthcare conditional on cooperation with an investigation. Offer help to contact the appropriate service, following child specific arrangements where relevant. [038]

Consent to receive support, consent to police contact and the lawful basis for safeguarding information sharing are separate matters. Explain a proposed disclosure, consider necessity and proportionality, and record the decision. Where serious danger or risk to others may justify sharing despite refusal, obtain DSL and appropriate specialist advice without delaying emergency action. A capable adult's wish not to report is not a reason to withdraw educational support.

4.7 Fictional case one the assessor and the evening shifts

Mina, 17, is a hospitality apprentice. Her workplace assessor repeatedly offers private lifts after late shifts and sends messages about her appearance. When she declines, he says her evidence needs 'a bit more commitment'. She tells her coach she does not want him dismissed; she needs her wages and fears colleagues will blame her. The coach notices that he is the only person authorised locally to sign her practical evidence.

The coach does not ask Mina to test whether another refusal changes the assessor's behaviour. She records Mina's account, checks today's shift and travel safety, and contacts the DSL immediately. The DSL follows child safeguarding and allegations procedures, seeks appropriate external advice and arranges a safe alternative assessment contact. Employment communication goes through an unimplicated senior contact, with information limited to what is required for protection and the authorised process.

An initial safety arrangement separates Mina from unsupervised contact with the assessor without presenting his culpability as established. Mina helps choose safe communication and explains which proposed changes would reveal her report to colleagues. The provider protects the integrity of evidence already earned and identifies an alternative assessor. The question at review is whether safe work and learning have become possible, not whether Mina now appears cheerful.

The ambiguity matters: the messages alone may not establish the supervisor's intention, and Mina does not want every available route. However, she remains a child and the combination of sexualised communication and assessment power requires protective escalation. The plan addresses dependency, access and retaliation while competent processes establish facts. Her wish about outcome is recorded and respected as an important view, not treated as a veto over necessary protection.

4.8 Worked action plan for case one

This matrix is a KBC recommended operational standard. It follows immediate reporting and does not replace a child protection or police plan. 'Same day' means a maximum proposed internal service response where the circumstances permit; urgent danger requires immediate action.

Action and intended outcome	Owner	Time or trigger	Evidence of progress	Escalation
Check the next shift and agree safe travel so Mina is not exposed to an identified immediate risk	DSL with Mina and safe employer contact	Immediately before the next shift	Agreed arrangement confirmed through a safe channel	If safety cannot be secured, urgent external advice and alternative placement arrangements
Make and document necessary child safeguarding and allegations referrals	DSL or designated allegations lead	Promptly according to risk and applicable procedure	Recipient, time, reference and next expected contact recorded	Use agency escalation route if response does not address current risk
Appoint an independent assessor and protect valid existing evidence	Curriculum manager	Before the next assessment interaction	Named assessor and evidence transfer checked	Escalate any attempt to withhold evidence or retaliate
Agree one support contact and a safe communication method	Coach with Mina	Same day where practicable	Mina can explain how to reach support	Reconsider method immediately if messages are monitored
Review safety, attendance impact and retaliation separately from the investigation	DSL and coach with Mina	Within two working days then risk based	Learner feedback and factual incident chronology	Any new contact, threat or unsafe rota prompts fresh assessment

The plan specifies organisational changes because asking Mina to be more assertive would leave the assessor's control intact. A manager should test whether the replacement assessor actually has authority and whether travel arrangements survive a rota change. Completion of a referral form is evidence that a task happened; it is not evidence that the risk has ended.

4.9 Online sexual harm and image related incidents

Sexual comments in a learning platform, intimate image threats, manipulated images and unwanted sexual messages can connect education, work and private life. Ask about continuing contact, threatened sharing, access to accounts and immediate distress. Avoid equating an online event with lesser harm. Staff need a route to the DSL even where the platform or device belongs to the employer.

For sexual imagery involving under 18s, staff must not ask the learner to send images, take copies, save them to a safeguarding record or circulate them for verification. Do not investigate by searching a device. The DSL should apply the UKCIS guidance, including its exceptional and restricted circumstances around viewing. Record relevant non-image information and obtain specialist advice about device handling, reporting and removal. AI-generated or manipulated imagery can also require a safeguarding response. [039]

Fictional case two: Lewis, 16, is told that a sexualised fake image of him is circulating in an apprentice group. He offers to forward it so the tutor believes him. The tutor declines the image, acknowledges the report and checks whether Lewis is being threatened or is safe now. The DSL coordinates safeguarding, platform reporting and appropriate specialist advice. Lewis is not asked to prove authenticity before support begins.

The tutor considers whether the class needs immediate arrangements to prevent harassment, but does not announce details that identify Lewis. Existing digital learning access is maintained safely rather than removing his access while others remain connected. A separate response addresses the behaviour of those alleged to be creating or circulating material. The outcome measure includes whether contact and humiliation continue across other channels, not just whether one upload disappears.

4.10 Fair process and support for everyone involved

Protection, investigation and disciplinary decision making have different purposes. Interim arrangements aim to manage risk and access; they must not be presented as proof of guilt. Use the language 'person who reported', 'learner affected' and 'person alleged to have caused harm' where appropriate, while respecting how the individual describes themselves. Avoid euphemisms that minimise the alleged behaviour.

The person alleged to have caused harm may also be a child, have unmet needs or be at risk of retaliation. Provide a separate support contact and proportionate educational arrangements. This does not require the reporting learner to participate in a joint session, reassure them or hear their explanation. Staff providing support should know what can be shared and must not become informal advocates who attempt to influence witnesses.

Do not make mediation or restorative meetings the default response to sexual harassment or violence. Power imbalance, fear and continuing contact may make apparent agreement unsafe. Any proposed restorative approach requires specialist judgement, genuinely voluntary participation and compatibility with safeguarding and formal processes. It must never replace necessary referrals or become a condition of returning to study.

Fictional case three: Arun, 19, reports sexual assault after a workplace celebration but does not wish to contact police. He wants a different shift and a sexual assault referral centre appointment. The DSL checks immediate safety and whether others, including children, may be at risk, explains information sharing limits, and helps him access specialist support. His employment complaint options remain open. The coach does not force a detailed written account as the price of a temporary educational adjustment. A later change of mind about reporting is supported rather than treated as inconsistency.

4.11 Worked action plan for an adult choosing support

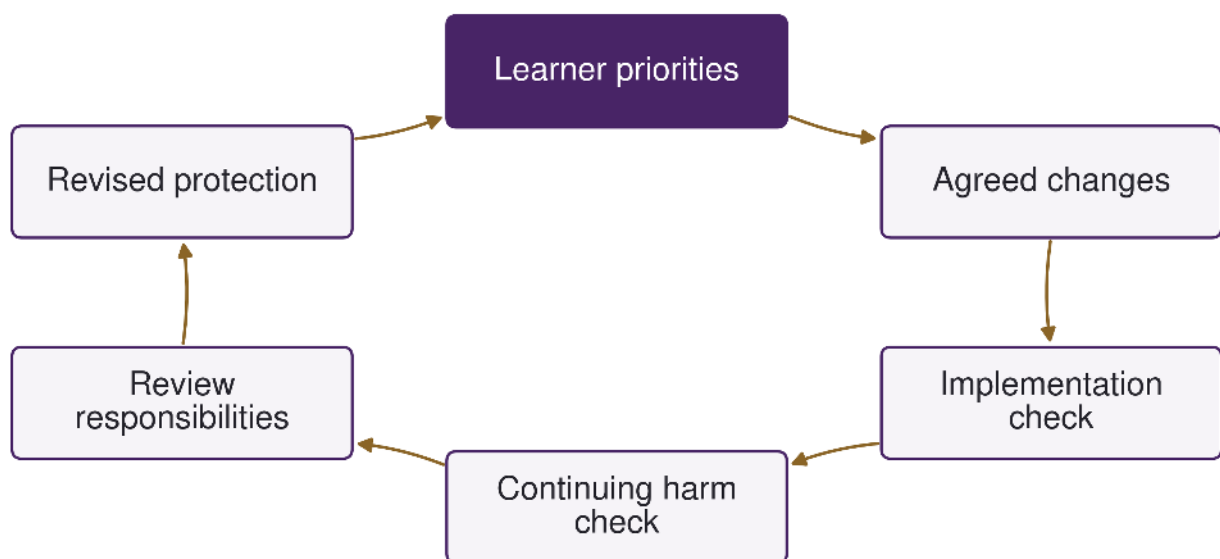
For Arun, the provider's immediate aim is safe participation with informed choice. The following internal timings are KBC recommendations. The plan records separately any information shared without consent, including the reason and recipient; it does not imply consent is the only possible lawful basis.

Action and intended outcome	Owner	Time or trigger	Evidence of progress	Escalation
Establish immediate safety and preferred contact method	DSL with Arun	First conversation	Safe location and next contact agreed	Immediate danger leads to 999

Action and intended outcome	Owner	Time or trigger	Evidence of progress	Escalation
Offer supported contact with a sexual assault referral centre	Named support worker	As soon as Arun wishes or urgently for health needs	Offer and Arun's choice recorded without clinical detail	Urgent medical concern goes to appropriate emergency healthcare
Agree temporary shift and learning arrangements through an unimplicated contact	Employer lead and curriculum manager	Before next relevant shift	Written arrangement confirms learning and pay questions have been addressed	Unsafe contact or retaliation triggers immediate review
Explain police, employer and specialist advocacy options in accessible language	DSL or competent adviser	Initial planning and whenever wishes change	Arun can identify options and has contact information	Obtain specialist advice if risks to others require sharing
Review practical safety and continued access rather than requiring repeated disclosure	Coach with Arun	Agreed short interval then by need	Learner feedback, adjustments and next review recorded	Deterioration, new threat or unworkable adjustment prompts escalation

An action marked 'declined for now' remains a legitimate recorded choice. It should identify any offer to revisit and any continuing protective responsibility. A manager must not mark the whole case 'non-engagement' because Arun declines one service. Nor should the coach promise that a shift change will protect him outside work; the limits of each arrangement need to be clear.

Figure 4.2 Test whether protection works



KBC practice aid. A promise or completed training session needs to be tested against actual working conditions and learner experience.

4.12 Prevention through curriculum and design

Teach consent, boundaries, reporting and safe help seeking through occupationally credible situations. A construction apprentice needs to recognise sexualised group chat and travel pressure; a care apprentice needs to understand professional boundaries and dependency; a business apprentice may face a client controlling access to a project. Use examples across genders and roles without suggesting that any occupational group is inherently abusive.

A useful lesson has four stages: describe a fictional situation, identify the power and boundary issue, choose a safe response, and practise accessing help. Assessment should test application rather than require personal disclosure. Offer an alternative activity and a private support route. Warn learners before sensitive material without graphic descriptions or sensational images. Designers should make reporting instructions readable, accessible and available outside a restricted learning platform.

Bystander education can teach safe options such as obtaining help, interrupting an interaction when safe or checking privately on a colleague. It must not expect an apprentice to confront a powerful or violent person. Kettrey and colleagues' systematic review found benefits for bystander intervention but no demonstrated effect on sexual assault perpetration, with effects weakening over time. Most included studies were outside England. Use this as support for repeated skills practice, not a claim that one workshop prevents abuse. [040]

Fictional case four: a tutor stops a sexualised joke in class. The learner says everybody laughed and complains that humour is being policed. The tutor explains the professional boundary without humiliating the learner, checks privately on the person targeted and records the concern for appropriate review. Further information reveals repeated messages after previous objections. The response changes with the pattern; a restorative classroom conversation alone is no longer an adequate plan. The curriculum team also checks whether its own examples normalise sexual banter.

4.13 Employer controls and practical role responsibilities

Employers should assess harassment risks in their actual work, including isolated shifts, customer contact, work social events and supervision. Current Acas guidance describes prevention responsibilities and flags further legal changes from 30 October 2026, after this handbook's editorial date. Leaders must check commencement and current guidance when updating policy rather than present a forthcoming change as already operative. EHRC technical guidance supports a proactive approach to anticipating harassment. [032] [041]

Coaches need regular opportunities to speak without the workplace supervisor present. Tutors should challenge harmful behaviour and protect access to classes. Curriculum leaders must provide alternative evidence and assessment arrangements when a workplace relationship becomes unsafe. Designers should check that help buttons, subtitles, content warnings and privacy explanations work with assistive technology and small screens. Employers should nominate a route outside the line manager where that manager is implicated.

DSLs coordinate protective decisions and liaison, while trained investigators and relevant agencies undertake their own processes. Senior leaders resource cover for staff absence and protect practitioners from commercial pressure to minimise a complaint. Governors or equivalent leaders need assurance about patterns and response quality without unnecessary personal detail. Commercial value, employer prestige or predicted completion rates must not determine whose account receives attention.

A practical employer review asks: can an apprentice refuse personal contact without losing evidence opportunities; can they report about their supervisor safely; who authorises immediate changes; and

how will the provider know those changes happened? Sample the answer with learners, not only policy documents. A contract clause and an annual training certificate are inputs; they cannot demonstrate that a learner can use the reporting system safely.

4.14 Recording review supervision and closure

Maintain a restricted safeguarding chronology containing the source of information, actual words, observations, decisions, recipients and reasons. Keep appropriate links to employment or disciplinary processes without copying sensitive accounts into routine progress reviews. An employer generally needs the information required for its agreed action, not the complete learner history. When an allegation remains unproven, preserve that status in every subsequent summary.

Review separate outcomes: immediate protection; continued access to work and learning; contact with appropriate support; response to retaliation; and progress of referrals. A learner may maintain attendance while feeling unsafe, or take a justified break while protection improves. Completion data alone cannot distinguish these situations. Ask the learner whether agreed arrangements are happening and whether any new problem has appeared.

Supervision gives staff a confidential professional space to examine uncertainty, bias and the emotional effect of cases. It should test whether sympathy has become premature certainty, whether disbelief is disguised as neutrality, and whether an individual is carrying responsibilities that belong to the organisation. Longitudinal research on early careers links harassment with depressive affect and illustrates why apparent workplace adjustment may not end its consequences. It does not authorise tutors to diagnose trauma. [042]

Close an internal action plan only when its actions and continuing responsibilities have been reviewed, the learner knows how to return for help and remaining agency work has an identified owner. Closure of one process does not declare that an allegation was false or that distress has ended. A decision by police not to proceed does not automatically settle employment or educational risk management; obtain competent advice about each process and keep reasons distinct.

4.15 Practice review and evidence notes

Before using this chapter, test one real organisational pathway with a fictional report. Can a tutor find an alternative to an unavailable DSL? Can an apprentice report about the only workplace assessor? Can the curriculum team protect evidence without revealing an account to a whole teaching team? Can the provider support a capable adult who declines police contact? The answers should name working routes and owners rather than repeat 'follow policy'.

Ask a colleague to examine the two worked plans for assumptions. Which changes depend on another organisation? What happens if a supervisor changes the rota overnight? What would the learner experience as retaliation? Which information is necessary for each task? Revise any action whose completion can be claimed without checking its protective effect.

The academic evidence combines a systematic review of prospective workplace studies, an experimental literature synthesis of bystander programmes and observational occupational cohorts. These designs answer different questions. Prospective association strengthens temporal interpretation but does not prove individual causation; experimental programme evidence may not transfer to English apprenticeship workplaces without adaptation and evaluation. Official guidance establishes expectations and routes, rather than validating a KBC model. Treat the frameworks and matrices as practical aids to professional judgement, not scored prediction instruments. [040] [036] [037]

Chapter 4 examination

Forty case-based questions. Choose the single best answer. Record your choices before consulting the answer commentary.

01 A 17 year old apprentice reports repeated sexual comments from the supervisor who signs all her evidence. She wants the comments to stop but fears losing her qualification if he is challenged. No physical contact is alleged. Which response best addresses the safeguarding concern and the apprenticeship dependency?

- A Ask her to obtain a witness before changing any existing assessment arrangements.
- B Explain that safeguarding begins only if the comments develop into physical contact.
- C Escalate promptly and arrange independent assessment access while the concern is addressed.
- D Advise her to refuse further assessment until the supervisor admits inappropriate behaviour.

02 A tutor receives a report that a sexualised image of a 16 year old apprentice has been generated using artificial intelligence. The learner offers to forward it because the tutor has not seen it. Other learners say the image is only a joke. What is the best immediate response?

- A Decline the image, check safety and refer through the designated safeguarding route.
- B Accept the image privately so that its authenticity can be established before referral.
- C Ask another tutor to compare the image with the learner before recording concern.
- D Treat the matter as ordinary humour unless the image contains an authentic photograph.

03 A 22 year old apprentice reports a sexual assault by a colleague and asks for help obtaining specialist healthcare. He is clear that he does not currently want police contact. There is no immediate danger disclosed. Which statement should guide the coach when explaining the available support routes?

- A Specialist support is available only after a police officer has recorded the allegation.
- B The provider must close the safeguarding concern if he declines the police route.
- C The coach should collect forensic evidence before arranging contact with a health service.
- D A sexual assault referral centre can help without a prior police report.

04 An employer proposes that two apprentices attend mediation after one reports repeated sexual pressure from the other. The reporting apprentice agrees in front of the supervisor but privately tells her coach she fears refusing. The employer says agreement makes the meeting appropriate. What is the best next action?

- A Proceed because a recorded verbal agreement makes the mediation a fair organisational response.
- B Pause the proposal and seek safeguarding advice about safety and genuinely voluntary participation.
- C Require both apprentices to bring witnesses so that the mediator can determine guilt.
- D Cancel all support for the alleged perpetrator until the reporting apprentice feels reassured.

05 A curriculum manager reads a systematic review showing that bystander programmes can increase intervention behaviour. She proposes replacing all harassment prevention measures with a single annual workshop and announces that assaults will therefore fall. Which interpretation best reflects the research discussed in this chapter and the provider setting?

- A Adopt the workshop alone because improved bystander behaviour proves assaults will become rare.
- B Use repeated skills practice within wider prevention, without claiming demonstrated perpetration reduction.
- C Reject bystander learning because the studies did not demonstrate every desired prevention outcome.
- D Publish the study effect as the predicted reduction for this apprenticeship provider.

06 A 17 year old apprentice describes a relationship with an adult who teaches her. A colleague says she is above the age of consent, so safeguarding procedures are irrelevant. The coach has not established the precise legal conditions of the adult role. Which conclusion is the most appropriate?

- A All sexual relationships become legally unrestricted once an apprentice reaches their sixteenth birthday.
- B Every adult supervisor automatically commits a position of trust offence in any relationship.
- C The tutor should determine criminal guilt privately before the DSL receives any information.
- D Child safeguarding remains relevant and the position of trust circumstances require specialist consideration.

07 A learner with autism reports unwanted sexual messages. A manager suggests that the learner cannot make decisions about relationships and that a parent should give permission on their behalf. The learner communicates clearly when given time. Which response best reflects the distinctions about consent and capacity in this chapter?

- A Provide decision support and seek appropriate advice without inferring incapacity from autism.
- B Accept parental permission because a diagnosis establishes incapacity for all relationship decisions.
- C Treat the messages as harmless because the learner can communicate clearly about them.
- D Ask the coach to authorise sexual contact if it appears in the learner's interests.

08 An apprentice describes an alleged assault in a calm manner and later sends the colleague a friendly message about a work task. A tutor believes these details show the allegation is unreliable and proposes omitting it from the safeguarding record. Which response best preserves appropriate judgement and fair process?

- A Exclude the allegation because continued friendly communication proves the apprentice consented previously.
- B Ask classmates whether the apprentice usually behaves emotionally before deciding whether to report.
- C Record the account factually and leave credibility assessment to the appropriate formal process.
- D Record the colleague as guilty because delayed distress is itself proof of assault.

09 A provider temporarily separates two learners after an allegation of sexual violence. One manager writes to staff that the change confirms who was responsible. Another argues that any separation is unfair unless guilt is proven. Which position best explains the purpose of a proportionate interim safety arrangement here?

- A It establishes guilt sufficiently for all teaching staff to repeat the accusation as fact.
- B It is never permissible until a criminal court has reached a final verdict.
- C It should always remove the reporting learner because that creates the least administrative disruption.
- D It manages identified risk and access while preserving the distinction between allegation and finding.

10 A coach is supporting an adult who reports sexual harassment at work. The adult has no identified care and support needs and requests a safe change of supervisor. The manager says adult safeguarding is unavailable, so the provider has no role. Which answer most accurately distinguishes the routes available?

- A Every adult apprentice automatically satisfies section 42 because apprenticeship involves professional support needs.
- B No provider action is appropriate until adult social care accepts a statutory enquiry.
- C Section 42 may not apply, but employment, safety and educational support remain relevant.
- D The coach must disclose the complete account to the adult's parents before proceeding.

11 A learner asks for a temporary assessment adjustment after reporting sexual harm. The tutor insists on a detailed repeated written account for each module leader before any deadline can move. The learner is becoming distressed and has already spoken to the DSL. What should the curriculum manager do next?

- A Require separate full accounts because each module leader must independently establish whether abuse occurred.
- B Coordinate necessary adjustments through limited information and avoid unnecessary repetition of the disclosure.
- C Refuse adjustments until the learner agrees that every tutor can read the safeguarding file.
- D Waive all occupational competence requirements permanently to prevent any further assessment related stress.

12 A hospitality employer says customer sexual comments are beyond its control because the customers are not employees. Apprentices work alone at closing time and fear losing tips if they object. The provider wants a prevention conversation rather than simply adding another online training module. Which question is most useful?

- A What practical controls and independent reporting routes address customer contact and isolated shifts?
- B Can apprentices sign a statement accepting that customers may use sexual language at work?
- C Will the employer guarantee that any apprentice who complains is transferred immediately without consultation?
- D Could the provider stop asking about customers because employer responsibility covers only direct colleagues?

13 A tutor hears a sexualised joke aimed at one apprentice during an online class. Several learners laugh, and the apprentice targeted says nothing. The speaker argues that silence shows nobody was offended. Which response best combines a professional boundary with proportionate attention to the learner and wider context?

- A Stop the behaviour, check privately on the learner and record for appropriate review.
- B Ignore the comment because public laughter establishes shared agreement about acceptable professional humour.
- C Ask the targeted apprentice to explain publicly whether their sexual history makes the joke accurate.
- D Announce that the speaker is a sexual offender and exclude them permanently without process.

14 A sexual harassment action plan says the learner should become more confident and tell the supervisor to stop. The same supervisor controls overtime and assessment evidence. The plan lists no employer or provider action. Which amendment would most directly address the weakness identified in the chapter's approach to planning?

- A Increase the learner's confidence target and require weekly proof that the supervisor was challenged.
- B Ask the learner to apologise for any misunderstanding before staff review the working arrangement.
- C Assign organisational changes that reduce supervisor dependency and protect independent reporting and assessment.
- D Mark the plan complete once the learner has read the organisation's harassment policy.

15 An adult apprentice says a colleague threatened to publish intimate material unless she attends a private meeting. She does not want her family contacted, and there is no indication that they are safe support contacts. The coach wants to help quickly. What is the most appropriate first line of action?

- A Contact the family immediately because an emergency contact automatically authorises disclosure of intimate information.
- B Check immediate safety and safe communication, then involve the DSL and appropriate specialist routes.
- C Advise her to attend briefly and secretly record the colleague to establish the threat.
- D Ask her to forward all intimate images to the coach's personal phone for safekeeping.

16 A governor sees that harassment reports doubled after a new independent reporting route opened. The executive team proposes closing the route because the figures might look poor during inspection. The learner survey suggests increased confidence in speaking. Which interpretation and next step best fit the chapter's assurance approach?

- A Close the new route because fewer recorded reports demonstrate a safer organisational culture.
- B Publish the increase as proof that the provider now has exactly twice as much abuse.
- C Ignore all reporting data because only completed apprenticeship outcomes can demonstrate learner safety.
- D Examine reporting confidence, response quality and continuing harm before interpreting the increase as deterioration.

17 A 17 year old reports sexual assault during an event away from the college. The employer says it happened outside work hours and the provider says it was outside its premises. Both suggest waiting for the family to act. Which approach best reflects the response principles taught in this chapter?

- A The provider should act only if the alleged behaviour happened during funded learning hours.
- B The employer should ask the child to settle the disagreement privately before any referral.
- C The DSL should address the child safeguarding concern and necessary external referrals promptly.
- D The coach should wait until the location owner confirms responsibility for safeguarding the event.

18 A 19 year old accused of sexual harassment is also receiving support for a mental health condition. Some staff want all support withdrawn to demonstrate loyalty to the reporting learner. The reporting learner needs a separate safe route to continue studying. What arrangement best preserves protection and fair process?

- A Withdraw all educational and wellbeing support until the accused learner produces evidence of innocence.
- B Provide separate support contacts and proportionate safety arrangements while the allegation follows formal processes.
- C Require the reporting learner to attend the accused learner's support sessions to build empathy.
- D Ask both learners to agree a single shared account before either receives further help.

19 A manager proposes using a workplace cohort study to tell an apprentice that the harassment she reported caused her current medical condition. The study followed university employees and found an association over many years. Which interpretation would be more scientifically justified and appropriate for a safeguarding handbook to teach?

- A The study proves every exposed apprentice will develop the same chronic disease outcome.
- B The occupational setting means the study contains no information relevant to any prevention discussion.
- C The coach should diagnose the condition using the study before arranging specialist healthcare.
- D The study supports prevention concerns but cannot establish this learner's individual medical causation.

20 A tutor is told of unwanted contact by an apprentice shortly before the DSL leaves for annual leave. The tutor knows there is a published deputy route but thinks continuity would be better if the matter waited until the DSL returned. What should happen in this situation under the chapter's response model?

- A Use the deputy or alternative escalation route promptly according to the current risk.
- B Wait for the usual DSL because a familiar professional must hear every initial disclosure.
- C Ask the alleged source of harm to supervise the apprentice until the DSL returns.
- D Schedule an action planning meeting first and avoid any referral until all attendees agree.

21 A learner says a supervisor made sexual comments but asks the coach to promise that nobody else will hear about it. The coach wants to maintain trust and has not yet checked whether there is immediate danger. Which answer best combines honesty with a supportive first response to the disclosure?

- A Promise complete secrecy now and decide later whether to break that promise without explanation.
- B Explain sharing limits, listen calmly and check what is needed for immediate safety.
- C Refuse to listen unless the learner first signs permission for unrestricted organisational disclosure.
- D Tell the learner to return only when ready to make a formal public complaint.

22 An apprentice is supported to change shifts after reporting harassment. At review, the manager shows a signed rota and marks the action successful. The learner says the colleague still waits outside the workplace and sends messages after shifts. What does the review need to do next to assess protective effectiveness?

- A Reassess continuing contact and revise responsibilities rather than equating the rota change with safety.
- B Close the plan because the documented shift change proves the agreed action was completed.
- C Require the learner to stop reporting contact that happens outside the employer's building.
- D Ask the learner to meet the colleague once to establish whether intentions are friendly.

23 A curriculum designer creates a harassment awareness activity asking every apprentice to describe a personal sexual experience to the group. The intended aim is empathy, and the designer says participation proves engagement. Which revision best protects learners while retaining meaningful education about boundaries and appropriate responses to sexual harm?

- A Keep compulsory disclosure but promise that classmates will never repeat anything they hear.
- B Ask employers to supply real learner cases with names removed but identifying details retained.
- C Use occupational fictional cases, private support routes and an alternative activity where appropriate.
- D Remove all discussion of sexual boundaries because sensitive content cannot be taught responsibly.

24 A 17 year old says her parent must not be told about sexual harm because she fears violence at home. A tutor believes parents must always be informed immediately, while another suggests never involving families in safeguarding. Which course best fits the chapter's approach to this specific disclosure and risk?

- A Tell the parent immediately because childhood removes the need to consider risk from family.
- B Promise permanent non-disclosure to every family member regardless of future protective advice or risk.
- C Ask the apprentice to demonstrate the anticipated violence before the parental concern is recorded.
- D Escalate the safety concern so the DSL coordinates appropriate agency advice on parental involvement.

25 An employer offers to move the reporting apprentice to an unrelated job where she cannot gather the competence evidence needed for her qualification. The alleged harasser would keep all existing duties. The move may reduce contact but threatens completion. What should the provider examine before accepting it as the plan?

- A Whether the apprentice can sign away qualification requirements so that the employer avoids further disruption.
- B Whether removing the learner from training would prevent any future safeguarding information reaching the provider.
- C Whether the employer has written the proposal formally, which alone makes the arrangement sufficient.
- D Whether proportionate alternatives protect safety and valid learning access without unfairly burdening the reporting learner.

26 A tutor receives a report of sexual harassment by a colleague who is also the local safeguarding contact. The ordinary internal form automatically emails that colleague. The tutor is unsure how to proceed and wants to avoid a conflict. Which response best reflects the reporting and allegations principles in this chapter?

- A Use the ordinary form unchanged because a safeguarding title guarantees an appropriate independent response.
- B Use the designated alternative allegations route and avoid automatically sending the account to the implicated colleague.
- C Ask the colleague privately whether the allegation is true before recording any concern.
- D Wait until another learner reports similar conduct so that escalation appears less personal.

27 A 21 year old apprentice says she agreed to one form of intimacy but not another. A colleague argues that being in a relationship establishes ongoing permission and asks the coach to reassure everyone that no assault occurred. What is the most appropriate response to the consent issue described here?

- A Explain that consent is specific and can be withdrawn, while referring the concern appropriately.
- B Confirm that a relationship provides continuing consent unless a written objection was made beforehand.
- C Decide the allegation is true solely because the learner now regrets being in the relationship.
- D Ask the whole teaching team to vote on whether the relationship made consent reasonable.

28 A provider's action plan requires a learner to attend counselling, contact police and change shifts. The learner accepts the shift change and specialist support but declines police contact for now. The case manager proposes marking the whole plan as failed engagement. What is the best way to record and manage this?

- A Mark all actions failed because choosing among support options shows refusal to cooperate fully.
- B Close the concern immediately because one declined route prevents any further provider responsibility.
- C Record each decision separately, continue agreed support and review any remaining protective responsibilities.
- D Complete the police action without discussion and record that the learner gave unrestricted consent.

29 A safeguarding record says an apprentice's supervisor is a predator. The original information was a learner report of repeated unwanted sexual messages, and no formal finding has been made. A new staff member will use the summary to arrange support. Which revision would improve both accuracy and practical usefulness?

- A Record the reported conduct, source, dates, protective decisions and current allegation status clearly.
- B Keep the label because strong language helps staff recognise that safeguarding matters are serious.
- C Delete the report entirely until a criminal court has established every alleged fact.
- D Replace the label with a description of the apprentice's clothing and relationship history.

30 A learner reports that a group chat continues sexual harassment after one platform post has been removed. The IT team says its removal ticket is complete, while the coach has no agreed next review. Which action best links technical action with safeguarding management rather than treating them as identical outcomes?

- A Close the safeguarding concern because successful removal of one post demonstrates the harm has ended.
- B Ask the learner to leave every digital learning system indefinitely while others continue studying.
- C Require the learner to collect and forward all intimate material still circulating to IT.
- D Coordinate a review of continuing harm, safe contact and responsibilities across relevant channels.

31 A senior manager wants to use the latest research as a clinical checklist. She proposes that learners who do not report anxiety or depression after harassment should receive no further support. The provider has no clinical assessment role. Which response best reflects the academic evidence and the boundaries described in this chapter?

- A Adopt the checklist because cohort associations establish that every harmed person must show identical symptoms.
- B Ask tutors to diagnose post-traumatic stress disorder before any learning adjustment can be offered.
- C Use research to inform prevention and support, without making symptoms a condition of taking reports seriously.
- D Exclude the research from staff development because its findings concern health as well as education.

32 An apprentice's attendance has remained excellent during an ongoing harassment case. Leaders therefore propose ending all adjustments, although the learner says he attends only because he fears dismissal and still avoids the staff room. Which evidence would most usefully inform the next review of the plan's effectiveness?

- A The attendance percentage alone because sustained presence establishes that workplace harm is no longer occurring.
- B The learner's experience of safety, continuing contact and whether agreed protective changes actually work.
- C The employer's commercial value because retaining important placements should determine the duration of adjustments.
- D The learner's willingness to stop discussing the concern during routine progress review meetings.

33 A coach notices that she feels certain an allegation is false because she has known the supervisor for many years. She has also begun giving informal reassurance to colleagues who may be witnesses. A supervisor asks what professional supervision should address first. Which focus best matches the chapter's guidance?

- A Ask the coach to collect favourable character references so the case can close quickly.
- B Encourage informal discussion because staff familiarity is more reliable than an apprentice's account.
- C Examine bias, role boundaries and influence on others while preserving appropriate reporting and support.
- D Remove all uncertainty by telling the coach to assume every allegation is conclusively proven.

34 A provider includes safe bystander action in a lesson. One scenario involves a powerful supervisor and a frightened apprentice near closing time. A learner suggests confronting the supervisor alone, and the tutor praises this as the only courageous response. Which teaching correction would make the activity more appropriate?

- A Keep confrontation as the only acceptable answer because indirect help cannot prevent any sexual harm.
- B Teach several safe options, including obtaining help, without requiring confrontation that could increase danger.
- C Remove all bystander content because learners should never seek support for another person.
- D Require apprentices to film every suspicious interaction before seeking help from a trusted adult.

35 An employer says the apprentice should complain directly to the line manager because that is its normal grievance procedure. The allegation concerns that manager, who also provides transport home. The provider has an independent safeguarding route. Which approach best addresses the conflict while preserving appropriate employer involvement where safe?

- A Require the normal grievance route first because safeguarding must always wait for employer procedures.
- B Ask the apprentice to continue using the manager's transport until a written admission is obtained.
- C Circulate the complete disclosure to every employer manager to guarantee that somebody acts independently.
- D Use independent safeguarding and allegations routes, with an unimplicated employer contact for agreed protective action.

36 On 9 September 2026, a policy writer reads an Acas page describing sexual harassment changes due from 30 October 2026. She copies the future wording into a statement of current legal duties without a date. What correction best reflects the handbook's approach to using current official sources responsibly?

- A Distinguish current duties from forthcoming changes and check commencement when the policy is implemented.
- B Treat every announced legal change as current immediately because it appears on an official website.
- C Delete all current prevention duties until the future change takes effect in October.
- D Retain the wording but remove the source so readers cannot question the policy's date.

37 Police tell a provider that they will take no further action on a reported incident. The provider still has evidence of repeated unwanted messages and an unsafe assessment dependency, but a manager wants every educational measure removed immediately. Which next step best reflects the distinct purposes of the relevant processes?

- A Remove every measure immediately because no further police action proves that no harmful behaviour occurred.
- B Obtain competent advice and review educational and employment risks separately from the criminal decision.
- C Publish the allegation as established fact because the provider uses a different standard from police.
- D Ask learners to conduct their own investigation because statutory involvement has now ended completely.

38 A provider is considering closing an internal sexual harm action plan. Specialist support continues externally, one assessment arrangement remains necessary, and the learner is about to change coach. Which closure condition best reflects the chapter's expectations for accountability and continuity rather than merely administrative completion of tasks?

- A Close immediately because external support means the provider no longer has any educational responsibilities.
- B Keep the case indefinitely without review because safeguarding records should never describe completed actions.
- C Confirm continuing owners, handover and a clear route back to support before reasoned closure.
- D Close when the outgoing coach sends an email, without confirming who receives responsibility.

39 A coach plans a private conversation with a learner whose partner may monitor their phone. The coach is about to email an appointment headed sexual assault support to a shared address. The learner has previously requested discreet contact. What adjustment best supports the intended safeguarding conversation in this situation?

- A Agree a safe contact method and wording before sending information that could expose the concern.
- B Send the explicit subject line because accurate labelling always outweighs the risk of monitoring.
- C Copy the partner into the invitation so they understand the provider is acting professionally.
- D Cancel all contact because monitored communication means that no support can safely be offered.

40 A quality team evaluates its sexual harm response using training completion, signed policies and the number of closed cases. Learner interviews reveal that apprentices cannot report about the only person who signs their evidence. Which additional assurance activity would most directly test the practical weakness described in the chapter?

- A Increase the pass mark on the annual policy quiz without examining reporting access at work.
- B Ask employers to confirm compliance again and treat their written assurance as conclusive evidence.
- C Reduce learner interviews because they may reveal concerns that disrupt the provider's inspection narrative.
- D Test independent reporting and assessment alternatives with learners and verify that named owners can act.

CHAPTER 05

Criminal and financial exploitation and modern slavery



In this chapter

Criminal and financial exploitation, modern slavery, contextual safeguarding and the NRM.

Read the guidance and worked cases, examine the visual models, then complete the forty-question examination. Use the answer commentary to review both the selected answer and the reasoning behind it.

5.1 Orientation and learning outcomes

Exploitation occurs when another person benefits by abusing an imbalance of power. An apprentice may be drawn into moving money, carrying items, working under coercion or allowing someone to control their accommodation. The visible event may look like misconduct: lateness, an unexplained payment, a police arrest or refusal to attend. Safeguarding requires attention to the circumstances producing the behaviour, alongside appropriate accountability for harm to others.

This chapter develops the ability to recognise exploitation without profiling; distinguish county lines from other criminal exploitation; respond to concerns about forced labour and money muling; understand National Referral Mechanism routes; and coordinate realistic plans across education, work and community settings. All cases are fictional. KBC frameworks are practical organising aids, not validated prediction tools or substitutes for specialist assessment.

The apprenticeship context creates useful protective relationships and distinctive risks. Coaches may observe a change before statutory services do, while employers may control pay, housing, travel and references. The provider's task is to notice, listen, protect, refer and sustain education within its competence. It is not to dismantle a criminal network, recover a debt, negotiate a release or conduct covert surveillance. Immediate danger requires 999; an action plan follows protective action rather than delaying it.

5.2 Definitions that lead to the right response

Child criminal exploitation involves an individual or group using a power imbalance to manipulate, control, coerce or deceive a person under 18 into criminal activity. Apparent agreement does not rule it out. County lines is one form, associated with drug distribution using a deal line and sometimes movement between areas. Criminal exploitation also includes coerced theft and other activity, and may occur locally or through technology. Girls and young women can be overlooked when practice assumes only boys are involved. [043]

Modern slavery encompasses slavery, servitude, forced or compulsory labour and human trafficking. Movement across an international border is not necessary for exploitation to be serious, and trafficking can occur within the UK. Forced labour can exist without trafficking. The National Referral Mechanism, or NRM, is the identification and support framework; it is not a general hardship fund or a substitute for children's social care, police or urgent healthcare. [044]

Financial exploitation includes control over wages or accounts, manipulation into debt and coercion to move money. A money mule receives and transfers criminal funds, sometimes believing they are doing legitimate work or helping a friend. A person may be exploited and involved in an offence at the same time. Staff should not promise immunity, assume guilt or tell a learner to invent a particular explanation.

Poor employment practice and modern slavery are not interchangeable. An incorrect payslip needs action, but does not itself prove forced labour. Conversely, lawful looking contracts do not establish freedom if threats, confinement or dependency operate behind them. Ask what the person can actually choose: can they leave, retain documents, access wages, seek treatment and speak privately? These questions help identify the protective issue without requiring the provider to make an NRM determination.

5.3 The mechanics of dependence and coercion

An exploiter may initially meet a real need: belonging, income, transport, recognition or safety. Later the arrangement changes. A gift becomes a debt; a favour becomes an obligation; a compromising incident becomes blackmail. A learner may describe loyalty and fear together. The fact that something valuable was received does not cancel exploitation, and dismissing the relationship as obviously fake may make the learner less willing to speak.

Use the KBC dependence map to organise a conversation: what is being offered; what is expected in return; what happens if the person refuses; who controls the practical resources; and what safe alternatives are available? Do not turn these questions into an interrogation. Sometimes a learner can discuss only the next shift or the threat arriving today. Begin with what will improve immediate safety and return to wider questions when appropriate.

Context matters because a learner cannot individually change every place or relationship around them. A risky journey may connect a railway station, a waiting area and a workplace shift pattern. A group chat may bridge an employer's staff group and an outside recruiter. Planning only to raise the learner's awareness leaves these conditions untouched. Identify which organisation can alter supervision, access, transport, housing or platform use, then allocate actions to that organisation.

The evidence base warrants care. Maxwell and colleagues' systematic map found limited robust evidence about effective responses to child criminal exploitation, alongside problems of fragmented understanding and children being treated principally as offenders. Brewster and colleagues' interviews with 46 practitioners during the pandemic described changing exploitation patterns and difficulties in detection. These studies support testing assumptions and maintaining relationships; they do not prove that a single mentoring model will prevent exploitation. [045] [046]

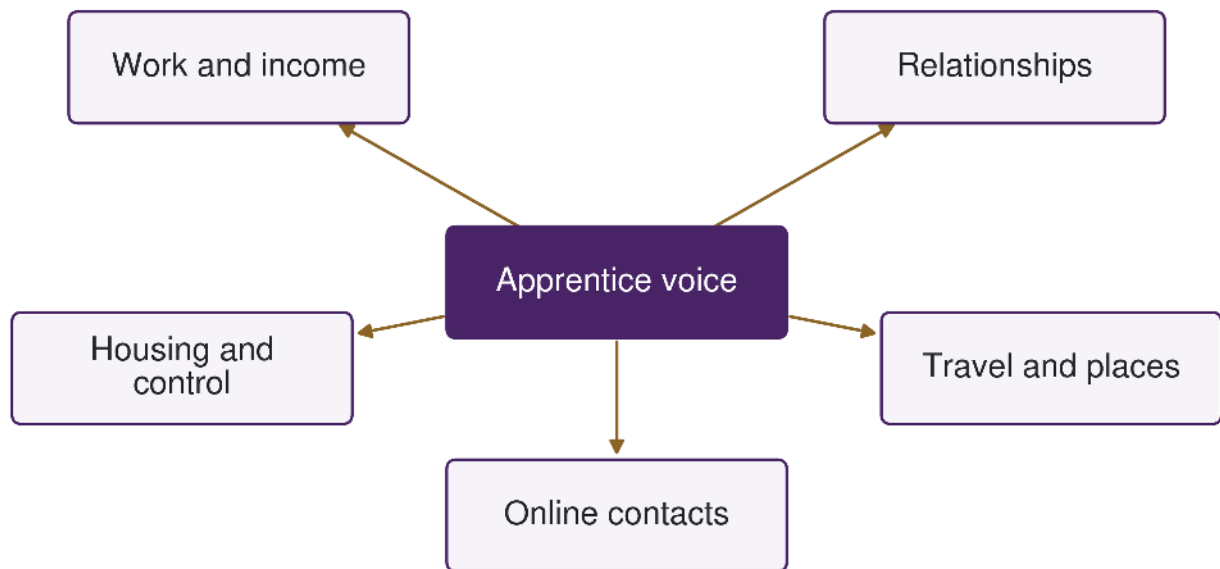
5.4 Recognising change and asking useful questions

Possible concerns include unexplained absences, sudden changes in possessions, exhaustion, repeated demands from an unknown contact, injuries, unusual travel or anxiety about a debt. No indicator is diagnostic. A new phone may be a birthday gift; a missed session may reflect caring responsibilities. Record what changed and ask an open question about its context. Avoid a risk score that labels a learner because of postcode, ethnicity, clothing or friendship group.

A coach can say: 'You have been leaving suddenly after messages arrive. Is somebody expecting you to do something that worries you?' A workplace tutor might ask: 'You said your wages go to someone else. Is that your choice, and can you change the arrangement?' Offer a private conversation and an independent interpreter where required. Do not use a person who may be controlling the learner to translate a disclosure.

For under 18s, ask about safe adults and whether involving a parent could increase risk. Parents may be important allies, but family involvement in threats or control requires another route. For adults, do not assume that a nominated emergency contact is entitled to their financial or safeguarding information. Establish safe communication and explain why some concerns may need sharing despite a request for secrecy.

The 2020 national review examined 21 children who died or experienced serious harm where criminal exploitation was a factor. It found that familiar vulnerability indicators did not consistently predict the serious harm seen in those cases. This is a selected case review, not a representative prevalence study. Its practical challenge is to avoid waiting for a stereotyped profile before noticing coercion and to take transition points seriously. [047]

Figure 5.1 Contexts of exploitation

KBC practice aid. Map power, dependence and places of exposure. Do not ask the apprentice to investigate an exploiter.

5.5 Immediate response and professional boundaries

Establish immediate safety, including the learner's current location if they are remote. An imminent threat, confinement, serious injury or urgent medical danger requires emergency action. Do not arrange to meet a suspected exploiter or collect a learner from a dangerous location without appropriate agency direction. If a learner reports a potentially serious bodily concealment or poisoning concern, seek urgent healthcare; staff must not examine them or attempt removal.

Listen and record enough to support a referral: what is happening, who is involved if known, where the person is, what threat or control is described, who else may be affected and what the learner fears will happen next. Do not ask them to continue a transaction, gather a recording or contact someone to obtain proof. Do not promise that a disclosure will have no consequences; explain the support and protection routes honestly.

Contact the DSL immediately according to risk and use the alternative route if unavailable. The DSL considers children's social care, adult safeguarding where the threshold may be met, police, the relevant first responder and specialist support. An internal attendance or disciplinary meeting must not delay this. Keep the learner informed using the agreed safe method and avoid messages with explicit subject lines that may expose the concern to a controlling person.

A provider should never pay an alleged criminal debt to buy safety, negotiate with an exploiter or ask a parent to do so. Such actions can expose people to further demands and interfere with an agency response. Practical help should instead address legitimate needs through authorised support routes: safe travel, food, emergency accommodation advice, replacement learning access and independent legal or financial advice where appropriate.

5.6 Missing apprentices and moments of increased risk

Attendance systems should connect employer and provider information quickly enough to identify unexplained absence. 'At work' and 'at college' are unsafe assumptions when nobody has confirmed

either. A missing person concern requires a risk based response; there is no requirement to wait 24 hours before reporting someone missing. Apply the local missing procedure and police guidance, using 999 where danger is immediate. [048]

For a child, inform the DSL and relevant safeguarding services promptly, sharing known risks and last confirmed contact. Contact parents or carers where safe and appropriate. For an adult, consider the actual circumstances, usual patterns, expressed wishes and capacity without assuming that independence removes danger. A previous missing episode is contextual information, not reassurance that the person will return safely again.

When the learner returns, first check immediate wellbeing and safety. Do not make an attendance sanction the opening conversation. Record any disclosure and liaise with relevant agencies about appropriate return arrangements; staff should not duplicate a police interview or specialist return interview. A calm conversation about what would make the next journey safer can yield practical changes without demanding a complete explanation.

Critical transitions include exclusion, placement breakdown, homelessness, leaving care, release from custody, an eighteenth birthday or a change of employer. A plan should name who will remain in contact during the transition and who will receive relevant information lawfully. Simply transferring a file is not a completed handover. Confirm the receiving practitioner and next appointment, then check whether the learner can actually attend.

5.7 Fictional case one threats behind apparent success

Daniel, 17, is an engineering apprentice whose practical work is excellent. He starts missing Monday teaching and appears exhausted. His employer sees expensive trainers and assumes he has a lucrative side job. In a private conversation Daniel says an older acquaintance gave him money, then claimed he owed much more after a delivery went wrong. He is frightened for his younger sibling and says that police involvement will make things worse.

The coach records his words, checks whether a threat is immediate and alerts the DSL. The DSL follows child protection and police routes, providing information about the sibling risk and safe contact restrictions. Daniel is not asked to complete another delivery to identify an address. The provider agrees a safe pattern of learning and employer communication that does not expose his account to everyone on the shop floor.

A multi-agency response considers the people and locations around the concern. The provider can alter release arrangements and confirm attendance directly, while appropriate agencies assess threats beyond its control. Daniel's practical strengths become part of a realistic learning plan rather than a reason to discount vulnerability. The employer receives the information needed for agreed protective action, not an instruction to investigate colleagues or search Daniel's possessions.

The ambiguous issue is whether support looks like rewarding misconduct. The answer is to keep educational expectations clear while addressing coercion and safety. Missing evidence can be rescheduled through an authorised plan; fabricated evidence is not acceptable. Safeguarding does not require the provider to overlook harm to others, but any conduct process must be informed by the exploitation concern and coordinated so that it does not increase danger.

5.8 Worked action plan for case one

These are KBC recommended operational standards. External agencies determine their own statutory and professional actions. The provider records the agreed lead and escalation routes; it does not allocate investigative tasks to an agency without agreement.

Action and intended outcome	Owner	Time or trigger	Evidence of progress	Escalation
Assess immediate threat to Daniel and the reported sibling and make urgent referrals	DSL with relevant agencies	Immediately on disclosure according to risk	Referral recipients, references and safety advice recorded	Immediate danger goes to 999; unresolved agency response is escalated
Agree a safe contact method and one trusted provider contact	Coach with Daniel	During initial protective response	Daniel can use the agreed route without unsafe monitoring	Any intercepted message or threat triggers revision
Confirm attendance across work and teaching without exposing the account	Employer contact and attendance lead	Each planned session during the initial risk period	Actual arrival confirmed and unexplained absence acted on	Failure to arrive follows the agreed missing and safeguarding route
Protect practical evidence and agree a feasible learning schedule	Curriculum manager	Before the next planned assessment	Valid evidence retained and tasks clearly scheduled	Unsafe travel or placement conditions prompt alternative arrangements
Review actions with the lead agency and Daniel	DSL	At an agreed short interval and after any new threat	Safety changes and learner experience recorded	Failure of a protective arrangement triggers urgent reassessment

The strongest evidence of progress is a change in the conditions Daniel faces. A completed awareness worksheet does not establish that threats have stopped. The review should ask whether he can travel, attend, communicate and seek help safely, while recognising that he may not disclose every contact. Lack of a further disclosure cannot by itself justify closure.

5.9 Money muling scams and financial control

Money muling may be presented as a remote job, an investment opportunity, help for a friend or a favour requiring access to an account. The National Crime Agency warns against receiving or moving money for such approaches and directs concerns to police, with 999 for emergencies. Educational discussion should explain the risk without claiming that every person contacted has committed an offence or will receive an identical banking outcome. [049]

If a learner has already moved money, avoid improvised recovery instructions. Help them contact their bank through a verified official route, seek relevant specialist advice and use appropriate police reporting routes. Do not handle their credentials, log into their banking or tell them to transfer funds to a supposed safe account. A provider should never act as an intermediary for disputed or suspicious money.

Fictional case two: Chloe, 20, is a business administrator. A person in an online work group pays her to receive money and send most of it onwards. When she wants to stop, they threaten to contact her employer and circulate private messages. The coach checks immediate safety and reports the exploitation concern to the DSL. Chloe receives help accessing her bank and appropriate reporting and advice routes. Her age means the response must consider her choices and any adult safeguarding threshold, not automatically use a child pathway.

The plan separates financial containment, threats, emotional support and continuation of study. Staff do not promise that a bank restriction will be reversed. If Chloe loses access to wages, the provider helps identify legitimate support and discusses feasible attendance arrangements. The threat of shame is addressed through calm, non-judgemental support; announcing a fraud lesson based on her experience would expose her and undermine the plan.

5.10 Forced labour and exploitation in legitimate workplaces

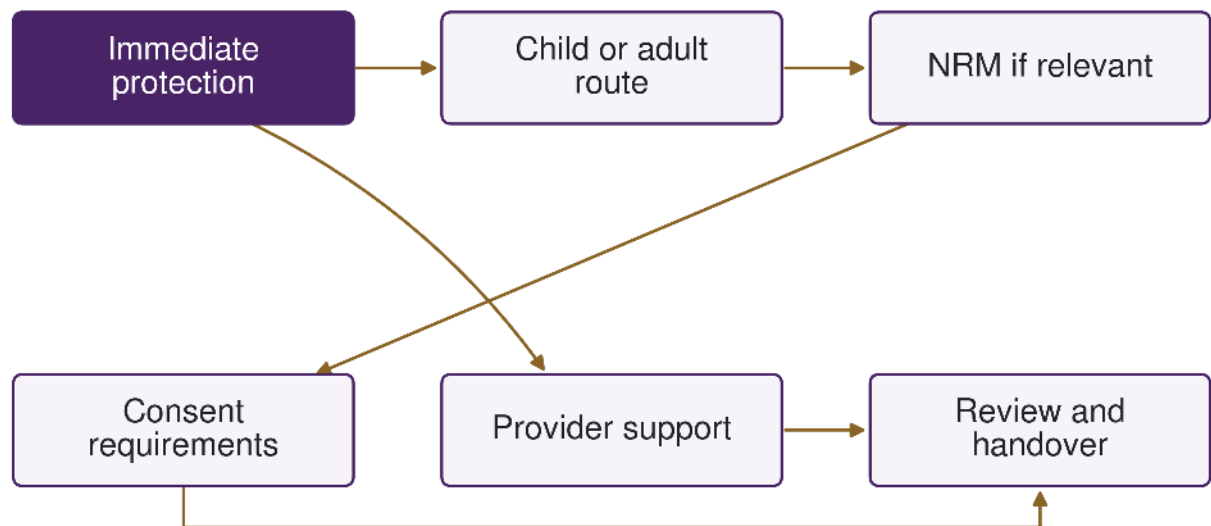
A workplace may appear legitimate while an individual faces serious control. The Fair Work Agency's current guidance identifies threats, restrictions on leaving or communication, retained passports, withheld wages and increasing debt as possible signs of serious abuse. It provides a reporting route for suspected exploitation and distinguishes other pay and workplace disputes. Use its current guidance: institutional arrangements changed in 2026, so old contact sheets require checking. [050] [051]

A coach should speak privately with apprentices about whether they receive their wages, understand deductions and can access their documents. These are ordinary welfare and employment questions, not an accusation against every employer. Where housing and transport are employer controlled, consider whether leaving work would also mean losing a bed or safe travel. An apparently voluntary deduction may be difficult to refuse under that dependency.

Fictional case three: Elena, 24, is a care apprentice. She says a labour intermediary holds her passport and charges a debt for arranging work. Her payslip looks correct, but she must return part of the money each month and is told she cannot leave until the debt is cleared. Her accommodation is also controlled by the intermediary. She asks the coach not to contact the workplace because she fears losing her room.

The coach does not demand the passport back or confront the intermediary. The DSL seeks specialist advice and the appropriate first responder route, discusses immediate accommodation and safety needs, and supports Elena to obtain independent advice. Any immigration or employment advice must come from a competent authorised adviser. A replacement placement alone may not resolve the debt, housing or threats; the action plan must connect those issues to responsible services.

Figure 5.2 Distinct decisions in a coordinated response



KBC practice aid. NRM eligibility, first responder status and consent depend on the situation. An ordinary provider must not assume it is a designated first responder.

5.11 National Referral Mechanism and Duty to Notify

Only designated first responder organisations can submit an NRM referral. An apprenticeship provider should not assume it has that status because it has a DSL. It works with an authorised organisation, such as the police or local authority, to arrange the appropriate route. A potential child victim should be referred through a first responder without requiring the child's consent; children's safeguarding action proceeds alongside it. Explain the process accessibly and hear the child's wishes. [052]

An adult with capacity must give informed consent to an NRM referral. The person needs to understand the process, information sharing and possible support. Specified public authorities have a Duty to Notify the Home Office when encountering a potential victim in England and Wales; this is distinct from NRM entry and is not a universal duty imposed on every training provider. An adult who declines NRM entry can still need protection and other support. [053]

Consent to NRM entry is distinct from willingness to cooperate with police. First responders should explain that NRM cases are passed to police, subject to the guidance on confidentiality and third party reporting. A potential victim does not have to cooperate with police to receive NRM support. Seek legal advice where an obligation of confidence is uncertain. [053]

If capacity for the referral decision is uncertain, provide all practicable decision support and seek competent assessment. The statutory guidance addresses a best interests decision where the person lacks capacity; staff should not infer incapacity from refusal or disability. The August 2026 guidance also addresses consent when a child reaches 18 and continued support arrangements. Build transition planning before the birthday rather than discovering a gap afterwards. [044]

A referral is not a guarantee of a positive decision, housing, immigration status or exemption from prosecution. Explain what is known and obtain specialist advice on legal matters. Keep safety arrangements active while decisions are pending. Current Home Office guidance contains live notices affecting some decision processes; practitioners should consult the landing page as well as the PDF when supporting reconsideration or a change of status.

5.12 Worked action plan for case three

For Elena, the central outcome is increased safety and genuine choice. The plan distinguishes what she wishes, what the provider can do and what requires a specialist or statutory organisation. Proposed timings below are KBC operational recommendations, not legal deadlines.

Action and intended outcome	Owner	Time or trigger	Evidence of progress	Escalation
Check current safety, accommodation tonight and whether communication is monitored	DSL with Elena	Immediately at first disclosure	Safe contact and immediate needs recorded	Immediate danger leads to 999
Connect with a designated first responder and explain NRM choices accessibly	DSL and agreed first responder	Promptly according to risk	Named contact, explanation and Elena's decision recorded	Seek specialist advice if consent or capacity is unclear
Obtain independent housing, employment and relevant legal advice	Named support coordinator	Before any planned change that risks losing accommodation	Appointments and safe means of attendance confirmed	No safe accommodation requires urgent relevant services
Arrange safe learning and a review of placement suitability	Curriculum and employer engagement leads	Before the next exposure to identified risk	Alternative arrangements agreed and evidence access protected	Alleged retaliation or unsafe contact triggers reassessment
Review whether practical control has reduced and support remains accessible	DSL with Elena and agreed partners	At an agreed short interval or any new threat	Elena's account and agency actions checked	Persistent control is escalated through the agreed route

Do not record the plan as successful merely because Elena was given a helpline number. Check whether she could make contact privately, understood the explanation and reached the service. Equally, do not require her to accept every suggested option as evidence of cooperation. A proportionate record can show an informed refusal, continuing support and the reasons for any necessary sharing despite that refusal.

5.13 Adult autonomy care needs and ambiguous situations

Adult safeguarding under section 42 depends on all three conditions: care and support needs; abuse or neglect or risk of it; and inability to protect oneself because of those needs. A diagnosis is not required for staff to raise a concern, but exploitation does not automatically establish the threshold. Seek adult safeguarding advice when it may apply. Police, healthcare, housing and employment routes remain relevant outside it. [003]

Fictional case four: Peter, 32, is an apprentice returning to work after illness. Friends frequently use his home, and he says he enjoys company. He later mentions that they keep his keys, insist on visitors arriving at night and become angry if he asks them to leave. He has difficulty managing some daily tasks, but a coach must not assume he lacks capacity. The DSL considers possible home takeover and adult safeguarding needs, seeking a private account and appropriate agency advice.

Peter declines an offer to contact police that day. The response distinguishes his wishes from the broader risk assessment, including threats and potential risk to others. The coach explains information sharing limits and offers a safe next contact. Where there is immediate danger, emergency action is required. Where it is not immediate, the DSL seeks proportionate advice and records the rationale rather than using either automatic override or automatic inaction.

Adult autonomy means supporting real choices, including decisions others consider unwise. It does not mean ignoring coercion. An important question is whether the person can exercise the option they describe. If Peter says he can ask visitors to leave but reports that refusal brings threats, the discrepancy informs the safeguarding concern. It is not a reason for the coach to test the claim by instructing him to confront them.

5.14 Prevention role responsibilities and educational continuity

Teach exploitation through ordinary choices: verifying a job offer, understanding a payslip, recognising a debt that changes without explanation, protecting account access and finding help. Avoid dramatic gang imagery, ethnic stereotypes or exercises that require learners to disclose private finances. A scenario can ask who controls the options and which safe service to contact. Designers should make reporting information available in accessible formats, including for learners whose first language is not English.

Coaches build safe opportunities to talk and connect patterns across reviews. Tutors notice participation changes and respond without public accusations. Curriculum managers protect legitimate achievement and arrange appropriate alternatives during disruption. Employer engagement teams test work, pay, supervision and accommodation arrangements rather than accept assurances solely from the person controlling them. Managers provide a route to suspend unsafe activity and make sure commercial pressures do not silence concerns.

The DSL coordinates a single provider chronology and links to the relevant multi-agency response. Staff should know who owns the next step when an agency declines a referral or cannot immediately offer support. Record the reason, consider whether new information changes it and use the local professional disagreement route where necessary. A rejected referral does not establish that the concern was unfounded or end the provider's duty to manage the parts within its control.

Educational continuity can provide routine, identity and access to trusted adults, but attendance must be safe. A blanket insistence on the usual journey can increase danger; an unplanned withdrawal can remove support. Seek a feasible arrangement with explicit responsibilities and review. The 2026 Decent work evidence report draws on expert seminar evidence about labour exploitation, reminding leaders to examine structural work conditions alongside individual awareness. It should not be treated as a trial proving a particular provider programme effective. [054]

5.15 Recording supervision review and closure

A useful record separates direct disclosure, observation, third party information and professional interpretation. Write 'learner reports being required to return wages' rather than 'employer is a trafficker'. Include who received a referral and the next expected contact. Keep financial account information and identity documents out of general learning systems unless necessary and appropriately protected. Do not request passwords, bank access or copies of potentially illegal material.

Review practical outcomes: safer accommodation or travel; access to wages and legitimate advice; continuing threats; learner contact with support; and safe learning participation. Numbers of referrals or sessions attended are activity measures. They do not demonstrate freedom from exploitation. Ask

what has changed in the person's ability to refuse, leave, communicate and obtain help, while avoiding repeated demands for detailed accounts.

Supervision should examine hidden assumptions. Has a high achieving apprentice been treated as too capable to be exploited? Has a Black boy been described as an offender where a similar disclosure from another learner would be treated as abuse? Has an adult's refusal been mistaken for incapacity? Has the worker become so anxious to rescue somebody that they are undertaking unsafe personal action? Supervisors should translate these questions into decisions, support and boundaries.

Closure requires an agreed account of continuing responsibilities and a clear route back to help. Where another agency remains involved, identify its role and confirm the handover. A learner's move to another provider, absence or eighteenth birthday does not erase a known concern. The internal plan can close only on a reasoned basis; silence, an unreturned email or completion of a referral is insufficient evidence that protection is established.

5.16 Practice review and evidence notes

Use the four cases to test whether your provision can respond outside office hours, support a learner who declines one referral, identify a designated first responder and maintain safe education through a placement change. Ask which parts of your response rely on the learner doing something they may be unable to do. Replace 'avoid risky people' with an action that names a practical protective change and a responsible organisation.

The literature is strongest for describing mechanisms, service problems and lived or professional experience. The Maxwell review is a systematic map of a developing field, not a meta-analysis establishing a treatment effect. Brewster's pandemic study reports practitioner perspectives during an unusual period. The national case review concerns selected serious incidents and cannot supply a prevalence rate. The 2026 labour report brings expert evidence to policy questions but does not validate an individual risk score. [045] [046] [047] [054]

Use current official guidance for referral procedure and specialist advice for complex decisions. The August 2026 modern slavery guidance was checked for this edition, but live operational notices and future commencement changes can alter parts of practice. The KBC dependence map and action plans are therefore prompts for reasoned, recorded judgement. Their value lies in making responsibilities and uncertainty visible, then checking whether the apprentice experiences a safer and more workable situation.

Chapter 5 examination

Forty case-based questions. Choose the single best answer. Record your choices before consulting the answer commentary.

01 A 17 year old engineering apprentice performs well but begins missing teaching after messages from an older acquaintance. He says a gift became a debt and that his sibling may be harmed if he stops making deliveries. His employer calls this a profitable side job. What should the coach prioritise?

- A Treat the activity as voluntary because the apprentice initially accepted money from the acquaintance.
- B Check immediate threats and escalate the exploitation concern through child safeguarding and appropriate police routes.
- C Ask the apprentice to complete another delivery so the provider can verify the account.
- D Wait for examination results because strong performance would show that the situation is manageable.

02 A tutor is worried about a 16 year old apprentice whose new friends arrange transport and provide expensive gifts. The learner has not disclosed threats and says the group is supportive. The tutor wants to understand the situation without labelling the learner. Which question best follows the dependence map?

- A Why do people from your neighbourhood always become involved with this sort of group?
- B Can you prove that every gift came from a person without any criminal history?
- C Will you agree that your friends are exploiters before we offer any further help?
- D What happens if you decline a favour or decide to make different plans?

03 An employer dismisses a county lines concern because the suspected activity takes place entirely within one town. A 17 year old apprentice describes pressure to store items and repeated threats, but there is no known journey across a county border. Which response best reflects the distinctions in this chapter?

- A Assess the coercion and safeguarding concern because criminal exploitation can occur locally.
- B Close the concern because county lines and all criminal exploitation require crossing county boundaries.
- C Ask the apprentice to arrange a longer journey so that statutory protection will apply.
- D Treat threats as an employment dispute unless a national criminal network has been identified.

04 A female apprentice is repeatedly collected by an older acquaintance and becomes anxious about carrying a bag. A colleague says county lines support is intended for boys and recommends discussing only relationship safety. The learner has not explained the bag's contents. What is the best approach to the concern?

- A Rule out criminal exploitation because girls usually face only sexual or relationship related risks.
- B Ask her to open the bag publicly so classmates can establish whether crime is involved.
- C Explore the specific pressures and possible overlapping harms without restricting assessment by gender.
- D Assume she is a willing offender because she has not yet described explicit threats.

05 A coach visits an adult apprentice whose employer insists on translating every conversation. The apprentice seems reluctant to answer questions about wages and accommodation. The coach has no evidence of exploitation but needs a reliable private account. Which arrangement would best support a safe and proportionate next conversation?

- A Accept employer translation because the employer knows the apprentice's working circumstances most thoroughly.
- B Accuse the employer publicly so the apprentice can confirm whether the allegation is correct.
- C Arrange independent communication support and a private conversation through an agreed safe route.
- D Ask another worker chosen by the employer to report what the apprentice says privately.

06 A 17 year old apprentice fails to arrive at either work or teaching, and a recent safeguarding record describes threats linked to a debt. Each organisation assumed he was with the other. An administrator says police cannot be contacted until 24 hours have passed. Which response is most appropriate?

- A Use the missing and safeguarding routes immediately according to risk without waiting 24 hours.
- B Wait exactly 24 hours because reporting sooner would prevent the police recording a missing person.
- C Send a routine attendance warning and leave the concern until the next scheduled review.
- D Ask classmates to search suspected addresses independently before informing the DSL or police.

07 An apprentice returns after an unexplained absence connected to an exploitation concern. A manager wants the first meeting to secure a signed admission of misconduct and detailed account of every location visited. The learner appears exhausted and frightened. Which opening response best fits the chapter's approach to return and protection?

- A Complete the disciplinary admission first because safeguarding support depends on a full confession.
- B Require a detailed repeated interview before permitting food, rest or contact with support.
- C Assume the danger has ended because the apprentice has physically returned to the workplace.
- D Check immediate wellbeing and safety, listen without investigating and coordinate appropriate follow-up with the DSL.

08 A capable adult apprentice is offered a National Referral Mechanism referral after reporting forced labour. She understands the explanation but declines entry for now. The provider wants to submit her details anyway because she appears to need help. What is the most appropriate position on the NRM decision?

- A Every adult can be entered without consent whenever a provider believes the support would help.
- B Adult NRM entry requires informed consent, while other protective and support responsibilities remain relevant.
- C Declining NRM entry means the provider must withdraw all educational and safeguarding support immediately.
- D Her refusal proves incapacity and authorises the coach to consent on her behalf.

09 A training provider's DSL has completed modern slavery awareness training and wants to submit an NRM referral personally. The organisation is not a designated first responder. A manager argues that the DSL title supplies the necessary authority. What should the provider do to progress a potential victim's referral?

- A Work with a designated first responder while continuing the appropriate immediate safeguarding response.
- B Submit directly because every person holding a DSL title automatically becomes a first responder.
- C Wait for the provider to receive designation before contacting any protective or specialist service.
- D Ask the apprentice to register the provider as a first responder using a personal email.

10 An adult apprentice refuses NRM entry. A policy writer says every apprenticeship provider must therefore make a Duty to Notify submission because all organisations working with adults share that statutory duty. The provider is an independent training company. Which correction best reflects the distinctions taught in this chapter?

- A Duty to Notify applies universally to every employer, charity and provider regardless of designation.
- B Duty to Notify applies to specified public authorities and is distinct from NRM entry.
- C Duty to Notify is simply another name for consenting to NRM support as an adult.
- D Duty to Notify removes the need to consider emergency danger or any other safeguarding route.

11 A 23 year old apprentice discloses exploitation that occurred when he was 16. Staff agree that child exploitation criteria may be relevant to understanding the history, but disagree about consent for a new NRM referral today. He has capacity for that decision. Which distinction should guide the referral conversation?

- A The historical age removes adult consent requirements permanently for all future referral decisions.
- B The adult age means childhood exploitation can never be considered through the NRM process.
- C His current adult status requires informed referral consent even where the exploitation occurred in childhood.
- D The provider may choose whichever age creates the quickest access to support without explanation.

12 A coach encourages an adult to enter the NRM by promising permanent accommodation, secure immigration status and protection from prosecution. The learner is considering consent partly because of those assurances. Which change is needed to make the conversation accurate and appropriate to the provider's professional role and referral process?

- A Keep the assurances because encouraging consent is more important than explaining uncertain outcomes accurately.
- B Ask the learner to repeat the promises in writing so they become legally binding.
- C Withdraw the referral discussion because uncertainty means no potential victim can make an informed decision.
- D Correct the guarantees and arrange competent advice so the learner can make an informed decision.

13 A care apprentice's payslip appears correct, but she reports returning wages to an intermediary who holds her passport and controls her room. She fears losing accommodation if the coach contacts him. The employer asks for proof before any safeguarding discussion. What should the coach do with this account?

- A Close the concern because a correct payslip establishes that all employment arrangements are legitimate.
- B Demand the passport from the intermediary personally before informing the DSL about the account.
- C Ask the apprentice to withhold payments secretly so staff can observe the intermediary's response.
- D Check safety and escalate possible coercion without confronting the intermediary or requiring further proof.

14 An adult apprentice finds an incorrect deduction on one payslip. The employer provides an explanation and agrees to investigate it, and the learner describes no threats or restrictions. A tutor wants an immediate modern slavery label in the learner record. Which response best distinguishes concern from a premature conclusion?

- A Apply the modern slavery label because every incorrect deduction establishes forced labour conclusively.
- B Address the pay issue and remain alert to coercion without assuming the error proves modern slavery.
- C Ignore the issue because payroll problems can never be connected with exploitation or safeguarding.
- D Ask the learner to stop working immediately without considering income, safety or the surrounding circumstances.

15 A 20 year old apprentice has received money for an online contact and transferred most of it onwards. She now fears threats and a frozen bank account. A helpful coach offers to log into her banking and move the remaining funds. Which alternative would be the most appropriate professional response?

- A Move the funds into the provider's account temporarily so the apprentice cannot be threatened financially.
- B Ask for passwords and screenshots of every account before offering any safeguarding assistance.
- C Support verified bank contact and appropriate reporting while addressing threats through the safeguarding route.
- D Tell the apprentice to send the remaining money to an account supplied by the online contact.

16 An apprentice describes being pressured into carrying items for someone who threatens his family. The DSL wants a precise address before contacting police and suggests the learner make one more journey while recording the route. Which decision best reflects the professional boundary set out in this chapter for evidence gathering?

- A Refer the existing concern and do not require continued risky activity to obtain evidence.
- B Proceed with the journey because a detailed address is always required before police can be contacted.
- C Ask a tutor to accompany the apprentice secretly so the provider can verify the network.
- D Delay all action until the apprentice independently collects enough evidence to prove the offence.

17 A manager proposes using a discretionary support fund to pay an alleged criminal debt so that a threatened apprentice can return to normal attendance. The exploiter has already increased the amount twice. No agency has advised this action. Which response best fits the chapter's approach to practical support and safety?

- A Pay quickly because cancelling any claimed debt guarantees that exploitation and threats will end.
- B Do not negotiate or pay the alleged debt; seek protective advice and address legitimate needs safely.
- C Ask the apprentice's family to borrow the money so the provider avoids direct involvement.
- D Offer payment only if the apprentice signs a promise never to disclose the incident again.

18 A 30 year old apprentice reports threatening financial control by an acquaintance. He has care and support needs but the coach has not explored whether those needs affect his ability to protect himself. Which assessment question is necessary before assuming that the full section 42 adult safeguarding threshold is met?

- A Whether he has previously received any apprenticeship learning support from the training provider.
- B Whether the acquaintance has already been convicted of a relevant financial or violent offence.
- C Whether those care and support needs prevent him protecting himself from the abuse or risk.
- D Whether his employer agrees that adult social care involvement would improve expected completion rates.

19 An adult with a learning disability declines an NRM referral after receiving accessible information. He explains his reasons coherently. A staff member says refusal demonstrates incapacity because accepting support would be sensible. What should the DSL do to preserve the distinction between disagreement and decision making capacity in this case?

- A Assess the specific decision appropriately and do not infer incapacity simply from refusal or diagnosis.
- B Override the refusal automatically because professionals can consent whenever their advice is not followed.
- C Assume capacity is absent for every financial and relationship decision once a diagnosis is recorded.
- D End all contact because an adult who disagrees with advice has no further support entitlement.

20 Peter, an adult apprentice, says friends use his home because he enjoys company. He also says they keep his keys and become threatening when he asks them to leave. A coach wants to test his independence by telling him to evict them tonight. Which alternative best responds to the discrepancy safely?

- A Tell him to evict them immediately because a successful confrontation would prove capacity conclusively.
- B Close the concern because describing the visitors as friends rules out exploitation or home takeover.
- C Contact the visitors directly and negotiate access to the home on Peter's behalf.
- D Explore safety privately and obtain appropriate safeguarding advice without directing a potentially dangerous confrontation.

21 A learner sends a message on Friday evening saying an intermediary has locked the accommodation and threatened violence. The provider's next formal safeguarding meeting is Monday, and an action plan template is incomplete. Which response should guide the staff member who receives the message and can contact the learner?

- A Wait until Monday because the safeguarding committee must agree the wording of an action plan.
- B Ask the learner to remain in the accommodation until evidence of the threat can be checked.
- C Act on immediate danger through emergency routes and notify the safeguarding lead without waiting for planning.
- D Send a generic wellbeing leaflet and assume the intermediary will resolve the housing issue.

22 Children's social care declines a referral about a 17 year old apprentice because the information received appears insufficient. The provider then learns of a specific new threat and knows the learner's next journey may be unsafe. What should the DSL do rather than treating the initial response as a final decision?

- A Close the concern because a declined referral proves that the apprentice is not being exploited.
- B Wait for another organisation to notice the threat so the provider does not appear persistent.
- C Ask the apprentice to gather a recording before any further contact with statutory services.
- D Provide the new information, seek reassessment and use professional escalation while managing immediate risk.

23 A learner referred into the NRM as a child will turn 18 soon. The coach assumes the case will continue unchanged and that consent can be discussed only after the birthday. The learner is also moving accommodation. Which planning action best reflects the current guidance and the transition risks described in this chapter?

- A Assume childhood referral permanently removes any requirement to consider adult consent or changing support needs.
- B Coordinate early explanation of adult consent and support arrangements with the first responder and relevant partners.
- C Close the learner's safeguarding plan on the birthday because adult status ends all protective concerns.
- D Require the learner to make a new disclosure from the beginning to every adult service.

24 An apprentice with an active exploitation concern moves to another provider. The outgoing coach emails a restricted file to a general inbox and records handover complete. Nobody has confirmed a receiving practitioner or next contact, and the learner does not know who to call. What is the most important correction?

- A Confirm a named receiving owner, safe information transfer and an accessible next contact for the learner.
- B Leave the handover marked complete because sending an email transfers all responsibility automatically.
- C Send the full safeguarding file to every tutor at the new provider to improve visibility.
- D Ask the learner to retell the entire history before the new provider can offer support.

25 A learner's usual journey to teaching passes a location connected with threats from exploiters. The provider wants to preserve attendance but proposes requiring the same journey to avoid unfair treatment. An alternative supervised arrangement is available for review. Which decision best balances educational continuity with safeguarding in this situation?

- A Agree a feasible safer arrangement with clear owners and review while preserving legitimate learning requirements.
- B Insist on the original journey because consistent attendance rules override individual safeguarding concerns.
- C Withdraw the apprentice permanently because any travel risk means education cannot remain protective.
- D Count all missing competence evidence as achieved so the learner need never attend assessment again.

26 An apprentice has been arrested after carrying stolen goods and reports threats from the people directing him. Some staff say a person cannot be both an offender and exploited. Others want to guarantee that safeguarding will prevent prosecution. Which stance best reflects the chapter's response to this combination of concerns?

- A Refuse safeguarding support because involvement in an offence excludes any possibility of exploitation.
- B Promise that an NRM referral automatically prevents prosecution for every offence in the case.
- C Address the exploitation concern and harm to others while obtaining competent legal advice without promising immunity.
- D Ask the apprentice to change the account so that no personal involvement is mentioned.

27 A first responder agrees to consider an NRM referral for an apprentice facing possible forced labour. The provider assumes this means it can pause all other action, although the learner has nowhere safe to stay tonight. Which distinction should guide the DSL's next decision about immediate protection and continuing support?

- A NRM consideration replaces every other protective route until a formal decision has been issued.
- B The learner must remain in the reported accommodation to preserve eligibility for identification.
- C The provider should wait for a positive decision before asking whether the learner is safe.
- D NRM referral runs alongside urgent safety, housing, healthcare and other relevant safeguarding responses.

28 A provider updates its exploitation contact sheet in September 2026. Staff have copied old GLAA materials and assume the institutional reporting routes have not changed. The current government pages identify the Fair Work Agency and updated serious abuse reporting guidance. What is the most reliable action before circulating the new sheet?

- A Keep every legacy contact unchanged because published safeguarding resources can never become operationally outdated.
- B Check and use current official service routes while retaining relevant older material only with clear context.
- C Replace all police and emergency contacts with the new agency's general enquiries address.
- D Remove exploitation contacts entirely until every older resource on the internet has been corrected.

29 A digital designer puts the provider's only exploitation reporting link behind the employer's staff login. An apprentice whose employer controls that account cannot access it privately. The page looks polished and meets the brand guidelines. Which revision most directly addresses the practical safeguarding weakness rather than only the visual design?

- A Increase the logo size because stronger branding will make employer controlled access feel more trustworthy.
- B Ask the employer to read all reports first so they can remove irrelevant personal information.
- C Require learners to report publicly in class if their employer login is unavailable.
- D Provide accessible reporting information through a route the learner can reach independently and safely.

30 A manager reads the national review of 21 children who died or suffered serious harm where criminal exploitation was a factor. She wants to present its demographic pattern as the profile of all exploited apprentices in England. Which research interpretation should the quality lead explain before that training is delivered?

- A The selected serious cases illuminate practice failures but cannot define population prevalence or a universal victim profile.
- B The sample establishes the exact demographic distribution of exploitation across every English apprenticeship provider.
- C The report should be ignored because qualitative case analysis can never inform safeguarding practice.
- D The same demographic pattern should be used as a compulsory threshold before accepting disclosures.

31 A curriculum team wants to use a pandemic interview study to claim that its new mentoring programme will reduce exploitation by a fixed percentage. The study collected practitioner perceptions about changing county lines activity rather than testing that programme. Which use of the research would be more justified for staff development?

- A Apply the claimed reduction because any academic study provides a transferable programme effect size.
- B Use it to examine changing contexts and detection limits, while evaluating the local programme separately.
- C Use the number of interviewees as the percentage reduction expected from the mentoring programme.
- D Discard all practitioner perspectives because only randomised trials can contribute to understanding exploitation.

32 An adult experiencing possible forced labour accepts housing advice and a safer learning arrangement but declines NRM entry after an informed discussion. A case worker marks the entire plan non-engagement. The adult continues to attend agreed meetings. Which recording approach best reflects the chapter's distinction between choices and support effectiveness?

- A Retain the non-engagement label because accepting every offered service is required to receive educational support.
- B Write that NRM consent was given because other support choices imply agreement to every referral.
- C Record each informed choice and agreed action separately, including continuing risk and appropriate follow-up.
- D Close the concern because a declined NRM referral removes the possibility of ongoing exploitation.

33 An exploitation action plan says Daniel will avoid dangerous people and become more resilient. It contains no named employer, provider or agency responsibilities, although his route home remains unsafe. Which amendment would most clearly improve the plan under the dependence map and action planning principles taught in this chapter?

- A Increase the resilience score required from Daniel and close the plan when he promises compliance.
- B Assign practical changes to responsible organisations and check whether Daniel can travel and seek help safely.
- C Require Daniel to identify every exploiter publicly before any organisation receives an action.
- D Keep the wording broad because naming owners could make it easier to identify incomplete tasks.

34 A coach records that an employer trafficked an apprentice after hearing a report that wages were returned to an intermediary. The record contains no date, source wording or explanation of current uncertainty. A new DSL needs to act on it. Which revision would make the information most usable and fair?

- A Retain the definitive label because it ensures agencies will treat the referral as sufficiently serious.
- B Delete the concern because the provider cannot record any information until modern slavery is confirmed.
- C Distinguish the learner's reported facts, observations, interpretation and actions, preserving the allegation's current status.
- D Copy the complete record to all staff so they can agree which description sounds most credible.

35 An apprentice says an intermediary checks his phone every evening. The coach plans to send a message naming modern slavery and the proposed referral to his usual number. The learner has asked to speak privately during teaching instead. Which communication decision best supports the protective aim in this situation?

- A Agree the safe teaching contact and avoid sending identifying information through the monitored channel.
- B Send the explicit message because naming the concern clearly always outweighs the risk of interception.
- C Copy the intermediary into the message to demonstrate that the provider's intentions are transparent.
- D Stop all contact because a monitored phone makes every possible safeguarding response impossible.

36 A 16 year old says an older relative introduced him to people who now threaten him over a debt. He fears that contacting home will alert them. A tutor plans to phone the relative because they are listed as the emergency contact. What should happen before that disclosure is made?

- A Phone immediately because an emergency contact entry guarantees that the person is safe in every situation.
- B Promise never to involve any family member or agency regardless of further risk information.
- C Ask the relative to investigate the alleged exploiters before the provider records the concern.
- D Escalate to the DSL and consider the specific risk before involving a potentially implicated contact.

37 An adult apprentice fears that leaving an exploitative placement will affect immigration status. The coach is not qualified to provide immigration advice but wants to reassure her quickly. Housing and wage issues are also unresolved. Which action best respects professional competence while making the support plan practically useful?

- A Guarantee that every employment change has no immigration consequences because safeguarding overrides all other rules.
- B Tell the apprentice to remain in the reported situation until the coach has researched a personal opinion.
- C Arrange competent independent advice and coordinate housing and learning needs without making immigration guarantees.
- D Ask the alleged exploiter to explain immigration options because they arranged the original placement.

38 A provider proposes closing an exploitation concern because the apprentice has attended every session for a month. The learner reports that threats continue but says attendance prevents punishment by the exploiter. Which review question would better assess whether the action plan has improved safety and genuine choice in this case?

- A Has the learner met the attendance target, which conclusively proves exploitation is no longer present?
- B Can the learner refuse demands, communicate safely and access help without the reported threats continuing?
- C Has the learner stopped using the word exploitation during progress reviews with the employer?
- D Would closing the case improve the provider's safeguarding completion figures before the next inspection?

39 Several apprentices describe being approached near the same transport interchange after late shifts. No single learner can change the shift pattern, waiting area or local supervision. A manager proposes repeating personal safety advice only. Which response most closely reflects contextual safeguarding as applied through the chapter's practical dependence approach?

- A Require each learner to solve the transport and supervision problems independently before receiving further support.
- B Publish the learners' names and travel times so the whole community can monitor their movements.
- C Ignore the location because safeguarding concerns are relevant only inside a provider's teaching premises.
- D Identify the organisations controlling those conditions and coordinate practical changes alongside individual support.

40 A learner with an active exploitation plan stops replying after changing employer. One referral was submitted, but no agency response or receiving contact has been confirmed. The coach proposes closing the plan as unreachable. Which action best reflects the chapter's expectations for review, escalation and reasoned closure in this situation?

- A Reassess the loss of contact and confirm appropriate escalation and continuing responsibility before considering closure.
- B Close immediately because one submitted referral transfers every responsibility away from the training provider.
- C Leave a public message describing the exploitation concern on the learner's social media account.
- D Mark all protective actions successful because no new incident has been reported since the move.

CHAPTER 06

Digital safeguarding, online abuse and learning technology



In this chapter

Online abuse, digital learning, imagery handling, AI, filtering, monitoring and help routes.

Read the guidance and worked cases, examine the visual models, then complete the forty-question examination. Use the answer commentary to review both the selected answer and the reasoning behind it.

6.1 Orientation and learning outcomes

Digital safeguarding concerns the safety of people whose learning, work and relationships pass through connected technologies. An apprentice may use a provider laptop in class, an employer tablet on placement and a personal telephone at home within one day. Harm follows the person across these boundaries. The provider therefore needs a joined response without pretending that its network controls reach every private device.

By the end of this chapter, readers should distinguish technical incidents from safeguarding concerns, respond safely to sexual imagery and extortion, assess the context of online contact, manage remote learning boundaries, and test whether technology arrangements work for actual apprentices. They should also be able to explain the limits of surveillance, use research critically, and write an action plan that restores safe participation. The frameworks and operational timings below are KBC practice recommendations, not statutory response deadlines or validated risk instruments.

For children receiving education or training, the college definition in Keeping children safe in education 2026 includes independent training providers. Its online-safety expectations therefore matter directly to apprenticeship provision within that scope; provider-specific details and footnotes must still be checked. [006]

A useful opening question is: what is happening to this apprentice, through which channel, with what immediate consequences? Asking only which app was involved misses power, coercion and the connections between workplace authority and online conduct. An apparently technical problem may require a safeguarding response; an isolated security alert may instead require contextual checking and proportionate technical action.

6.2 Understand the forms of digital harm

Online harm can concern material encountered, people making contact, behaviour within a group, or commercial pressure. In apprenticeship practice these categories overlap. A threatening message can combine sexual harassment, blackmail, account compromise and fear of dismissal. The classification should help assign tasks; it must not divide one experience into disconnected records.

Use plain terms. Cyberbullying is bullying conducted through digital communication. Doxxing involves exposing identifying information in a way that can enable harassment or danger. Image based sexual abuse includes harmful non-consensual use of intimate images. Sextortion is blackmail involving actual or purported intimate material. Grooming describes the development or exploitation of a relationship to facilitate abuse; it need not involve a long period of friendly contact. A deepfake is manipulated or generated content that appears to depict a real person. An artificial image can cause real fear, humiliation and coercion.

Map the harm across five questions: who holds power; what access do they have; what is demanded; what might happen next; and which protective relationships are available? A supervisor may control shifts as well as a group chat. An offender may know the learner's employer from a public profile. A peer may redistribute material without originating the abuse. These differences affect protective decisions, but none justify blaming a learner for initially trusting someone.

Record uncertainty explicitly. "The learner reports that an unknown account has their contacts" is different from "the offender has accessed all contacts". The first is information that can guide a response; the second is an unverified technical conclusion. Keep the person safe while competent staff or agencies establish what can be established.

6.3 Receive an online disclosure safely

The first conversation is a handover into help, not a digital investigation. Find a private setting that the apprentice can use safely. During remote contact, establish whether anyone can overhear and whether the present channel is safe. Explain that relevant information may need to be shared with people who can protect them. Acknowledge the disclosure without promising the removal of every copy or a particular police outcome.

Ask enough to understand immediate safety: whether threats are current, whether the person threatening knows their location, whether a meeting is imminent, whether anyone else is at risk, and whether distress includes thoughts of harming themselves. In an emergency call 999. Explain action while taking it when practicable; do not wait for an online report form or a scheduled DSL appointment. Separate urgent protective action from the fuller chronology completed afterwards.

For a child, use the provider's child safeguarding route. For an adult, consider police, specialist support and the adult safeguarding criteria described in Chapter 1; adulthood does not remove the provider's responsibility to respond, but it does not automatically establish the Care Act enquiry threshold. Invite the apprentice's preferences about a trusted supporter without assuming a parent, partner or employer is safe.

As a KBC recording aid, use five entries: source of information; reported event and timing; immediate effect on safety and learning; action and recipient; and unresolved questions with a named owner. Avoid copying entire conversations into widely accessible learner records. Keep safeguarding details in the approved restricted system, with only necessary learning adjustments in ordinary programme records. Where an image may be illegal, the content-handling rule in the next section takes priority over ordinary screenshot advice.

6.4 Sexual imagery involving children

The UKCIS advice updated in March 2024 is a specialist resource for education settings in England. Its approach is proportionate and safeguarding led. Staff should not ask a child to send an image, deliberately view it to verify a disclosure, or copy, print, store or forward sexual imagery of a child. An accidental viewing should be reported to the DSL with a factual account. Exceptional decisions about viewing belong to authorised safeguarding leaders under the guidance, not to a coach deciding to gather proof. The school searching powers discussed in that advice must not be assumed to apply to an independent apprenticeship provider. [039]

A practical distinction is between documenting the report and acquiring the material. A coach can record that a learner says an intimate image is circulating, the account name as reported, when a threat arrived and the action taken. That does not require possessing the image. If material unexpectedly reaches a provider account, stop interacting with it and obtain immediate DSL and police advice on secure handling. Do not improvise deletion or redistribution, including forwarding it to a manager for confirmation.

The age relevant to an image may be the person's age when it was made. An apprentice who is now nineteen may be describing an image made when they were sixteen. Do not assume adult image procedures apply simply because the current learner is an adult. Ask about age in a neutral, non-graphic way and refer the uncertainty to the DSL.

There is also an educational distinction between an incident with no apparent aggravating features and one involving coercion, threats, adult involvement or exploitation. Frontline staff report the concern; the DSL decides and documents the response with relevant agencies. The child does not have to prove

coercion before receiving support. Proportionality means careful safeguarding judgement, not minimising a disclosure because an image was initially shared willingly.

6.5 Sextortion and rapidly escalating distress

The National Crime Agency describes sextortion affecting children and adults, including threats based on manipulated images. Its advice is to stop contact with the offender, not pay further demands, report through appropriate routes, and avoid destroying potential evidence. Professionals must reconcile this with the prohibition on copying child sexual imagery: preserve information through an appropriate police-led process, not by downloading intimate material into the learner file. NCA signposts Report Remove and Take It Down for children and StopNCII for eligible adult material; availability and platform coverage should be checked at the point of use. [055]

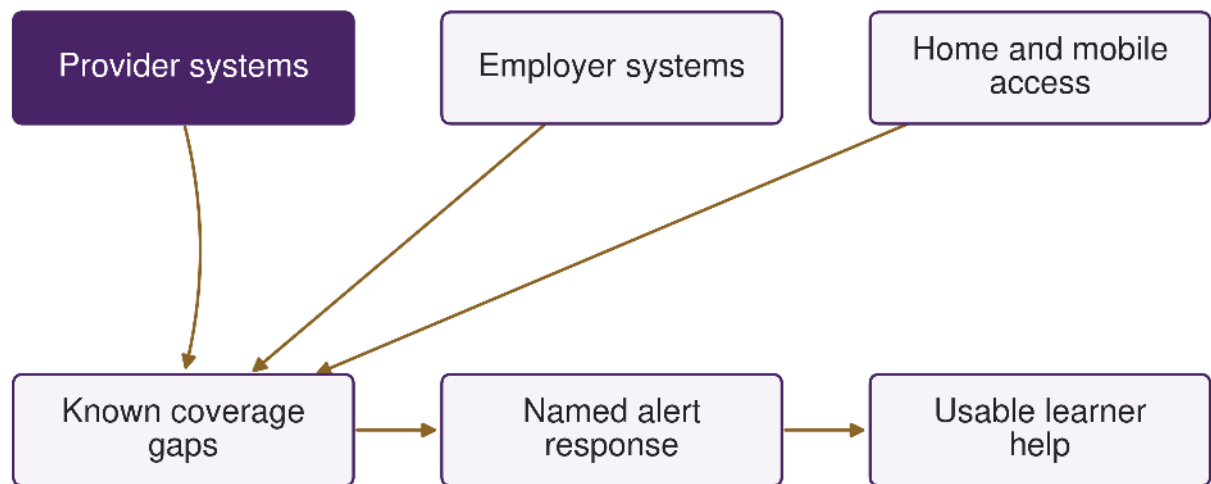
The apprentice may experience the threatened exposure as the end of their career, family relationships or future. Reassurance should be specific: the provider can support them, the threat is the offender's responsibility, and being targeted does not make them undeserving of help. Avoid guarantees that nothing will be published. Ask directly about immediate safety and suicidal thoughts where their distress gives concern; Chapter 7 explains the response.

Fictional case one The payment deadline

Leon, seventeen, tells his construction coach that an account has demanded payment within twenty minutes and threatened to message his supervisor. He wants an advance on his wages and asks the coach not to involve anyone. He has already made one payment and is shaking. The coach moves him away from the workshop, listens, explains the safeguarding handover and asks whether he can keep himself safe. The DSL is contacted immediately while support continues. The coach neither negotiates with the account nor requests the image.

The DSL coordinates the local child safeguarding and police routes, considers safe family involvement and arranges support for the rest of the day. The employer receives only the practical information needed to remove Leon from hazardous work and protect him from harassment. A subsequent action plan addresses safe contact, educational continuity and review; it does not replace the immediate response. If Leon reports imminent danger to himself, emergency help is summoned without waiting for the DSL to finish documenting the case.

Figure 6.1 Digital control and response coverage



KBC practice aid. Technical controls and staffed responses are different protections. Test gaps across actual learning settings.

6.6 Online relationships gaming and coercive groups

Gaming, fan communities and discussion forums can provide friendship and belonging. Treat participation as context, not evidence of exploitation. Explore a concern when contact involves pressure, secrecy imposed by another person, demands, threats, isolation from trusted people or movement towards unsafe meetings. A learner may describe the other person as their only friend and resist any response that seems likely to remove that relationship.

Ask what the relationship means to the apprentice and what happens when they say no. Do not ridicule their belief that the contact is genuine. A profile, voice call or apparent friendship with mutual contacts does not reliably establish identity or safety. Neither should staff impersonate the learner to test the contact. That can increase danger, compromise an investigation and place staff outside their role.

CEOP's Safety Centre concerns child sexual abuse and grooming online; it is not a general reporting service for bullying, fake accounts or hacking. CEOP directs professionals to local safeguarding procedures and says an additional Safety Centre report is unnecessary where children's social care or police have already been informed. [056]

Fictional case two The supportive gaming friend

Nisha, twenty-two, has a learning disability and says a gaming friend is helping her manage money. Recently she has sent small payments and missed an apprenticeship assessment because the friend insisted she remain online. Her coach knows she values the friendship and has previously been spoken over by professionals. The coach asks open questions about choice, access to money and consequences of refusing; no judgement is made about capacity from the diagnosis.

The DSL considers the adult safeguarding threshold and seeks appropriate advice where coercion and care and support needs may affect her ability to protect herself. The plan preserves Nisha's voice, offers an accessible explanation of options and identifies safe practical support. It does not make complete

internet withdrawal the price of continuing her apprenticeship. If a crime or immediate danger is suspected, those routes are addressed alongside the support conversation.

6.7 Cyberbullying harassment and workplace group chats

An employer's "unofficial" chat may still distribute essential shift information. Telling the target to leave can therefore remove access to work while leaving the harmful behaviour intact. Establish whether the apprentice can obtain required information through a safe channel, whether messages affect workplace treatment, and whether colleagues are being pressured to participate. Speak separately with affected learners; a group confrontation can expose disclosures and encourage retaliation.

A 2023 systematic review of cyberbullying interventions found variation in effects and insufficient detail in reporting some programme characteristics. It supports examining how an intervention is implemented rather than assuming that a branded session will work everywhere. It does not provide a validated prescription for English apprenticeships. [057]

KBC recommends pairing individual protection with action on the environment. Individual measures might include a named safe contact and an agreed route for reporting new incidents. Environmental measures might include replacing a harmful work chat with an official communications channel, clarifying moderator responsibility and addressing supervisor conduct through the appropriate employment or allegations route. Educational work can explain bystander responsibility without identifying the affected apprentice.

Fictional case three The laughing reaction

Aisha, nineteen, reports repeated racist memes in a hospitality shift chat. Her supervisor says everyone uses laughing reactions and offers to remove only Aisha from the group. She fears fewer shifts if she complains. The coach records what she reports and discusses safe sharing with the DSL. The provider asks the employer to secure essential shift communications and protect against retaliation, while the appropriate manager deals with conduct. The coach does not require Aisha to educate colleagues or join mediation as a condition of support.

A week later the memes have stopped, but Aisha's shifts have reduced. The plan is reopened because absence of messages has not established safety. The review examines treatment, income and access to learning. The provider keeps the allegation separate from a concluded finding while refusing to treat silence as proof that the concern has disappeared.

6.8 Artificial intelligence manipulated media and reliable judgement

DfE's AI guidance, updated August 2025, asks education settings to assess intended uses, apply safeguards, protect personal data and retain professional responsibility for accuracy. It recognises that evidence about learner-facing use is still developing. Provider leaders should check the scope of this schools-and-colleges guidance and apply relevant principles through their own legal and contractual responsibilities. [058]

For KBC practice, distinguish three decisions. Is the tool suitable for the proposed learning task? Is the information safe and lawful to process in it? Is the generated output accurate and appropriate? Approval of one does not settle the other two. A procurement approval for generic lesson planning does not authorise uploading named safeguarding chronologies. Removing a name may not anonymise a distinctive account containing employer, age, location and unusual events.

Manipulated audio or imagery should not be dismissed because authenticity is uncertain. A fabricated intimate image, false confession or imitation of a manager can still cause harassment, fraud or coercion. Record the allegation and immediate consequences, secure appropriate technical advice, and protect the affected learner while facts are assessed. Do not use an unvalidated detector score as a finding against an apprentice.

Teach verification through ordinary vocational examples: an unexpected request to change bank details, an alleged tutor instruction from an unfamiliar channel, or a plausible but false safety procedure. Learners should confirm consequential instructions through a known independent channel. Avoid requiring learners to generate abusive deepfakes as an awareness exercise. Safe fictional examples can teach critical judgement without producing harmful material.

6.9 Filtering monitoring and the boundaries of coverage

Filtering restricts access; monitoring identifies activity that may require attention. Neither is equivalent to someone providing a timely safeguarding response. The DfE filtering and monitoring core standard allocates leadership, DSL and technical responsibilities, expects review at least each academic year and consideration of matters such as learner needs, devices and generative AI. Schools and colleges should use the current standard; other apprenticeship providers should establish its applicability and use it as a benchmark where appropriate. [059]

Create a coverage map rather than a vague statement that “all learners are protected”. For each learning location record the network owner, device owner, services in use, controls, alert recipient, response coverage and known gaps. Include employer premises, subcontracted teaching, home learning, mobile data and bring-your-own-device arrangements. A filter on the provider network may not cover a personal phone using mobile data. An employer's acceptable-use policy may not identify who tells the provider DSL about a child safeguarding concern.

KBC recommends testing the human pathway with harmless simulation data. Can an authorised test alert reach the named person? What happens during leave? Can the deputy access the system? Does a high-priority alert generate timely contact rather than merely an email report? Do not test by searching for illegal or harmful content. Use vendor-supported test facilities and record the result, correction and retest.

Overblocking can also create harm by preventing access to sexual health, identity support or legitimate research. Establish an accountable review route for blocked educational resources. Monitoring alerts need human context; searching for support about abuse or suicide must not automatically trigger punishment. The learner should be able to ask for help without being treated as an offender.

6.10 Privacy remote teaching and professional boundaries

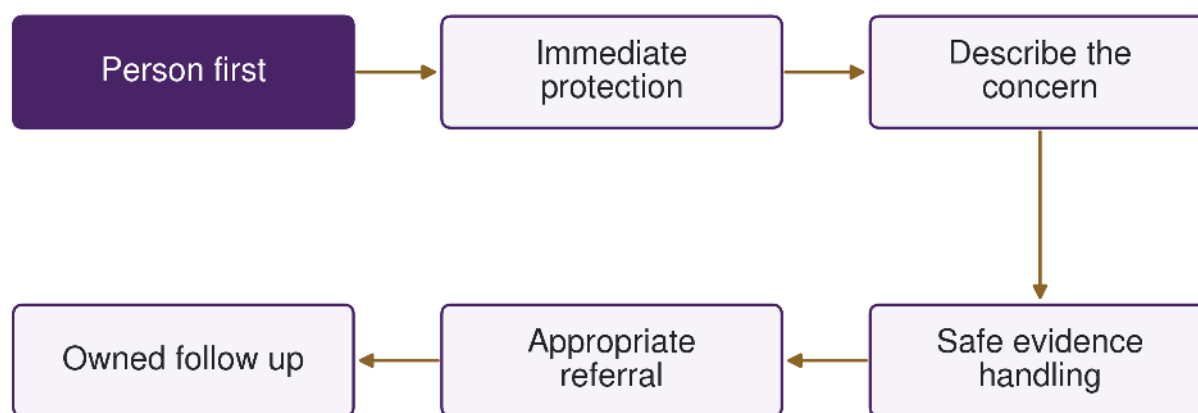
Privacy is part of safety. ICO worker-monitoring guidance emphasises necessity, proportionality, transparency and an appropriate lawful basis. A safeguarding purpose does not give unrestricted permission to observe private life or reuse monitoring information for unrelated decisions. Providers and employers should involve data protection expertise before introducing intrusive monitoring. [060]

The NCSC's guidance on secure online meetings addresses account security, participation controls and protection of sensitive information. Translate that into authorised accounts, controlled joining, appropriate sharing permissions and clear responsibility for meeting management. Security settings should be checked before the teaching session, not first considered after an intruder appears. [061]

KBC recommends clear communication boundaries: approved accounts, published contact arrangements, named cover, and an emergency route that does not depend on the coach being online. A personal social-media account is not an appropriate substitute for an unavailable official channel. Record necessary out-of-hours contact through the approved system and arrange a proper handover. Learners should understand when messages are monitored and when they are not.

Camera use needs a stated educational purpose and an accessible alternative where suitable. A camera-off learner is not automatically disengaged or unsafe. There may be anxiety, disability, data constraints, caring responsibilities or an unsafe home environment. Where privacy is in doubt, agree a safe way to communicate and offer another setting or method. Do not demand a camera tour of the home as a safeguarding check. Consent to attend a session is not blanket consent to record a disclosure; pause recording and move to the appropriate private response if sensitive material emerges.

Figure 6.2 Handling a digital concern safely



KBC practice aid. Do not request, copy or share child sexual imagery. Emergency help bypasses routine steps.

6.11 Curriculum design that makes safety usable

An effective digital safety curriculum teaches decisions within the apprentice's actual work. A business administration learner can practise verifying an unusual payment instruction; a care apprentice can consider an inappropriate photograph in a staff group; a construction apprentice can identify unsafe sharing of location information. Each exercise should lead to a reporting route the learner can find independently.

Use accessible language, captions, readable contrast and predictable layouts. Provide a text alternative to a video and a quiet way to ask questions. Design fictional scenarios without graphic imagery, real abusive messages or live links to harmful communities. Never invite public disclosures as proof of engagement. Tell learners before sensitive content what will be covered and how to obtain private support.

Recent research requires precision. Tølbøll's 2026 umbrella review found weak and inconsistent associations for general social-media use, with more consistent associations between problematic use and ill-being. Associations are not individual diagnoses or proof that a particular platform caused a

learner's difficulties. [062] Colder Carras and colleagues' 2024 rapid systematic review reported encouraging prevention findings but substantial limitations in study reporting and transferability. [063]

The KBC design response is to teach protective skills, connection and help-seeking alongside healthy use. Assess whether learners can choose a next step under pressure, distinguish trusted reporting channels and explain why forwarding harmful content can compound harm. A completion certificate records attendance or performance on that activity; it does not establish safe behaviour across every workplace and online relationship.

6.12 Worked action plan for an image based threat

This fictional matrix follows Leon's immediate safeguarding response. All timings are recommended operational standards selected for this case, not statutory deadlines. The DSL adapts them to current danger and agency advice. The learner's preference is to remain in training without classmates learning about the incident.

Action	Owner	Time or trigger	Evidence of progress	Escalation
Confirm immediate safety and complete agency handover	DSL and receiving agency	Now and whenever danger changes	Recipient and advice recorded	999 for immediate danger
Agree safe contact and trusted supporter	DSL with Leon	Before the next unsupervised period	Leon can explain whom to contact	Review if home contact creates risk
Protect access to work without disclosing intimate detail	Employer safeguarding contact	Before next shift	Safe duties and communication agreed	Senior provider leader if employer cannot protect
Coordinate account and reporting support	Named digital lead under DSL direction	According to police advice	Actions recorded without copied imagery	Police advice for renewed threats
Review distress and access to specialist help	Coach with DSL oversight	Agreed next contact and sooner if concern	Learner feedback and completed handover	Urgent health or emergency route
Review learning and retaliation concerns	Tutor and coach	At each agreed review	Participation and learner account considered	Reopen assessment if access or safety worsens

A weak plan would simply say “Leon to block account and attend online safety”. That locates responsibility almost entirely with the victim and omits professional coordination. The worked plan separates protective responsibilities, names who will verify action and makes escalation conditional on actual changes. It also recognises that removal of content and recovery of confidence are different outcomes.

6.13 Worked action plan for remote learning controls

Fictional case four The unstaffed alert inbox

A provider adds an AI study assistant and learns that safeguarding alerts are sent to an IT inbox checked during office hours. Apprentices regularly study after late shifts. Managers initially propose describing the service as monitored at all times because the software runs continuously. The DSL identifies that continuous collection is not continuous response. The provider pauses the unsupported claim and reviews whether the product can be used safely under defined arrangements.

Action	Owner	Time or trigger	Evidence of progress	Escalation
Map devices accounts hours and alert coverage	Digital lead and DSL	Before wider rollout	Coverage map identifies gaps	Senior leader decides if use should pause
Define alert ownership and absence cover	DSL and operations manager	Before learner access	Named rota and tested access	Deputy or emergency route as appropriate
Review privacy and product configuration	Data protection lead and IT	Before approval or material change	Documented necessity and safeguards	Do not deploy unresolved high-risk processing
Test alerts with safe test material	IT with safeguarding lead	Before launch and after relevant change	Receipt response and retest logged	Correct failure before relying on control
Explain help routes and service limitations	Curriculum and design leads	At induction and product introduction	Learner can find routes without prompting	Revise inaccessible or misleading materials
Review outcomes and unintended exclusion	Senior leader and learner panel	Agreed review date	Incident learning and access feedback	Modify controls or withdraw unsuitable use

This is a service action plan, not a plan asking learners to compensate for missing staff cover. A senior leader must decide whether the intended model is adequately resourced and whether residual limitations are acceptable. The provider should not promise a crisis service that its people and systems cannot deliver.

6.14 Roles supervision review and evidence notes

Coaches connect changes in participation with the apprentice's account and maintain agreed follow-up. Tutors manage safe learning interactions and identify disclosure routes. Curriculum staff sequence relevant knowledge and assess decisions. Designers make those routes readable and accessible. Technical teams configure systems and explain coverage limitations. The DSL integrates concerns and referrals; employers protect the work environment; managers allocate resources, challenge gaps and oversee accountability. No role should presume that another has acted merely because an email was copied to them.

Supervision should consider uncertainty, bias and the emotional impact of online abuse work. Use restricted records and anonymised learning where possible. Staff should not repeatedly view

disturbing material for training or curiosity. If an incident exposes a system weakness, assign corrective work to its owner rather than leaving the individual coach to solve procurement or employer governance.

Review safety, participation and the apprentice's account together. A closed technical ticket is not a closed safeguarding concern. Before closing provider involvement, identify what has changed, what remains, who now holds responsibility, what the apprentice understands and how to return for help. Closure may be inappropriate where contact is lost or threats have simply moved to another channel. Record the reasoning, including dissent or unresolved information.

Practice review prompts: Can a new coach distinguish a child-imagery report from an ordinary request for screenshots? Can a remote apprentice identify a safe contact after hours? Can the provider explain the limits of employer network coverage? Could a learner challenge a blocked support resource without revealing a diagnosis? Who checks that an agreed workplace communication change actually happened?

The chapter combines verified official guidance with original KBC practice applications. Most cited intervention research concerns children, adolescents or educational settings beyond English apprenticeships. Rapid reviews and umbrella reviews depend on the quality and definitions of their included studies. The evidence supports careful, contextual implementation; it does not validate these matrices or establish a universal amount of safe screen time. Guidance and platform services change, so the named digital and safeguarding leads should check their source register whenever products, delivery arrangements or official advice change.

Chapter 6 examination

Forty case-based questions. Choose the single best answer. Record your choices before consulting the answer commentary.

01 A seventeen-year-old apprentice says an intimate image is being shared by colleagues. The coach has not seen it, and the learner offers to email it as proof. The DSL is available by telephone. The learner fears that nobody will act without evidence. Which response best combines support and safe information handling?

- A Accept the image into the secure learner record before deciding whether the report requires escalation.
- B Ask a trusted colleague to inspect the image privately before making any written safeguarding record.
- C Tell the learner to delete all messages immediately and return only if further sharing occurs.
- D Reassure the learner, decline the image, record their account and contact the DSL promptly.

02 A nineteen-year-old apprentice reports threats involving an intimate photograph made when she was sixteen. A manager suggests using the standard adult image-abuse process because she is now legally an adult. The coach has no copy of the photograph and is unsure which handling rules apply. What is the best next step?

- A Use only adult procedures because the age at the time of disclosure determines every applicable rule.
- B Ask the learner to upload the photograph so its age can be estimated by colleagues.
- C Treat the matter solely as a historic incident unless the photograph has already been published online.
- D Flag the age when the image was made and seek DSL advice without requesting a copy.

03 During a review, a sixteen-year-old apprentice says an unknown account will send an intimate image to his employer in fifteen minutes unless he pays. He has already paid once and asks the coach for money. He is visibly distressed but has not yet described his immediate safety. Which initial response is strongest?

- A Lend the money temporarily so the deadline passes while the provider gathers enough evidence to report.
- B Ask him to continue chatting so the coach can identify the offender before involving the DSL.
- C Check immediate safety, support him, contact safeguarding help and avoid paying or negotiating with the offender.
- D Schedule a digital safety tutorial the following day because the threat remains outside provider systems.

04 A tutor has already reported suspected online sexual grooming of a child apprentice through the local safeguarding procedure, and police have acknowledged the report. A colleague insists that a separate CEOP Safety Centre submission is always mandatory for every professional. The tutor wants to avoid both omissions and confused duplication. What should happen?

- A Submit identical reports to every national online safety service before responding to further learner needs.
- B Follow the agreed local handover and document it; a duplicate CEOP report is not automatically required.
- C Withdraw the local report because CEOP is the only agency permitted to receive online grooming concerns.
- D Ask the learner to submit a new report personally before the provider provides any additional support.

05 An adult apprentice is repeatedly mocked in a workplace chat that also contains essential shift instructions. The employer offers to remove her from the chat, saying this will stop the abuse reaching her. She fears losing shifts and does not want colleagues told about her complaint. Which action plan is most appropriate?

- A Accept removal as the complete solution because access to the abusive messages would then have ended.
- B Secure a safe official information channel, address harmful conduct and review possible retaliation with the apprentice.
- C Require the apprentice to explain her complaint to the entire group before any workplace changes are made.
- D Keep her in the chat without changes so that the provider can collect a larger evidence sample.

06 A provider has installed filtering on its training-centre wireless network. Most apprentices also use employer devices and personal phones connected through mobile data. The prospectus currently says every apprentice is protected online at all times. Managers ask the DSL to confirm this claim at the next quality meeting. What is the best response?

- A Replace the unsupported claim with a coverage map showing controls, gaps and reporting arrangements for each setting.
- B Confirm the claim because filtering at the main training centre establishes protection across the whole apprenticeship.
- C Ask learners to sign a disclaimer transferring responsibility for all online concerns away from the provider.
- D Block all personal devices permanently without examining learning access, employer arrangements or the actual technical coverage.

07 A coach receives an unexpected meeting participant while discussing a sensitive learner issue online. The organisation has no agreed joining controls, and recordings are automatically saved to a shared team folder. Managers suggest that reminding staff to be careful will be sufficient. Which improvement most directly addresses the underlying weakness?

- A Continue automatic recording so that every unexpected participant can be identified retrospectively if a complaint arises.
- B Ask apprentices to use personal meeting accounts because those accounts remove the organisation's information responsibilities.
- C Configure participation and recording access controls, assign ownership and check staff can use them before sensitive meetings.
- D Rely on verbal confidentiality reminders while retaining open joining links and unrestricted shared recording access.

08 A curriculum designer has approval to use an AI tool for generic lesson planning. To save time, she proposes pasting a named safeguarding chronology into the same tool and asking for a learner action plan. She argues that the approved subscription makes every use acceptable. Which decision is best?

- A Proceed because approval for lesson planning automatically covers any document produced for an educational purpose.
- B Remove only the learner's first name and assume the detailed chronology can no longer identify anyone.
- C Pause that use and assess data suitability, lawful processing and safeguarding purpose separately from the existing tool approval.
- D Ask the AI tool to declare whether it is confidential and rely on its answer as authorisation.

09 An apprentice says a manipulated intimate image of her has appeared in a peer group. The alleged creator says it is artificial and therefore harmless. No staff member has requested or stored the image. The apprentice is frightened about returning to work. Which response best reflects the chapter's approach?

- A Respond to the reported harm and safety needs while appropriate staff assess facts without unnecessary image handling.
- B Dismiss the concern unless a technical expert proves that the image depicts an actual photographed event.
- C Require the apprentice to demonstrate the image publicly so classmates understand why she feels distressed.
- D Suspend support until the alleged creator accepts that the content is authentic and admits responsibility.

10 A manager reads a recent umbrella review about social media and adolescent mental health. She proposes diagnosing every apprentice with more than three hours of daily use as addicted and requiring complete abstinence. The provider has not asked about the purpose or effect of their online activity. Which interpretation is most defensible?

- A Adopt the threshold because any statistically significant association proves that screen time causes illness in each learner.
- B Ignore all online difficulties because inconsistent findings about general use prove that no digital harm can occur.
- C Examine context and functional impact; population associations do not diagnose individuals or establish a universal safe time limit.
- D Apply the same restriction to every apprentice because variation between studies means individual context cannot be evaluated.

11 A twenty-two-year-old apprentice with a learning disability says an online friend manages her money and becomes angry when she refuses payments. She values the relationship and says staff usually ignore her wishes. The coach is considering an adult safeguarding concern but has not assessed her circumstances. What is the best approach?

- A Assume she lacks capacity because of the diagnosis and prohibit all internet access without discussion.
- B Explore choice and coercion accessibly, involve the DSL and consider the adult threshold without inferring incapacity from diagnosis.
- C Accept every payment as freely chosen because an adult's agreement rules out possible coercion or exploitation.
- D Pretend to be her online to test whether the friend demands money from another person.

12 A monitoring product generates alerts continuously, but the only recipient checks the inbox on weekday mornings. Apprentices use the platform after night shifts and at weekends. A senior manager describes the system as a twenty-four-hour safeguarding service. Which question most usefully tests whether the claim is justified?

- A How many alerts can the software store before the provider must purchase a larger subscription?
- B Who receives and acts on urgent alerts at each time, including leave and unplanned absence?
- C Can the provider add a statement requiring learners to avoid distressing searches outside office hours?
- D Does the product logo appear prominently enough for learners to recognise that monitoring software is installed?

13 An independent training provider employee finds online advice explaining that schools can search pupils' devices. He wants to use that statement to inspect a seventeen-year-old apprentice's personal phone after an image-sharing disclosure. The learner does not agree, and police advice has not been sought. What is the best decision?

- A Search immediately because every organisation teaching a person under eighteen has exactly the same statutory school powers.
- B Ask another apprentice to search the phone so the provider's employee does not handle it directly.
- C Treat refusal as proof of offending and record the allegation as established fact in the learner file.
- D Do not assume school search powers apply; obtain DSL advice and follow the provider's lawful safeguarding procedure.

14 A provider proposes recording all remote lessons and using facial analysis to flag disengagement and safeguarding risk. The system would capture apprentices' homes and family members. No necessity assessment, privacy explanation or alternative has been considered. The vendor says education customers commonly buy the product. What should leaders do first?

- A Deploy immediately because widespread vendor sales establish that the monitoring is lawful and appropriate for all learners.
- B Add a brief consent tick box and treat it as resolving every safeguarding and data protection concern.
- C Use the system secretly for one term so that apprentices cannot alter behaviour during the trial.
- D Assess necessity proportionality privacy and suitability with safeguarding and data protection expertise before deciding whether to deploy.

15 A provider purchases a digital wellbeing programme after reading a rapid systematic review reporting promising prevention findings. The manager wants to state that the programme is proven to prevent online harm in English apprenticeships. The selected studies used varied settings and incompletely described interventions. Which evaluation plan is strongest?

- A Use completion rates alone because a positive review guarantees that the programme's underlying mechanisms will transfer unchanged.
- B Specify intended outcomes, check implementation and learner access, and review benefits and unintended effects in the local context.
- C Avoid evaluation because any local finding would be less valuable than an international systematic review.
- D Require all learners to report identical reductions in screen time regardless of vocational need or personal circumstances.

16 During an online review, an apprentice says an offender knows where he lives and is threatening to come there immediately. The coach knows his current address, but the DSL is in a meeting. A colleague suggests waiting for the DSL because all safeguarding reports must go through one person. What should happen?

- A Wait until the DSL becomes available because the reporting hierarchy takes priority over the apparent immediacy of danger.
- B Ask the apprentice to challenge the offender's threat so the coach can judge whether it is genuine.
- C Complete a detailed action plan first so emergency services receive a fully approved provider document.
- D Contact emergency services for immediate danger, support the apprentice and notify the DSL without delaying urgent action.

17 A racist workplace chat stops after a provider raises concerns, and the employer asks for the safeguarding matter to be closed. The apprentice now receives fewer shifts and is no longer invited to team training. She thinks the change is connected but cannot prove it. Which review decision is best?

- A Close immediately because removal of the original messages proves that the provider's safeguarding objective has been achieved.
- B Record retaliation as a proven finding without seeking appropriate follow-up or considering the employer's account.
- C Consider the new exclusion and possible retaliation, record uncertainty and review safety participation and income before closure.
- D Tell the apprentice that reduced shifts are irrelevant because online safeguarding covers only the original digital messages.

18 A learner discloses abuse during a remote class that is being recorded for classmates. The tutor wants to demonstrate an open culture and invites the learner to explain more to the group. Other learners can also download the recording later. Which response best protects the learner while maintaining support?

- A Stop further public disclosure and recording, offer a private safeguarding response and secure any existing sensitive recording appropriately.
- B Continue recording because a complete account is necessary for transparent teaching and can later be shared with the DSL.
- C Ask classmates to promise confidentiality and use that promise instead of changing the recording arrangements.
- D Delete the learner's course access immediately so nobody can associate the disclosure with the apprentice afterwards.

19 A filtering system blocks a legitimate sexual health support page and a resource for LGBTQ apprentices. Staff propose keeping both blocked because any exception might look weak during inspection. Learners have no route to request a review privately. What is the most appropriate immediate improvement?

- A Retain every block indefinitely because maximum restriction always demonstrates the strongest online safeguarding provision.
- B Remove all filtering permanently because one mistaken block proves that technical controls cannot contribute to safety.
- C Create an accountable review route that considers legitimate access and safeguarding needs without requiring unnecessary personal disclosure.
- D Require learners to disclose their identity or medical history publicly before staff will consider a resource exception.

20 A manager receives an apparently convincing audio message from the principal requesting an urgent change to apprentice payment details. The message arrives through an unfamiliar account and says ordinary verification is unnecessary. A staff member suspects generated audio but cannot prove this. Which lesson should the curriculum team draw from the event?

- A Teach verification of consequential instructions through a known independent channel, even when voice or writing seems convincing.
- B Teach staff to trust familiar sounding voices because generated audio can always be recognised by obvious distortions.
- C Require learners to create realistic fraudulent messages targeting colleagues so the exercise feels sufficiently authentic.
- D Assume every unusual message is genuine unless a commercial detector assigns it a high manipulation score.

21 An apprentice reports that a stranger has hacked her account but gives no indication of sexual abuse or grooming. The tutor wants to send the report to CEOP because the incident happened online. The learner mainly needs help regaining access and understanding whether threats are involved. Which approach is most appropriate?

- A Send every account access problem to CEOP because its remit covers all internet incidents involving learners.
- B Ignore the incident completely because a technical problem can never become a safeguarding concern.
- C Ask the tutor to access the stranger's account to recover the learner's information directly.
- D Clarify safety concerns and use suitable account security or police routes; CEOP is not a general hacking service.

22 A seventeen-year-old apprentice spends evenings gaming with friends and is doing well at work. A new coach proposes a safeguarding referral solely because gaming communities can include offenders. No pressure, secrecy, threats or adverse impact has been identified, and the learner describes supportive friendships. Which action is most proportionate?

- A Make an immediate grooming allegation because participation in an online community alone establishes a safeguarding threshold.
- B Tell the learner to abandon every online friendship before being allowed to continue the apprenticeship programme.
- C Offer relevant safety education and remain approachable without treating ordinary participation as evidence of grooming.
- D Promise never to discuss gaming again because a positive account means future concerns cannot arise.

23 An adult apprentice has paid an extortion demand and now receives another. He feels ashamed and believes the provider will remove him from training. The coach is tempted to promise that reporting will ensure every image disappears permanently. Which response provides the most credible reassurance?

- A Guarantee complete removal because confident reassurance is more important than explaining the limits of available services.
- B Explain that he deserves support, avoid guarantees about removal and help him access appropriate reporting and specialist advice.
- C Tell him the second demand proves personal irresponsibility and make support conditional on disciplinary action.
- D Offer to negotiate a final payment privately so the matter does not enter the provider's safeguarding records.

24 An IT technician tests safeguarding filters by searching for illegal child sexual material and plans to show screenshots at the next staff training event. The DSL learns about the proposal before it happens. The technician argues that realistic tests are necessary to prove the system works. What should the DSL require?

- A Approve the search if screenshots remain on an encrypted drive and are shown only to senior staff.
- B Ask an apprentice to perform the searches because staff should not use their own accounts for testing.
- C Stop testing altogether because any evaluation of filtering and monitoring necessarily requires harmful content.
- D Use safe vendor supported test facilities and test the alert response without searching for or reproducing illegal material.

25 A provider discovers that a deputy DSL cannot access monitoring alerts when the lead is absent. The software itself is working correctly, and the vendor therefore closes the support ticket. Senior leaders ask whether the issue can be marked complete in the safeguarding improvement plan. Which evidence is needed first?

- A A corrected access arrangement and a successful safe test showing the deputy can receive interpret and act on alerts.
- B The vendor's confirmation that software collection works, because staff access is outside the scope of safeguarding quality.
- C A statement from the lead DSL promising to avoid leave while the provider searches for a new product.
- D A higher number of recorded alerts to demonstrate that the system has generated enough information for review.

26 An apprentice subjected to humiliating messages is offered a restorative meeting with the colleagues involved. He says he is frightened of them and does not want to attend. The employer says a refusal means he is not cooperating. The provider has not yet assessed retaliation or power differences. What is the best response?

- A Do not make support conditional on mediation; assess safety and power and agree appropriate protective and conduct routes.
- B Require attendance because a shared discussion is always the safest response to digital conflict between colleagues.
- C Close the concern because refusal of mediation transfers responsibility for the outcome entirely to the apprentice.
- D Ask the apprentice to read the humiliating messages aloud to prove the meeting would be difficult.

27 A designer creates an online safety module containing dense text, uncaptioned videos and a reporting link visible only inside an animation. Several apprentices use screen readers or have limited mobile data. The module records successful completion whenever it is opened. Which change most improves the safeguarding value of the resource?

- A Keep the module unchanged because opening the page is adequate evidence that safeguarding information has been delivered.
- B Make content and reporting routes accessible and assess whether learners can independently choose and find appropriate help.
- C Add more animation to make the page engaging while leaving the reporting link in the same location.
- D Require affected learners to ask classmates for the missing information rather than redesigning the shared resource.

28 A coach accidentally sees possible child sexual imagery when an apprentice turns a phone towards her. She immediately stops looking. She now worries that mentioning the incident will make matters worse and considers writing only that the learner seemed upset. What should her record and response include?

- A Report the accidental viewing to the DSL and record relevant circumstances and actions without copying or further viewing the image.
- B Omit the viewing entirely because a safeguarding record must never mention that sexual imagery may exist.
- C Ask the learner to show it again so the coach can produce a more detailed description.
- D Photograph the device screen to establish that the original viewing was accidental rather than deliberate.

29 A learner challenges an AI detector's claim that his account of harassment was fabricated. The detector gives a high confidence score, but staff have not spoken with him privately or examined other information. A manager proposes treating the score as a finding to close the case. Which response is best?

- A Close the case because a high confidence percentage from an automated tool is equivalent to verified evidence.
- B Treat the score as insufficient for a finding and assess the disclosure through the normal safeguarding process.
- C Publish the score to classmates so that they can decide whether the apprentice deserves to be believed.
- D Require the learner to obtain a competing AI score before staff will reconsider the safeguarding report.

30 An employer asks the provider to share every monitoring alert about an apprentice, including searches for mental health support, so supervisors can evaluate commitment. The original monitoring purpose was safeguarding and security. No new assessment of purpose, necessity or information access has been made. What is the most appropriate response?

- A Challenge the request and assess lawful necessary sharing rather than repurposing sensitive monitoring information for general performance judgement.
- B Send all alerts because an employer's interest in performance automatically overrides the original purpose of collection.
- C Send only alerts containing health terms because these are the most reliable indicators of commitment.
- D Ask the apprentice to stop using support websites so that fewer sensitive alerts need to be shared.

31 A remote apprentice begins describing online blackmail, then lowers his voice and says his partner is beside him. The coach has no evidence that the partner is involved but notices that the learner is reluctant to continue. The coach wants enough detail for a referral. Which next step is safest?

- A Insist on a full account immediately because referral completeness is more important than the learner's current privacy.
- B Check whether the channel is safe and agree a private way to continue without pressing for details in front of others.
- C Ask the partner directly whether they are involved so the coach can remove uncertainty quickly.
- D Assume there is no problem because an adult partner's presence always increases the safety of a conversation.

32 A draft action plan for an apprentice facing an image-based threat contains two tasks: block the account and attend online safety training. Both tasks are assigned to the learner. There is no named safeguarding handover, employer protection or review of distress. Which revision best addresses the main weakness?

- A Increase the number of online modules assigned to the learner so that the plan becomes more extensive.
- B Remove the learner's voice from the plan because professional involvement means their preferences no longer matter.
- C Add owned professional actions for safety handover safe contact work protection and review alongside the learner's agreed steps.
- D Replace all tasks with a general statement that everyone should remain vigilant for the next six months.

33 A monitoring alert records that a learner searched for information about suicide. A tutor proposes immediate disciplinary action for accessing prohibited material. The learner was recently supporting a distressed friend, but nobody has asked about context or current safety. Which response best reflects an appropriate safeguarding interpretation?

- A Arrange a sensitive contextual check of safety and purpose through the appropriate safeguarding route without automatic punishment.
- B Issue the disciplinary sanction because every search containing a sensitive word demonstrates harmful intent.
- C Ignore the alert permanently because the possibility of legitimate research means no safeguarding concern can exist.
- D Ask classmates to explain the learner's private relationships before any staff member speaks with the learner.

34 A provider introduces an AI study assistant with no direct route to a human tutor or safeguarding contact. Learners are told to ask the assistant whenever they feel unsafe. The product occasionally gives plausible but inaccurate information, and no one reviews these interactions. Which design decision should take priority?

- A Make the assistant's tone more reassuring because warmth is sufficient to compensate for inaccurate safety information.
- B Hide the human contact details so learners consistently use the product and generate more training data.
- C Provide clear human help and emergency routes and reconsider the unsupported safeguarding role assigned to the assistant.
- D Tell learners that any generated response is professional advice because the provider purchased the assistant.

35 An apprentice says an online friend has asked him to keep their conversations secret and travel alone to a meeting. The friend appears in video calls and shares mutual contacts. A colleague believes these features prove identity and safety. The apprentice is under eighteen and the meeting is imminent. What is the best response?

- A Approve the meeting because seeing someone on video reliably proves both their identity and their intentions.
- B Assess immediate safety and escalate through child safeguarding procedures without treating video contact or mutual contacts as verification.
- C Send another apprentice along secretly to observe the meeting and report back to the provider.
- D Wait until after the meeting to avoid damaging an online friendship that may be important to the learner.

36 Following a serious online harassment case, a coach feels distressed and repeatedly reviews the messages at home to check whether she missed clues. The manager suggests showing all material at an open staff meeting for learning. The case includes sensitive personal information. Which supervision arrangement is most appropriate?

- A Provide restricted professional supervision focused on decisions support and system learning without unnecessary repeated exposure or broad disclosure.
- B Encourage repeated private reviewing because emotional distance would prevent the coach from learning enough from the case.
- C Circulate the complete case to all staff because unrestricted access is necessary for a transparent safeguarding culture.
- D Tell the coach that needing support demonstrates incompetence and remove her from all learner contact permanently.

37 A learner keeps her camera off during remote teaching. A tutor suspects disengagement and asks her to show every room in her home as a safeguarding check. The learner becomes distressed and says she cannot speak privately. There has been no prior discussion of accessible alternatives. What is the best response?

- A Continue the home tour because camera refusal is enough evidence to justify inspection of the learner's private surroundings.
- B Mark the learner absent permanently because safeguarding concerns should be resolved through strict attendance enforcement.
- C Stop the intrusive request, establish a safe communication method and agree suitable participation arrangements while checking any specific concern.
- D Ask other learners to contact her household members so that the tutor can verify the home situation.

38 A curriculum team wants an engaging session on image-based abuse and proposes asking learners to bring examples from their own messages. Some learners are under eighteen. The team hopes authentic content will lead to richer discussion and prove the session is relevant. Which alternative is best?

- A Proceed if learners remove names because personal sexual imagery becomes safe to display once a name is hidden.
- B Ask the youngest apprentices to provide examples first so staff can identify the most common current platforms.
- C Avoid all digital safeguarding education because sensitive content can never be discussed safely in a learning setting.
- D Use non-graphic fictional scenarios and private support routes while teaching decisions without requesting personal abusive material.

39 A subcontractor teaches apprentices using its own platform and network. The main provider's policy says the subcontractor is responsible for online safety, but neither organisation can identify who receives urgent alerts about under-eighteen learners. Both believe the contract is sufficient assurance. Which action should be prioritised?

- A Accept the contract statement because responsibility wording alone demonstrates that individual concerns will receive a timely response.
- B Ask apprentices to decide which organisation should receive each alert without giving them any contact information.
- C Remove all subcontractor information from the provider's risk review because its network is externally owned.
- D Agree and test named alert referral and absence-cover arrangements across both organisations and record the remaining coverage limits.

40 An apprentice targeted online completes training and is due to leave the provider tomorrow. Police contact is ongoing, and the learner still worries about renewed threats. The coach proposes closing the record automatically because the funding period ends. Which proposed closure decision is most defensible?

- A Close automatically because programme completion means no safeguarding or support responsibility can remain under any circumstances.
- B Keep every staff member monitoring the learner indefinitely without explaining purpose consent or responsibility.
- C Delete the record immediately because retaining any information after completion is always prohibited by data protection law.
- D Review unresolved needs and arrange an appropriate handover and return-for-help information before ending the provider's agreed involvement.

CHAPTER 07

Mental health, self-harm, suicide risk and substance-related harm



In this chapter

Mental health, self harm, suicide concerns, substance-related harm and appropriate support.

Read the guidance and worked cases, examine the visual models, then complete the forty-question examination. Use the answer commentary to review both the selected answer and the reasoning behind it.

7.1 Orientation and learning outcomes

An apprenticeship provider can make a substantial difference by noticing distress, listening respectfully, arranging help and changing harmful learning or working conditions. It cannot guarantee a person's safety, diagnose mental illness or replace specialist treatment. This chapter develops the practical judgement needed between ignoring a concern and taking over an apprentice's life.

Readers will learn to distinguish wellbeing support from safeguarding and emergency response, ask about immediate safety without conducting a clinical assessment, coordinate help across learning and employment, write realistic support actions and review their effect. They will also learn why a completed form, a diagnosis or a risk score cannot settle a person's needs. All cases are fictional. The chapter contains no descriptions of self-harm methods. KBC's models are practice aids rather than diagnostic instruments, and its proposed review intervals are operational choices rather than statutory deadlines.

Mental health is affected by relationships, physical health, discrimination, work, money, housing and access to care. An apprentice who misses work may be depressed, exhausted, frightened of a colleague, caring for a relative, physically unwell or facing several difficulties together. Start with the person's experience and current safety. Do not turn a change in attendance into a diagnosis, or assume that a person with a diagnosis is unreliable, incapable or dangerous.

7.2 Distinguish wellbeing safeguarding and urgent health needs

Wellbeing support addresses difficulties such as ordinary examination pressure, adjustment to work or a temporary period of low confidence. Safeguarding concerns arise where abuse, neglect, exploitation, coercion or another serious safety issue may be involved. Urgent health needs concern the person's present condition and access to appropriate assessment. These routes can operate together: an apprentice threatened by a partner may need domestic abuse protection, urgent mental health help and temporary learning adjustments.

A child is anyone under eighteen. A concerning mental health presentation may require the provider's child safeguarding response, particularly where abuse or danger is suspected. The college scope of Keeping children safe in education 2026 includes independent training providers in relation to children receiving their education or training. [006] For adults, section 42 of the Care Act concerns reasonable cause to suspect all three elements: care and support needs; experiencing or being at risk of abuse or neglect; and, because of those needs, inability to protect themselves against that abuse or neglect. A mental health diagnosis alone does not establish this threshold. The local authority decides its enquiry duty; the provider raises concerns rather than attempting to certify eligibility. [003]

KBC recommends using three parallel questions: What help is needed now? Is someone harming, neglecting or exploiting the apprentice? What in work or learning needs to change? A “no” to the second question does not cancel the first or third. An adult who does not meet an adult safeguarding threshold may still need urgent healthcare, practical support and protection from an unsafe task.

Avoid “low risk” as a shortcut for doing nothing. Write the actual information instead: the learner's account, what is known about immediate safety, what remains uncertain, which route was used and what happens if circumstances change. Clear records make uncertainty visible and support continuity when another professional takes over.

7.3 Recognise change without diagnosing

Notice differences from the apprentice's usual presentation and ask about them neutrally. Relevant changes might include marked withdrawal, persistent distress, unusual confusion, repeated fatigue, escalating absence, statements of hopelessness or difficulty managing basic tasks. These are reasons to enquire, not a checklist that proves a condition. Some people remain outwardly productive while struggling intensely. Others communicate distress through irritability, reduced speech or repeated requests for reassurance.

Distinguish symptoms described by the learner from interpretations made by staff. "Amir said he has slept very little for several nights" is a record. "Amir is manic" is a clinical conclusion that a coach should not make. Equally, an apprentice reporting frightening experiences should not be mocked or drawn into an argument about whether the experience is real. Listen to the distress, ask about safety and obtain appropriate health advice.

Ask how difficulties affect the specific apprenticeship demands: travelling safely, using equipment, concentrating, managing deadlines, interacting with clients and accessing support. A practical adjustment can be discussed without demanding diagnostic paperwork first. Longer-term or complex arrangements may require relevant specialist advice, with the apprentice involved and information sharing limited to what is needed.

KBC recommends describing patterns with dates and context. If several learners report exhaustion after rota changes, examine working arrangements rather than attributing every problem to individual resilience. If a learner's distress occurs only before a particular supervisor's shift, ask privately about that relationship. A provider should not use a mental health explanation to overlook possible bullying, discrimination or abuse.

7.4 Have a safe conversation about distress and suicide

Choose a quiet setting, explain your role and give the person time. Use straightforward questions such as "How have things been for you?" and "What feels hardest at the moment?" If their words or presentation raise concern about suicide, ask directly and calmly whether they are thinking about ending their life. Avoid euphemisms, accusations and leading reassurance such as "You would never do anything, would you?"

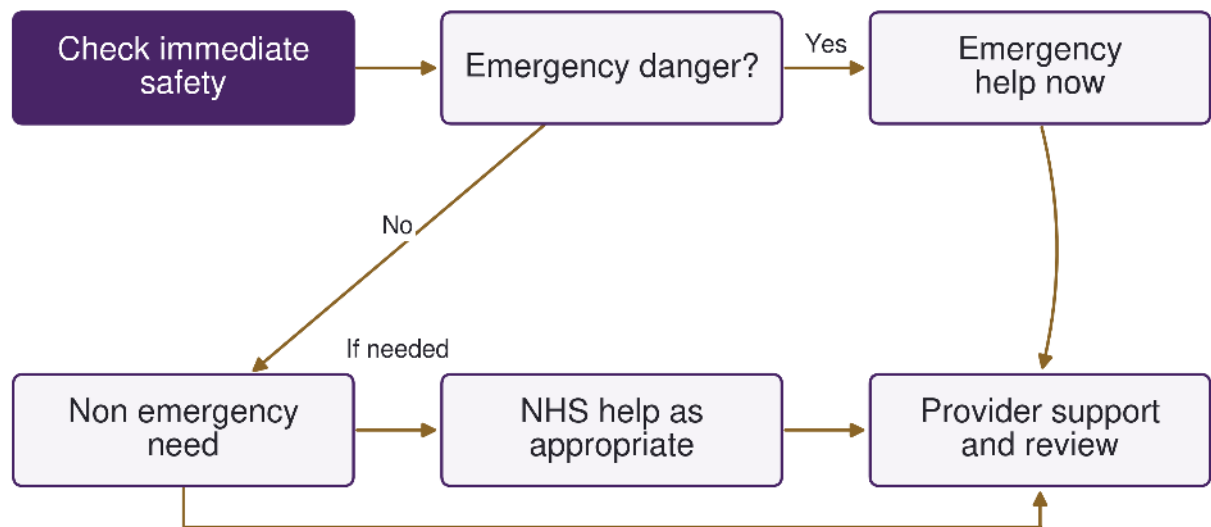
Dazzi and colleagues' review found no statistically significant increase in suicidal ideation in the studies examining the effect of asking about suicide. It addresses a common fear about asking; it does not turn an untrained member of staff into a clinician or establish that every way of questioning is helpful. [064]

KBC's conversation aid has four functions: understand immediate safety, hear the person's priorities, explain help and sharing, and agree the next connection. Ask whether they feel able to keep themselves safe now, whether they have already taken any action requiring urgent medical help, whether they are alone, and who could safely support them. If what they say indicates immediate danger, act at once. Staff should not pursue detailed descriptions of methods or conduct a lengthy interview before calling for help.

Do not promise secrecy. Explain that you will share only what is needed with people able to help, and involve the apprentice as far as possible. A request not to tell anyone is information about fear, trust or possible consequences; explore it respectfully. It does not require a professional to withhold information where proportionate lawful sharing is necessary to protect life or address serious harm.

Record the reasoning for sharing or not sharing through the provider's safeguarding and data protection procedures.

Figure 7.1 Match the response to the need



KBC practice aid. Follow the chapter's emergency and urgent-care distinctions. Routine provider support does not require a clinical referral. Staff do not diagnose or use scores to rule out danger.

7.5 Immediate response and urgent health routes

NHS advice directs people to call 999 or attend A&E where life is at risk or they cannot keep themselves or someone else safe. In England, urgent mental health help can be accessed by calling NHS 111 and selecting the mental health option. A routine appointment or a listening helpline must not replace emergency action. [065]

Where an apprentice is with you and immediate danger is apparent, call emergency services, follow the call handler's instructions and involve the DSL or deputy without delaying the call. Stay with the person where it is safe to do so and seek help from an appropriate colleague. Do not leave them alone merely to finish a report. Protect the privacy and safety of other learners. Staff should not attempt restraint or medical treatment beyond their training and lawful role.

For remote contact, establish the current location and a safe way to reconnect as early as concern emerges. If emergency help is required, give the service the location and relevant information you have. Where the connection drops, use the agreed emergency procedure and available information rather than treating disconnection as resolution. Do not rely on a text asking the person to promise they are safe. Record attempted contact and the handover to emergency services.

Where help is urgent but there is no apparent immediate danger, support access to NHS 111 or the person's existing crisis team as appropriate. The health professional determines clinical assessment and care. The provider should check that the handover actually happened, with proportionate consent and information-sharing arrangements. A phone number sent to a highly distressed person may be insufficient if they cannot make the call or explain what is happening.

These are response arrangements, not predictions. A situation can change quickly. If danger emerges while waiting for advice, use the emergency route. Do not require the learner to wait for an agreed review date or for the person named as lead coach to return from leave.

7.6 Self harm and the limits of educational assessment

NICE NG225 addresses self-harm across age groups and includes guidance for staff outside healthcare. It recommends compassionate responses and warns against using risk scales to predict suicide or repeat self-harm, or global low, medium and high labels to determine treatment or discharge. Its recommendations include collaborative safety planning, but a plan must sit within an appropriate assessment and care response. [066]

A disclosure of self-harm deserves attention even if the person says they did not intend to die. Staff should establish immediate medical and safety needs and arrange suitable help. They should not inspect injuries as evidence, ask for photographs, require an account in front of peers or punish the disclosure. A first aider may provide care within their competence while professional help is obtained. The provider's role is to connect, support and protect, not determine the clinical seriousness from appearance.

Fictional case one The portfolio comment

Maya, seventeen, writes "I have hurt myself again and cannot do this" in a portfolio message. Her tutor sees it during a scheduled afternoon review. Maya answers a call and says she is alone at home. The tutor asks about her immediate safety and current location, explains that support is needed and alerts the DSL while maintaining contact. If her account indicates immediate danger or a medical emergency, the tutor contacts emergency services straight away. For urgent non-emergency mental health needs, the tutor supports the NHS 111 mental health route described in Section 7.5.

The DSL considers child safeguarding information, safe involvement of a parent or other carer and a health handover. Maya says one parent responds with threats. This is recorded and considered before anyone contacts that parent; "under eighteen" is not a reason to ignore the possible danger of a particular family contact. The learning plan temporarily reduces non-essential deadlines, names a safe contact and records the agreed response to missed contact. It does not require Maya to certify that she will never self-harm again.

7.7 Collaborative safety planning and the research evidence

A health safety plan and a provider action plan have related but different functions. A safety plan may identify personal warning signs, coping strategies, supportive contacts and professional help with the person and an appropriate practitioner. A provider action plan allocates its own responsibilities for safe learning, contact, referral follow-through and work adjustments. Coaches should support an existing clinical plan within agreed boundaries, not write a substitute clinical intervention from a template.

Stanley and colleagues' 2018 cohort comparison in US Veterans Health Administration emergency departments found that safety planning combined with follow-up was associated with fewer suicidal behaviours and better treatment engagement than usual care. It was not a randomised apprenticeship study, and the predominantly male veteran sample limits direct transfer to young apprentices. [067]

The evidence differs by age and intervention. Albaum and colleagues' 2025 systematic review found limited evidence for safety planning as a standalone intervention for children and adolescents and did not establish reductions in suicide-related outcomes. A July 2026 correction amended an outcome data-entry error; the journal states that the overall findings and clinical implications were unchanged. [068] [069] This does not mean abandoning safety planning. It means avoiding the claim that completing a form constitutes an effective treatment by itself.

KBC recommends asking whether the plan is usable during distress. Can the learner find it? Are contacts current? Is it accessible without the device or account involved in abuse? Does it identify an

alternative if the first person is unavailable? Which actions belong to professionals rather than the apprentice? Review the plan with the relevant practitioner where possible and with permission or another appropriate lawful basis. Never make a no-suicide promise a condition of remaining on programme.

7.8 Anxiety panic and participation pressures

Anxiety can affect presentations, assessment, travel, telephone work and camera use. Staff should distinguish support for participation from immediate medical concerns. A sudden episode that appears to be panic can resemble other health problems; new, severe or concerning symptoms should receive appropriate medical attention rather than an amateur diagnosis. Follow first-aid and emergency procedures where needed.

For a known anxiety difficulty without immediate danger, KBC recommends predictable information, a private check-in and a graded educational arrangement agreed with the learner. Examples include advance notice of presentation format, rehearsal with a familiar tutor, a smaller audience where assessment rules allow, planned breaks and an agreed way to request help. Do not force a public disclosure to justify an adjustment. Check assessment requirements rather than promising an alternative that changes the occupational competence being assessed.

Fictional case two The camera requirement

Owen, twenty-four, has recently been avoiding online sessions. His manager says the camera rule proves commitment and asks the coach to remove him from the course. In private, Owen explains that he becomes intensely anxious when watched on screen and has started dreading every session. He does not describe immediate danger or abuse. The coach discusses a temporary participation arrangement and supports access to appropriate health advice if the difficulty persists or worsens.

The tutor agrees that Owen can contribute through audio and chat during teaching, with specific assessment arrangements checked separately. The employer protects study time rather than turning the issue into a public performance dispute. At review, the team asks about participation, understanding and what Owen finds workable. This is wellbeing and inclusion support unless further information indicates safeguarding or urgent health needs. Labelling every anxiety disclosure as a safeguarding incident can itself discourage help-seeking and create unnecessary access to private health information.

7.9 Trauma informed practice without assuming a trauma history

The Office for Health Improvement and Disparities describes trauma-informed practice through principles including safety, trust, choice, collaboration, empowerment and cultural consideration. It is an approach to how services work with people, not an instruction to obtain a trauma narrative from every learner. [070]

Translate those principles into ordinary educational behaviour. Explain why a meeting is happening, who will attend and what information will be recorded. Offer a suitable supporter and a choice of communication method where feasible. Avoid unnecessary retelling, public challenge and sudden exposure to distressing material. Make boundaries predictable: kindness includes explaining what the coach can offer and when another service is needed.

Emsley and colleagues' UK qualitative study analysed policy and professional perspectives on trauma-informed care. It identified variation in understanding and implementation and a need for stronger coordination and evaluation. As qualitative healthcare research it illuminates implementation

problems; it does not prove that a particular apprenticeship intervention improves clinical outcomes. [071]

Fictional case three The workplace reminder

Sana, twenty, becomes distressed when a trainer unexpectedly shouts during a simulated customer complaint. She leaves and later says the exercise reminded her of a frightening experience. The tutor does not ask for the full history. The coach checks immediate safety, listens to what would make learning manageable and agrees a route to support. The curriculum team redesigns the exercise with advance explanation, a non-shouting alternative and a clear pause signal while maintaining the intended customer-service skills.

The review asks whether the redesign permits learning and whether Sana has the support she wants. It does not record that she has post-traumatic stress disorder or assume her whole behaviour is caused by trauma. If she discloses current abuse, the appropriate safeguarding route is activated. A trauma-informed approach should increase choice and clarity, not become a new label through which every action is interpreted.

7.10 Occupational stress and organisational responsibility

The HSE Management Standards address six work-design areas: demands, control, support, relationships, role and change. They help employers assess and manage work-related stress. A provider should use this organisational lens when apprentices report pressure, rather than offering personal coping advice while leaving unsafe demands unchanged. [072]

KBC recommends mapping learning and work together. Ask who allocates deadlines, whether off-the-job training time is protected, how shift changes are communicated, whether the apprentice has an appropriate supervisor and what happens when they raise concerns. A person may be coping adequately with either work or study separately but unable to sustain contradictory demands from both. Coordination is an action, not merely a suggestion to become more organised.

An employer discussion should focus on necessary information. "The apprentice needs a predictable rota and protected study time during this review period" may be sufficient; a detailed account of therapy or family history may not be. If the employer is alleged to be causing harm, plan the discussion with the DSL so that disclosure does not expose the apprentice to retaliation. Do not assume the line manager is always the appropriate recipient.

Curriculum leaders can reduce avoidable pressure by making assessment requirements clear, coordinating deadlines and providing examples of the expected standard. Coaches can identify when a plan has become unrealistic. Managers can examine workload patterns, complaint handling and the consequences of staffing shortages. The learner should be part of the solution, but they should not carry sole responsibility for fixing a work system they do not control.

7.11 Alcohol drugs medication and unsafe impairment

HSE guidance combines managing workplace health and safety risks with support for employees experiencing drug or alcohol problems. It highlights the need for a clear policy, attention to safety-critical work and appropriate arrangements where testing is used. Testing alone is not a solution, and staff should not improvise testing outside a lawful, properly managed process. [073]

The immediate question in a workshop, kitchen, care setting or driving role is whether the person can undertake the task safely. Confusion, unusual drowsiness or unsteadiness can have several explanations, including illness, prescribed medication, fatigue or substances. Describe observations and

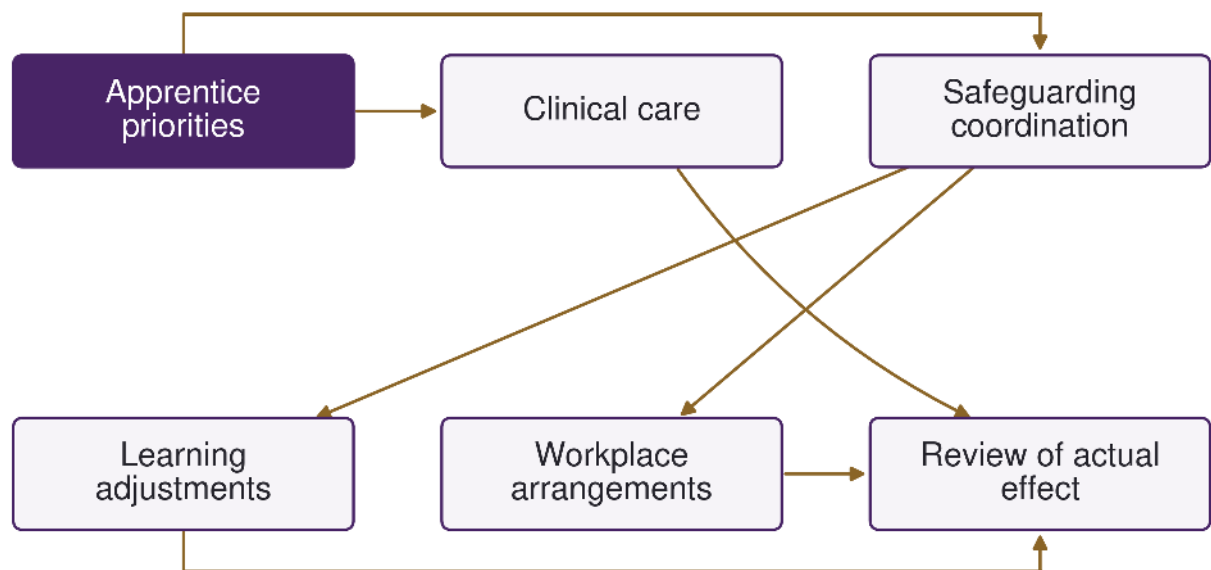
act on the safety concern without accusing the learner of being intoxicated. Remove access to hazardous duties through the employer's safety arrangements, obtain medical help when indicated and arrange a safe handover. Sending someone away alone or allowing them to drive may compound the danger.

Fictional case four The late shift arrival

Tariq, twenty-three, arrives for a warehouse shift unusually drowsy and struggles to follow instructions. A supervisor says he smells of alcohol and should be dismissed immediately. The coach, present for a review, asks that he is kept away from machinery while the employer follows its safety procedure. Tariq says he has taken medication and barely slept. The immediate response addresses health and safe supervision rather than settling a diagnosis or disciplinary finding.

When the immediate issue is resolved, the employer and provider consider occupational advice, confidential support and any required investigation through their proper processes. A separate concern emerges that a colleague has pressured Tariq to buy substances on credit. The DSL considers exploitation alongside health support. Substance-related harm can involve coercion, debt or abuse; a conduct-only response would miss that possibility. Decisions about employment remain subject to the relevant policy and law, while the provider plans learning continuity and safeguarding follow-up.

Figure 7.2 Keep support within the right roles



KBC practice aid. Educational support complements clinical and safeguarding decisions; it does not replace them.

7.12 Worked action plan after an urgent mental health response

This fictional plan follows Maya's immediate health and safeguarding handover. It is a provider coordination plan. Clinical decisions remain with health professionals. Every timing below is a KBC recommended operational standard chosen for the scenario and should change if the situation requires faster action.

Action	Owner	Time or trigger	Evidence of progress	Escalation
Confirm urgent handover and record advice	DSL with receiving service	Immediately after the call or attendance	Named recipient and next step recorded	999 if immediate danger emerges
Agree safe contact and family involvement	DSL with Maya and relevant agency	Before planned return or contact	Safe person and method identified	Reassess if contact may increase harm
Coordinate learning expectations	Tutor and programme manager	Before next scheduled teaching	Temporary priorities and deadlines agreed	Escalate contradictory demands
Support access to agreed care	Named coach within role	At agreed check-in	Connection confirmed proportionately	Urgent health advice if care gap and distress worsen
Agree response to missed contact	DSL and coach with Maya	Before next check-in	Specific trigger and responsible person	Do not wait for routine review if danger indicated
Review safety access and learner voice	DSL tutor and Maya	At planned review and after material change	Outcomes and remaining concerns documented	Continue or revise plan where needs persist

“Coach to monitor mood” is too vague. It does not say what contact occurs, what the coach can observe, what happens when contact fails or when professional help is needed. A better action states the agreed purpose and limits of the check-in. The coach might ask how learning is going, whether agreed support has been accessible and whether anything has changed that requires urgent help. They should not take on continuous clinical monitoring.

The plan should also record Maya's wishes, the reason for any action taken without agreement and the information shared with each recipient. It should not circulate her disclosure to every assessor. Staff need enough information to provide safe, consistent support; wider detail requires a clear purpose and lawful basis.

7.13 Worked action plan for stress and safe return

This second plan concerns a fictional adult apprentice, Ruth, whose combined rota and assessment deadlines have become unsustainable. She has sought health advice and wants to continue training. There is no current indication of immediate danger. The plan addresses barriers the provider and employer can control and includes a route if new concerns emerge.

Action	Owner	Time or trigger	Evidence of progress	Escalation
Review work and study demands together	Employer manager and coach with Ruth	Before next rota cycle	Conflicting demands identified	Senior manager if protected time remains unavailable

Action	Owner	Time or trigger	Evidence of progress	Escalation
Set achievable learning priorities	Tutor and curriculum lead	Before revised deadlines	Written sequence with essential requirements clear	Review assessment arrangements through proper route
Agree functional work adjustments	Employer with occupational advice as appropriate	Before return or changed duties	Duties supervision and review agreed	Reassess unsafe tasks immediately
Establish a private review contact	Coach and Ruth	Agreed intervals	Ruth can raise barriers without public disclosure	DSL or urgent health route if new danger arises
Protect necessary information sharing	DSL or data protection adviser as needed	Before sensitive sharing	Purpose recipients and scope recorded	Challenge unnecessary disclosure requests
Review effectiveness and next phase	Ruth employer and provider	Agreed review date	Workability participation and learner view considered	Extend or revise support if barriers remain

Success is not merely full attendance. An apprentice can attend while becoming less safe or more exhausted. Consider whether the workload is sustainable, whether essential learning is happening and whether the person can raise difficulties early. Conversely, a temporary reduction in activity may be a sensible part of a supported return. Avoid targets that reward hiding symptoms or penalise appropriate help-seeking.

A return meeting should be private, purposeful and proportionate. Agree what colleagues need to know, which tasks are suitable and whom the apprentice should contact if the arrangement stops working. Do not require a dramatic account of the crisis as proof of readiness. Where professional advice is needed for a safety-critical role, the provider and employer should obtain the relevant advice rather than asking the coach to pronounce the person medically fit.

7.14 Roles supervision and continuing professional support

Coaches maintain a supportive relationship, notice change and follow through on agreed actions. Tutors make learning predictable and respond to disclosures. Curriculum and design teams reduce avoidable pressure and create accessible support information. The DSL coordinates safeguarding decisions and interfaces with agencies. Employers address workplace safety, supervision and work design. Managers resource these functions and make sure holiday cover and out-of-hours information are realistic.

Staff wellbeing matters without displacing the apprentice's needs. A coach who receives a serious disclosure should have access to professional supervision and appropriate support. Supervision examines the decision, emotional impact, uncertainty and boundaries. It should not become unrestricted retelling among colleagues. Use factual, necessary information and the approved record, avoiding informal messaging chains that create conflicting versions.

KBC recommends reviewing difficult cases for system learning: Was the learner able to contact someone? Did pressure to achieve attendance targets delay help? Was a referral accepted, and what happened if it was not? Did the employer understand its agreed actions? Did staff respect the learner's identity, communication needs and preferences? A review should identify accountable improvements and avoid implying that one professional could have predicted every outcome.

If an agency declines a referral, record the reason, seek clarification where needed and consider the appropriate alternative or escalation route. Rejection does not prove there was no need. Equally, the provider should not continue to send the same information without addressing the stated threshold or considering changed circumstances. Maintain support within role while obtaining the necessary advice.

7.15 Review closure and evidence notes

A plan ends or changes because its purpose and outstanding responsibilities have been reviewed, not because an examination is over or a clinical appointment has occurred. Record what the apprentice says has improved, the relevant observations, remaining barriers, who holds ongoing responsibility and how to seek help again. A safeguarding case may require continued coordination while ordinary wellbeing support changes frequency. Make these decisions explicit so that no one mistakes reduced contact for complete resolution.

NHS information about suicidal thoughts encourages seeking support, involving trusted people and accessing urgent help when needed. Providers can make those connections easier while being honest about the limits of their service. [074] A learner leaving or completing an apprenticeship should still receive an appropriate handover or clear route to continuing support where there are unresolved concerns; completion is not a reason to abandon an active protective action.

Practice review prompts: Can a coach explain the difference between asking about suicide and making a clinical risk prediction? What happens if a learner disconnects during an urgent remote conversation? Can staff find the deputy DSL and emergency procedure without opening a long handbook? Does the action plan allocate work to the employer and provider, or merely ask the learner to cope better? Which information would be excluded from the ordinary progress-review record?

The research in this chapter has different purposes. A review about asking questions addresses one feared harm; an adult emergency-department cohort study evaluates a combined intervention in a particular population; an adolescent meta-analysis identifies gaps in standalone treatment evidence; and qualitative research explores implementation. They should not be collapsed into a claim that one approach is proven for every apprentice. KBC's practical applications require skilled judgement, local procedures and appropriate clinical or safeguarding advice. Readers should consult the current source documents and local service arrangements whenever responding to a live concern.

Chapter 7 examination

Forty case-based questions. Choose the single best answer. Record your choices before consulting the answer commentary.

01 A twenty-five-year-old apprentice discloses depression and asks for clearer deadlines. She describes no abuse, neglect or inability to protect herself and is already receiving health support. A manager says every mental health diagnosis automatically requires a section 42 adult safeguarding enquiry. Which interpretation should guide the provider's response?

- A Offer appropriate support and consider actual concerns; diagnosis alone does not establish all three adult safeguarding conditions.
- B Request an enquiry automatically because any diagnosed adult apprentice is legally unable to protect themselves from harm.
- C Refuse adjustments because an adult who does not meet safeguarding thresholds cannot receive support from the provider.
- D Tell the employer her full clinical history so managers can determine whether the diagnosis is genuine.

02 An apprentice says there is no point continuing and that everyone would be better without him. The coach worries that asking directly about suicide could put the idea into his mind. Another colleague suggests simply telling him to think positively. The apprentice is waiting for a response. Which action is best?

- A Avoid the subject because mentioning suicide has been shown to create suicidal thoughts in otherwise safe learners.
- B Ask calmly about suicidal thoughts and immediate safety, then connect him to appropriate help according to the information received.
- C Tell him to promise that he feels positive before allowing him to leave the review meeting.
- D Administer a lengthy diagnostic interview before considering whether any immediate support or referral is needed.

03 During a face-to-face review, an apprentice says she cannot keep herself safe now. The DSL is off site and the coach has been told that all referrals normally pass through that role. A colleague offers to book a routine GP appointment for next week. What should the coach do first?

- A Call emergency services and support her safely while notifying the DSL or deputy without delaying the urgent response.
- B Wait for the DSL to approve action because the provider's internal reporting sequence overrides the immediate situation.
- C Accept the routine appointment because discussing safety with the coach means the immediate danger has already reduced.
- D Ask her to complete the provider's action-plan form before deciding whether emergency help is justified.

04 An adult apprentice is severely distressed and asks for urgent mental health help. He says he can remain safe while support is arranged, and there is no indication of immediate danger or medical emergency. He does not know any local crisis service and cannot wait for a routine review. Which route is most appropriate?

- A Wait until the next scheduled progress review because there is no immediate indication that an ambulance is required.
- B Support access to NHS 111 and its mental health option, escalating to emergency help if immediate danger develops.
- C Use a listening helpline as the only response even if he needs an urgent professional assessment.
- D Tell him to search social media for local advice because national NHS routes cannot address mental health needs.

05 A tutor receives a disclosure of recent self-harm from a seventeen-year-old apprentice. The apprentice says there was no intention to die. The tutor concludes that no safeguarding or health action is needed because the stated intention excludes suicide. There has been no discussion of immediate medical needs. Which response is strongest?

- A Close the concern because self-harm without expressed suicidal intent never requires a professional response or further support.
- B Require photographs of injuries so the tutor can judge seriousness before involving anyone else.
- C Warn the apprentice that another disclosure will lead to disciplinary action for disrupting the learning programme.
- D Check immediate medical and safety needs compassionately and arrange appropriate health and safeguarding support without relying on the stated intention alone.

06 A provider has designed a numerical suicide-risk checklist for coaches. Apprentices scoring below a threshold are denied further support, and the form labels them low risk for the next month. Managers want to use it to standardise decisions across departments. Which change is most consistent with the chapter's guidance?

- A Raise the threshold slightly because a locally invented numerical score becomes valid if it is applied consistently.
- B Retain the low-risk label and instruct coaches not to act on new concerns until the month ends.
- C Replace predictive scoring with clear information about needs safety actions uncertainty and appropriate professional referral routes.
- D Ask apprentices to calculate their own scores so the provider is no longer responsible for interpreting them.

07 A manager cites a US emergency-department study of safety planning with follow-up and says a coach-written form will halve suicide risk in every apprentice. The study involved predominantly male veterans and was a cohort comparison. The proposed provider form has no clinical assessment or follow-up arrangement. Which interpretation is best?

- A The study proves the form alone is effective because all people experiencing distress respond identically across settings.
- B The study should be ignored completely because research conducted outside England can never inform professional judgement.
- C The study supports cautious consideration of a combined intervention but cannot justify that universal apprenticeship claim or substitute form.
- D The provider can reproduce the reported effect simply by naming its form after the published intervention.

08 A safeguarding trainer reads the adolescent review finding limited evidence for standalone safety planning and concludes that all safety plans should be destroyed. Another trainer says the review proves that any completed plan guarantees safety. Staff need a defensible position for supporting apprentices under eighteen. Which conclusion is most appropriate?

- A Abandon every safety-planning discussion because limited evidence demonstrates that all forms of planning necessarily increase harm.
- B Treat completion of the plan as sufficient clinical treatment and close every related safeguarding concern immediately.
- C Require apprentices to sign a no-suicide promise because this resolves the uncertainty identified in the research.
- D Use appropriate collaborative planning within a wider care response while avoiding claims that a standalone form is proven treatment.

09 A curriculum lead discovers a July 2026 correction to a 2025 adolescent safety-planning meta-analysis already cited in training. The correction changes one outcome data entry and states that overall findings and clinical implications are unchanged. The team wants to handle the update transparently. What should it do?

- A Delete all mention of the study because any correction automatically invalidates every finding and interpretation it contains.
- B Ignore the correction because a handbook only needs to reflect the article as it appeared at first publication.
- C Claim the correction proves effectiveness even though the journal explicitly states that the overall findings remain unchanged.
- D Update the citation and evidence note to include the correction while retaining conclusions consistent with the corrected article.

10 A coach is speaking online with an apprentice who describes immediate danger to herself. The coach has established the current address, then the connection fails. The learner does not answer a return call. A colleague suggests waiting for a reassuring text before doing anything further. What should the coach do?

- A Wait indefinitely for a reply because a dropped connection means the learner has chosen to end safeguarding support.
- B Send a message requiring a promise of safety and treat delivery confirmation as evidence that the emergency has ended.
- C Ask classmates to visit the address because peer assistance is always preferable to involving emergency services.
- D Use the emergency procedure and known location to seek urgent help while documenting contact attempts and informing safeguarding colleagues.

11 A seventeen-year-old apprentice discloses self-harm and says one parent threatens her when she asks for help. The tutor proposes calling that parent immediately because she is under eighteen. The DSL has not yet considered whether contact could increase harm. Which response best protects the apprentice?

- A Address immediate safety and involve the DSL to consider safe family contact and appropriate child safeguarding and health routes.
- B Call the named parent automatically because every parent must receive every disclosure before any professional support is arranged.
- C Promise permanent secrecy from all agencies because the apprentice has identified a possible risk from family involvement.
- D Ask the parent to decide whether the apprentice is telling the truth before recording the safeguarding concern.

12 During a workshop presentation, an apprentice develops sudden severe symptoms that a tutor assumes are a panic attack. The apprentice has not previously described similar episodes, and staff are unsure about the physical symptoms. The tutor wants to continue the presentation to avoid reinforcing avoidance. Which response is best?

- A Require completion of the presentation because exposure is always the correct educational response to sudden distress.
- B Pause the activity and obtain appropriate first-aid or urgent medical help rather than assuming a psychological explanation.
- C Diagnose panic immediately and tell the apprentice that medical assessment would unnecessarily encourage dependency.
- D Ask classmates to vote on whether the symptoms appear genuine before deciding whether to seek help.

13 An adult apprentice describes anxiety when using a camera in online classes. He is not in immediate danger and identifies no current abuse. The tutor can assess normal learning participation through audio and chat, although a later assessment has separate requirements. Which plan is most appropriate?

- A Refer automatically for an adult safeguarding enquiry because all anxiety affecting attendance meets the statutory threshold.
- B Agree a temporary teaching arrangement, review participation and check assessment requirements separately while supporting access to health advice if needed.
- C Promise that every future assessment can be completed without a camera regardless of its actual competence requirements.
- D Require a public explanation of the anxiety so classmates can decide whether an exception is fair.

14 A provider adopts trauma-informed practice and asks every apprentice to submit a detailed account of adverse experiences at induction. Managers believe complete histories are necessary before staff can be compassionate. Several learners are uncomfortable and do not understand who will read the accounts. Which redesign best reflects the intended principles?

- A Retain mandatory histories because trauma-informed practice requires staff to know every distressing event before teaching begins.
- B Remove all safeguarding questions because respecting choice means professionals should never ask about a current safety concern.
- C Create predictable safe and choice-based interactions without requiring trauma histories as a condition of respectful support.
- D Share histories with every employer supervisor so each workplace can design its own informal therapeutic response.

15 A quality manager reads a UK qualitative study of trauma-informed care implementation and wants to advertise a guaranteed clinical improvement for apprentices using the provider's redesigned induction. The study analysed policy and professional perspectives in healthcare. No apprenticeship outcome evaluation has been conducted. Which use of the research is defensible?

- A Advertise the guaranteed improvement because qualitative interviews establish the same causal effects as a controlled intervention trial.
- B Reject every implementation insight because healthcare professionals cannot identify issues relevant to other organisational settings.
- C Use implementation insights to inform design and evaluation while avoiding a causal clinical claim unsupported by the study.
- D Describe the induction as clinically validated once staff have read the article and signed an attendance sheet.

16 Several apprentices report exhaustion after their employer changes rotas and the provider clusters assessments in the same week. Managers propose a resilience webinar and ask learners to organise themselves better. The apprentices say protected study time is repeatedly cancelled. Which action most directly addresses the identified causes?

- A Provide the webinar alone because stress is primarily a personal weakness that organisational arrangements cannot influence.
- B Tell apprentices to complete all coursework during rest periods so employer operations remain unaffected by training.
- C Record every affected apprentice as clinically unwell without examining the common work and learning conditions.
- D Coordinate work and assessment demands with accountable changes to rotas protected study time support and review.

17 A warehouse apprentice appears unusually drowsy and unsteady before using machinery. A supervisor assumes alcohol misuse, while the apprentice reports prescribed medication and little sleep. The coach is present for a review and is not medically qualified. Which response best separates immediate safety from later conclusions?

- A Allow normal machinery use until the supervisor can prove intoxication because uncertainty prevents any safety action.
- B Prevent unsafe task access through workplace procedures, obtain appropriate health help and record observations without diagnosing the cause.
- C Declare alcohol misuse as an established finding and circulate it to the entire training and employment team.
- D Send the apprentice away to drive home alone because leaving the workplace automatically removes the provider's concern.

18 After a suspected impairment incident, an employer asks the coach to conduct an improvised drug test bought online. There is no agreed testing policy, consent arrangement or competent procedure. The coach wants to be helpful but also recognises possible health and exploitation concerns. Which decision is best?

- A Conduct the test immediately because the employer's request alone establishes every necessary legal and practical safeguard.
- B Decline improvised testing and use established safety health safeguarding and properly authorised employer processes for the identified concerns.
- C Ask another apprentice to administer it so the coach does not become directly responsible for the result.
- D Ignore all subsequent concerns because without a drug test the provider cannot respond to any safety issue.

19 An adult apprentice initially reports anxiety and substance use but later explains that a colleague supplies substances on credit and threatens him over the debt. A manager wants to keep the case solely within a disciplinary process. The apprentice has difficulty managing daily living and feels unable to refuse. What should the provider consider?

- A Treat the debt as proof that all behaviour was freely chosen and therefore exclude any safeguarding consideration.
- B Require the apprentice to confront the colleague before the provider will consider support or referral.
- C Address immediate safety and examine possible exploitation and adult safeguarding criteria alongside health support and proper employment processes.
- D Assume an adult safeguarding enquiry is automatic without considering care needs harm or ability to protect themselves.

20 A coach writes "monitor mood weekly" in an action plan after a learner's urgent mental health referral. The plan gives no purpose for contact, cover arrangement or response to missed contact. The coach is not a clinician and has a large caseload. Which revision is most useful?

- A Define the agreed check-in purpose limits owner cover and escalation triggers without assigning continuous clinical monitoring to the coach.
- B Retain the wording because a general statement gives the coach enough flexibility to replace specialist follow-up.
- C Require the learner to submit daily numerical mood scores and treat missing scores as disciplinary non-compliance.
- D Remove all provider contact because a health referral means work and learning support can no longer be relevant.

21 An apprentice returns after a period of serious distress. His attendance is now perfect, but he says he works late every night to catch up and feels increasingly exhausted. The action plan defines success only as full attendance. The employer wants to close it because that target has been met. What is the best review?

- A Assess sustainable workload safety learning and the apprentice's account, revising the plan rather than relying on attendance alone.
- B Close the plan because full attendance proves both recovery and the absence of further work-related barriers.
- C Add stricter attendance penalties so the apprentice does not lose the positive routine during the next month.
- D Ask the coach to certify medical recovery because a professional opinion can replace discussion of work demands.

22 A tutor records that an apprentice is "manic and unreliable" after hearing that he has slept little for several nights. The tutor has no clinical qualification and has not explored the immediate effect on work or learning. Another staff member must now take over the case. Which record would be more appropriate?

- A Retain the diagnostic label because it efficiently communicates concern even when the tutor has no assessment evidence.
- B Remove every observation because only clinicians may record any information about a learner who appears distressed.
- C Ask classmates to confirm the diagnosis so the record contains several independent opinions about his condition.
- D Document the apprentice's reported sleep change, observed behaviour, safety enquiries and actions while avoiding an unsupported diagnosis.

23 A learner asks the coach to keep suicidal thoughts completely secret because she fears losing her job. The coach has not yet established immediate safety and wants to preserve trust. The learner says she will stop talking if anyone else becomes involved. Which response is most appropriate?

- A Promise absolute secrecy because maintaining the conversation always takes priority over any need to protect life.
- B Immediately email the full disclosure to all employer managers without considering necessity purpose or possible consequences.
- C Explain sharing limits compassionately, explore the fear and assess immediate safety while involving appropriate help when necessary.
- D End the conversation because a learner who requests confidentiality has refused every form of possible support.

24 A learner becomes distressed during a role-play where a trainer unexpectedly shouts. She says it reminds her of a frightening experience but does not want to describe it. The intended competence is handling customer complaints. Which curriculum response best preserves both learning and a trauma-informed approach?

- A Require the learner to explain the frightening event so the trainer can decide whether the reaction is justified.
- B Agree a predictable alternative practice arrangement and pause signal while maintaining the intended skill and offering private support.
- C Remove every customer communication outcome from the programme because distress means the occupation is permanently unsuitable.
- D Repeat the shouting without warning until the learner stops reacting because exposure is always a tutor's responsibility.

25 A coach has supported several serious distress cases and feels responsible for preventing every possible bad outcome. She checks messages continuously during leave and avoids discussing uncertainty with her manager. The provider has no cover or supervision arrangement. Which management response most directly improves safe practice?

- A Provide professional supervision clear boundaries and reliable cover so responsibility does not depend on one coach's constant availability.
- B Praise unlimited personal availability and make it an informal expectation for every coach in the team.
- C Remove all difficult cases from discussion because uncertainty would damage confidence in the safeguarding function.
- D Tell the coach that needing support proves she should never have been trusted with apprentices.

26 A local service declines an adult safeguarding referral because the submitted information does not establish the relevant threshold. The apprentice still reports serious distress and practical difficulty accessing care. A manager suggests that the rejection proves the provider no longer needs to do anything. What should the DSL do?

- A Close every support action because a declined safeguarding referral proves there is no health or wellbeing need.
- B Resend the identical referral daily without addressing the stated reason or considering another route to help.
- C Record and clarify the decision, consider additional information or appropriate alternatives and continue proportionate support within the provider's role.
- D Tell the apprentice that professionals have decided the account is false even though no such finding was made.

27 An employer asks a recovering apprentice to sign a promise that he will never self-harm before returning to work. The manager calls this a safety plan and believes the signature transfers responsibility to the apprentice. The coach is asked to witness it. Which response is best?

- A Challenge the promise requirement and develop appropriate professional coordination and work arrangements alongside relevant clinical support.
- B Witness the signature because a no-self-harm promise establishes future safety and removes the need for further review.
- C Replace the promise with a higher financial penalty if the apprentice later reports distress.
- D Allow a return only if the coach personally guarantees the apprentice will never need urgent help again.

28 An apprentice appears to need emergency help during a practical session. The coach leaves him alone to locate the safeguarding form and print a referral template, while other learners continue using equipment nearby. A colleague asks what should take priority. Which sequence is most appropriate?

- A Finish the full written referral first because emergency services cannot respond without the provider's approved form.
- B Ask classmates to supervise the apprentice while all staff attend the planned lesson briefing.
- C Resume the lesson because interrupting the group could increase embarrassment more than leaving the concern unattended.
- D Call for urgent help, maintain safe support and protect others, then complete the factual record after immediate action.

29 An apprentice reports distress before shifts with one supervisor but feels comfortable with other staff. The employer says he has an anxiety problem and offers an app subscription. The coach has not asked privately about the supervisor's behaviour. Which line of enquiry best addresses the uncertainty?

- A Accept anxiety as the complete explanation because a mental health label excludes the possibility of workplace bullying.
- B Ask the supervisor to question the apprentice alone about why he has complained.
- C Explore the specific workplace relationship and possible harm privately while considering wellbeing support and relevant safeguarding routes.
- D Require the apprentice to use the app for a month before any workplace concerns can be discussed.

30 An employer agrees a predictable rota and protected study time for an apprentice experiencing stress. At review, the apprentice says the rota is still changed the evening before shifts and study time is cancelled. The action is marked complete because the employer signed the plan. What is the strongest review decision?

- A Keep the action complete because a signed agreement is sufficient evidence even when the arrangement has not occurred.
- B Ask the apprentice to sign that the action was completed so the provider's records remain consistent.
- C Replace the employer action with a requirement that the apprentice becomes more resilient to unexpected changes.
- D Reopen the unmet action, establish accountable implementation and escalation, and assess the impact on the apprentice's learning and wellbeing.

31 Following a distress disclosure, the DSL sends the complete safeguarding chronology to every tutor and assessor so they can be helpful. Most need only to know about temporary deadlines and an agreed contact route. The apprentice is worried about who knows private details. Which information arrangement is preferable?

- A Continue full circulation because all educational staff automatically need the entire personal history to offer any support.
- B Share nothing with tutors even where they need agreed adjustments to avoid creating contradictory learning demands.
- C Ask the apprentice to repeat the full account individually to every staff member instead of maintaining a restricted record.
- D Keep sensitive details restricted and share only the necessary functional adjustments and contact information with each relevant role.

32 A high-achieving apprentice has maintained excellent attendance but privately says he feels hopeless and cannot cope. A manager doubts the concern because his portfolio is complete and he smiles in meetings. The coach is deciding how to respond to the new disclosure. Which judgement is most appropriate?

- A Dismiss the concern because high achievement and smiling reliably rule out serious distress or a need for help.
- B Wait until attendance declines because objective programme measures are the only valid basis for a support conversation.
- C Tell him to stop discussing distress because his performance demonstrates that he should be grateful for progress.
- D Take the disclosure seriously and enquire about current safety and support needs despite apparently strong performance indicators.

33 A clinician has developed a safety plan with an apprentice. The coach wants to help but proposes rewriting its coping steps and emergency arrangements based on a generic provider template. The apprentice says the existing plan was carefully agreed and is easier to use. Which provider action is best?

- A Support the existing plan within agreed boundaries and coordinate provider responsibilities with appropriate clinical advice rather than replacing it.
- B Replace the clinical plan because provider templates must take precedence whenever the person is enrolled on an apprenticeship.
- C Ignore the plan entirely because a provider can never support arrangements created by a health professional.
- D Share the full clinical plan with classmates so they can take responsibility for checking its use.

34 An apprentice receives an urgent mental health number from the coach but says she is too overwhelmed to make the call and does not know how to explain her situation. The coach records “signposted” and prepares to end the review. There is no apparent immediate danger. Which improvement is most useful?

- A Offer practical help connecting to the service and confirm the next step with appropriate consent and information-sharing arrangements.
- B End contact because sending a number completes the provider’s role regardless of whether the learner can use it.
- C Tell her to call only after she can explain everything clearly without any support from another person.
- D Ask the coach to provide treatment instead so that the learner never needs to contact an external service.

35 An adult apprentice reports panic and says a partner controls access to money and threatens consequences for attending college. A wellbeing adviser offers relaxation exercises and proposes keeping the case outside safeguarding because the learner is over eighteen. The apprentice also has care and support needs. What is the best approach?

- A Restrict support to relaxation because adulthood means relationship threats cannot create any safeguarding responsibility for a training provider.
- B Consider urgent health needs and possible coercive abuse together, applying adult safeguarding criteria and appropriate specialist routes rather than wellbeing support alone.
- C Assume every relationship disagreement requires a section 42 enquiry without examining the relevant threshold or circumstances.
- D Ask the partner to attend the next meeting and settle whether the apprentice should be allowed to study.

36 A learner asks to bring a trusted supporter to a meeting about a distressing incident. The manager refuses because professional authority would be weakened if the learner had someone beside them. There is no identified conflict or safety reason preventing the supporter attending. Which response best reflects the chapter’s principles?

- A Refuse automatically because a learner receiving support must demonstrate independence by attending every difficult meeting alone.
- B Allow the supporter to make all decisions without involving the learner because support means transferring personal choice.
- C Consider the requested supporter and explain meeting purpose roles and information boundaries so participation is safe and meaningful.
- D Cancel the meeting indefinitely because the request proves the learner cannot engage with professional safeguarding discussions.

37 An apprentice tells a coach he is worried about his drinking and wants help before it affects his work. There is no present impairment or immediate danger. The employer's written policy includes confidential support, but a supervisor says any disclosure should lead directly to dismissal. Which provider response is most appropriate?

- A Support access to appropriate help and the employer's proper policy process while considering any actual safety or safeguarding concerns.
- B Recommend immediate dismissal because voluntary disclosure proves that the apprentice is currently unsafe for every occupational activity.
- C Promise the apprentice that no employment consequence is possible under any circumstances regardless of later conduct or role.
- D Tell him to conceal the problem because asking for help is always more damaging than continuing without support.

38 After a serious incident, managers review the case only to identify which coach should have predicted the outcome. They ignore delayed referral responses, unclear cover and conflicting employer instructions. Staff become reluctant to raise uncertainty. Which proposed review approach would better improve future safeguarding practice?

- A Focus exclusively on individual blame because system factors cannot influence how safeguarding concerns are recognised or acted upon.
- B Examine decisions information system conditions and accountability while supporting honest uncertainty and identifying specific improvements.
- C Avoid any review because an unpredictable outcome means no practical learning or improvement can follow.
- D Require every coach to guarantee future outcomes as evidence that the lessons have been understood.

39 An apprentice is due to complete her programme while ongoing mental health support and a safeguarding action remain unresolved. She will lose access to the provider's learner platform. The coach wants to ensure a proportionate ending rather than indefinite informal contact. Which completion arrangement is best?

- A Delete all contact information immediately because programme completion automatically resolves every existing safety and support concern.
- B Maintain private daily messaging indefinitely without agreeing purpose boundaries or responsibility with the apprentice or relevant services.
- C Review outstanding responsibilities and arrange a clear appropriate handover with accessible continuing help information before platform access ends.
- D Require the apprentice to remain enrolled solely so the coach does not have to decide how to hand over support.

40 A manager proposes that a coach certify an apprentice medically fit to resume a safety-critical role after severe distress. The coach knows the learner well but lacks occupational health or clinical expertise. The apprentice wants to return, and the employer needs a workable plan. Which decision is most appropriate?

- A Ask the coach to sign because knowing the learner personally is equivalent to occupational health assessment expertise.
- B Seek relevant professional advice for task suitability while agreeing provider and employer actions with the apprentice within each role's competence.
- C Prohibit return permanently because any history of distress makes all safety-critical occupations unsuitable for an apprentice.
- D Rely solely on the apprentice's attendance record because previous reliability establishes current medical fitness for every task.

CHAPTER 08

Safeguarding disabled apprentices and adults with care and support needs



In this chapter

Disability, communication, adult safeguarding, capacity, care experience and transitions.

Read the guidance and worked cases, examine the visual models, then complete the forty-question examination. Use the answer commentary to review both the selected answer and the reasoning behind it.

8.1 Safeguarding begins with access to being heard

An apprentice cannot benefit from a safeguarding policy that they cannot understand, reach or use privately. An apparently open reporting system may depend on fluent speech, confidence with forms, reliable transport or freedom from a controlling supporter. This chapter treats accessibility as a practical condition of protection. It also protects autonomy: disability does not make an adult a child, establish incapacity or automatically justify taking decisions away from them.

By the end of the chapter, readers should be able to distinguish learning support from safeguarding; apply the three adult safeguarding criteria accurately; adapt a disclosure conversation; identify when dependency and exclusion may conceal harm; plan a safe transition; and review support with the apprentice rather than only with professionals. The worked examples and matrices are fictional KBC practice aids. Their proposed timescales are recommended operational standards, not statutory deadlines.

Fang and colleagues' international systematic review found a substantial burden of violence affecting disabled children and higher odds than for children without disabilities. Studies varied markedly in population, definitions and methods. The finding supports attention to protection and access; it cannot identify whether a particular apprentice has been abused or supply a local prevalence estimate. [075]

For practice, start with two questions: what could make this learner less safe, and what could make it harder for us to know? The first concerns exposure to harm. The second concerns whether the provider's own processes conceal it. A coach should be able to answer both without describing the apprentice as a collection of deficits. Strengths, trusted relationships, preferred communication, practical knowledge and previous successful adjustments belong in the same account as concerns.

8.2 Different concepts require different decisions

Disability, special educational needs, learning difficulty, learning disability, neurodivergence, mental ill health and care experience are overlapping but different concepts. In common professional use, a specific learning difficulty concerns particular areas such as reading or processing written information. Learning disability concerns broader intellectual and adaptive functioning. Staff must avoid substituting these terms for an assessment or making a diagnosis from classroom performance.

SEND is the framework for special educational needs and disability within the relevant education system. The SEND Code covers children and young people up to 25, but duties attach to the bodies and circumstances specified in legislation; a heading saying "0 to 25" does not turn every adult learner into a child or automatically give every apprentice an education, health and care plan. The published Code retrieved for this edition is the January 2015 Code, with its publication page subsequently updated. [076]

The useful operational distinction is between a barrier, a support need and a concern about harm. A dyslexic apprentice who cannot complete a dense online form needs an accessible reporting method. An apprentice whose employer repeatedly humiliates them for requesting it may also need a safeguarding response. A 24-year-old who receives personal care may have care and support needs; whether section 42 applies still depends on the other criteria.

Do not require the apprentice to choose one category before help begins. Use parallel records with controlled access: the learning-support record describes adjustments staff need to deliver; the safeguarding record contains sensitive concerns and decisions for authorised people. A tutor may need to know that a safe alternative venue is required without receiving the allegation that explains the venue change.

8.3 The adult safeguarding threshold has three limbs

Section 42 of the Care Act 2014 concerns a local authority's duty to make, or cause, enquiries when it has reasonable cause to suspect that an adult in its area meets all three conditions. The adult has needs for care and support; is experiencing, or is at risk of, abuse or neglect; and, because of those care and support needs, is unable to protect themselves from that abuse or neglect or its risk. Needs do not have to be funded by the council. Lack of mental capacity is not an additional requirement. [017]

A provider reports the concern and relevant context; it does not require proof or appoint itself the statutory threshold decision maker. Describe the apparent connection between support needs and difficulty protecting oneself. "Uses a wheelchair" alone explains neither abuse nor inability to protect. "Relies on the alleged abuser to transfer safely and reach a telephone" is relevant contextual information.

Conversely, an adult can face serious harm without meeting section 42. A financially independent adult threatened by a partner may need police, specialist domestic abuse support and practical workplace protection. A threshold decision should never become an organisational instruction to withdraw all help. Ask what alternative route will address the actual risk, who owns that step and what happens if circumstances change.

For apprentices under 18, use children's safeguarding routes. If someone is 18 or older while continuing to receive children's services, adult safeguarding arrangements address adult safeguarding concerns, with relevant children's colleagues involved where appropriate. The Care and Support Statutory Guidance explains this transition. [003] Confirm age, current services, whereabouts and immediate safety; do not allow an argument about administrative ownership to delay emergency action.

8.4 Capacity and autonomy are not rewards for compliance

The Mental Capacity Act 2005 applies from age 16 in England and Wales. Presume capacity, offer practicable help to decide, and do not treat an unwise decision as proof of incapacity. Capacity concerns a particular decision at a particular time. Any decision made for someone who lacks capacity must follow the relevant legal process, including best interests and consideration of less restrictive options. The Code of Practice is the essential reference for people acting within that framework. [018]

The question is not "Can this apprentice cope with life?" It might be "Can this apprentice decide whether to accept this particular support today, with accessible information?" A fluent learner may struggle with a complex decision; a nonspeaking learner may understand it fully. Staff should not conduct an improvised global capacity test or ask a family member to sign all consent forms simply because an apprentice is autistic.

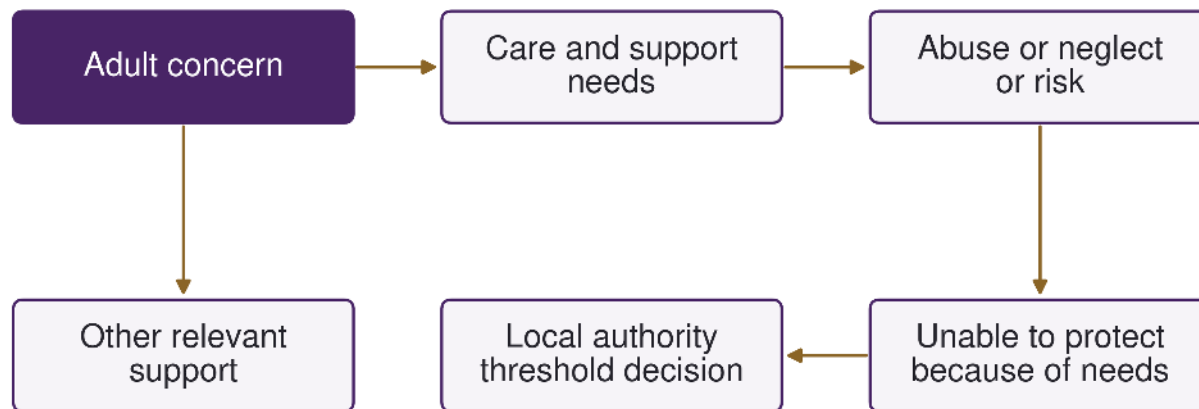
A useful preparation note separates the decision, available options, communication support, relevant information, the apprentice's response and the reason specialist advice may be necessary. Do not equate agreement with understanding. Invite the apprentice to describe what each option would mean in their own preferred communication mode. A refusal made in front of someone who may be controlling them also raises questions about pressure and whether a private conversation is possible; apparent agreement does not settle the matter.

An adult's wishes remain central when risk is present. Nevertheless, confidentiality and consent decisions are not reducible to "They said no, so we must do nothing". The DSL must consider immediate danger, risks to others, applicable duties and lawful, proportionate sharing. Explain what

information may need to be shared and why, unless doing so would itself create danger or compromise necessary action. Do not use a capacity label as a shortcut around that reasoning.

For a 16- or 17-year-old, capacity principles and child protection can both be relevant. The provider needs appropriate specialist advice where decisions are complex; neither the Mental Capacity Act nor an approaching birthday removes the child's protection needs.

Figure 8.1 Adult safeguarding threshold and other routes



KBC practice aid. All three section 42 limbs matter. Report concerns for advice without waiting to prove the threshold; emergency and other support routes remain available.

8.5 Design a disclosure conversation around the learner

Before a planned conversation, ask how the learner prefers to communicate, whether they want information in advance and what makes a setting comfortable and private. Offer a quiet room, accessible text, additional processing time, breaks, a qualified interpreter or their established communication system where appropriate. Ask permission before changing lighting, moving mobility aids or touching a communication device. Adjustments should increase the learner's control, not make them perform gratitude.

Use concrete language and one question at a time. "Tell me what happened when the shift ended" is more useful than a sequence of suggested explanations. Avoid metaphors such as "Has someone crossed a line?" if their meaning may be unclear. Explain roles, confidentiality limits and the next step in a short form the learner can revisit. Allow silence. Do not complete sentences or repeatedly rephrase until the learner adopts the wording staff expect.

Offer alternative ways to begin a concern, such as writing a short message, selecting an agreed communication symbol or speaking to a named person. These are routes into a conversation, not diagnostic instruments or substitutes for appropriate specialist interviewing. Record the communication support used and distinguish the learner's own words from another person's interpretation. A support worker's summary is relevant information but is not automatically the apprentice's account.

Where a family member, interpreter or supporter may be implicated, avoid relying on that person to facilitate disclosure. Seek an independent, competent alternative through the DSL. Do not abruptly

confront the supporter or explain the allegation to them. A new communication arrangement may itself need careful safety planning.

Douglas and Sedgewick's interviews with 24 autistic adults highlight the importance of recognising different ways of describing abusive relationships and the limitations participants experienced in relationship education. This small qualitative study offers insight into experience; it does not prescribe one communication style for all autistic people. [077] The KBC application is to ask and test what works with the individual, rather than deciding that a coherent safeguarding account must sound a particular way.

8.6 Professional curiosity without diagnostic overshadowing

Diagnostic overshadowing in this context means explaining a concerning change entirely through an existing condition and failing to consider other explanations. Staff might call new withdrawal "just autism", repeated absences "ADHD organisation" or fear during a workplace visit "their usual anxiety". Those interpretations can obscure harm. They can also be wrong in the opposite direction: not every change is evidence of abuse.

Use a short observation record: what changed; compared with what known baseline; when and where it occurred; what the learner says; what other explanations remain possible; and what action is justified now. Prefer "left the room when the supervisor entered on two visits" to "terrified of supervisor". The first is an observation; the second is an inference requiring careful handling. A learner's outward calm does not prove safety, just as distress does not prove an allegation.

Consider whether the environment changed. A new rota may remove a trusted colleague; an inaccessible lift may make the learner dependent on one person; a reporting platform update may prevent private contact. Ask who controls money, travel, communication, medication support or access to learning. Dependence is not evidence of abuse, but it can identify what must be preserved if a protective action changes the relationship.

Cooke and colleagues' 2025 mixed-methods review linked interpersonal violence experienced by autistic people with poorer mental health and other adverse outcomes. Its broad age range and heterogeneous evidence do not establish causation for an individual. [078] The practice implication is to avoid treating distress solely as an internal learner problem while leaving an unsafe context unexplored.

8.7 Fictional case one A disclosure through a communication barrier

Nina is a 17-year-old customer-service apprentice with a hearing impairment. Her workplace normally arranges communication support for training, but not for informal shift handovers. A coach notices that Nina has begun refusing a particular late shift. The manager says she is "overreacting to ordinary banter". In a private written exchange Nina says that a colleague blocks her route to the staff exit and laughs when she asks to pass.

The coach first checks whether Nina is safe now and whether she must return to that shift before support is arranged. They explain that the concern will be passed to the DSL and ask what communication method is safe for follow-up. They record Nina's words and the practical barrier. They do not ask her to recreate the incident on video or put her in a meeting with the colleague to demonstrate assertiveness.

The DSL considers the child safeguarding route, possible workplace harassment and immediate protective arrangements. Contact with the employer must follow a safe plan that considers the

allegation and the risk of retaliation. The employer's general reputation and a positive inspection history cannot settle whether this incident occurred. The coach's role is to support Nina's access to learning and report changes, not investigate the colleague.

An initial arrangement gives Nina a safe contact and supervised exit arrangements agreed through responsible managers. The tutor arranges accessible instructions; the design team checks that the reporting page works without audio. At review, the learner is asked whether the arrangement actually reduces fear and whether anyone has pressured her about the report. Merely confirming that an interpreter attended one meeting would measure delivery rather than safety.

The ambiguity matters. The coach need not decide whether the colleague intended intimidation. The learner's age, reported obstruction and communication exclusion justify prompt safeguarding consideration. Equality adjustments and child protection address different parts of the same situation. Employer duties to make reasonable adjustments are explained by Acas, while the particular measures here are fictional applications that need local judgement. [079]

8.8 Fictional case two Financial control and adult support needs

Owen, aged 23, has a learning disability and receives support with daily living. He attends reliably and enjoys his engineering apprenticeship. A coach learns that a person who helps him at home also controls his bank card, takes most of his pay and says Owen will lose transport to work if he changes the arrangement. Owen calls this person a friend and does not want the friendship to end.

The coach does not tell Owen that he is incapable of managing money or remove the bank card. They check immediate safety, listen in accessible language and involve the DSL. The record explains the reported financial control, transport dependency and apparent effect of support needs on Owen's ability to protect himself. It does not label the friend guilty. This gives the local authority relevant information for its section 42 consideration. [017]

Owen's stated outcome is to keep working and retain control over a reasonable amount of his money. The DSL considers how to involve appropriate adult safeguarding services, whether independent advocacy may be needed and what lawful sharing is justified. An action to separate him immediately from his transport arrangement, without replacement, could isolate him and remove the coach's regular contact. Urgent danger would require urgent action; otherwise protective planning must address this practical dependency.

The workplace contact can help arrange safe travel with necessary information only. The tutor continues ordinary learning and avoids making Owen's case a class example. A trained professional considers any genuine decision-specific capacity question with appropriate support; the apprentice's diagnosis is not the answer. Review includes whether he can reach help privately and whether pressure has moved to another channel.

This case illustrates a distinction between loyalty and free choice. Owen's wish to maintain the relationship is important evidence about what matters to him. It neither proves exploitation nor removes the need to assess the reported threat. A person-led plan can protect valued routines while addressing coercion.

8.9 Care experience and transition need continuity

Care experience is not a disability. Nor does it identify a single level of resilience, need or risk. Apprentices may have strong networks and excellent self-advocacy, while others are handling housing,

finances and employment without the family resources peers take for granted. A provider should ask about support needs without requiring public disclosure of a care history.

Personal Adviser support can be available to eligible care leavers up to 25 when they want it. Confirm individual entitlement and local arrangements rather than promising every person who has ever had contact with care services the same package. The Department for Education's guidance explains the extension of Personal Adviser support. [080] For the apprenticeship, the practical questions concern whom the apprentice wants involved, what the existing pathway plan covers and how provider actions can fit with it.

Use a transition meeting before a known change in age, placement, employer, accommodation or service responsibility. Discuss safe contact details, continuing learning adjustments, the responsible professionals and unresolved risks. Do not transmit an entire childhood record to a new employer as a substitute for selecting relevant information. A concise handover should state the action the receiver needs to take, the basis for sharing and how receipt will be confirmed.

A birthday is an administrative change, not an outcome. The SEND framework may continue where applicable, leaving-care support may continue, and adult safeguarding criteria may need consideration. These pathways are related but do not merge into one universal service. When a new service declines involvement, record its rationale and the alternative plan. Someone must retain responsibility for following up the practical gap.

8.10 Fictional case three The eighteenth birthday handover

Leila is a 17-year-old business administration apprentice living in supported accommodation. She has an education, health and care plan and receives help with executive functioning. Three weeks before her eighteenth birthday, her coach learns that an accommodation move will change her travel route and support worker. Leila says she has not been told how to get to her employer and is worried about a person who has been waiting near her present home.

The coach treats the reported unwanted contact as a current concern, not an item to postpone until transition planning. The DSL checks immediate safety and the appropriate children's route. In parallel, the coach asks Leila whom she wants involved in a practical meeting and arranges accessible information about the proposed changes.

The meeting separates the safeguarding response from travel learning, accommodation decisions and education support. A named person confirms responsibility for each. The coach does not assume that an EHC plan automatically secures adult social care, or that a Personal Adviser is the case manager for every future risk. Before the move, Leila rehearses how to contact the provider privately and receives a short written plan.

At the first review after the move, staff check what actually happened. Did the new worker arrive? Was the journey safe? Does the unwanted contact continue? If Leila is now 18, an ongoing adult safeguarding concern is considered through adult arrangements with relevant partners; the previous child record informs the handover. Success means continuity of protection and access, not simply that the transfer form was sent.

8.11 Fictional case four Safety used to exclude

Tariq is a 32-year-old project-management apprentice with a fluctuating physical condition. He asks for a different training room because the route to the current one exhausts him. His line manager removes him from all site visits "for safeguarding reasons" and tells the coach that disability makes site work

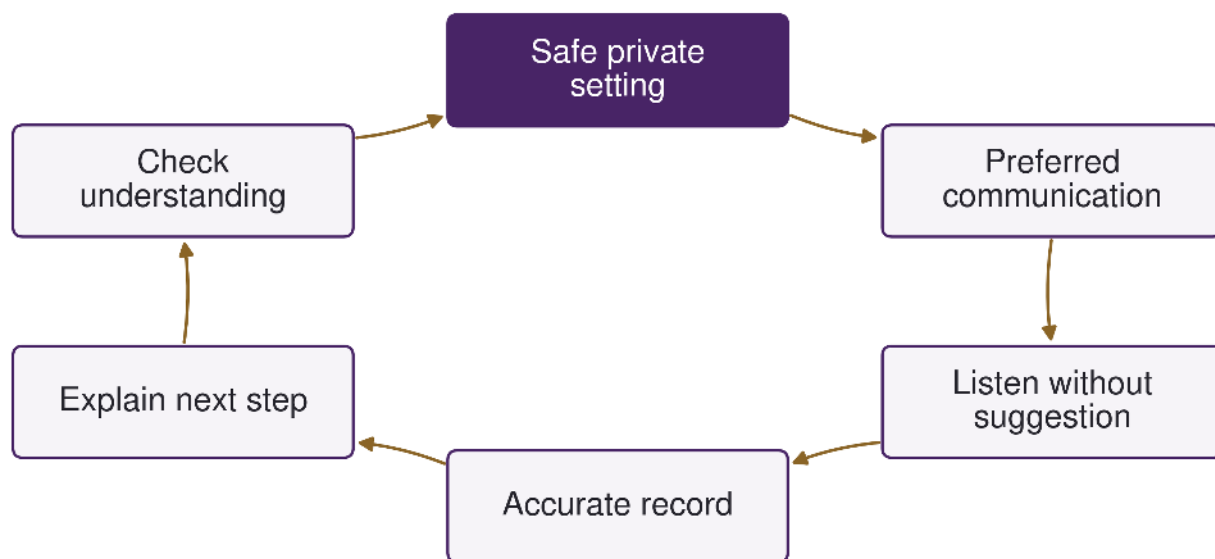
inherently unsuitable. Tariq says he wants to attend visits with suitable arrangements and fears losing promotion opportunities.

The coach separates a specific risk assessment from a blanket assumption. They arrange a discussion with Tariq and responsible employer staff about actual tasks, routes, rest arrangements and any specialist advice he agrees to seek. The provider checks its own teaching venue. Disability does not automatically mean that a restriction is justified, and “safeguarding” is not a complete explanation for exclusion.

HSE advises that health and safety law rarely requires exclusion of whole groups from work activities and that adjustments can manage risks. Its guidance also stresses worker involvement and appropriate specialist input. [081] The appropriate action here is a documented, individual assessment with proportionate measures, not an automatic instruction either to attend every visit or never to attend one.

If the restriction follows an abusive pattern, such as threats or repeated humiliation, the DSL considers that concern separately. If the problem is an unaddressed adjustment request, the provider should support the relevant employment and quality processes. Review asks whether Tariq can participate safely and whether the agreed arrangements work when a different manager organises a visit. The outcome should preserve opportunity as well as reduce foreseeable risk.

Figure 8.2 An accessible safeguarding conversation



KBC practice aid. Adjustments enable the apprentice’s voice. They do not authorise staff to conduct a specialist investigation.

8.12 Worked plan Accessible disclosure and immediate protection

This fictional plan follows Nina’s case. It begins after immediate safety action, not before it. The DSL retains safeguarding coordination; the coach delivers only their assigned support actions. Same-day and review timings below are KBC recommended operational standards, subject to greater urgency where risk requires it.

Action and purpose	Owner	Time or trigger	Evidence of effect	Escalation
Establish a safe communication method and check the next shift	Coach with Nina	At first concern	Nina confirms she can reach help privately	Immediate danger to 999; urgent concern to DSL
Consider child safeguarding referral and safe employer contact	DSL	Immediately after receipt	Decision, rationale and contact outcome recorded	Unanswered urgent referral followed through local escalation
Arrange an interim safe exit and contact route	Authorised employer manager with DSL coordination	Before the next affected shift	Nina describes using the arrangement without obstruction	Any repeat obstruction or retaliation to DSL promptly
Provide accessible learning and reporting instructions	Tutor and design lead	Before next relevant session	Nina can locate and explain the reporting route	Access failure corrected with an alternative channel
Review safety and learner preferences	Coach and DSL	Within two working days, sooner if needed	Learner account, attendance context and unresolved concerns	New harm or ineffective protection triggers reassessment

The plan contains one owner for each action, even where several people help. Evidence should show what changed for Nina, not only that a document exists. Safeguarding details remain in the controlled record; ordinary teaching instructions should contain only what colleagues need to deliver their action. If Nina does not answer a planned message, staff use the agreed safe follow-up arrangement rather than repeatedly contacting a channel that may expose her concern.

8.13 Worked plan Adult autonomy and financial exploitation

Owen's desired outcomes are sustained employment, private access to help and greater control over money. Those outcomes guide the plan without pre-judging the allegation or the local authority's decision. The timeframes are KBC recommended operational standards, not a substitute for local safeguarding requirements.

Action and purpose	Owner	Time or trigger	Evidence of effect	Escalation
Check immediate threats and safe contact outside the home	Coach	At disclosure	Owen identifies a reachable safe channel	Immediate danger to 999; urgent change to DSL
Share the concern with relevant adult safeguarding services lawfully	DSL	Promptly according to urgency	Relevant information received and next responsibility confirmed	Challenge unresolved safety gaps through local procedure

Action and purpose	Owner	Time or trigger	Evidence of effect	Escalation
Explore independent support and any advocacy need	DSL with responsible agency	At initial planning	Owen can express preferred outcomes without the alleged controller	Concern about pressure or access failure prompts review
Secure workable travel if current support changes	Employer contact with Owen	Before changing travel dependence	Actual safe journey completed	Missed travel or threat to work access to DSL and manager
Maintain learning support without circulating the allegation	Tutor and coach	Each relevant session	Participation continues with agreed adjustments	Withdrawal or new disclosures returned to DSL
Review money access and pressure in private	Responsible agency with coach contribution	Agreed multi-agency review	Owen's account and agreed outcome measures	New coercion or unmet protection needs trigger reassessment

Do not set “end the friendship” as a default outcome. The case may require strong protective action, but outcome language should avoid making the learner responsible for solving another person’s alleged abuse. Equally, “respect choice” must not become a reason to omit the assessment of threats, dependencies and lawful options.

8.14 Every team has a specific contribution

Coaches need a consistent private check-in, knowledge of the learner’s preferred communication and a reliable route to the DSL. Their records should capture observations and changes without turning routine progress reviews into interrogations. Tutors should make help-seeking ordinary: explain examples of unacceptable treatment, revisit reporting routes and allow a learner to ask for a conversation without naming a concern in front of peers.

Curriculum developers should teach practical recognition and response through accessible fictional situations. An adult learner can practise identifying pressure, refusing an unreasonable request and seeking help without being required to disclose personal experiences. Include workplace power, online relationships and money alongside classroom behaviour. Revisit learning later in a different setting to check transfer; repeating a slogan is a weak indicator of usable knowledge.

Design teams should test forms with keyboard navigation and assistive technology, provide meaningful headings and clear language, and ensure reporting does not depend on colour, audio, a camera or a lengthy narrative. Build a short route to human help. Staff should know what to do if the platform is unavailable. Privacy matters as much as visual accessibility: a prominent notification on a shared device can expose a concern.

DSLs coordinate thresholds, lawful sharing, specialist advice, escalation and supervision. Employers provide safe work arrangements and implement agreed adjustments. Senior managers resource this work, examine barriers across employers and challenge repeated failures to act. A provider cannot contract out professional curiosity by assuming that the employer, family or support agency knows the learner best.

The national review of disabled children in residential settings provides serious learning about safety, oversight and the quality of support. Its setting differs from apprenticeship provision, so transfer

should be explicit: use it to question whether voices are heard and concerns acted upon, not to imply that apprenticeship settings have the same incidence or service structure. [082]

8.15 Review protection without shrinking the learner's life

A good review asks what is safer, what the learner can now do, what remains uncertain and whether the plan has created new restrictions. Useful indicators include private access to a trusted person, successful use of an adjustment, continuity of work and learning, and the apprentice's own account of pressure or fear. Attendance alone is ambiguous: improvement may reflect support, while continued attendance may coexist with coercion.

Ask whether a temporary restriction has acquired permanence through inertia. A protective room change should be reviewed; a supported journey should build confidence where appropriate; an alternative reporting method should remain available when the usual staff member is absent. Independence is not the same as receiving no support. The question is whether support expands control and participation while addressing the specific risk.

Supervision should make uncertainty discussable. Review the hypothesis staff initially adopted, the evidence that challenged it and the effect of personal assumptions. Consider whether confident family members or senior employers dominated the account. Check whether practitioners have confused a clinical explanation with a safeguarding conclusion. Explore emotional responses without blaming staff for asking for help.

Close a provider action only when its purpose has been achieved or responsibility has been explicitly and safely transferred. Closure of one service's involvement does not erase the record or prevent re-escalation. Give the apprentice a short explanation of continuing support and how to raise a new concern. Retain and share information according to the provider's lawful retention and access arrangements. Do not put sensitive safeguarding histories into routine learner passports simply because a concern has been closed.

8.16 Practice review and evidence notes

Before moving to the examination, choose one reporting route in your provision and test it from the apprentice's perspective. Can someone reach it privately without fluent spoken English, a camera, a long written account or help from a potentially controlling person? Identify who will correct any barrier and how a learner will confirm that the correction works. This is a practice audit, not a request to simulate a real disclosure.

Discuss three questions in supervision. Which facts would establish reasonable concern under each adult safeguarding limb? What supported decision is needed now, rather than what global label might be applied? What valued part of the apprentice's life could be lost if the proposed protection is introduced without practical replacement? Use the answers to strengthen the plan and identify specialist advice.

The chapter draws on legislation and official guidance for duties and routes, research synthesis for patterns of risk and outcome, and qualitative work for experience. These sources serve different purposes. Statistical associations do not identify perpetrators; interviews illuminate barriers without estimating prevalence; statutory texts define responsibilities but do not validate a particular coaching technique.

The practical matrices and review questions are KBC authorial applications, not validated risk scores. Their effectiveness must be judged in the individual case and through local quality review. The Care and Support Statutory Guidance publication states that parts are under review following legal changes; use the current law and relevant safeguarding chapter, and obtain advice if an apparent conflict affects a decision. [003] Review this chapter's links during policy updates rather than treating its publication date as permanent legal assurance.

Chapter 8 examination

Forty case-based questions. Choose the single best answer. Record your choices before consulting the answer commentary.

01 A 22-year-old apprentice uses a wheelchair and reports that a colleague takes her lunch without permission. She independently manages her travel, money and reporting and describes no relevant support dependency. A manager proposes recording that the Care Act safeguarding threshold is automatically met because she is disabled. What is the most accurate next response?

- A Confirm the statutory threshold immediately because wheelchair use always establishes inability to protect oneself.
- B Reject the concern because independent travel proves that workplace abuse cannot affect this apprentice.
- C Address the concern and examine all three adult safeguarding criteria without assuming disability establishes them.
- D Ask the colleague to confirm the allegation before deciding whether the apprentice deserves further support.

02 During a remote review, a 19-year-old apprentice with a learning disability says that a supporter takes his pay and threatens to stop helping him eat and travel if he complains. He receives no council-funded care. The coach believes the absence of social care funding means adult safeguarding cannot be involved. Which correction is best?

- A Care funding is not required; describe the alleged abuse, needs and resulting difficulty protecting himself.
- B Only ask the employer to adjust his wages because unfunded support falls outside safeguarding arrangements.
- C Begin a council funding application and wait for its outcome before raising the exploitation concern.
- D Tell the apprentice to dismiss the supporter immediately, without first planning replacement care or transport.

03 An autistic apprentice aged 28 declines a proposed move to a different workplace. She explains the transport, pay and relationship consequences coherently, but the coach considers her decision risky. A colleague suggests asking her mother to sign because autism means she cannot understand complex decisions. What should the coach do first?

- A Accept the mother's signature because family members acquire decision-making authority when an adult receives a diagnosis.
- B Record global incapacity because refusing the professional recommendation shows the apprentice cannot understand safeguarding.
- C Exclude the apprentice from planning until she agrees that the alternative workplace is the safest option.
- D Presume capacity, consider supported understanding of this decision and respect the distinction between risk and incapacity.

04 A nonspeaking apprentice communicates independently through an established device. After a concerning change in behaviour, a tutor asks the support worker to provide the entire account because direct communication may take longer. The support worker is also named in the concern. There is no immediate emergency. What is the most defensible arrangement?

- A Use the support worker's account as definitive because familiar adults can always interpret communication more accurately.
- B Arrange independent suitable communication support through the DSL and enable the apprentice to give their account.
- C Ask the apprentice to demonstrate spoken language before deciding whether a safeguarding conversation is possible.
- D Confront the support worker in the learner's presence so the competing accounts can be compared immediately.

05 A 17-year-old apprentice suddenly stops attending a particular workshop. Her tutor attributes the change to ADHD and suggests organisational coaching. The coach notices that the pattern began after a supervisor changed and the learner becomes quiet when that supervisor appears. How should the provider frame its first assessment?

- A Accept ADHD as the explanation because an existing diagnosis makes additional safeguarding assessment unnecessarily intrusive.
- B Record the changes and context, explore the learner's account safely and keep several explanations under consideration.
- C Conclude that the new supervisor committed abuse because the timing of the change establishes causation.
- D Remove all workshop learning permanently because any uncertainty means vocational participation is too dangerous.

06 A hearing-impaired 17-year-old reports intimidation near a workplace exit. The provider arranges an interpreter for one meeting and then marks the action complete. She still cannot access the reporting telephone line and must return to the same exit arrangement tomorrow. What is the most significant weakness in the plan?

- A It gives too much attention to communication because the employer should handle all further learner contact.
- B It should require the apprentice to confront the colleague before further support is considered necessary.
- C It should wait for a written statement from every witness before changing any workplace arrangements.
- D It records an activity while leaving the practical reporting and immediate safety barriers unresolved.

07 Owen says the friend who controls his bank card also drives him to work. He wants to retain the friendship but stop the financial pressure. A well-meaning coach proposes ending the transport arrangement tomorrow, before any replacement is available. What should the planning team recognise when evaluating this proposal?

- A It may remove valued contact and employment access unless the dependency is addressed within protective planning.
- B It is automatically required because adult safeguarding always prioritises separation above the person's own outcomes.
- C It is unnecessary because describing someone as a friend proves the financial arrangement is freely chosen.
- D It should be decided by the coach alone because transport is unrelated to statutory safeguarding consideration.

08 A 17-year-old apprentice will move accommodation shortly before turning 18. Her EHC plan remains in place, but nobody has confirmed transport or responsibility for a current safeguarding concern. The provider says the continuing EHC plan proves that all support will transfer automatically. Which response best corrects this assumption?

- A Close the child safeguarding record now because an EHC plan transfers every protection responsibility to adult services.
- B Wait until the birthday because agencies cannot discuss future support arrangements while someone remains a child.
- C Confirm each service responsibility and practical handover separately while addressing the present concern without delay.
- D Give the new employer the entire historical file so it can identify every relevant support responsibility.

09 A 34-year-old apprentice with a fluctuating condition requests rest breaks during site visits. The employer excludes him from all visits, describing this as a safeguarding measure, without discussing tasks or alternatives. He reports that the exclusion reduces his qualification evidence and career opportunities. What is the strongest provider response?

- A Accept exclusion because using safeguarding terminology makes an employer's decision presumptively necessary and proportionate.
- B Insist on unrestricted attendance immediately because equality duties prevent consideration of any genuine workplace hazard.
- C Advise withdrawal from the apprenticeship because fluctuating conditions make occupational competence impossible to demonstrate safely.
- D Support an individual task-based assessment with the apprentice and consider reasonable adjustments preserving safe participation.

10 A safeguarding action plan states, "Nina will be more assertive with colleagues within two weeks." The concern involves reported obstruction by an adult colleague and inaccessible shift communication. Staff want a measurable objective. Which alternative most appropriately locates responsibility and tests whether the protection is working for the learner?

- A Nina practises confronting the colleague until she can demonstrate confidence without communication support from other staff.
- B An authorised manager provides a safe exit arrangement, and Nina confirms whether obstruction or retaliation continues.
- C The coach closes the concern once Nina completes an online confidence quiz with a passing score.
- D The colleague signs a general values statement, after which the provider assumes every workplace concern is resolved.

11 A tutor needs to implement a room change arising from a sensitive adult safeguarding concern. The tutor asks for the full allegation and the learner's childhood history to understand the context. The DSL can provide the necessary room and contact instructions without those details. What is the best information-sharing approach?

- A Forward the entire safeguarding file because all education staff automatically need every detail to implement adjustments.
- B Withhold even the room change instruction because any connection to safeguarding makes information sharing impermissible.
- C Give the tutor the relevant delivery instructions and retain sensitive safeguarding information within appropriately controlled access.
- D Put the full history in the ordinary learner passport so future tutors never need another discussion.

12 A care-experienced apprentice aged 21 says she would welcome help organising housing and training commitments. Her coach assumes that all care-experienced adults automatically meet the Care Act safeguarding threshold and need a capacity assessment. There is no reported abuse or inability to decide. Which approach is most appropriate?

- A Explore her requested support and eligible Personal Adviser arrangements without equating care experience with disability or incapacity.
- B Open a mandatory adult safeguarding enquiry because any previous care experience establishes all three statutory conditions.
- C Require a capacity assessment before allowing her to discuss employment or accommodation options with the provider.
- D Decline support because leaving-care assistance ends automatically when a young person starts paid employment.

13 A 16-year-old apprentice with communication needs understands a proposed support option but does not want her parent contacted immediately because she fears repercussions. A staff member says the Mental Capacity Act means she must now be treated exclusively as an adult. What is the most accurate professional response?

- A Consider supported decision making alongside child safeguarding duties and obtain appropriate advice about safe involvement and sharing.
- B Treat her as an adult for all purposes because capacity legislation replaces child protection from age sixteen.
- C Disregard her views because anyone under eighteen has no relevant role in safeguarding decisions about themselves.
- D Promise never to share information because an expressed preference overrides every safeguarding responsibility and immediate risk.

14 An apprentice gives a calm, detailed account of coercion but does not show the distress a staff member expects. The staff member suggests the account cannot be credible because the apprentice smiles occasionally and uses factual language. Which response best reflects accessible safeguarding practice and sound evidential discipline?

- A Discard the account because genuine abuse always produces visibly distressed behaviour during an initial disclosure conversation.
- B Ask the apprentice to repeat the account until the emotional tone matches the staff member's expectations.
- C Record the account accurately and assess relevant facts without requiring a stereotyped emotional presentation to establish concern.
- D Accept every detail as established fact because a calm narrative is inherently more reliable than an emotional one.

15 A provider introduces a new reporting platform that requires audio recording and automatically sends notifications to a shared household tablet. Learners have been told the platform is inclusive because it removes long written forms. Which issue should the design and safeguarding teams address before relying on this as the primary route?

- A Require all learners to practise speaking more clearly because audio is inherently accessible across different disabilities.
- B Check communication choice and privacy, providing alternative human contact where audio or shared-device alerts create barriers.
- C Assume the platform is safe because a shorter form necessarily reduces every risk involved in disclosure.
- D Send all safeguarding notifications to household supporters because they can manage privacy on the learner's behalf.

16 A coach records that an apprentice is "terrified of the supervisor" after seeing him leave two meetings when that supervisor arrives. The apprentice has not yet discussed why he left. The DSL asks the coach to revise the entry before using it in the chronology. Which revision is most defensible?

- A Remove the events entirely because observations without a disclosure are never relevant to professional safeguarding curiosity.
- B Strengthen the statement to confirmed intimidation because repeated behaviour is sufficient to establish the supervisor's motive.
- C Ask colleagues to agree the emotional label and then treat their consensus as equivalent to learner evidence.
- D Describe the two observed departures, dates and context, separating any concern or interpretation from the factual observation.

17 An adult apprentice receives substantial care and support and reports neglect. She has capacity to understand the situation but depends on the alleged perpetrator for mobility assistance and private telephone access. A manager argues that capacity excludes her from adult safeguarding. Which statement provides the most accurate correction?

- A Capacity excludes all safeguarding assistance because adults who understand danger are legally responsible for preventing it themselves.
- B The apprentice must first be assessed as lacking capacity for every daily decision before any referral can proceed.
- C Capacity does not exclude section 42 consideration when care needs, abuse risk and resulting inability to protect are suspected.
- D The provider should ask the alleged perpetrator to approve the referral because they currently provide necessary assistance.

18 A local authority decides that an adult apprentice does not meet the section 42 enquiry criteria. The apprentice still reports threats from a partner and needs a safe way to attend work. The provider proposes closing every support action because the statutory route was declined. What should happen next?

- A Treat the threshold decision as proof that no abuse occurred and remove the concern from every record.
- B Insist that the coach conduct the statutory enquiry personally because no other route can now be used.
- C Ask the apprentice to obtain more serious evidence before allowing access to ordinary learning or welfare support.
- D Record the decision and arrange appropriate alternative protection and support with named responsibility for unresolved practical risks.

19 At a review, staff report that a learner's safety plan is successful because attendance has improved. The learner continues to say that a supporter checks every message and becomes angry when she speaks privately. Which conclusion should the DSL draw from the combined information before deciding whether to close the concern?

- A Attendance is one contextual indicator, while the continuing reported control requires further assessment of safety and private access.
- B Improved attendance disproves coercion because a controlled learner would necessarily stop attending work and training sessions.
- C The learner's account should be ignored because quantitative performance indicators provide a more objective safeguarding outcome measure.
- D Closure is required once any single positive indicator appears, even if other agreed outcomes remain unresolved.

20 A tutor repeatedly asks an apprentice, "Did the supervisor threaten you because you are autistic?" after the apprentice says only that a meeting felt uncomfortable. The tutor wants to be helpful and believes naming the suspected explanation will make disclosure easier. What is the best supervisory feedback on this technique?

- A Continue repeating the suggested explanation until the apprentice agrees, because this confirms that they have understood the concern.
- B Use open concrete questions and avoid introducing suggested explanations that the apprentice has not independently expressed.
- C Ask several staff to repeat the same question so agreement across interviews can establish reliability of the allegation.
- D Stop every conversation immediately because a learner with autism cannot give a meaningful account of workplace experiences.

21 A disabled apprentice requests additional time and a quiet space to discuss a concern. The manager says everyone must receive identical treatment to preserve fairness and offers only the standard ten-minute open-office appointment. Which explanation most accurately connects equality practice with effective safeguarding in this situation?

- A Fairness requires identical appointments even when the provider knows the learner cannot communicate privately within those conditions.
- B Individual adjustments can make the reporting opportunity genuinely usable, while identical arrangements may preserve an existing disadvantage.
- C Any request for more time should be treated as evidence of incapacity rather than an ordinary access need.
- D The provider may postpone all safeguarding action until the learner obtains a new formal diagnosis confirming the requested adjustment.

22 A coach learns that an apprentice's financial supporter may be exploiting him. Before speaking with the DSL, she calls the supporter and describes the allegation, hoping to arrange an honest joint conversation. The apprentice later says the supporter became angry and removed his phone. What was the central planning failure?

- A Contact with a potentially implicated supporter was made without assessing safety, retaliation and an independent route for the learner.
- B The coach failed to ask the supporter for written permission before allowing the apprentice to report the concern.
- C The coach should have required the apprentice to confront the supporter privately before involving any professional safeguarding colleague.
- D The only failure was lack of a meeting agenda, because immediate confrontation is normally the required first safeguarding step.

23 A provider plans to transfer a care-experienced apprentice to another employer. The proposed handover contains every historic social care record, although the new workplace only needs agreed adjustments and a safe contact arrangement. What should the DSL and coach do when preparing the handover and confirming responsibility for continuing support?

- A Share the complete history automatically because a new employer must know every childhood event to offer reasonable adjustments.
- B Share nothing at all because any transfer of safeguarding-related information to a new responsible person is always prohibited.
- C Ask the apprentice to repeat every historic disclosure to each new colleague as the only acceptable alternative to file sharing.
- D Share relevant information lawfully for identified actions, confirm receipt and clarify who owns unresolved support or protection needs.

24 A coach is worried about an apprentice's decision to return to a relationship involving alleged coercion. The apprentice understands the options when supported and is not in immediate danger during the meeting. Which question would best improve the plan without treating the adult's disagreement as evidence of incapacity or abandoning protection work?

- A Will you agree that the coach should make all future personal decisions because returning to the relationship seems unsafe?
- B Can you sign that the provider has no further responsibility if you choose a relationship professionals would avoid?
- C What practical support and safe contact would help you pursue your priorities while we address the reported pressure?
- D Would you prefer that the employer receives your entire private history before you are allowed to return to work?

25 A design team checks the safeguarding page for colour contrast and declares the reporting process accessible. A learner using a screen reader cannot submit the form because the fields lack labels, and an alternative telephone number is never answered. Which quality assurance response best addresses the demonstrated gap in practice?

- A Accept the contrast result because visual checks alone establish whether disabled learners can report safeguarding concerns effectively.
- B Require the learner to ask a household member to complete the form, regardless of the privacy implications.
- C Delete the alternative number so the provider cannot be criticised for a contact route that is not staffed.
- D Test the complete reporting journey with relevant access methods and assign ownership of a reliable alternative human contact.

26 A 20-year-old apprentice continues to receive some children's services while living in a specialist setting. New information suggests abuse linked to substantial care and support needs. Staff disagree about whether child safeguarding must remain the exclusive route until all children's services end. What is the most accurate route clarification?

- A Child protection remains the exclusive route indefinitely whenever any professional from children's services continues to support the apprentice.
- B Neither safeguarding system can act during mixed-service involvement, so the provider must wait for all transitions to finish.
- C Adult safeguarding arrangements address the adult concern, involving relevant children's services colleagues and partners where appropriate to the case.
- D The employer automatically becomes the statutory safeguarding authority once a young person starts receiving apprenticeship wages.

27 A national review describes serious failures in residential care for disabled children. A provider wants to use it in apprenticeship staff training. One manager proposes saying that the report proves the same rates of abuse occur among its apprentices. Which use of the report would be most defensible and useful?

- A Present its findings as a local apprenticeship prevalence estimate because every setting involving disabled learners is statistically interchangeable.
- B Use its oversight and listening lessons explicitly as transferable questions, without claiming equivalent prevalence or service arrangements.
- C Dismiss the review entirely because evidence from another setting can never inform any professional safeguarding reflection.
- D Replace all employer due diligence with the report because national review recommendations establish individual workplace safety automatically.

28 A team cites an international meta-analysis showing higher violence exposure among disabled children. It proposes flagging every disabled apprentice as an abuse victim in the management system. Which interpretation should the quality lead give when explaining what this research can and cannot support in day-to-day safeguarding practice?

- A The evidence supports accessible protection and vigilance, but group associations cannot classify individual apprentices as victims.
- B The pooled association justifies recording abuse as established for every learner with a disability even without any concern.
- C The findings mean that safeguarding resources should be withdrawn from non-disabled apprentices because their risk is absent.
- D The research supplies a diagnostic test that can replace listening to individual learners and examining their circumstances.

29 A safeguarding officer reads a qualitative study in which autistic adults describe shortcomings in relationship education. She proposes a new programme that allows learners to practise recognising pressure and seeking help through several communication modes. What statement should accompany the programme when staff explain its evidence base and intended use?

- A The study informs the design, while the particular programme is a local application requiring evaluation with learners.
- B The interviews prove that this exact programme will prevent abuse for every autistic apprentice who completes it.
- C The study means all autistic learners share the same relationship experience and must receive identical teaching examples.
- D The programme removes the need for safeguarding referrals because relationship education is sufficient whenever a learner understands pressure.

30 A learner's communication passport states that she needs quiet time before answering questions. During a disclosure, a coach repeatedly fills silences and paraphrases her words into more familiar terminology. The final record reads smoothly, but she says it no longer describes what she meant. What should improve in the next conversation?

- A Continue smoothing the account because professional wording is always more important than the learner's original meaning.
- B Allow processing time and preserve her wording, clearly identifying any interpretation or communication support used in the record.
- C Ask a manager to choose the most plausible version and delete every phrase that sounds unusual.
- D Abandon written records because adapted communication means an accurate safeguarding chronology cannot be produced for this learner.

31 An adult apprentice with a physical condition is waiting for an agreed workplace adjustment. The employer says the delay is unavoidable and expects him to continue the same hazardous task meanwhile. The coach knows a temporary alternative task could preserve learning. What is the most appropriate practical response for the responsible team?

- A Continue the task unchanged because recognising that an adjustment is necessary removes the need for interim risk management.
- B Withdraw the apprentice permanently because any delay proves the occupation can never be suitable for a disabled worker.
- C Consider a temporary safe arrangement while the employer implements and reviews the agreed adjustment with the apprentice.
- D Tell the coach to alter workplace equipment personally without employer responsibility or appropriate competence being established.

32 A coach proposes putting every safeguarding detail into an apprentice adjustment passport so that staff can offer consistent help. The DSL wants teaching staff to know the safe room, contact person and communication method, but not unnecessary allegations. Which document arrangement best combines continuity of delivery with appropriate control of sensitive information?

- A Merge all records and allow every tutor unrestricted access because confidentiality prevents effective continuity of support.
- B Keep all adjustments secret from tutors because any connection to a safeguarding case forbids operational information sharing.
- C Delete the safeguarding record after transferring instructions because separate records create unnecessary administrative complexity for staff.
- D Keep a practical adjustment record for relevant staff and a separate controlled safeguarding record linked through responsible coordination.

33 After a housing transition, a learner says the promised support worker has not arrived, the new travel route is unsafe and the provider's contact number goes to voicemail. The transfer meeting minutes show that all agencies agreed a plan. What should the coach prioritise when reporting back to the DSL and responsible managers?

- A The existence of signed minutes, because agreement at a professional meeting is sufficient evidence that outcomes were achieved.
- B The learner's failure to adapt, because support arrangements become the apprentice's sole responsibility after a recorded handover.
- C The gap between agreed actions and actual arrangements, including immediate safety and named responsibility for correcting failures.
- D The need to restart every historical assessment before anyone can make a practical correction to travel or contact arrangements.

34 A support plan includes weekly private conversations with an apprentice who reports controlling behaviour at home. The apprentice misses one appointment. The coach considers sending repeated explicit safeguarding messages to a phone that the alleged controller may monitor. What is the safest planning principle to apply before attempting further contact?

- A Send increasingly detailed messages because maximum communication volume always reduces risk when a learner misses a review.
- B Use the agreed safe follow-up route and reassess risk rather than expose the concern through an unsafe channel.
- C Contact the alleged controller first to ask why the apprentice has not attended the planned private conversation.
- D Close the case automatically because missing one meeting shows that the apprentice no longer wants any protection.

35 A tutor says an apprentice can no longer need communication adjustments because he passed a professional discussion assessment. Later, the apprentice struggles to explain a safeguarding concern in a noisy room with unfamiliar staff. What should the DSL recognise about the relationship between demonstrated occupational competence and this reporting difficulty?

- A Passing the assessment proves that any later difficulty communicating is deliberate and should be managed through discipline.
- B The reporting difficulty invalidates the occupational assessment and means the apprentice must restart the entire training programme.
- C Communication support should be provided only after the apprentice fails the next formal assessment under standard conditions.
- D Competence in one context does not remove a different communication barrier during a sensitive safeguarding conversation.

36 A manager reviews a learner who has stopped making safeguarding reports after a room change. The learner has also lost access to her usual coach and cannot find the new contact route. The manager describes the absence of reports as proof that the intervention succeeded. Which alternative interpretation requires consideration?

- A Reduced reporting may reflect reduced access to help, so review must test safety and the usability of contact arrangements.
- B No reports conclusively establish that the original allegation was mistaken and that every support action should now close.
- C The provider should disable the remaining reporting routes because silence demonstrates that learners prefer less safeguarding involvement.
- D The learner must be instructed to produce a new allegation before anyone can check whether the contact system works.

37 A case review finds that professionals repeatedly accepted a confident family member's description of an apprentice's behaviour, while the apprentice's own account was rarely recorded. The family member was not initially suspected of harm. Which supervision question is most likely to improve future practice without making unsupported allegations about the family?

- A Why did we fail to assume the family member was abusive from the first meeting with the apprentice?
- B How did we obtain the apprentice's perspective independently, and what assumptions influenced whose account we treated as authoritative?
- C How can we remove family contributions from all future safeguarding discussions, regardless of learner preference or relevant knowledge?
- D Which staff member should be blamed publicly so that other colleagues will avoid asking for support with uncertain cases?

38 An employer tells the coach that a disabled apprentice must provide her full medical records before any discussion of a simple change to the training room. She is willing to describe the functional barrier but does not want broad diagnostic disclosure. Which response most closely reflects appropriate adjustment practice and professional boundaries?

- A Require the full medical record because any request for workplace access removes the employee's right to medical privacy.
- B Refuse all workplace changes unless the apprentice publicly explains her diagnosis to every colleague using the training room.
- C Discuss the practical barrier and proportionate adjustment needs, involving appropriate specialists with consent where their input is required.
- D Ask the coach to diagnose the condition from observation so the employer does not need to involve qualified specialists.

39 A provider considers closing an adult safeguarding support action because another agency has ended its involvement. The apprentice still needs the agreed safe travel arrangement, and nobody has accepted responsibility for maintaining it. What is the most defensible condition for closing the provider's own action rather than merely copying the agency decision?

- A Confirm that the action's purpose is achieved or responsibility is explicitly transferred with the continuing practical arrangements understood.
- B Close immediately because one external agency ending involvement automatically discharges every apprenticeship provider responsibility in the case.
- C Delete the record so future staff cannot mistakenly reopen a concern that another organisation has already closed.
- D Require the apprentice to sign a general waiver stating that all future travel risk is their personal responsibility.

40 The quality lead wants to evaluate a new accessible safeguarding process. She proposes counting staff training certificates, but learners report uncertainty about private contact and what happens after a disclosure. Which additional evidence would best show whether the process works for apprentices rather than only documenting staff attendance at training?

- A Count the number of policy pages because longer policies necessarily provide more effective protection for disabled learners.
- B Rank learners by diagnostic category and assume those with the most support needs will always report more concerns.
- C Use a staff satisfaction survey alone because learners may have different preferences that complicate quality assurance comparisons.
- D Test whether learners can reach help privately and explain the next step using their preferred communication methods.

CHAPTER 09

The Prevent duty, radicalisation and protective learning



In this chapter

Prevent duty, radicalisation, contextual judgement, protective learning and rights.

Read the guidance and worked cases, examine the visual models, then complete the forty-question examination. Use the answer commentary to review both the selected answer and the reasoning behind it.

9.1 A precise purpose within a wider safeguarding culture

Prevent aims to stop people becoming terrorists or supporting terrorism. For an apprenticeship provider, this requires informed professional judgement, proportionate organisational arrangements and a learning environment where people can question ideas, recognise manipulation and seek help. It is neither a general label for difficult behaviour nor a test of whether learners agree with staff. The provider must be able to recognise a relevant concern without treating identity or ordinary disagreement as evidence of danger.

This chapter explains the preventive learning and organisational work that should surround the referral process. Chapter 10 addresses referral, information sharing, Channel and continuing case management in detail. Readers should finish this chapter able to distinguish key concepts; avoid linear or identity-based assumptions; identify the relevance of contextual information; design a local risk assessment; teach protective knowledge safely; and evaluate whether arrangements improve practice rather than merely produce paperwork.

The Home Office published additional Key Principles of Prevent in February 2026. These clarify that a clearly identifiable ideology is not a prerequisite for a referral where there is concern about a possible pathway to terrorism. They also make clear that mental ill health or neurodivergence must not be used to dismiss an otherwise relevant concern. Those factors may or may not matter in the individual context. [083]

The central professional task is therefore a disciplined combination of attention and restraint. Pay attention to words, actions, relationships and changes that may indicate relevant risk. Restrain speculation about motives, identity and diagnosis. If someone is in immediate danger, call 999; a curriculum discussion or written action plan is not an emergency response. The cases and models below are fictional KBC practice aids, not validated tools for predicting terrorism.

9.2 Know which duties apply to the organisation

The statutory Prevent duty arises under section 26 of the Counter-Terrorism and Security Act 2015 for specified authorities. The 2023 Prevent Duty Guidance for England and Wales took effect on 31 December 2023. Further education provision must also consider the relevant funding conditions; the guidance identifies requirements for further education and independent training settings to comply with Prevent and promote British values. Provider type, function and contractual position matter. [004]

Do not write a policy that simply says every organisation employing an apprentice is a specified authority. An employer may have duties through another function, such as a relevant public service, while an ordinary private employer does not become a specified authority solely by employing an apprentice. The training provider still needs clear safeguarding cooperation with employers, including how concerns reach the provider and how agreed protective arrangements are implemented.

KBC recommends a short responsibility map. Identify the legal entity, relevant provision, statutory or funding basis, accountable leader, Prevent lead, DSL, deputy arrangements, subcontractors and employer interface. For degree apprenticeships, check the relevant higher education arrangements as well as responsibilities across partners. Record who monitors each obligation and how changes in contracts, delivery model or law will be reviewed.

The map should distinguish organisational compliance from an individual concern. A subcontractor's missing training record is a quality and assurance issue requiring correction. A learner's relevant disclosure requires a safeguarding response regardless of whether the subcontractor has completed its

paperwork. Managers must not delay a concern while debating whose template should hold it. Agree a dependable route and then repair the system that created uncertainty.

9.3 Use definitions carefully and explain their limits

The Home Office defines radicalisation as a process through which someone comes to regard supporting or using terrorist violence as legitimate. [084] A Prevent concern is about a possible pathway towards becoming a terrorist or supporting terrorism; staff must not wait for violence, a settled ideology or proof of a criminal offence before raising a relevant concern. [083] Terrorism has a legal definition in the Terrorism Act 2000, encompassing specified serious actions or threats with the required purpose and context. Staff should not make a public legal finding from an ambiguous remark. The Home Office glossary provides the policy terminology. [084]

Extremism is used differently across policy, scholarship and everyday speech. The government's 2024 definition concerns advancement of an ideology based on violence, hatred or intolerance with specified aims against rights or democratic systems, including intentionally enabling others to pursue those aims. That definition is not itself a criminal offence and was introduced in relation to government engagement. It should not be converted into a rule that any unpopular view establishes a Prevent referral. [085]

Separate a belief, its expression, harmful conduct and a possible terrorism pathway. A learner may strongly criticise a government, oppose a war, practise a religion, support lawful protest or reject a tutor's argument. These facts alone are not a Prevent concern. A threat against another learner, discriminatory harassment or coercive control requires an appropriate response whether or not a terrorism connection is present.

Ideologies relevant to Prevent include Islamist terrorism and Extreme Right-Wing terrorism, alongside other terrorism-related concerns. Islamist terrorism must not be confused with Islam or Muslims, and Extreme Right-Wing terrorism must not be confused with every conservative or nationalist opinion. Staff need sufficient trained understanding to describe a concern, not collections of slogans or propaganda to memorise. Avoid reproducing extremist material in learner resources simply to make a session dramatic.

For teaching, use plain questions: what is being claimed; what evidence supports it; how are people being treated; and is violence being encouraged or legitimised? The purpose is informed judgement and safe help-seeking. It is not to assign learners ideological labels or require them to reveal personal religious and political beliefs for assessment.

9.4 There is no reliable conveyor belt to terrorism

People do not pass through one predictable sequence from dissatisfaction to violence. Similar experiences can lead to different outcomes, and relevant concerns may emerge quickly or remain ambiguous. A checklist that assigns points for isolation, unemployment, religion or neurodivergence can create a false impression of scientific certainty while misdirecting attention.

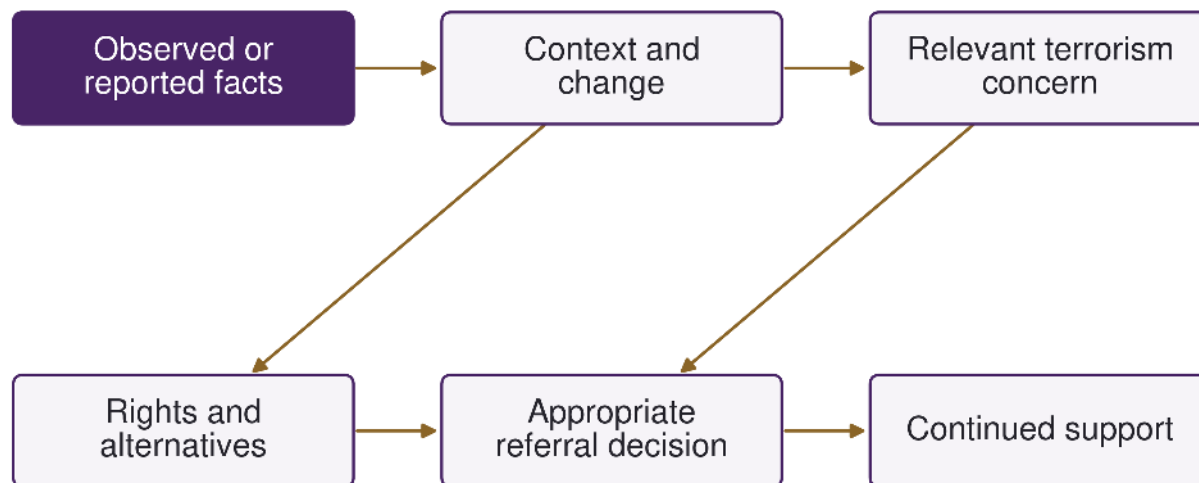
Wolfowicz and colleagues' systematic review examined 127 studies of possible risk and protective factors. Much of the evidence was cross-sectional. Sociodemographic factors generally had smaller associations than several attitudinal, experiential, psychological and criminogenic factors. The synthesis does not validate a coach's individual prediction score or show that a correlated characteristic causes radicalisation. [086]

KBC's practical response is a contextual formulation rather than a score: what was observed; what meaning the learner gives it; what change or influence may be relevant; what other explanations exist; what specific harm is feared; and what action is justified now? Record uncertainty explicitly. "The ideological meaning is unclear" is more accurate than inventing a category and does not prevent a referral where a relevant concern exists.

Protective factors also require careful interpretation. A good attendance record, family support or career ambition may be useful strengths without cancelling concerning behaviour. A person can experience belonging in one setting and harmful influence in another. Review what relationships actually do in this case rather than counting the number of apparent positives and subtracting them from a risk total.

A provider must not train staff to detect a personality type. Train them to notice relevant behaviour, listen, record accurately and use the proper route.

Figure 9.1 Contextual Prevent judgement



KBC practice aid. Identity, religion, disability and lawful dissent are not standalone indicators. A settled ideology is not required before a contextual concern can be referred.

9.5 Concern should be contextual and proportionate

An initial concern should identify the basis for worrying that a person may be on a pathway towards terrorism. The basis might involve expressed support for terrorist violence, relevant coercive influence or other contextual behaviours. Staff should explain what they actually know, what was reported by someone else and what remains uncertain. They should not require a fully formed ideological declaration or investigate until proof exists.

The 2026 principles distinguish frontline referral judgement from specialist assessment. Frontline professionals use the national referral form and organisational safeguarding route. Prevent practitioners can give advice, training and guidance; specialist police assess progression and the type of concern. Chapter 10 develops these boundaries. [083]

Use the same professional threshold across ideologies and identities. Ask whether the concern would still be raised if the learner had a different name, ethnicity, religion, gender or accent. This is an equality check on reasoning, not an instruction to discount relevant evidence. Equally, do not explain

away a concern because a learner is academically successful, well liked or has a diagnosis that seems to offer another explanation.

The Department for Education's managing-risk guidance describes contextual consideration and proportionate responses rather than a linear trajectory. [087] KBC recommends that a case note include a short alternative-explanation field. It should not become a reason to delay urgent action. Its purpose is to prevent a single early assumption from becoming the only account considered.

For example, a learner's research into terrorism may be legitimate study, a distressing exposure, an attempt to seek help or part of a relevant concern. What matters is the context and conduct, not the mere appearance of a search term. Staff should not ask the learner to gather additional extremist material to help them decide. Relevant information is handled through the authorised safeguarding route.

9.6 Protective learning should be useful beyond the classroom

A well-designed programme teaches learners how to assess claims, recognise pressure, question discriminatory treatment and seek help. It should connect democratic participation and the rule of law to everyday working life: fair decision making, legitimate disagreement, rights, responsibilities and how to challenge an unfair process. Reciting a list of values is not the same as being able to use them.

KBC recommends a sequence of short, revisited activities. First, compare two ordinary claims and identify the evidence each offers. Next, examine how a fictional message creates urgency, isolates the reader from other advice or presents violence as an answer. Then rehearse a safe way to raise a concern. Finally, return to a different workplace example and ask the learner to explain their reasoning. This is an authorial teaching design, not an empirically validated deradicalisation intervention.

Keep assessment focused on knowledge and judgement, not personal confession. A learner can explain why evidence matters without describing their own religion, family conflicts or experiences online. Offer written, spoken and supported response modes. Tell learners how to request a private discussion if a case raises a personal concern; do not ask them to identify classmates who seem susceptible.

Before a difficult discussion, set expectations that challenge ideas without humiliating people. A tutor should be able to stop targeted harassment, acknowledge uncertainty and arrange follow-up. Avoid a staged debate in which learners must defend terrorist violence or perform hate speech. Use carefully written summaries and fictional situations instead of raw propaganda, sensational videos or real victims' distress.

The provider should explain Prevent accurately, including its purpose, how concerns are raised and how learners can ask questions about its use. Trust is strengthened by consistency between that explanation and practice. A lesson about individual liberty loses credibility if an ordinary lawful disagreement is recorded as extremism without contextual reasoning.

9.7 Online life requires context rather than screen time rules

Online environments can support friendship, learning, identity exploration and harmful influence. An apprentice may encounter material through a recommendation, a direct message, a gaming community, a work chat or deliberate searching. The platform alone does not establish the meaning of the contact, and the number of hours spent online is an inadequate proxy for terrorism risk.

Wolfowicz, Hasisi and Weisburd's review of 53 studies found stronger associations for exposure to specifically radical content than for simple media use. The evidence included few experiments and substantial methodological limitations, including difficulty establishing temporal order. These findings

support careful attention to content and interaction, not a claim that a particular platform causes radicalisation or a universal time limit prevents it. [088]

Teach learners to examine source credibility, recognise manipulative invitations and know how to leave or report an uncomfortable interaction. A safe exercise might compare a legitimate request for evidence with a fictional message demanding secrecy and unconditional loyalty. Do not send learners to find extremist communities themselves. Do not use live harmful links to make an activity feel authentic.

For staff, agree how to respond to a filtering alert, a reported message or a learner disclosure. Establish who receives alerts, who reviews context and how urgent concerns reach the DSL. Technical systems cannot decide meaning independently. A blocked request may be accidental or legitimate research; a concerning interaction may occur beyond a provider network. The teaching and safeguarding response must therefore work alongside technical controls.

If material may be illegal or distressing, avoid unnecessary viewing, copying or circulation. Record the relevant concern and use authorised procedures and specialist advice. Staff should not improvise an intelligence-gathering exercise, ask apprentices to infiltrate a group or promise that online monitoring can guarantee safety. The public Home Office guidance expressly notes that there is no checklist identifying radicalisation and that immediate danger requires 999. [089]

9.8 A local risk assessment is a reasoned organisational document

A meaningful assessment explains why particular risks are relevant to the provider's learners, staff, employers, delivery locations and online model. The Department for Education advises proportionate assessment informed by local threat and risk, the education phase and the setting's size and type, with action plans for identified risks. [090]

KBC recommends six headings: context; evidence; exposure or weakness; existing controls; further action; and review trigger. Distinguish a current fact from a concern to test. "The provider now teaches apprentices in four additional regions" is a fact. "Our staff may not know the relevant local referral routes" is a testable weakness. The resulting action is to verify routes and rehearse contact, rather than copy the same county profile into every file.

Use current national and regional information, relevant local partnership advice, provider incidents and learner feedback. Record the date and source. Avoid turning neighbourhood demographics into an ideological risk score. A local threat briefing may justify attention to a particular form of recruitment, but it does not identify every resident as susceptible. Where detailed information cannot appropriately circulate, produce an authorised staff briefing that explains relevant practice without revealing restricted material.

Review the assessment after significant changes: a new subcontractor, a different age profile, a major local incident, a new delivery platform or an identified failure in reporting. A scheduled annual review can be useful but should not be the only trigger. Name who checks whether actions have been completed and whether they worked.

A weak assessment lists "radicalisation" as high risk and "staff training" as the control, with no evidence, owner or review. A stronger assessment identifies that evening workplace mentors do not know the out-of-hours route, assigns a manager to brief them, tests the contact arrangement and revisits it when staff change. The latter connects a real weakness to an observable improvement.

9.9 Fictional case one Lawful protest and an uncomfortable discussion

Mariam, aged 20, is a digital marketing apprentice. During a discussion about public communication, she strongly criticises government foreign policy and says she plans to attend a lawful protest. Another learner complains that her comments are political. A tutor records “possible radicalisation” without identifying support for violence, coercive influence or any other relevant contextual concern.

The DSL reviews the actual words, the learning context and the tutor’s reasoning. A disagreement about policy is not itself evidence of a terrorism pathway. If the discussion involved interruption or disrespect, those behaviours can be addressed consistently under the classroom expectations without attaching an unsupported Prevent label. The tutor should make room for lawful disagreement while ensuring other learners can participate safely.

The DSL also checks whether Mariam experienced discriminatory treatment during or after the session. She should not have to explain her religious identity or act as a spokesperson for a community. The provider can acknowledge and correct a mischaracterisation, review the record appropriately and explain the reporting process without promising that a genuine future concern would never be considered.

An improvement plan gives the tutor supervised practice in facilitating controversial topics, checks the lesson’s assessment criteria and asks learners whether they understand the difference between respectful challenge and targeted harassment. The quality lead examines whether similar unsupported labels have been applied to other learners. The aim is better judgement and trust, not a target of fewer referrals irrespective of their quality.

The case becomes different if new evidence suggests a relevant concern about violence or terrorism. The provider should assess that information on its merits. Correcting an initial error must not turn into reluctance to act when a later concern is justified. Equal treatment means applying a consistent contextual threshold, not assuming either danger or safety from who the learner is.

9.10 Fictional case two A concerning pattern with no clear ideology

Ben is a 19-year-old engineering apprentice. He has recently become preoccupied with violent events and tells a coach that an online contact praises people who carry out attacks. He describes a growing belief that harming strangers could make him significant. The coach cannot identify a coherent political or religious ideology. Ben also has a mental health diagnosis and is receiving support from a clinician.

The coach considers immediate safety first and involves the DSL promptly. They record Ben’s words and the reported online influence without asking for graphic details or material. If there is immediate danger, they call 999. The absence of a clear ideology is not a reason to discard the concern, and clinical involvement does not automatically manage a possible terrorism pathway.

The DSL uses the appropriate referral route described in Chapter 10, providing what is known, the uncertainty and relevant wider support. The provider does not ask the clinician to prove radicalisation or expect a local adviser to make the frontline referral decision for it. The 2026 principles clarify these boundaries and the role of specialist police assessment. [083]

The coach remains a reliable learning contact, with agreed boundaries and safeguarding supervision. Any educational adjustments support participation without becoming an unofficial treatment or ideological intervention. The employer receives necessary practical instructions through an authorised plan, not a speculative label circulated across the workforce.

At review, the team checks whether actions were received and assigned, whether support remains accessible and whether new information changes urgency. It does not conclude that the concern is resolved merely because Ben is attending clinical appointments. The case illustrates parallel support: mental health care and Prevent can address different aspects of a complex situation without either becoming a substitute for the other.

9.11 Fictional case three Workplace hate and the limits of a label

Ellis, aged 26, reports that colleagues repeatedly use racist insults in a workplace group chat. One colleague also shares exclusionary political opinions. Ellis wants the harassment stopped but fears losing his apprenticeship. The employer suggests that the provider should refer everyone in the chat to Prevent and then regard the matter as handled.

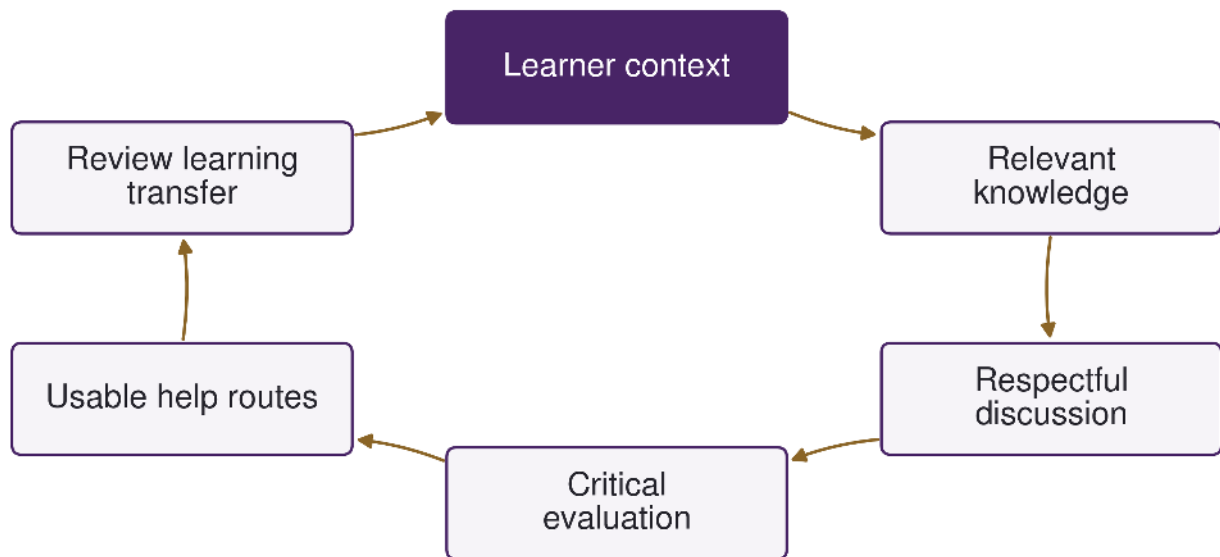
The provider first addresses the reported harm and Ellis's safety. Racist harassment is unacceptable regardless of whether a Prevent concern exists. The DSL considers the information, including whether any content or conduct suggests a relevant terrorism pathway, while the responsible employer deals with workplace behaviour through appropriate procedures. A Prevent referral should not be used to outsource the employer's responsibility to protect staff from harassment.

The coach records what Ellis reports and agrees a safe follow-up method. Staff do not circulate the chat to a whole teaching team or ask Ellis to collect further inflammatory material. The provider considers whether he needs alternative contact, a temporary learning arrangement or support to raise the workplace issue safely. Any concern about retaliation remains part of review.

If there is a relevant concern about a particular person, the DSL follows the appropriate process rather than referring the whole group by association. If the material does not indicate such a concern, other protection and conduct actions still continue. The distinction is about matching the response to the harm, not tolerating discriminatory behaviour.

A curriculum response may later use a fictional workplace communication case to teach respectful challenge and safe reporting. It should not reproduce Ellis's experience in a way that identifies him or make him responsible for educating colleagues who have targeted him. Leaders review both the employer relationship and staff understanding of Prevent's purpose.

Figure 9.2 Designing protective learning



KBC practice aid. Use fictional scenarios and appropriate sources. Do not require personal disclosures or expose learners to harmful propaganda.

9.12 Fictional case four A digital alert during legitimate study

Jade is a 17-year-old business administration apprentice preparing a supervised assignment about crisis communication. A provider filtering system flags a search term related to a terrorist incident. The tutor considers suspending her access immediately and telling the class that the system detected extremism. No further contextual information has been reviewed.

The alert is a prompt for appropriate review, not a finding. The responsible staff member checks the approved assignment, the context of the search and any relevant concern through the established safeguarding arrangement. Staff should not publicly label Jade, ask her to demonstrate more searches or require her to download material for the record. Her age means that any safeguarding concern also engages the child protection framework.

In this fictional case, the search was for a mainstream public statement about organisational response, and no further concern is identified. The tutor helps Jade use appropriate sources and records the alert review according to policy. The design team revises the assignment guidance to offer safe source examples and clearer boundaries. The technical control is reviewed for unnecessary obstruction without disabling useful protection.

A different result would follow if contextual information suggested harmful influence or support for terrorism. The provider should assess that evidence rather than dismiss it because an assignment existed. The lesson is to combine technical information with professional context, preserve dignity and respond to what is actually known.

9.13 Worked plan Improving a provider Prevent system

This fictional organisational plan follows a review showing inconsistent employer reporting routes and weak lesson assessment. The timings are KBC recommended operational standards, not legal

deadlines. Immediate concerns continue through the existing safeguarding route while improvement work proceeds.

Action and purpose	Owner	Time or trigger	Evidence of effect	Escalation
Map duties, funding conditions and partner responsibilities	Senior accountable leader	Within ten working days of review	Clear ownership and deputy arrangements agreed	Unresolved legal scope to competent advice
Verify reporting routes for each delivery region and subcontractor	Prevent lead with DSL	Before new delivery begins	A safe contact rehearsal reaches the responsible person	Failed urgent route corrected immediately
Brief workplace mentors on what to report and whom to contact	Employer engagement manager	Before the next mentor cohort starts	Mentors explain the route in a fictional scenario	Repeated misunderstanding to contract review
Replace slogan recall with applied protective learning	Curriculum lead	Next curriculum revision cycle	Learners explain a safe response in varied examples	Unsafe or discriminatory activity withdrawn and corrected
Test filtering alert review and access to safe sources	IT lead and DSL	After system or assignment changes	Contextual reviews recorded and teaching remains accessible	Serious missed alert or unnecessary exposure to senior review
Review implementation and unintended effects	Quality lead	Six weeks after changes	Sampling shows proportionate decisions and usable help routes	Persistent gaps to governance action plan

The plan deliberately includes evidence of effect. A mentor briefing attendance list does not show that someone can report a concern during an evening shift. A lesson plan does not show that learners can apply the learning. Use modest, realistic tests and review errors constructively. Do not measure success by maximising referrals or eliminating them; either target can distort judgement.

9.14 Worked plan Maintaining learning after a concern

This fictional plan accompanies Ben's case and sits alongside the relevant specialist process. It does not replace urgent action, referral or an agency support plan. The DSL coordinates the provider's contribution; staff should use Chapter 10 for detailed referral and Channel responsibilities.

Action and purpose	Owner	Time or trigger	Evidence of effect	Escalation
Check immediate safety and record relevant words and context	Receiving coach	At concern	Urgency considered and DSL informed	Immediate danger to 999
Make the appropriate referral and confirm the next responsibility	DSL or authorised referrer	Promptly according to urgency	Referral receipt and follow-up arrangement recorded	Unanswered urgent concern actively followed up

Action and purpose	Owner	Time or trigger	Evidence of effect	Escalation
Agree safe, predictable learning contact	Coach with DSL supervision	Before the next planned session	Ben knows whom to contact and how	New information or missed safe contact to DSL
Coordinate necessary practical employer arrangements	Authorised employer liaison	Before affected duties or visits	Responsibilities understood without speculative labels	Workplace safety concern to responsible manager and DSL
Maintain agreed learning adjustments and ordinary support	Tutor	Each relevant session	Participation and access reviewed with Ben	Deterioration or new disclosure through safeguarding route
Review the provider contribution with relevant partners	DSL	At agreed case review or new concern	Actions remain owned and risks reassessed appropriately	Gaps in responsibility challenged through the agreed process

Avoid targets such as “Ben will express acceptable beliefs by Friday”. A coach is not a specialist intervention provider, and the learner’s performance in class cannot demonstrate that a wider risk has disappeared. Educational outcomes might concern attendance, access and use of help; specialist risk assessment belongs with the appropriate professionals. The record should preserve that distinction.

9.15 Roles supervision and a culture that can correct itself

Coaches should understand their reporting route, maintain professional relationships and notice relevant changes without creating dossiers on learner beliefs. Tutors facilitate difficult conversations safely and assess knowledge rather than conformity. Curriculum teams connect protective learning to real apprenticeship contexts and ensure repetition develops understanding instead of merely repeating terminology.

Design teams create accessible materials, avoid live harmful content and make help routes visible without requiring public disclosure. IT staff operate technical controls and work with the DSL on contextual alert review. Employers need clear communication about their practical responsibilities, relevant concerns and the limits of information shared. Leaders ensure capacity, deputies, training and oversight; they should be able to explain how arrangements work across remote delivery and subcontracting.

Supervision should examine both missed concerns and overreach. Ask what evidence supported the decision, which alternatives were considered, what equality assumptions may have influenced it and whether urgency was handled appropriately. A staff member should be able to raise uncertainty without being told to either ignore the issue or refer every uncomfortable comment. Use the current Home Office training and refresh learning when guidance or local circumstances change. [091]

Family relationships can be protective, harmful or mixed. Zych and Nasaescu’s review found associations involving family factors but limited evidence for individual factors and no included evaluations of family-based interventions. [092] For apprenticeship practice, do not assume that parental involvement is always the answer or that an adult’s family should automatically receive personal information. Assess safe, appropriate involvement through the responsible process.

When an error occurs, correct records through the provider’s proper procedure, explain relevant decisions and make complaint routes understandable. The existence of a complaint does not prove the

original decision was wrong; defensible practice still needs transparency, respectful review and learning. The Home Office public guidance includes a route for complaints about Prevent's application. [089]

9.16 Practice review and evidence notes

Use three review tasks before attempting the examination. First, select a recent fictional training scenario and identify the precise reason it is, or is not, relevant to Prevent. Second, inspect one organisational control and demonstrate how it works outside office hours. Third, review a lesson and identify whether it teaches transferable judgement or merely requires the learner to reproduce staff language.

The research in this chapter is mainly evidence synthesis about associations and mechanisms. It does not provide a validated prediction instrument for apprenticeships, and evidence about effective interventions is more limited than the volume of policy discussion may suggest. The cases, teaching sequence and action-plan matrices are KBC applications intended for supervised practice and local evaluation. They should not be described as scientifically proven prevention programmes.

Current official guidance determines operational expectations; academic literature helps readers understand uncertainty and avoid unsupported inference. This edition incorporates the February 2026 Key Principles and identifies the August 2026 Notice, Check, Share publication for use with Chapter 10. [093] Older guidance may retain references to superseded inspection arrangements, so use the current Ofsted framework discussed elsewhere in this handbook for inspection interpretation.

A strong provider can explain why a concern was acted upon, why a particular response was proportionate, how the learner was treated and what was learnt. Those explanations are more useful than claiming that a high training completion rate or a particular number of referrals proves that radicalisation has been prevented.

Chapter 9 examination

Forty case-based questions. Choose the single best answer. Record your choices before consulting the answer commentary.

01 During a tutorial, a 20-year-old apprentice strongly criticises government foreign policy and says she plans to attend a lawful protest. The tutor feels uncomfortable but identifies no support for violence, coercive influence or other relevant context. What is the most proportionate initial response to the comments in this learning situation?

- A Make a Prevent referral solely because criticism of government policy indicates rejection of required British values.
- B Facilitate lawful disagreement respectfully and address any actual conduct issue without attaching an unsupported Prevent label.
- C Ask the apprentice to disclose her religious beliefs before deciding whether the political comments can be tolerated.
- D Ban every political discussion permanently because controversial topics cannot be taught safely within an apprenticeship programme.

02 A 19-year-old apprentice describes increasing admiration for people who attack strangers and says an online contact encourages these ideas. Staff cannot identify a coherent ideology. He also receives mental health support. There is no stated immediate plan, but the coach is concerned. Which interpretation should guide the next safeguarding decision?

- A Prevent cannot be considered until the learner states a complete political or religious ideology in writing.
- B Clinical involvement automatically transfers every possible terrorism concern away from the provider and specialist Prevent processes.
- C The coach should diagnose the cause and conduct an ideological intervention before deciding whether safeguarding colleagues need involvement.
- D A relevant concern can be raised without a clear ideology, and mental health support does not automatically address it.

03 An independent apprenticeship provider updates its policy by stating that every private company employing one of its apprentices is automatically a specified authority under the statutory Prevent duty. The policy also expects employers to report relevant concerns to the provider. Which revision would improve legal precision while preserving practical safeguarding cooperation?

- A Distinguish each organisation's statutory or funding position while retaining clear employer reporting and cooperation arrangements.
- B Retain the statement because employing any apprentice automatically makes every private employer a specified statutory authority.
- C Remove all employer safeguarding cooperation because a private employer without specified-authority status cannot contribute relevant information.
- D Transfer the provider's entire Prevent responsibility to employers because apprentices spend most of their working hours there.

04 A provider receives a filtering alert after a 17-year-old apprentice searches for a terrorist incident while preparing an approved crisis-communication assignment. No context has yet been reviewed. The tutor proposes announcing the alert to the class and suspending all access. What is the most appropriate first response to this information?

- A Announce suspected extremism immediately because a technical filtering alert establishes the learner's intention and relevant ideology.
- B Ignore every alert linked to an assignment because legitimate study makes any accompanying safeguarding concern impossible.
- C Review the alert context through the agreed safeguarding process and protect the learner's dignity while considering any actual concern.
- D Ask the learner to download additional extremist material so the tutor can personally assess its seriousness after class.

05 A coach wants to assign radicalisation risk points for unemployment history, religion, neighbourhood and neurodivergence. She cites a systematic review of risk factors but has not validated the score in apprenticeships. What should the quality lead explain before such a system is introduced into the provider's safeguarding process and learner records?

- A The score is scientifically established because including several published correlates automatically creates a valid assessment instrument.
- B The provider should weight religious identity most heavily because demographics consistently have the largest research associations.
- C Group associations do not validate an individual prediction score, and identity-based proxies can distort contextual professional judgement.
- D The system removes the need to record actual words or conduct because numerical scores are always more objective.

06 An employer reports racist harassment in an apprentice group chat and asks the provider to refer every participant to Prevent so the employer can close its own investigation. Some messages are offensive, but no terrorism-related concern has yet been identified. Which response best matches responsibilities to the reported harm and available information?

- A Address harassment and safety through appropriate routes while assessing whether any individual information raises a relevant Prevent concern.
- B Refer the entire group automatically because every instance of workplace racism must be processed exclusively through Prevent.
- C Close the harassment complaint if Prevent is not relevant because offensive conduct outside terrorism falls beyond provider concern.
- D Ask the targeted apprentice to gather increasingly extreme material from colleagues before any workplace protective action can begin.

07 A local risk assessment lists radicalisation as high risk and staff training as the only control. The provider has recently expanded to three regions, and evening mentors cannot identify an out-of-hours contact. Which additional action would most directly turn the assessment into a useful organisational improvement plan for this delivery model?

- A Increase the risk score without changing any operational arrangements because a higher score itself demonstrates stronger safeguarding awareness.
- B Copy the original county profile into every regional file so the assessment appears consistent across all delivery locations.
- C Count training certificates again and assume that completion means every mentor can use the reporting route during evening shifts.
- D Verify regional and out-of-hours routes, assign owners and test whether mentors can reach the responsible safeguarding person.

08 A tutor plans a Prevent lesson in which learners must defend terrorist violence in a formal debate to demonstrate understanding of competing arguments. Several apprentices say the activity feels unsafe. Which redesign best preserves rigorous learning while avoiding unnecessary exposure, humiliation and harmful performance requirements for the class as a whole?

- A Continue the debate because distress proves that learners are engaging deeply with difficult political and ideological material.
- B Use carefully written fictional claims to examine evidence, manipulation and safe responses without requiring advocacy of terrorist violence.
- C Ask learners from minority faiths to lead the defence because their identity gives them responsibility for explaining extremism.
- D Replace all critical discussion with a values memorisation test and assume recall demonstrates practical resistance to manipulation.

09 A learner spends many hours online and enjoys gaming communities. A tutor sees no concerning content or interaction but proposes a Prevent referral because prolonged screen time appears on an informal checklist. Which explanation most accurately reflects the media research and the need for contextual safeguarding judgement in this particular case?

- A Simple media use is an inadequate proxy; assess relevant content, interactions and context rather than hours alone.
- B Long screen time establishes radicalisation because research proves that gaming platforms cause terrorist involvement in regular users.
- C Gaming communities can never involve harmful influence, so staff should exclude all future online information from safeguarding consideration.
- D Every learner using the same platform should receive the same referral regardless of their conduct or reported experiences.

10 A coach has recorded relevant concerns and consulted the DSL. A local Prevent education adviser offers general guidance but does not tell the provider whether to refer. Staff assume this means no referral is allowed. Which clarification best reflects the roles described in the February 2026 Key Principles of Prevent?

- A An education adviser must authorise every referral before a frontline professional can use the national referral form.
- B The coach must personally determine the exact ideology and prove criminal intent before consulting any police professional.
- C Advisers support understanding; frontline professionals make referral judgements, and specialist police assess progression and concern categories.
- D The employer decides Channel eligibility because workplace managers know more about apprentice attendance than statutory safeguarding partners.

11 A provider says its Prevent programme is successful because it made twice as many referrals as the previous year. A reviewer notices that several referrals contain only lawful political disagreement while staff elsewhere missed relevant concerns. Which evaluation approach would better examine whether the provider's decisions and support arrangements are actually proportionate?

- A Set a still higher referral target because increasing volume necessarily shows that staff are becoming more accurate.
- B Review referral reasoning, missed concerns, learner treatment and outcomes instead of treating referral volume as proof of effectiveness.
- C Set a zero-referral target because avoiding referrals altogether is the only reliable way to demonstrate respect for learners' rights.
- D Use the number of policy pages as the main indicator because detailed documents cannot coexist with poor professional decisions.

12 A 2023 guidance page describes safeguarding within an older Ofsted leadership and management judgement. A manager wants to copy this wording into the new handbook as current inspection criteria because the Prevent guidance remains relevant. What should the editorial and quality team do before presenting the inspection interpretation to apprenticeship staff?

- A Copy the older inspection wording unchanged because every statement on a continuing government guidance page is necessarily current.
- B Discard the entire Prevent duty because an outdated inspection reference means the statutory obligation has automatically ceased.
- C Invent a new judgement framework combining familiar terms from different years so the document appears comprehensive and consistent.
- D Use current Ofsted material for inspection criteria while retaining applicable Prevent guidance for its separate statutory purpose.

13 A manager reads the government's 2024 definition of extremism and concludes that it created a new criminal offence covering any intolerant opinion. He asks tutors to record learners who disagree with staff as potential offenders. Which correction most accurately distinguishes the definition from criminal law and proportionate Prevent practice in education?

- A The definition makes every unpopular or intolerant opinion automatically criminal whenever it is expressed within an educational setting.
- B The definition removes all existing terrorism law because government engagement policy now supplies the exclusive legal test.
- C The provider should ask learners to sign agreement with every staff opinion before they can continue their apprenticeship.
- D The definition is non-statutory and does not create a criminal offence or replace contextual judgement about relevant concerns.

14 An apprentice gives a concerning account of online influence and then mentions a supportive family, strong grades and promotion ambitions. The coach proposes subtracting these strengths from an informal risk score until no referral is needed. What is the most defensible use of this positive information when the DSL considers the concern?

- A Treat high achievement as conclusive evidence that the apprentice cannot be susceptible to any harmful ideological influence.
- B Consider the strengths within the individual context without assuming they cancel specific concerning words, behaviour or influence.
- C Ignore all strengths because only negative information may legitimately appear in a contextual safeguarding formulation or support plan.
- D Apply a fixed subtraction formula because the number of protective factors determines whether terrorism-related concerns can be disregarded.

15 A tutor wants learners to investigate how extremist communities recruit people and asks them to join live groups using personal accounts. The assignment would produce authentic evidence, but the provider has no specialist safeguards for this activity. Which replacement would best achieve the intended learning without exposing apprentices to unnecessary harmful contact?

- A Proceed because educational intent removes every safeguarding concern associated with entering a live extremist online community.
- B Ask learners to conceal the assignment from families and staff so the research is not influenced by external advice.
- C Use vetted fictional messages and safe source summaries to analyse pressure, credibility and appropriate help-seeking responses.
- D Require apprentices to collect propaganda files on personal devices so the tutor can compare recruitment methods in class.

16 A provider notices that a new subcontractor has not completed Prevent training documentation. During the same week, a learner makes a relevant disclosure to its coach. Managers propose delaying the safeguarding response until contractual responsibility is settled. What should happen to the individual concern while the organisational assurance gap is being corrected?

- A Use a dependable safeguarding route immediately according to urgency while managers resolve ownership and training weaknesses in parallel.
- B Wait for the subcontractor paperwork because an individual concern cannot be acted upon before every contract obligation is documented.
- C Treat the missing certificate as proof that the learner's disclosure is unreliable and remove it from the chronology.
- D Require the apprentice to choose which organisation is legally responsible before any staff member can provide further support.

17 After a classroom dispute, a tutor records that a Muslim apprentice is "becoming extremist" because he asked for a prayer break and challenged a political statement. No support for violence or other relevant behaviour is identified. Which supervision question best tests the reasoning while preserving the ability to act on any genuinely new concern?

- A How can the provider monitor every Muslim apprentice more closely so that staff never need contextual evidence again?
- B What specific evidence makes this relevant to a terrorism pathway, and would the same reasoning apply to another learner's identity?
- C Why has the learner not agreed to stop religious practice while staff decide whether his political opinions are acceptable?
- D Can the tutor promise never to report any future concern about this learner because the present reasoning appears unsupported?

18 A learner reports racist harassment but asks the provider not to use his real messages in a class lesson. The curriculum team believes showing the messages would make a powerful example and educate the alleged perpetrators. What is the best way to meet the learning aim while protecting the learner and maintaining appropriate case boundaries?

- A Use an anonymised fictional scenario developed separately from the case and continue the actual safeguarding and workplace response.
- B Project the real messages because the educational value automatically outweighs the learner's privacy and any risk of retaliation.
- C Ask the learner to lead the session because victims are responsible for helping colleagues understand why harassment causes harm.
- D Cancel all teaching about discrimination permanently because the existence of a live concern prevents any future protective learning.

19 A Prevent action plan states that an apprentice must "express acceptable beliefs by Friday". The coach has no specialist intervention role and is providing ordinary learning support alongside a referral. Which alternative objective would better define the coach's contribution without pretending to measure or resolve the specialist risk through classroom conformity?

- A Require the apprentice to repeat staff opinions daily until the coach decides that specialist risk no longer exists.
- B Ask the coach to diagnose the ideological cause and deliver treatment without training because educational contact is frequent.
- C Close the referral once the apprentice passes a values vocabulary test during the next scheduled progress review.
- D Agree predictable learning contact and access to help, with changes or new concerns reported through the DSL.

20 A provider's annual risk assessment is due in eight months. It has just moved to national remote delivery and changed its learning platform, but managers say reviewing earlier would create unnecessary administration. What is the strongest reason to revisit the assessment now rather than wait for the scheduled date in the policy?

- A Every platform change automatically proves that learners have become radicalised and requires universal individual referrals without further context.
- B An annual review date means that leaders are legally forbidden from considering new information before the scheduled meeting.
- C The delivery changes may alter exposure, reporting routes and controls, so the assessment should respond to material changes.
- D The assessment should be abandoned because remote delivery makes local and organisational context irrelevant to all Prevent responsibilities.

21 A learner says that an online contact demands secrecy, discourages other friendships and praises terrorist violence. The tutor wants to understand the situation but begins asking for graphic examples and links to every conversation. Which adjustment to the initial response best preserves relevant information while keeping the tutor within appropriate safeguarding boundaries?

- A Continue collecting every graphic detail because no concern can be raised until the tutor has established a complete evidential file.
- B Ask the learner to remain in contact with the person so the tutor can observe the recruitment process over time.
- C Record the relevant account and context, consider immediate safety and involve the DSL without unnecessary material gathering or investigation.
- D Promise that nothing will be shared because preserving rapport always takes precedence over every safeguarding or emergency responsibility.

22 A department evaluates Prevent learning using a quiz requiring learners to list values exactly as printed on a slide. Most score well, but they cannot explain how to respond to a fictional manipulative message. Which assessment change would most directly test whether the curriculum has developed transferable protective judgement for apprentices?

- A Increase the number of repeated vocabulary questions because accurate recall necessarily demonstrates application in unfamiliar contexts.
- B Require learners to disclose personal family beliefs so staff can compare those beliefs with the provider's values statement.
- C Award completion automatically after attendance because asking learners to explain reasoning makes the assessment unnecessarily demanding.
- D Ask learners to explain evidence, pressure and a safe response in varied fictional workplace and online situations.

23 A provider receives a local briefing about a particular recruitment concern. A manager converts it into a rule that all apprentices from a named neighbourhood should be marked high risk. What would be a more proportionate use of the briefing when developing staff awareness and the organisation's wider Prevent risk assessment?

- A Use the relevant threat information to improve contextual awareness and controls without treating residence as an individual risk finding.
- B Apply the neighbourhood label automatically because local briefings remove the need for individual evidence or professional judgement.
- C Ignore the briefing entirely because local information can never have a legitimate place in an organisational risk assessment.
- D Publish restricted details in every learner workbook so the provider can demonstrate transparency regardless of information-handling requirements.

24 A tutor says that because a learner has autism, troubling statements about terrorist violence should be treated only as a communication difference. Another tutor proposes referring every autistic learner. Which response best reflects the February 2026 clarification and avoids both dismissal of a concern and discriminatory assumptions about a diagnostic group?

- A Dismiss all statements whenever a diagnosis is present because neurodivergence legally excludes people from Prevent support or assessment.
- B Consider the individual words, context and support needs without using neurodivergence either to dismiss or automatically infer Prevent concern.
- C Refer every autistic apprentice as a precaution because the diagnosis is a sufficient indicator of a terrorism pathway.
- D Ask teaching staff to confirm the diagnosis clinically before they can consider urgency or consult the safeguarding lead.

25 A 17-year-old apprentice describes a relevant online concern and asks the coach to guarantee that her parents will not be told. The coach wants to preserve trust and is unsure whether family involvement would be safe. Which initial explanation best balances honesty, child safeguarding and the need for the appropriate professional process?

- A Explain confidentiality limits and involve the DSL to consider safe, lawful sharing and appropriate involvement without an absolute promise.
- B Promise complete secrecy because the learner's request automatically overrides every child safeguarding duty and any potential immediate danger.
- C Tell the parents every detail immediately without considering whether their involvement could increase risk to the apprentice.
- D Require the learner to obtain parental approval before the coach can record or discuss the concern with safeguarding colleagues.

26 A staff training provider claims that a new online module is a scientifically proven deradicalisation intervention because it cites several studies of risk factors. The module has not itself been evaluated. What should the apprenticeship quality lead require before repeating this claim in the handbook or purchasing it as a validated intervention?

- A Accept the claim because any citation to a systematic review validates every programme that mentions the same risk factors.
- B Distinguish evidence informing the content from evidence testing the module's effectiveness, and avoid unsubstantiated validation claims.
- C Assume that a polished interface establishes scientific effectiveness even when no evaluation of learner outcomes has been conducted.
- D Reject all research-informed training because a lack of guaranteed prevention means staff education can never have practical value.

27 A coach has a strong relationship with an apprentice and proposes continuing weekly informal conversations instead of involving safeguarding colleagues after a relevant concern. The coach believes rapport alone is a sufficient protective factor. What is the most appropriate way to use that relationship within a proportionate response to the concern?

- A Rely entirely on rapport because a trusted educational relationship makes formal safeguarding consultation unnecessary in every case.
- B End all educational contact immediately because referral always requires the provider to withdraw ordinary learning support permanently.
- C Maintain supportive contact within an agreed plan while using the safeguarding route and appropriate specialist assessment for the concern.
- D Ask the coach to become the sole specialist risk assessor because frequent contact is equivalent to professional Prevent training.

28 A learner makes a complaint that Prevent was used unfairly after an ordinary disagreement. The manager wants to remove the complaint route from the website to avoid reputational harm before inspection. What should the provider do to support defensible safeguarding practice and organisational learning in response to the complaint?

- A Remove the route because the existence of a complaint automatically weakens the provider's ability to demonstrate safeguarding effectiveness.
- B Delete every related record immediately because removing evidence is the safest way to prevent the learner experiencing further distress.
- C Assume the original concern was necessarily wrong because making a complaint conclusively proves that no relevant risk existed.
- D Provide an understandable complaint route, review the reasoning respectfully and correct any identified error through proper record procedures.

29 A curriculum author uses the terms Islam, Islamist terrorism and Muslim identity interchangeably in a lesson. The author says the simplification will help novice learners remember the main Prevent risks. Which editorial response best improves accuracy and reduces discriminatory inference while retaining useful awareness of relevant ideological concerns?

- A Keep the terms interchangeable because simple labels are more important than accurate distinctions in introductory safeguarding education.
- B Remove every reference to ideology because awareness of terrorism-related ideas is incompatible with respectful treatment of religious learners.
- C Ask Muslim apprentices to explain and defend the lesson terminology so the author can avoid revising the material.
- D Distinguish religion and identity from terrorism-related ideology, using precise high-level language and contextual examples without propaganda.

30 A provider is reviewing a difficult case. The first report described an unclear ideological influence, but later staff summaries assigned a definitive category without new evidence. The category now drives the planned response. What correction would best improve the factual quality of the case formulation and preserve appropriate specialist assessment?

- A Retain the definitive label because repeated use in later reports transforms an initial interpretation into established evidence.
- B Close the concern immediately because uncertainty about ideology means that no Prevent-related action can ever be justified.
- C Restore the distinction between observed information and uncertainty, explaining the concern without inventing an ideological category.
- D Ask the apprentice to select a category from a checklist before the provider can seek any safeguarding advice.

31 A researcher presents a review showing associations between family factors and radicalisation. A manager proposes making family involvement mandatory in every adult apprentice case, regardless of the learner's wishes or possible family coercion. What is the strongest critique of this policy proposal when considering the evidence and safe individual practice?

- A The review proves that every family is protective and that all adults must disclose safeguarding information to relatives.
- B Associations do not establish a universal family intervention, and involvement must be considered safely within the individual process.
- C Family information is never relevant to any case because adult apprentices can only receive support as isolated individuals.
- D A larger family automatically cancels every concern, so staff should simply count relatives before considering any further action.

32 A provider wants to demonstrate that workplace mentors understand Prevent. It has attendance registers from a briefing, but several mentors cannot explain what they would do if an apprentice disclosed a concern during a night shift. Which next step would best test and improve the practical weakness shown by this information?

- A Rehearse a fictional night-shift report, verify the contact route and correct gaps with named responsibility and follow-up.
- B Issue replacement certificates because a new date on the document will establish that mentors can use the reporting system.
- C Exclude night-shift apprentices from Prevent arrangements because out-of-hours delivery makes safeguarding responsibility impractical for the provider.
- D Ask mentors to investigate concerns themselves overnight and report only after they have gathered proof of terrorist intent.

33 An apprentice is receiving clinical support and has been referred through the appropriate Prevent route. At review, a manager proposes ending all provider follow-up because attending therapy proves the terrorism-related concern is being managed. Which question should the DSL ask before accepting that conclusion about the provider's contribution and continuing responsibilities?

- A How many therapy sessions are needed before the provider can assume every possible safeguarding concern has disappeared automatically?
- B Which agreed actions and risk responsibilities remain with each service, and what evidence shows the provider's contribution is complete?
- C Can the clinician take responsibility for all employer and teaching arrangements even without an agreement or relevant information?
- D Should the coach stop recording new information because medical involvement makes further educational observations legally irrelevant?

34 A tutor plans a class discussion on political disagreement. One learner begins targeting another learner with discriminatory insults while claiming freedom of expression. The tutor worries that stopping the insults would contradict the lesson on liberty. What is the most appropriate response within a safe, respectful and proportionate learning environment?

- A Allow the insults to continue because freedom of expression removes every responsibility to maintain safety during political discussion.
- B Refer every learner in the room to Prevent because witnessing discriminatory speech automatically establishes a terrorism pathway.
- C Stop targeted harassment, support the affected learner and distinguish respectful challenge to ideas from harmful treatment of people.
- D Forbid the affected learner from future discussion because their presence appears to make controversial topics more difficult to teach.

35 A coach becomes aware of an immediate threat to life during a conversation that also raises possible radicalisation concerns. The provider's action-plan template requires several sections and manager approval. What should determine the coach's first action before completing the template or waiting for a planned safeguarding review meeting later that afternoon?

- A Call 999 for immediate danger and follow urgent safeguarding arrangements without waiting to complete the written action plan.
- B Complete every template field first because written authorisation must precede emergency contact in all Prevent-related situations.
- C Wait for the next review meeting because immediate police contact is only permitted after Channel has accepted a case.
- D Continue a curriculum discussion until the learner clearly identifies an ideology so staff can decide whether danger is relevant.

36 A lesson uses fictional manipulative messages and allows learners to respond in writing, speech or supported communication. A manager argues that every learner must publicly describe personal online experiences to prove engagement. Which response best preserves meaningful assessment while respecting learners' privacy and access in this safeguarding-related learning activity?

- A Require public disclosure because learners cannot understand manipulation unless they reveal their own relationships to the entire class.
- B Remove all assessment because offering different communication modes prevents any comparison of learning or professional judgement.
- C Ask classmates to identify who seems vulnerable online so the tutor can check whether individuals are being honest.
- D Assess reasoning about the fictional situations through accessible modes without requiring personal disclosures or public accounts of private experience.

37 A manager sees a single study linking a psychological characteristic with radicalisation and tells staff that the characteristic causes terrorism. The study is cross-sectional, and alternative explanations remain possible. What should the handbook say when using this finding to inform professional understanding rather than overstate what the research establishes?

- A State causation confidently because any statistically significant association proves which characteristic produces terrorism in individual learners.
- B Use the characteristic as a mandatory screening label because an academic publication automatically validates its use in every provider.
- C Describe the association and limitations, avoiding causal or individual predictive claims that the study design cannot support.
- D Discard all contextual observation because research limitations mean staff can never make a proportionate safeguarding judgement under uncertainty.

38 A provider has a reliable weekday DSL contact but no deputy arrangement during leave. The risk assessment states that staff should use professional judgement until the DSL returns, without naming any route. Which improvement most directly addresses continuity and makes the organisational Prevent arrangements usable for staff and apprentices during this absence?

- A Leave the gap because professional judgement means each coach should independently determine specialist terrorism risk without safeguarding support.
- B Name trained deputies and clear urgent escalation routes, then test access and communicate arrangements across partners and delivery hours.
- C Suspend all reporting while the DSL is away because confidentiality prohibits any other authorised person from receiving a concern.
- D Ask apprentices to contact the DSL's personal accounts so the provider does not need to establish formal cover arrangements.

39 Following a poorly handled concern, the quality team wants to learn without discouraging future reporting. Staff describe feeling forced to choose between ignoring uncertainty and referring every uncomfortable remark. Which supervision approach would best develop more proportionate professional judgement across these competing risks and support a culture that can correct itself?

- A Blame the individual coach publicly so other staff avoid discussing uncertainty or seeking advice on complex concerns.
- B Instruct staff to refer every disagreement automatically because contextual judgement creates responsibility that the organisation should avoid.
- C Ban referrals unless criminal proof is available because preventing overreach is more important than recognising any emerging concern.
- D Examine evidence, alternatives, urgency and equality assumptions in specific cases, supporting staff to explain and improve their decisions.

40 The provider handbook contains an old link to Prevent process guidance, but the Home Office has published Notice, Check, Share in August 2026. Managers suggest leaving references unchanged because staff already completed training last year. What is the best editorial and operational response when finalising this edition and briefing the safeguarding team?

- A Check the current publication, update relevant references and brief staff on material process changes alongside existing role-appropriate training.
- B Keep outdated references permanently because completion of training freezes the applicable guidance for each staff member thereafter.
- C Replace every local procedure automatically without reading the new guidance because a publication date alone establishes all necessary changes.
- D Stop all safeguarding work until every staff member repeats the entire handbook examination, regardless of any immediate learner concern.

CHAPTER 10

Prevent referrals, Channel and partnership case management



In this chapter

Referrals, specialist assessment, Channel consent, partnership work and continuing support.

Read the guidance and worked cases, examine the visual models, then complete the forty-question examination. Use the answer commentary to review both the selected answer and the reasoning behind it.

10.1 From a concern to a proportionate response

An apprentice can need urgent protection, ordinary pastoral help and specialist Prevent assessment at the same time. These are different decisions with different owners. This chapter explains how a provider moves from noticing something concerning to sharing a defensible account, maintaining education and checking that agreed help actually happens. It follows Chapter 9 on understanding radicalisation and ends where Chapter 12 begins: a plan with accountable actions, review evidence and clear escalation.

After studying this chapter, readers should be able to distinguish a concern from an allegation or finding; prepare a contextual referral without profiling; explain the difference between information sharing and consent to Channel support; contribute to partnership planning; and manage disagreement, transition and closure. The examples are fictional. The KBC models and review intervals are recommended practice aids, not statutory assessment instruments or substitutes for local procedures.

The starting question is specific: what has been observed or reported that suggests a person may be moving towards terrorism or supporting terrorism? Political disagreement, religious commitment, a disability or an unpopular opinion does not answer that question. Equally, staff need not identify a settled ideology before taking a contextual concern seriously. The Home Office's 2026 principles make clear that relevant concerns can arise without a clear ideological label, and that another identified need does not automatically remove a Prevent concern. [083]

10.2 Four decisions that must remain separate

Use the KBC four decisions model to keep accountability visible. First, decide whether immediate safety action is necessary. Second, decide what concern should be shared and with whom. Third, specialist police assess progression through Prevent. Fourth, the Channel panel considers adoption and support, with the required consent for receiving that support. A provider does not perform all four functions.

Decision	Principal question	Provider contribution
Immediate protection	Is anyone in immediate danger?	Call 999 where necessary; follow emergency arrangements
Referral	What concrete concern requires specialist assessment?	Submit an accurate contextual account through the correct route
Specialist assessment	Does the information meet the Prevent threshold?	Respond to proportionate requests and update new concerns
Support and review	What help is appropriate and what is changing?	Deliver agreed educational actions and report their effects

A referral is a request for assessment, not a provider's declaration that the apprentice is a terrorist. A case reaching a panel is also not proof of an offence. Conversely, a panel not adopting a case does not establish that every welfare concern has disappeared. A single label such as "Prevent case closed" therefore cannot carry the meaning of all four decisions. [094] [095]

At each handover, state the decision that has actually been made and the decisions still outstanding. The apprentice should not have to interpret an agency label to discover whether a tutorial, welfare check or agreed workplace arrangement will continue.

In practice, place separate fields in the safeguarding record for immediate safety, specialist referral status and provider support. A coach then knows whether a workplace adjustment remains active even when the referral status changes. This simple separation prevents administrative closure being mistaken for recovery.

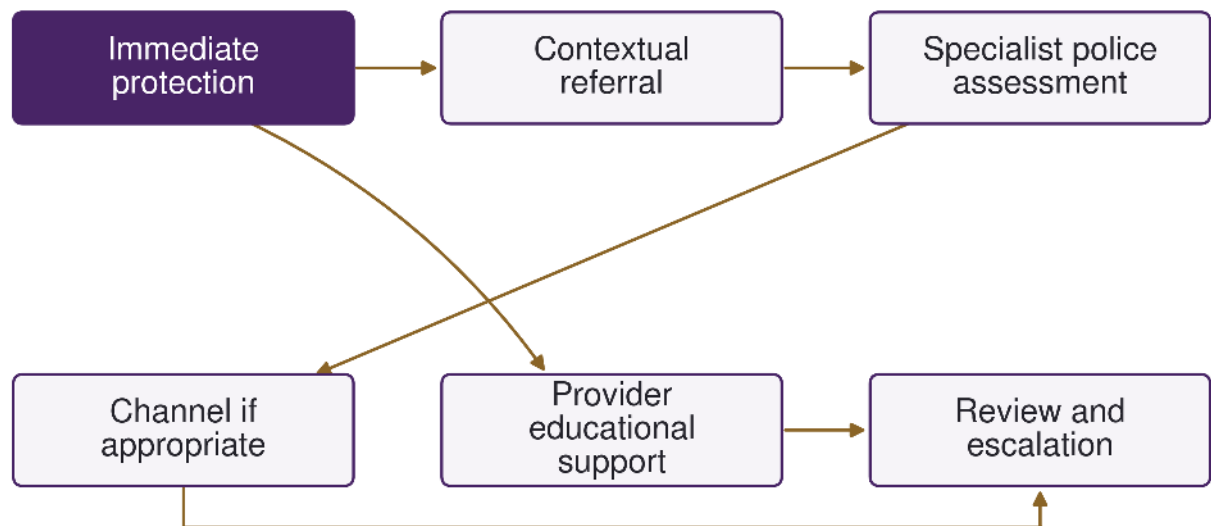
10.3 Notice context without building a profile

Good accounts describe change, context and impact. Record what was said or seen, the date, where it happened, how the information became known, the learner's explanation where safely available and any relevant linked events. Identify what is unknown. A quotation reported by a peer is a reported quotation, not a verified statement by the apprentice. A screenshot without its surrounding conversation is incomplete evidence. Mark those limitations explicitly.

Wolfowicz and colleagues' systematic review distinguished attitudes, intentions and behaviours; most included studies were observational and commonly cross-sectional. Sociodemographic characteristics generally had weaker associations than several experiential, attitudinal and other factors. The research does not supply a reliable apprentice-level prediction calculator. Its practical implication here is to resist replacing an account of behaviour with assumptions about identity. [096]

Consider two superficially similar records. "He has become religious and is isolated" provides no clear terrorism-related concern and invites stereotyping. "During a review, he described repeated online encouragement to harm a named community and said he was considering participating; he appeared frightened of leaving the group" identifies a specific concern, possible coercion and a protection question. Neither description authorises a tutor to interrogate the apprentice or investigate the group.

Protective context belongs in the account too: trusted relationships, willingness to seek help, existing support and the apprentice's own objection to violence. These details do not cancel concerning information, but they help prevent a one-sided narrative. Avoid labels such as manipulative, radicalised or dangerous where the record can instead describe an action and its significance.

Figure 10.1 Separate the owners of each decision

KBC practice aid. Referral is not a finding. Consent to Channel support and lawful information sharing are separate decisions; not every referral progresses. Provider educational support continues alongside specialist processes.

10.4 The first conversation and immediate safety

If there is immediate danger, call 999 and follow the emergency plan. Do not wait to complete a referral form, locate a manager who is unavailable or finish an action-plan meeting. Do not confront a potentially dangerous person, attempt to seize equipment or arrange an informal meeting with suspected radicalisers. The Home Office's public guidance distinguishes emergency action from seeking advice about radicalisation concerns. [089]

Where a conversation is safe and within the member of staff's role, use calm, open language: "You said something in our review that worried me. Can you help me understand what you meant?" Explain the limits of confidentiality before inviting further detail. Ask only enough to understand immediate safety and to pass on the concern. Questions should not rehearse ideological claims, demand a confession or test whether the person gives the answer the coach expects.

An apprentice may minimise a statement because they feel ashamed, fear losing employment or believe staff will misread them. They may also have been misunderstood. Preserve both possibilities. A useful close is: "I will share this with our safeguarding lead so we can consider the right help. I will explain the next step as far as I safely can." Do not promise that no other agency will be involved or guarantee that nobody will keep information.

The coach should then record promptly, using the provider's approved secure system. Record support offered, what the apprentice wanted, who was contacted and when, and any immediate arrangements. An emergency response can be documented after immediate safety action; accurate recording should never become its precondition.

10.5 Preparing and sending a quality referral

Use the current National Prevent Referral Form and the police submission route identified through official guidance and local arrangements. Do not send sensitive information to a guessed address, an

unverified contact supplied in a message or a general social media account. Local Prevent education advisers can support understanding, but consultation is not a permission gate through which every frontline referral must pass. Specialist police determine the assessment outcome. [083] [089]

The DSL should help the referrer make the account intelligible. Put the current concern first, followed by the chronology, source reliability, relevant context, safety actions already taken and ways to contact the provider. Distinguish known information from suspicion. Explain why the concern is relevant to Prevent while acknowledging uncertainty. Include another professional's existing involvement where relevant; do not attach the entire learner record automatically. DfE guidance on making a referral provides an education-specific account of the information that assists assessment. [095]

KBC recommends a short completion check: Can a professional who has never met this learner understand what has changed, why it matters now, who knows what, and what remains urgent? This is a quality check, not a requirement for certainty. If a critical piece of information is unavailable, say so and submit the concern when appropriate, then update it. Incomplete knowledge is normal; vague writing is avoidable.

After submission, retain confirmation securely and record the receiving agency, method, time and any reference. Check acknowledgement through the route's stated arrangements, and actively chase an absent response. Where danger escalates, use the appropriate urgent route immediately rather than treating the original referral as sufficient. An email in a sent folder does not prove that protection has reached the learner.

10.6 Information sharing and consent

Consent to receive Channel support is distinct from the lawful basis for sharing information. Sharing can sometimes be justified without consent; the provider must identify a lawful basis and, where applicable, an additional condition for special category data. Necessity, proportionality, accuracy, security and recorded reasoning remain essential. The DSL should use approved information-sharing arrangements and seek data protection advice when needed without allowing avoidable delay to urgent safeguarding. [097] [098]

Channel support is voluntary. The current Channel guidance requires informed consent from an adult, subject to appropriate capacity considerations; for a person under 18, the necessary consent is that of their parent or guardian. Consent should be revisited when the person turns 18. Refusal or withdrawal of Channel support does not prevent relevant statutory safeguarding or police action through the appropriate route. Staff must not use threatened educational exclusion to obtain agreement. [094]

A provider should explain information use in understandable language. Check whether translation, an interpreter, additional processing time or an accessible written explanation is needed. Do not assume that a learning difficulty means incapacity. Capacity concerns require the appropriate decision-specific process, not a coach's general impression. Equally, a signed form does not establish understanding if the person cannot explain what they believe they have agreed to.

Keep the information-sharing decision log separate from broad teaching notes. It should identify the purpose, recipient, information disclosed, lawful rationale, whether the learner was informed and why any notification was delayed. Employer representatives usually need practical instructions and relevant safety information, not unrestricted access to personal histories or panel documents. Reassess access when a staff member changes role.

10.7 Fictional case A The misunderstood presentation

Nadia, a 22-year-old project management apprentice, gives a presentation criticising a government's foreign policy. A colleague emails the tutor that the presentation was "extreme" and asks for a Prevent referral. Nadia has also started taking regular prayer breaks. The tutor has no report of support for violence, threatening behaviour or concerning outside influence. A senior manager wants a referral because an inspection is approaching.

The tutor should not convert discomfort or reputational anxiety into evidence. The DSL asks for the actual content and context of the concern, considers the presentation through normal academic and respectful-conduct expectations, and records the distinction between lawful criticism and a possible terrorism-related concern. Nadia's prayer practice is not treated as an indicator. If the presentation included harassment, that would be addressed on its merits; if specific new information suggested terrorism-related susceptibility, that would be assessed and shared appropriately.

The manager's instruction exposes a system problem: staff may believe higher referral numbers demonstrate vigilance. The DSL challenges that assumption through supervision and a paired-case training exercise. Staff compare scenarios with identical behaviour but different religions, ethnicities and political positions. The purpose is to test consistency of reasoning, not produce a quota of referrals across groups.

Nadia is offered an opportunity to discuss how the presentation was received and whether she has experienced discrimination. This is not framed as a disguised investigation. A review two weeks later, as a KBC recommended operational standard, checks whether the teaching environment remains respectful and whether staff can now identify a specific concern rather than use the word extreme as an unexplained label. The case illustrates how doing the right safeguarding work may involve challenging an unnecessary referral pressure.

10.8 Fictional case B Concern with no settled ideology

Owen, a 17-year-old digital support apprentice, tells his coach that people in an online group keep encouraging him to cause serious harm. He speaks admiringly about mass violence but cannot explain a coherent political or religious position. His parent says he has anxiety and that the discussion is "just an obsession". Owen's attendance has fallen, and he says he is afraid to leave the group. No immediate plan is disclosed, but the coach is concerned about both coercion and possible escalating violence.

The coach records the account and contacts the DSL promptly. They consider immediate safety and seek specialist assistance through the appropriate routes; they do not wait for a diagnosis or an ideological label. The DSL shares a contextual Prevent concern and considers child safeguarding in parallel. Decisions about involving the parent must consider whether doing so would increase risk. If immediate danger becomes apparent, the emergency route takes priority.

The educational plan preserves contact with Owen through a trusted adult and a safe communication channel. It does not require him to show the whole online group to classmates, forward harmful material or confront those contacting him. The coach is responsible for agreed educational support, while specialist professionals assess the terrorism concern. The parent's explanation is recorded as one perspective, neither dismissed nor accepted as a complete assessment.

Action	Owner	Time or trigger	Evidence	Escalation
Check immediate safety and follow urgent routes	Coach and DSL	At disclosure and any change	Factual record and contact log	999 for immediate danger

Action	Owner	Time or trigger	Evidence	Escalation
Submit contextual concern through verified route	DSL with referrer	Promptly after safety action	Referral confirmation	Chase missing acknowledgement
Consider parallel child safeguarding	DSL	Same decision episode	Threshold reasoning and referral outcome	Local escalation if concern persists
Agree a private educational contact	Coach with Owen	Before next learning contact	Safe channel and named cover	DSL if contact is lost
Review learner safety and support delivery	DSL and partners	Agency agreement or earlier change	New facts and action outcomes	Urgent reassessment if risk rises

These timings describe recommended operational practice, not a statutory timetable. The matrix is useful because every action remains assigned while agencies assess the case. It does not predict what the police or panel will decide.

10.9 Contributing to Channel without taking over

If invited to contribute to a panel, prepare a concise update focused on education and observed change. Explain attendance accurately: distinguish absence from a taught session, absence from work, agreed leave and unknown whereabouts. Report communication needs, trusted relationships, the apprentice's goals and barriers to the proposed support. Do not present attendance improvement alone as evidence that terrorism susceptibility has ended.

A systematic review of case-management interventions found substantial implementation literature but no eligible effectiveness evaluations for its counter-radicalisation effectiveness objective. It identified the importance of practitioner expertise, coordination, tailored delivery and transitions. This supports careful organisation and honest evaluation; it does not prove that a particular provider template prevents terrorism. [099]

KBC recommends three headings for a panel contribution: what the provider knows, what it can do, and what decision or clarification it needs. For example, a tutor may know that an apprentice has stopped participating in group learning, can offer a structured individual contact and needs guidance on communicating an agreed safety arrangement to the employer. The tutor should not promise therapeutic treatment or ideological mentoring outside their competence.

After a meeting, check the accuracy of the provider's assigned actions and any relevant recorded disagreement. Translate each action into a task with an owner and trigger. Store panel material in the restricted safeguarding record. The learning plan can contain the practical adjustment without reproducing sensitive panel information. If two agencies appear to own the same action, clarify who will initiate it and who will confirm completion. Shared responsibility must not become unowned responsibility.

10.10 Fictional case C An adult declines support

Marcus, aged 28, is referred after a series of contextual concerns about violent encouragement and contact with others. The specialist process offers Channel support. Marcus understands the offer but declines it, saying he distrusts official services. His employer asks the provider to make continued

enrolment conditional on signing the consent form. He also wants help with rent arrears and disrupted sleep.

The provider separates the decisions. It does not coerce Channel consent or assume that refusal establishes guilt. The DSL updates the relevant professionals and confirms the arrangements for managing any continuing concern. Ordinary safeguarding, emergency and police processes remain available where applicable. Marcus is offered appropriate routes for his housing and health needs without requiring acceptance of a different service as a condition.

A private conversation explores what Marcus is worried about: he believes the coach will send weekly reports to his whole management team. The coach explains the actual boundaries of their role and asks which educational supports would help him stay engaged. The conversation does not promise to conceal new safety information. Marcus agrees to structured tutorials and a referral to an appropriate housing advice service.

At review, the DSL records which concerns remain unresolved, which services Marcus has accepted, what has changed and who owns any further specialist assessment. If Marcus's account changes or a threat becomes immediate, the response changes accordingly. The key lesson is that voluntary support, lawful information sharing, professional boundaries and continued education must be managed together. A consent form cannot substitute for any of them.

10.11 Parallel safeguarding and educational continuity

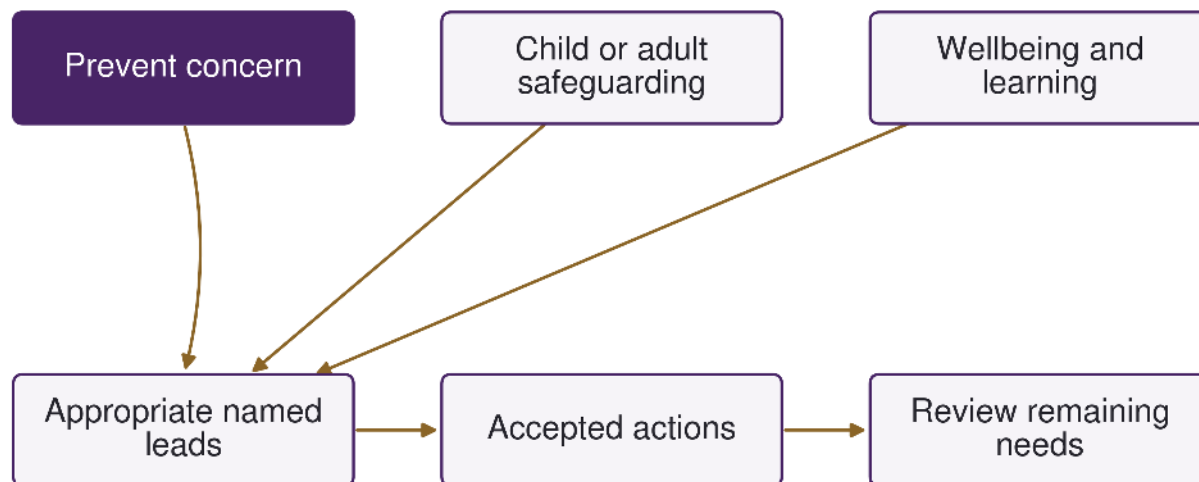
A Prevent referral does not replace child protection or adult safeguarding. Under-18 concerns use the relevant child safeguarding arrangements. For adults, the Care Act section 42 enquiry duty depends on care and support needs, actual or potential abuse or neglect, and inability to protect themselves because of those needs. Other adults can still need police, health, housing or provider support even when that statutory threshold is not met. [003]

Operationally, map each concern to a response and record the lead. A 19-year-old experiencing coercive control may need domestic abuse support and a safe contact method while a separate terrorism-related concern is assessed. A 16-year-old missing from work requires a safety response even if a Prevent panel is already involved. A single monthly meeting cannot govern every urgent decision.

Continuity planning should identify what remains possible: a different tutor, an agreed remote contact, safe access to materials, adjustments to deadlines, supported re-entry after absence or a coordinated transfer where necessary. The employer should know how to report a new concern and how agreed arrangements affect training. They should not receive speculative information about the apprentice's motives. Any workplace restriction should have a concrete rationale, authorised decision-maker and review trigger.

Curriculum staff should also consider the wider group. They can revisit respectful discussion and reporting routes without identifying an individual or turning a live case into a lesson. Designers can make support information easy to find from every learning platform, accessible by keyboard and readable on a phone. These ordinary educational tasks contribute to safety without requiring access to the confidential case file.

Figure 10.2 Keep parallel concerns visible



KBC practice aid. Closure of one service route does not automatically resolve every concern. Record what each decision actually addresses.

10.12 Fictional case D Disagreement after a referral closes

Leah, a 20-year-old engineering apprentice, was referred to Prevent. The provider receives an outcome that the case is not progressing. A month later, she discloses a new pattern of pressure to participate in serious violence. Her coach is told by a colleague that a second referral would be disrespectful because “the experts have cleared her”. Leah has also moved to a different local authority and changed employer.

The DSL treats the earlier decision as an assessment of the information available at that time. They record the new facts, assess immediate safety and share an updated concern through the appropriate route. If the disagreement concerns a continuing concern that was misunderstood, the DSL seeks clarification and uses the relevant professional escalation arrangements. They do not repeatedly resend identical information simply to obtain a preferred answer.

The transition adds practical risk: three organisations may each believe another is supporting Leah. The provider asks the relevant partners to confirm the receiving contact and ownership of outstanding actions. Sensitive information is transferred securely and proportionately. Leah is told what educational support will continue and how to seek help during the handover.

Action	Owner	Time or trigger	Evidence	Escalation
Assess new information and immediate safety	DSL	On receiving new disclosure	Updated chronology	Emergency route if danger is immediate
Share material change with relevant specialists	DSL	Promptly	Update and receipt	Named agency escalation route
Confirm transition ownership	DSL with receiving partners	Before ending local support	Named receiving professional	Senior lead if nobody accepts handover

Action	Owner	Time or trigger	Evidence	Escalation
Preserve agreed educational contact	Coach	Throughout transition	Contact agreement and attendance context	DSL if access or safety worsens
Review whether handover worked	DSL and learner	Agreed check after transfer	Learner account and partner confirmation	Reopen uncompleted provider actions

These are KBC recommended operational arrangements. Closure is defensible only when its meaning is clear: a particular service ended, a responsibility transferred, or an agreed concern reduced. It does not mean that future disclosures should be ignored.

10.13 Supervision role boundaries and quality assurance

Coaches and tutors need supervision that allows uncertainty to be discussed without ridicule. Ask what evidence supports the concern, what could provide a different explanation, what the learner says and what urgent action has already occurred. The purpose is to sharpen judgement and identify blind spots. Supervision must not become a delay mechanism when referral or emergency action is already necessary.

Managers should review the quality of reasoning across cases rather than reward a high or low referral count. Audit a sample that includes referrals, non-referrals with recorded rationale, declined support, closed cases and transfers. Consider whether similar information led to materially different decisions for different groups, while respecting the confidentiality and limitations of small datasets. Statistical variation alone is not proof of discrimination; it is a prompt for proportionate enquiry.

Use an action audit to separate completion from effect. A completed wellbeing call establishes that a call happened; it does not establish that the apprentice feels safe. A training certificate establishes completion; a scenario discussion shows more about applied understanding. A secure referral process can be tested with fictional data rather than real case information. The provider should also rehearse cover arrangements when the DSL is absent and contact channels fail.

Specialist ideological interventions belong with appropriately qualified and authorised practitioners. Coaches continue to teach critical thinking, support participation and challenge harassment within their role. Designers should not build an automated learner “radicalisation score” or allow a generic AI tool to decide referral thresholds. Any technology used for administrative support needs human verification, approved data governance and a clearly bounded purpose.

10.14 Practice review and evidence notes

Before using this chapter, confirm that staff can find the current referral form, the verified submission route, emergency arrangements and the provider’s safeguarding cover contact. Run one simulation involving uncertainty, one involving immediate danger and one involving an adult refusing support. Ask observers to note where responsibility changes and whether the learner’s educational needs remain visible.

Review a recent fictional or properly anonymised plan against five questions. Does it explain the concern without a label doing all the work? Does it separate consent for support from information-sharing decisions? Is someone responsible for checking receipt and action completion? Would a new

member of staff know what to do if the situation changes? Does closure specify what ends and what continues?

The legal and policy sources establish responsibilities and processes; they do not validate a provider's personal prediction of terrorism. The academic evidence includes a broad correlational review and a case-management review with important effectiveness gaps. A separate evidence-and-gap map also found limited evaluation against radicalisation and extremism outcomes. [100] This chapter therefore proposes careful practice rather than a guaranteed intervention. Providers should assess whether actions are delivered, whether learners experience support as intended, and whether new evidence requires a different response.

Maintain an editorial watch on the Home Office Prevent and Channel pages and official education guidance. Referral routes, forms and supporting documents can change. The source register records the material checked on 9 September 2026; a local policy owner should verify operational details before implementation and whenever national or local arrangements change.

Chapter 10 examination

Forty case-based questions. Choose the single best answer. Record your choices before consulting the answer commentary.

01 A coach hears an apprentice describe repeated encouragement from an online contact to participate in serious violence. The apprentice cannot name any ideology and has a history of anxiety. A colleague proposes recording only a wellbeing concern until a clear political motive emerges. What is the best response?

- A Arrange a wellbeing review first and reconsider Prevent only if clinical support is unsuccessful.
- B Seek general advice and hold the referral until the adviser decides it qualifies.
- C Consider immediate safety and share the contextual Prevent concern alongside appropriate wellbeing action.
- D Record the comments but defer sharing until the apprentice identifies a clear ideological position.

02 A manager wants every apprentice who changes religious practice to receive a Prevent risk score. The proposal includes additional points for living alone and receiving learning support. No concerning behaviour is described. The manager says the score will ensure consistent decisions across tutors. What should the DSL recommend?

- A Retain the score as a screening prompt but require written approval before any referral.
- B Remove religion from the score and use disability and isolation as the remaining referral indicators.
- C Apply the score to every learner equally and audit whether staff complete all fields.
- D Reject identity-based scoring and train staff to record specific behaviour, context and uncertainty.

03 During a remote review, an apprentice describes an immediate threat to people at his workplace. The coach can contact emergency services but the DSL is in another meeting. The referral form is partly complete and the employer asks for written proof before responding. Which action takes priority?

- A Complete the referral form first so emergency services receive a fully checked account.
- B Wait for the DSL because external contact must always be authorised by safeguarding staff.
- C Ask the employer to establish proof before contacting any agency outside the provider.
- D Call 999 and follow emergency arrangements before completing routine documentation or seeking managerial approval.

04 A tutor records that an apprentice is dangerous after hearing a peer describe a worrying comment. The tutor did not hear the original exchange, and the peer cannot remember its precise wording. The DSL needs a useful account for consideration today. Which revision best improves the record?

- A Retain the dangerous label because removing it could reduce the urgency of the concern.
- B Attribute the report, describe its limits and record known context without asserting a finding.
- C Convert the peer account into a direct quotation to make the referral clearer.
- D Delete the concern until the tutor obtains an identical account from another witness.

05 An adult apprentice objects to a proposed referral and says no information may leave the college without his signature. The DSL believes proportionate sharing is necessary to address a concrete safeguarding concern. A colleague says all processing must therefore stop. What is the most accurate approach?

- A Stop all information sharing because an adult refusal overrides every possible safeguarding basis.
- B Identify the lawful sharing basis and applicable conditions, recording necessity and the consent decision.
- C Share the entire learner file because safeguarding removes all data protection requirements.
- D Ask the employer to sign instead because it funds the apprenticeship programme.

06 A 17-year-old apprentice is offered Channel support and wants to accept it. His parent refuses, and a tutor proposes using the learner's signature alone because he appears mature. There is also concern about significant harm. Which response best reflects the distinct responsibilities described in the chapter?

- A Seek the learner's signed agreement as sufficient consent because he demonstrates mature understanding.
- B Ask the panel to pause its work and await the parent's decision before considering other routes.
- C Follow Channel parental consent requirements and involve relevant safeguarding services concerning possible significant harm.
- D Arrange the proposed specialist support through a tutor while discussions about parental consent continue.

07 A learner who began Channel support at 17 turns 18 during her apprenticeship. The provider has a copy of the original parental agreement. Her coach assumes the agreement remains sufficient because neither the programme nor the support worker has changed. What should be raised with the responsible professionals?

- A The need to obtain a new employer signature because she now has adult employment rights.
- B The need to stop all support permanently because Channel is intended only for children.
- C The need to retain parental consent as the controlling decision until qualification completion.
- D The need to seek the learner's own consent to continue receiving Channel support after 18.

08 A coach is told that an apprentice has declined Channel support. The employer wants her removed from training until she agrees, although no separate exclusion decision or immediate safety issue has been established. She still wants tutorials and housing advice. Which provider response is most appropriate?

- A Condition access to all learning materials on signing the Channel support agreement.
- B Treat refusal as evidence of criminal intent and tell the whole teaching team.
- C Avoid coercion, clarify continuing risk management and offer appropriate educational and mainstream support.
- D Close the provider safeguarding record immediately because every available service has been refused.

09 A DSL has a concrete concern ready for referral. A local Prevent education adviser is unavailable for three weeks, and an administrator says their approval is mandatory. The learner's circumstances are changing and relevant facts have been recorded. Which decision best fits the current role distinctions?

- A Obtain interim consent from the employer before submitting because the adviser cannot authorise it.
- B Send a summary to the adviser and defer the formal referral until their response arrives.
- C Ask another provider's Prevent coordinator to determine the category before the concern is submitted.
- D Follow organisational procedures and submit appropriately without treating adviser availability as a permission gate.

10 A tutor has submitted a referral to a verified address but has no acknowledgement. She records the task as completed because the email appears in her sent folder. The apprentice continues to miss agreed contact and nobody has confirmed who is assessing the concern. What is the strongest next step?

- A Check receipt actively, clarify ownership and reassess any new or escalating safety concern.
- B Close the task because successful transmission from the tutor's account establishes agency acceptance.
- C Resend the entire learner file repeatedly to every possible local authority address.
- D Wait until the next scheduled annual safeguarding audit to identify the missing acknowledgement.

11 A police assessment does not progress an apprentice's referral to Channel. His coach assumes that the previously agreed support for coercive control can now end. The learner still reports fear of a partner and difficulty accessing tutorials privately. Which interpretation should guide the provider's decision?

- A The outcome proves that every concern in the original account was mistaken.
- B The outcome means the provider must stop recording any later disclosure from this learner.
- C The outcome automatically transfers responsibility for all educational adjustments to the police.
- D The Prevent outcome addresses that pathway; continuing coercive-control and educational concerns need their own review.

12 A tutor notices a learner's attendance improve after Channel support starts. She proposes telling the panel that terrorism susceptibility has ended, because he has attended every class for a month. He has not discussed the original concerns during tutorials. What should the tutor report instead?

- A Accurate attendance change, its context and limits, leaving specialist assessment to the relevant professionals.
- B A definitive statement of recovery because attendance is an objective and sufficient risk measure.
- C No update because educational information cannot contribute to any multi-agency assessment.
- D A recommendation to close Channel immediately unless another apprentice reports a fresh concern.

13 A coach is asked for a panel update about an apprentice she teaches remotely. She knows about attendance, communication barriers and a trusted workplace mentor but has no expertise in ideological intervention. The agenda asks every partner to propose support. Which contribution is most useful and appropriately bounded?

- A Summarise attendance improvement as evidence that the original susceptibility has now been substantially resolved.
- B Describe observed educational needs, practical support available and decisions requiring specialist clarification.
- C Offer general ideological mentoring alongside tutorials because the panel has requested support from every partner.
- D Withhold educational observations until a clinical professional provides an explanation for the learner's behaviour.

14 An employer representative requests the complete Channel minutes so every supervisor understands why an apprentice has adjusted training hours. The practical arrangement can be explained without revealing sensitive family or health information. The learner is worried about workplace gossip. What is the best information-sharing decision?

- A Share necessary practical and safety information through authorised routes, limiting access to sensitive case material.
- B Provide the complete minutes because any employer involvement creates entitlement to every case detail.
- C Refuse all communication with the employer even where a safety arrangement requires its participation.
- D Ask supervisors to promise secrecy verbally and then circulate unrestricted copies by ordinary email.

15 An apprentice's learning plan contains the full text of a sensitive referral. All tutors and employer mentors can view the plan. The agreed adjustment itself is simply a private weekly contact and flexible tutorial timing. Which change best preserves useful support while improving information governance?

- A Keep practical adjustments visible and move sensitive referral detail into the restricted safeguarding record.
- B Delete the adjustment because confidential safeguarding information cannot coexist with educational planning.
- C Leave the file unchanged because everyone with teaching responsibilities requires the full referral.
- D Copy the referral to the apprentice's assessment portfolio so it follows every qualification record.

16 A staff team proposes measuring Prevent quality by increasing referrals by twenty per cent. Its last review found both vague referrals and delayed sharing of serious concerns. Leaders want one simple target for the dashboard. Which alternative would most directly address the weaknesses described in the chapter?

- A Audit only adopted Channel cases because those outcomes identify which referrals were correctly made.
- B Audit reasoning, timeliness, follow-through and learner experience across referred and non-referred concerns.
- C Set a target for improved adoption rates so tutors refer only the most certain cases.
- D Measure completed referral forms and training certificates as the primary evidence of decision quality.

17 A learner tells his coach that he felt misunderstood during a referral conversation. The coach considers apologising for any unclear explanation but worries this might undermine the recorded concern. New information does not remove the original safety issue. Which response best combines respectful communication and appropriate safeguarding?

- A Delete the referral record to demonstrate that the learner's feelings have been accepted.
- B Refuse further conversation because explaining decisions may weaken the provider's authority.
- C Clarify the explanation, listen to the learner and retain a factual record of continuing concerns.
- D Promise that future concerns will remain confidential unless the learner gives written permission.

18 A provider receives a cropped image of a conversation suggesting a possible threat. The surrounding messages are missing, and the sender is a peer who says the apprentice was joking. The DSL is concerned but uncertain. Which record would best support proportionate assessment of this ambiguous information?

- A Record the cropped image as conclusive proof of the apprentice's intended behaviour.
- B Describe the image's source and limitations, known context, concern and any immediate safety action.
- C Ignore the image because uncertain context makes information unsuitable for any safeguarding record.
- D Ask the peer to infiltrate the group and collect more material before reporting.

19 An apprentice moves to a new employer while specialist assessment is ongoing. The original coach assumes the receiving tutor will be told by the employer. The new tutor has only the learning timetable. A planned private contact is therefore missed. What would have prevented this gap most effectively?

- A A proportionate confirmed handover identifying receiving ownership, continuing support and a review contact.
- B Transfer the learning timetable and ask the apprentice to request support if difficulties recur.
- C Send the employer the complete case history and assume it will identify the right recipient.
- D End local support when the receiving provider enrolls the learner, subject to later confirmation.

20 A DSL reviews an old referral outcome and a new disclosure involving significantly changed circumstances. A colleague says raising the matter again would disrespect the earlier professional assessment. The learner's account includes new pressure to join serious violence. Which course best uses the earlier outcome appropriately?

- A Record the material change, assess safety and share the updated concern through appropriate routes.
- B Treat the earlier outcome as permanent clearance that prevents all future referral.
- C Resend the original information unchanged until a different agency gives the desired answer.
- D Ask the learner to prove the earlier assessment was wrong before taking action.

21 A learner has relevant care and support needs, is experiencing coercion, and cannot protect herself because of those needs. She is also receiving Prevent assessment. An administrator says adult safeguarding cannot be involved while that assessment continues. Which response most accurately addresses the relationship between these processes?

- A Wait for Prevent to close before assessing whether the Care Act threshold applies.
- B Use Channel consent as the sole test for whether adult safeguarding duties arise.
- C Refer every adult apprentice automatically because apprenticeship status itself satisfies the Care Act threshold.
- D Consider the adult safeguarding route alongside Prevent because distinct responsibilities can operate in parallel.

22 A 30-year-old apprentice has housing problems but no known care and support needs, abuse or inability to protect himself because of such needs. He also faces a separate contextual Prevent concern. The coach wants to help with housing. Which statement best guides the provider's response?

- A Label him an adult at risk automatically because all apprentices receive educational support.
- B Withhold housing advice until an adult safeguarding enquiry has been formally opened.
- C Offer appropriate housing support while considering the Prevent concern separately from the section 42 threshold.
- D Assume housing need proves terrorism susceptibility and include that conclusion in the referral.

23 A coach is unsure whether an apprentice understood the explanation of Channel support. The learner uses English as an additional language and has signed the form quickly. A senior colleague says the signature settles the matter. Which action most appropriately supports the responsible consent process?

- A Assume incapacity because needing language support prevents an adult from making informed decisions.
- B Raise the understanding concern and arrange an accessible explanation through the appropriate responsible professional.
- C Accept the signature without discussion because written consent cannot require further clarification.
- D Ask an employer supervisor to consent because they understand the apprenticeship better.

24 A coach believes that an apprentice's disability makes every refusal of support unreliable. She suggests allowing his parent to make all decisions despite his being 25 and no decision-specific capacity assessment. The learner clearly and consistently describes why he disagrees. Which principle should guide the response?

- A Treat disability as sufficient evidence that parental agreement should control all support decisions.
- B Presume capacity and address any specific capacity concern through the appropriate decision-specific process.
- C Use the coach's confidence in the parent as a substitute for a capacity assessment.
- D Stop explaining options because disagreement shows that the learner cannot understand them.

25 A panel action says that the provider and employer will maintain contact with an apprentice. At the next review, each assumed the other had made the calls. The learner has received no contact for two weeks. Which amendment best addresses the underlying planning weakness rather than simply adding another meeting?

- A Keep joint ownership but add a more frequent review meeting to identify missed contact.
- B Ask the employer to report missed contact while leaving responsibility for initiating calls shared.
- C Add a learner signature confirming awareness that both organisations intend to maintain contact.
- D Name who initiates contact, who provides cover and how completion and missed contact are reported.

26 A tutor proposes using a generic AI service to score a real learner's susceptibility from private notes. The service provides a confident percentage and an automated referral recommendation. No validation or approved data arrangement exists. Which response best follows the chapter's guidance on technology and professional judgement?

- A Use the score if it agrees with the tutor because agreement establishes validity.
- B Remove the learner's name only and accept the automated recommendation as specialist assessment.
- C Treat a percentage above fifty as sufficient evidence to describe the apprentice as radicalised.
- D Do not use the score as a decision-maker; require approved governance and human contextual assessment.

27 Following a concern involving one apprentice, curriculum staff want to use the live case in a class discussion so others learn the warning signs. Several details would identify the learner despite removing the name. The tutor wants to promote safe reporting. What is the best alternative?

- A Teach reporting and respectful discussion through fictional scenarios that do not expose the live case.
- B Use the case unchanged because educational benefit automatically justifies sharing sensitive information.
- C Ask classmates to vote on the learner's behaviour without providing the original name.
- D Avoid all safeguarding education because any discussion could remind learners of a real incident.

28 An apprentice tells a coach about pressure from an online contact but says she does not want to repeat it to several staff members. The coach needs enough information to understand immediate safety and report the concern. Which approach best respects her position while fulfilling the provider's responsibility?

- A Require a full written account before offering any safeguarding or educational assistance.
- B Arrange separate interviews with every tutor to check that the story remains consistent.
- C Listen calmly, ask limited open questions and explain the necessary sharing and next step.
- D Promise that the discussion will stay entirely between the apprentice and coach.

29 A provider introduces a new referral checklist containing useful prompts about context, uncertainty and actions. A manager describes it as a validated instrument that predicts terrorism. The checklist has never been evaluated and was developed locally from guidance. How should it be presented to staff and learners?

- A Describe the tool as validated because it translates published guidance into a consistent local format.
- B As a local practice aid for organising judgement, with explicit limits and specialist assessment boundaries.
- C Treat agreement between two experienced DSLs as sufficient validation for predicting individual susceptibility.
- D Use completed fields as evidence that the case no longer requires specialist assessment.

30 A recent audit finds different referral rates between two small learner groups. The DSL proposes reviewing case reasoning, context and access to support. A manager wants to declare discrimination immediately; another wants to ignore the figures because samples are small. Which interpretation is most defensible?

- A Use variation as a prompt for proportionate contextual enquiry without treating it as proof.
- B Declare discrimination established because any difference in referral rate has only one explanation.
- C Ignore all group differences because small samples can never contain useful quality signals.
- D Set identical referral quotas immediately so future figures cannot differ between groups.

31 A provider's action log shows all planned calls completed. The adult apprentice says the calls occurred at work beside the supervisor she fears, so she could not speak. The coach reports perfect compliance with the plan. Which finding should lead the review and proposed change?

- A The activity occurred but its intended safe-contact function failed and needs a different arrangement.
- B The plan succeeded because completion of calls is sufficient evidence of learner safety.
- C The apprentice failed to engage because she should have disclosed despite the setting.
- D The provider should reduce contact because more calls would improve the completion percentage.

32 A coach asks an apprentice to confront people pressuring him online and report whether they still want him involved in violence. The coach believes this will clarify the seriousness of the concern before referral. The learner has said he is frightened of the group. What should replace this instruction?

- A Ask the learner to confront the group only while a tutor watches remotely.
- B Require a threatening response from the group as proof before sharing the concern.
- C Invite another apprentice to make contact so the original learner remains anonymous.
- D Assess immediate safety and share the existing concern without asking the learner to investigate.

33 A referral includes every medical diagnosis in the apprentice's history, unrelated family disputes and all assessment comments. The DSL says more information is always better because specialists can discard irrelevant sections. What is the strongest improvement before sending through the verified route, without delaying urgent action?

- A Attach additional historic files because volume demonstrates that the provider has taken concern seriously.
- B Remove all health information because special category information can never be shared for safeguarding.
- C Send nothing until the apprentice agrees to disclosure of every historic document.
- D Select relevant information, explain its significance and preserve necessary context while avoiding indiscriminate disclosure.

34 A DSL disagrees with the explanation given for a referral outcome. She believes relevant facts were omitted from consideration, but she has no immediate danger information. Which approach best combines professional challenge, respect for agency responsibilities and continuing support for the apprentice while the disagreement is considered?

- A Request an internal management review first and withhold clarification from the agency until completed.
- B Resubmit the original account through another route without identifying the substantive disagreement or missing facts.
- C Seek factual clarification, provide missing relevant information and use the appropriate escalation route if needed.
- D Accept the outcome provisionally and stop provider support while awaiting the next routine review.

35 A parent says an apprentice's attendance problems explain all concerning comments and asks the provider not to consider Prevent. The coach has separately recorded repeated encouragement to support terrorist violence. Which response best handles the parent's account without dismissing it or treating it as a complete assessment?

- A Accept the parent's explanation as conclusive because family knowledge overrides all other information.
- B Discard the parent's account entirely because disagreement makes it irrelevant to safeguarding.
- C Record the parent's perspective and assess the specific concern with appropriate parallel educational support.
- D Require the parent to identify the exact ideology before the provider can take action.

36 A review meeting records that a learner's Channel involvement has ended, but it does not state why or identify remaining provider actions. The coach is about to transfer her caseload. Which addition would most improve the usefulness and safety of the closure record for the next practitioner?

- A Add a green status colour without further detail because closure already implies resolution.
- B Explain what ended, the reason, continuing actions, receiving owners and triggers for renewed concern.
- C Delete earlier concerns so the receiving coach cannot develop an unfair impression.
- D State that no further safeguarding contact is permitted unless an offence is proven.

37 An apprentice's work attendance is unknown after a missed tutorial. The tutor assumes the employer is checking safety, while the employer assumes a current Prevent referral means police are monitoring him. The learner is 16 and no agency has confirmed contact. What should the provider do now?

- A Wait for the next Channel meeting because specialist involvement replaces ordinary absence procedures.
- B Record the learner as safely absent because both organisations know a referral exists.
- C Use safeguarding absence arrangements, clarify actual safety checks and avoid assuming the referral supplies monitoring.
- D Ask classmates to locate the apprentice privately before informing the safeguarding lead.

38 A coach proposes a football placement as the entire response to a contextual terrorism concern, arguing that sport provides belonging. The apprentice welcomes the activity, but specialist assessment has not occurred and other concerns remain. Which assessment of the proposal best reflects the chapter's evidence-aware approach?

- A Consider the activity as possible support while retaining appropriate referral, specialist assessment and review.
- B Use the activity as sufficient treatment because positive belonging proves susceptibility has ended.
- C Reject the activity automatically because ordinary educational or community support cannot have value.
- D Ask the sports coach to decide whether the apprentice should be referred to Prevent.

39 A provider wants to publish a success story stating that its action-plan template prevented terrorism in five learners. The evidence consists of completed reviews and no subsequent incidents known to staff. Which wording approach is most responsible for a public quality report based on that information?

- A Publish the claim because absence of known incidents proves the template caused prevention.
- B Describe delivery and observed outcomes with limitations, avoiding an unsupported claim of prevented terrorism.
- C Use the claim only if the five learners are described as anonymous cases.
- D Add a percentage reduction based on the number of completed review forms.

40 A DSL is designing a refresher session for coaches after several unclear handovers. She has time for one practical exercise and wants it to reveal whether the response works when normal arrangements fail. Which choice most directly tests the chapter's case-management principles across responsibilities and continuing learner support?

- A Ask staff to memorise the publication dates of every national Prevent guidance document.
- B Compare the number of colourful boxes used in each department's action-plan template.
- C Rehearse a fictional transfer with missing acknowledgement, an absent DSL and a newly escalating concern.
- D Invite staff to discuss identifiable current learners in an unrestricted whole-team meeting.

CHAPTER 11

Leadership, safer recruitment and an open safeguarding culture



In this chapter

Governance, recruitment, allegations, professional culture, employer assurance and Ofsted.

Read the guidance and worked cases, examine the visual models, then complete the forty-question examination. Use the answer commentary to review both the selected answer and the reasoning behind it.

11.1 Safeguarding as an organisational responsibility

A provider's safeguarding culture is revealed when a learner challenges a respected employer, a junior tutor questions a director, or a safeguarding lead reports an uncomfortable pattern. Policies matter, but the decisive question is whether the organisation makes it possible to recognise concerns, report them, act promptly and learn. This chapter examines the systems that make the topic-specific responses in earlier chapters reliable across workplaces, subcontractors and remote learning.

Readers should be able to design accountable governance; distinguish recruitment checks from continuing assurance; route allegations about adults correctly; support reporting without retaliation; and evaluate evidence of impact. The practical frameworks are KBC practice aids. They should be adapted to the provider's legal status, learner ages, workforce activities, contracts and local safeguarding arrangements.

At the editorial date, Keeping Children Safe in Education 2026 is in force. Providers must establish how its scope and requirements apply to their provision. Do not assume that every requirement is worded identically for an independent training provider and a further education college. The current text also requires staff within its scope to read Part One in full; its brief overview is complementary. [006] Assign a named owner to keep this applicability map current, with legal or specialist advice where necessary.

11.2 The KBC assurance chain

KBC recommends an assurance chain with five connected questions: What are our responsibilities? How have we organised delivery? What happens in practice? What do learners experience? What changes because of what we learn? Each question needs a different form of evidence. A policy answers the second question only partly; it does not answer the fourth.

Assurance question	Useful evidence	Challenge to ask
Responsibilities	Current applicability and partnership map	Which rule applies to this provision and why?
Organisation	Named roles, cover and resources	Who acts when the normal lead is unavailable?
Practice	Case sampling and response rehearsal	Did the agreed process actually work?
Experience	Accessible learner and staff feedback	Who finds reporting difficult or unsafe?
Improvement	Action outcomes and repeat sampling	What changed and has the improvement lasted?

The board or equivalent oversight body should agree what it needs to know routinely and what requires immediate escalation. KBC recommends a termly strategic review, supplemented by urgent reporting when a serious event or system failure demands it. These are suggested operational arrangements, not a universal statutory frequency. A small provider may use a compact oversight structure, but independence of challenge and clarity of accountability remain important.

Avoid a dashboard that reports only incidents, training completion and whether policies were reviewed. Add unresolved actions, delayed referrals, gaps in safeguarding cover, learner confidence, staff confidence in challenging authority and the outcomes of sampled cases. Explain the denominator

and limitations: three reports from a cohort of twenty differ from three among two thousand, but either could reveal a serious failure.

11.3 Resourcing the designated safeguarding function

The DSL needs competence, authority, time, secure information systems, supervision and dependable cover. Appointing a highly committed person without resources leaves the organisation dependent on personal sacrifice. Map the actual work: initial consultation, urgent response, case recording, agency liaison, employer engagement, training, audit, learner contact, supervision and policy maintenance. Review demand when enrolment, geographical reach or subcontracting changes.

A coach's safeguarding report should not sit unread because it arrives during annual leave. Publish the normal and backup routes in staff induction and learner-facing materials. Test whether an apprentice working an evening shift knows what to do when the provider's office is closed. Emergency instructions should distinguish immediate danger from routine concerns, while making clear that a routine mailbox is not monitored continuously unless it genuinely is.

The DSL's authority should include escalating concerns above operational management where necessary. If a concern concerns the DSL, the route must bypass them. If it concerns the principal, chief executive or proprietor, the policy must identify an independent or alternative reporting route consistent with the provider's structure and local guidance. A safeguarding system with only one recipient can fail precisely when that person is the subject of concern.

Supervision should examine decision quality and staff wellbeing without turning into informal therapy. Explore what the practitioner observed, what remains uncertain, how power affected the response and whether workload prevented action. Agree actions arising from supervision and review them. Where a practitioner needs clinical support, use an appropriate service. Do not require staff to disclose personal trauma in a team training session as evidence of reflective practice.

11.4 Safer recruitment as a sequence of decisions

Safer recruitment begins before advertising. Describe the role's actual activities, settings, learner ages, supervision, contact frequency and access to personal information. Identify the applicable checks and who authorises appointment. Recruitment staff should understand why each check is required rather than apply a generic list mechanically. The purpose is to select suitable people and establish expectations for safe conduct, not merely assemble a certificate file.

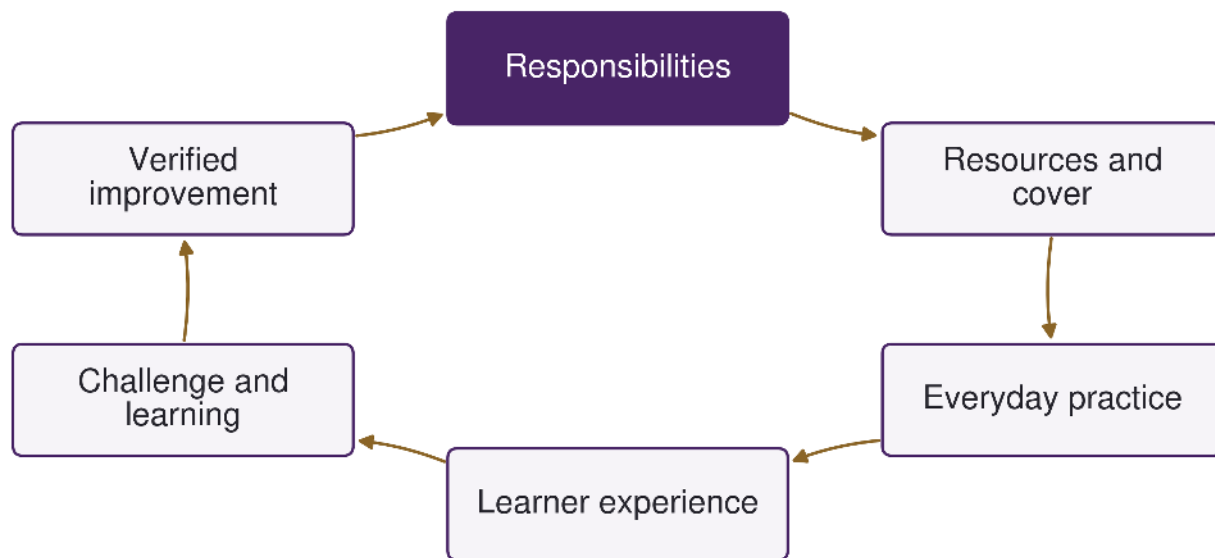
Use role-relevant interview scenarios: how would the candidate respond if an apprentice disclosed harm involving an influential employer? What would they do if their manager told them not to record a concern? Ask for examples of professional boundaries, challenge and learning. Evaluate the reasoning, not confidence or the ability to recite a policy title. A technically impressive candidate still needs scrutiny of suitability and conduct.

References and employment history should be checked through appropriate direct routes. Clarify gaps or discrepancies fairly and record the response. A personal testimonial is not automatically an adequate employment reference. Avoid accepting a forwarded document without considering authenticity. Where a role requires professional registration or specific qualifications, verify them with the relevant body. Overseas history may require additional appropriate checks; a UK disclosure alone does not resolve it.

Before appointment, distinguish mandatory requirements from locally selected safeguards. Record the decision and any authorised restrictions while outstanding matters are resolved, only where lawful and

permitted. Do not allow commercial urgency to create a route around checks required before work begins. Induction should translate recruitment expectations into daily practice: communication channels, lone working, transport, gifts, social media, recording and reporting. [006] [101]

Figure 11.1 The assurance cycle



KBC practice aid. Assurance connects policy with the experience of apprentices and checks that improvement has taken effect.

11.5 DBS eligibility and continuing suitability

DBS eligibility depends on the role and the legal criteria, not the job title or a belief that more intrusive checking is always safer. Employers are responsible for establishing eligibility for standard or enhanced checks; barred-list checks have their own restrictions. Use current official guidance and advice where the activity is unclear. A supervisor is not automatically eligible for every check simply because an apprentice is under 18. [101] [102]

The rules can change. Record the date and basis of an eligibility decision and review it when duties change. From 1 September 2026, the supervised-volunteer exemption has been removed: assess qualifying volunteer activities under the revised regulated-activity criteria. KCSIE 2026 also addresses checks for existing volunteers newly brought within regulated activity. Independent training providers cannot use a standalone children's barred-list check and should not allow someone to begin regulated activity without the required enhanced DBS certificate with barred-list information. These distinctions make a copied 2025 checklist unsafe. [006]

An appropriate disclosure result is one component of suitability. It does not establish how someone behaves after appointment, whether they maintain boundaries or whether learners feel able to report concerns. Continuing assurance includes supervision, probation review, conduct expectations, appropriate observation, response to concerns and a clear process for relevant changes in circumstances. Do not describe a person as "DBS approved": DBS supplies information; the employer makes a suitability decision within the legal framework.

Keep records proportionate and secure. An assurance register should show that the required checks were completed and by whom, with the information required for the provider type. It should not become a broadly accessible collection of sensitive certificates. When an agency or subcontractor

supplies staff, obtain the required assurance and verify that the person arriving is the intended individual. An organisation's contractual statement does not eliminate the need to respond to concerns observed in practice.

11.6 Receiving an allegation about an adult

An allegation may concern an employee, contractor, volunteer, employer supervisor, agency worker or another adult in contact with learners. Immediate protection comes first. Staff receiving the concern should listen, record the facts and the person's own words where available, and use the designated route. They should not interview witnesses repeatedly, confront the subject or ask the apprentice to collect more evidence. Investigation and employment processes need careful coordination with the relevant statutory agencies.

For concerns about a person working with children, the local authority designated officer route is relevant where the allegation meets, or may meet, the harm threshold. The decision should follow current guidance and local arrangements; seek LADO advice when uncertain. Lower-level concerns require a clear recording and response process too. "Low-level" describes the threshold, not the importance of protecting professional boundaries. [006] [103]

The case manager should consider immediate arrangements for learners and the adult concerned, who needs to know, agency consultation and support. Suspension is not a finding of guilt and should not be automatic in every case; equally, avoiding a difficult employment decision must not expose learners to continuing harm. Record the reason for any protective arrangement and its review trigger. Obtain appropriate HR and safeguarding advice.

A good record distinguishes the allegation, the evidence received, advice obtained, interim arrangements, decisions and eventual outcome. Do not substitute "unproven" for a specific outcome category or infer that a lack of prosecution means the original concern was fabricated. Support the person reporting without promising a particular result. Fairness to the adult and protection of learners are both necessary; neither requires staff to conduct an unofficial inquiry.

11.7 Adult safeguarding and people in positions of trust

Adult safeguarding needs its own route. The Care and Support Statutory Guidance expects local arrangements for allegations about people working with adults with care and support needs, including people in positions of trust. A concern can indicate a risk to other adults even where the initial incident does not involve an adult meeting the safeguarding threshold. The local Safeguarding Adults Board framework should guide the response. [003]

Do not refer every concern involving an adult apprentice to the LADO simply because that is the contact staff know best. Consider adult safeguarding, police, employment, professional-regulatory and complaints routes as appropriate. Where the person works with both children and adults with care and support needs, more than one route may be relevant. The DSL should make the connections explicit and seek advice so that a referral to one body does not leave another responsibility unnoticed.

For an adult learner, ascertain their wishes and the outcomes they seek, while considering lawful information sharing and risks to others. Do not assume that a disability removes autonomy or that an articulate learner cannot experience coercion. A concern about an adult's capacity relates to a specific decision at a particular time. Referral thresholds and decisions should be documented rather than inferred from age or diagnosis.

An allegation involving an employer supervisor can create additional pressure: the learner may fear losing wages, qualification progress or references. Offer a private reporting route outside the employer's management line. Consider safe learning arrangements, independent advice and protection from retaliation. The provider must not promise to control an employer's decisions, but it can explain its own actions and escalate concerns within the appropriate partnership and contractual arrangements.

11.8 Fictional case A The commercially important supervisor

Imran, aged 17, tells his tutor that a workplace supervisor repeatedly sends personal messages late at night and asks him to keep their conversations secret. The employer is one of the provider's largest partners. A contract manager suggests quietly moving Imran to another team and avoiding a formal record because there is "no proof of abuse". Imran fears losing his apprenticeship and does not want a confrontation.

The tutor records the disclosure and reports through the safeguarding route. The DSL considers immediate safety and seeks the appropriate advice about an allegation concerning an adult working with a child. The provider does not conduct its own covert message investigation or ask Imran to provoke further contact. Any necessary evidence handling follows specialist advice. Moving the learner may form part of protection, but it does not resolve the concern about the supervisor or potential risks to others.

The contract manager's commercial interest should not govern the safeguarding decision. A senior leader independent of that relationship oversees the provider response. Imran receives an understandable explanation of next steps and a safe contact route. The employer is engaged through the appropriate process, with information limited to what is necessary. The learner's wishes inform the response but cannot be converted into a promise of secrecy.

Action	Owner	Time or trigger	Evidence	Escalation
Address immediate safety and listen	Tutor and DSL	At disclosure	Factual account and safety actions	999 if immediate danger
Seek appropriate allegations advice	Authorised case manager	Promptly under local process	Advice and referral record	Local escalation if unresolved
Establish safe educational contact	Coach with learner	Before next contact or shift	Agreed safe channel	DSL if contact or safety changes
Manage conflict of interest	Senior leader or oversight chair	At case allocation	Independent ownership recorded	Alternative governance route
Review arrangements and wider learning	Case manager and oversight	Agreed agency and local triggers	Action outcomes and learning	Further action if risk persists

This is a KBC practice matrix, not a substitute for LADO, police or social care directions. Its value lies in preventing a commercial solution from concealing a safeguarding concern.

11.9 Low level concerns boundaries and patterns

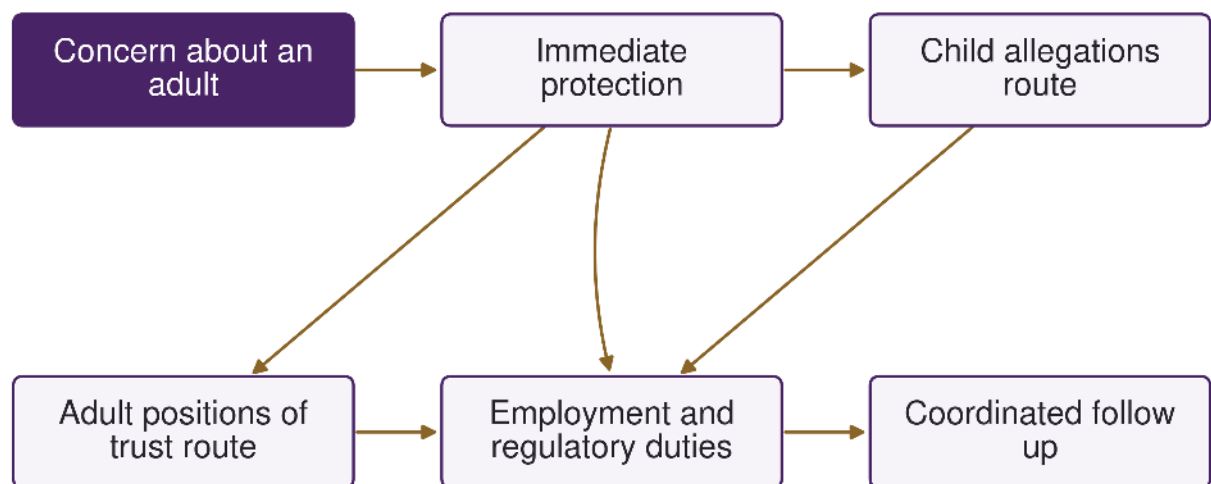
An organisation needs a route for concerns that do not currently meet the allegations threshold: inappropriate familiarity, repeated exceptions to communication rules, unnecessary private contact, favouritism or dismissive responses to learner discomfort. These examples are not findings of abuse. They are reasons to consider conduct and context through a fair, consistent process. A single ambiguous interaction may need clarification; a pattern may require a different response.

KBC recommends recording the behaviour, context, policy expectation, response and review decision in the approved restricted system. The authorised manager should consider patterns across reports without gossip or informal blacklists. Staff should know how to self-report an incident that could be misunderstood, such as an unavoidable change to an agreed transport arrangement. Self-reporting supports transparency but does not exempt conduct from scrutiny.

Consider a tutor who repeatedly says that official channels are too slow and encourages apprentices to message a personal account. The organisational response should address the actual practice, ensure safe alternatives exist and explore whether workload or unusable systems contributed. If the tutor is deliberately evading oversight, that is different from an isolated misunderstanding. Either way, a policy reminder without checking subsequent behaviour is weak assurance.

An adult's status, popularity or achievement record should not determine whether concerns are recorded. Apply the same professional-boundary expectations to senior leaders, visiting experts and high-performing coaches. When a low-level concern accumulates into information suggesting the harm threshold may be met, reassess and use the appropriate external route. The phrase low-level must never become a permanent category that prevents escalation.

Figure 11.2 Allegations and protective accountability



KBC practice aid. More than one route may apply and duties proceed in parallel where applicable. Use current guidance and local procedures; frontline staff do not investigate allegations.

11.10 Fictional case B Resignation during an allegation process

Helen, an assessor who works with children and adults with care and support needs, resigns after an allegation that she has exploited her position. The provider has made interim protective arrangements

and is taking advice. HR proposes closing the case because she is leaving and offering a neutral reference to avoid a dispute. A manager says DBS referral is unnecessary because she was not formally dismissed.

The provider should not assume that resignation ends safeguarding responsibilities. It should continue the appropriate process, coordinate with relevant agencies and consider the legal duty to refer to DBS against the actual statutory conditions. Those conditions can apply where a person has been removed from regulated activity, or would have been removed had they not left, for the relevant harm-related reasons. A referral to another body does not automatically discharge the DBS duty. [104]

The case manager records what is known, what remains unresolved and why a referral decision is made. They seek specialist advice on references, information sharing and employment processes. The organisation should not negotiate away its safeguarding obligations. It should also consider support for affected learners and whether previous concerns reveal a system weakness.

In supervision, the manager recognises that a desire to end conflict had been mistaken for closure of risk. The board receives an appropriately anonymised account of the system learning, not unrestricted details of the allegation. A subsequent audit checks whether recruitment, boundaries and previous reporting were handled consistently. This case demonstrates that a personnel change can reduce immediate access while leaving important protection and accountability work unfinished.

11.11 Reporting whistleblowing and an open culture

An open culture gives people practical ways to raise concerns and confidence that they will be heard. Research on child sexual abuse disclosure describes barriers at individual, relational and social levels; disclosure is often a process rather than a single clear event. Providers should therefore offer repeated, accessible opportunities to speak and avoid treating delayed or partial reporting as evidence that nothing happened. [105]

Separate learner complaints, staff grievances, safeguarding reports and whistleblowing while allowing information to move to the right process. A complaint about unfair treatment may contain a safeguarding disclosure. A personal employment grievance is not automatically a protected whistleblowing disclosure; legal protection depends on relevant conditions, including public-interest wrongdoing. Staff should receive accurate information about internal and appropriate external routes. [106]

An open-door statement is insufficient if the door belongs to the person complained about. Provide alternatives, accessible formats and arrangements for learners who cannot speak privately at work or at home. Explain what happens after a report and how the person can raise concerns about the response. Anonymous information can be important, although anonymity may limit clarification; evaluate its content rather than dismiss it automatically.

Leaders' responses teach the culture. Thank the person for raising a concern, clarify immediate safety, explain the next step and avoid defensive commentary about reputation. Do not require agreement with a senior colleague as evidence of professionalism. Edmondson's foundational workplace study associated team psychological safety with learning behaviour, but it was not a safeguarding intervention trial. [107] The KBC application is practical: make questioning possible, retain accountability and examine whether speaking up leads to action.

11.12 Fictional case C Excellent training figures silent learners

A provider's dashboard shows complete staff training and very few safeguarding reports. Leaders describe this as evidence of an excellent culture. During a confidential learner discussion, several apprentices say they would not report harassment because their employers influence assessment opportunities. One reports that a tutor previously advised her to "learn how the industry works". A subcontractor has not supplied any case information for six months.

The DSL treats the feedback as a signal requiring action, not as an attack on staff effort. Any individual concern is followed through the appropriate route. Leaders examine whether the reporting system is accessible, whether learners understand it and whether concerns have been diverted into informal conversations. They include apprentices from different employers, ages, delivery modes and support needs without pressuring anyone to disclose personal experiences publicly.

The improvement plan combines system changes with practical rehearsal. Learners receive a private provider contact independent of employer management. Staff practise responding to power-related scenarios, and managers observe whether the agreed response is used. The subcontractor's reporting responsibilities are clarified and tested. Leaders sample actual practice after implementation rather than declare success when new posters are distributed.

A systematic review of interventions to improve psychological safety and speaking up in healthcare found mixed results and limitations in outcome measurement. It cautions against assuming that an educational intervention alone changes entrenched behaviour. [108] The provider applies that lesson carefully: training is one action among leadership, reporting design, supervision and follow-through. Rising report numbers after improvement may indicate increased trust; interpretation requires context, severity and response quality.

11.13 Employers subcontractors and safe delivery environments

Safeguarding assurance must reach the workplace. Before and during delivery, establish who supervises apprentices, how they report concerns, what happens when the usual supervisor is absent, how attendance concerns are communicated and how the provider learns about incidents affecting safety. An employer should understand the distinction between workplace management and safeguarding referral. Apprentices should know a provider route that remains available if their concern involves the employer.

Use proportionate assurance informed by actual context. A learner working nights across changing sites presents different communication risks from a learner in a stable daytime office. Remote learning introduces questions about privacy, online conduct, platform access and safe contact. A provider should not rely only on a signed employer declaration or assume that a familiar brand guarantees practice at every location.

For subcontracted provision, define reporting, escalation, secure sharing, staffing assurance and audit rights clearly. Check how responsibilities operate with fictional scenarios. Ask the subcontractor what they would do if a learner alleged harm by their own director or if a concern arose outside office hours. Clarify who makes the external referral and how the other organisation knows it has happened. Contractual ownership does not remove each professional's responsibility to act appropriately.

Curriculum teams should embed relevant safety learning in occupational contexts. Designers should make reporting information available in accessible formats without requiring a long search through policies. Tutors should avoid public activities that compel disclosure. Coaches should check whether

learners can use the routes privately. Managers should ensure that an employer's resistance is escalated and that commercial staff know the limits of negotiation when learner protection is at stake.

11.14 Fictional case D An inaccessible reporting system

Ella, aged 24, is a business administration apprentice with a visual impairment. The provider's safeguarding page contains a scanned contact sheet that her screen reader cannot interpret. The only reporting form requires a workplace login, and her concern involves the colleague who manages that account. She has therefore told nobody formally. Meanwhile, the design team's accessibility checklist shows the page as complete because it opens correctly on a laptop.

The provider first offers a safe accessible route and responds to Ella's concern. It does not require her to demonstrate the technical defect repeatedly before receiving help. Designers replace the inaccessible contact information with structured text, meaningful links and accessible controls. The system owner considers access outside employer-controlled accounts and what information appears in confirmation messages.

Action	Owner	Time or trigger	Evidence	Escalation
Provide safe accessible reporting now	DSL with Ella	On identifying the barrier	Agreed route and response	Urgent route if danger emerges
Correct contact information and form barriers	Design and system owners	Prioritised promptly	Keyboard and assistive-technology checks	Senior owner if unresolved
Test privacy outside employer accounts	Digital lead and DSL	Before release	Fictional end-to-end test	Data protection advice if required
Check other materials for similar barriers	Curriculum and design leads	Agreed improvement period	Sample findings and corrections	Wider review if pattern found
Evaluate whether learners can report	Quality lead	After implementation	Accessible learner feedback	Reopen plan if barriers remain

The plan's times are KBC recommended operational arrangements. Its success is measured by usable access and reliable response, not by the number of files replaced. Ella's experience informs system improvement without turning her personal concern into public training material.

11.15 Inspection evidence quality and sustained improvement

The September 2026 Ofsted further education and skills toolkit evaluates safeguarding at whole-provider level as Met or Not met. Exceptional is a grade available in other evaluation areas, not the safeguarding judgement. Providers should therefore avoid marketing a handbook or checklist as a route to "Exceptional safeguarding". Strong leadership can be evidenced through sustained improvement, but no book guarantees an inspection outcome. [012]

Prepare evidence by doing the work well and making it traceable. A sample case should show what was known, what was decided, who acted, what the learner experienced and how the response was reviewed. An inspector should not need a newly invented evidence pack to understand the provider's

system. Equally, unrestricted access to every sensitive record is not the only way to demonstrate quality; manage access appropriately and follow inspection arrangements.

KBC recommends a short improvement cycle: select a meaningful question, sample real practice securely, compare accounts from different sources, agree a specific change, test implementation and revisit its effect. A question such as “Can apprentices safely report concerns about employers?” is more useful than “Have we updated the policy?” because it reaches the learner’s experience. The audit may still find a policy weakness, but it will also identify practical barriers.

Do not hide unresolved issues from oversight. A credible improvement plan identifies the concern, current protection, accountable owner, deadline or trigger and evidence needed to judge improvement. Serious concerns demand immediate action; a quarterly improvement cycle is not an emergency response. When sharing learning externally, use fictional or sufficiently anonymised material and avoid details that permit identification of a learner, employer or staff member.

11.16 Practice review and evidence notes

Test the system with an allegation involving a senior person, uncertain DBS eligibility, a learner unable to report privately and a subcontractor with no recent case information. Identify the first action, decision owner, advice route, record and review evidence. Introduce DSL absence or commercial pressure: does the process still work?

Research on disclosure barriers, team learning and training includes other sectors and populations; transfer requires judgement. No cited study validates the KBC assurance chain as a predictive instrument. Official guidance establishes requirements; provider models organise implementation. Keep this distinction visible in training and quality reports.

Recheck applicability, recruitment, allegations routes and inspection guidance when arrangements change. Record the edition and review owner. Ask whether learners and staff can identify someone who will listen, act and explain the next step. This tests whether policies work in practice.

Chapter 11 examination

Forty case-based questions. Choose the single best answer. Record your choices before consulting the answer commentary.

01 A board receives a dashboard showing complete safeguarding training and no serious reports. Apprentices interviewed privately say they would avoid reporting concerns about influential employers. Leaders want to declare the system effective on the dashboard alone. What is the strongest interpretation of the available evidence and the next quality question?

- A Completion data need testing against learner experience, reporting barriers and evidence of actual responses.
- B Use the completion figures as the primary judgement and include learner comments only as context.
- C Ask employers to explain the feedback before offering apprentices any independent follow-up conversation.
- D Repeat the same training and survey immediately to see whether confidence scores improve.

02 A provider appoints an experienced DSL but gives her no protected time, deputy or access to secure records from offsite workplaces. Leaders say her commitment will compensate for these limits. Enrolment is expanding across several counties. Which decision most directly addresses the organisational weakness before further expansion?

- A Resource workload, authority, secure access and cover according to the actual safeguarding demands of delivery.
- B Ask the DSL to use her personal phone and volunteer evenings until reporting increases.
- C Reduce recording requirements so she can manage more learners without additional organisational support.
- D Add safeguarding to every tutor's title while leaving decision routes and resources unchanged.

03 A tutor wants to report concerning conduct by the provider's DSL. The policy lists only the DSL's email and says all safeguarding matters must go there first. The tutor fears the report will be suppressed. Which policy correction best addresses the conflict without creating an informal gossip route?

- A Require the tutor to discuss the concern privately with the DSL before recording anything.
- B Allow tutors to circulate allegations among colleagues until a majority agrees to report.
- C Provide an authorised alternative route that bypasses the subject and reaches appropriate independent oversight.
- D Restrict allegations to anonymous reports so the provider never has to identify a recipient.

04 A recruitment manager requests enhanced DBS checks with both barred lists for every employee, including roles with no relevant activities. He believes the most intrusive check is always the safest. The provider has not mapped duties or eligibility. What should the recruitment lead do before making these requests?

- A Request the highest checks provisionally and ask DBS to determine eligibility after submission.
- B Establish each role's legal eligibility and required checks using current official workforce guidance.
- C Use the provider's existing role titles as the eligibility basis and review activities later.
- D Apply enhanced checks to all learner-facing roles and omit checking the barred-list criteria.

05 A new workplace supervisor supports an apprentice aged 17. The contract manager assumes this automatically requires every enhanced and barred-list check. Another manager assumes no check can ever be relevant because the apprentice is employed. Which approach most accurately resolves the question under the chapter's recruitment principles?

- A Require both barred lists because any interaction with a person under 18 meets all criteria.
- B Exclude all DBS considerations because employed young people are treated as adults for safeguarding.
- C Assess the actual activities and applicable legal criteria rather than infer eligibility solely from apprentice status.
- D Ask the apprentice whether a check feels necessary and treat that preference as decisive.

06 A shortlisted tutor provides a glowing reference forwarded from a personal email account. The name appears to match a former manager, but no direct verification has occurred. A delivery manager wants the candidate to start immediately because classes are uncovered. What is the strongest safer-recruitment response?

- A Verify the reference through an appropriate direct route and complete required checks before authorised deployment.
- B Accept the reference provisionally and check authenticity during probation after normal teaching duties begin.
- C Ask the candidate for another personal testimonial to corroborate the first without contacting employers directly.
- D Treat the required DBS result as sufficient assurance while recording that the reference remains unverified.

07 A candidate explains an employment-history gap clearly during interview and provides evidence requested through the recruitment process. One panel member still proposes rejection because any gap proves concealment. Another wants to remove the gap from the record. Which response best combines fairness and appropriate recruitment scrutiny?

- A Reject automatically because every unexplained period initially identified establishes safeguarding unsuitability permanently.
- B Assess the explanation fairly, verify relevant information and record the reasoned suitability decision.
- C Delete the gap to avoid recording information that could make the appointment look uncertain.
- D Ignore the explanation because only qualifications and technical teaching performance should influence appointment.

08 A provider describes its staff publicly as DBS approved and tells learners this means no safeguarding risk can arise from them. Several years later, concerns emerge about a tutor's private messages to apprentices. Which correction best addresses the misunderstanding underlying the provider's assurance statement and continuing responsibilities?

- A Retain the statement because a clear disclosure permanently guarantees the person's future conduct.
- B Repeat the same check and disregard reports unless new criminal information appears.
- C Treat every private message as proof of a criminal offence without considering context.
- D Explain that DBS supplies information and maintain ongoing suitability, boundary and reporting arrangements.

09 An apprentice alleges that a respected assessor sent inappropriate personal messages. The manager wants tutors to interview every learner separately that afternoon and confront the assessor with the combined accounts before contacting safeguarding professionals. The apprentice is 16. What should guide the provider's first response instead?

- A Protect immediate safety, record the concern and use the authorised allegations route with appropriate advice.
- B Conduct the proposed interviews first because external agencies require a complete provider investigation.
- C Ask the apprentice to obtain further messages so the allegation can be proved internally.
- D Wait until the assessor admits the conduct before creating any formal safeguarding record.

10 A contract manager receives a concern about an employer supervisor's behaviour towards a child apprentice. He recommends moving the apprentice quietly because the employer supplies many places. No record or external advice is proposed. Which response most directly addresses the safeguarding and governance risks in this commercially sensitive situation?

- A Record and route the allegation appropriately, with independent oversight of the commercial conflict.
- B Move the apprentice immediately and review whether an external referral is needed after the transfer.
- C Ask the commercial director to negotiate assurance from the employer before recording the allegation formally.
- D Let the employer lead the response and request an outcome report at the next contract review.

11 A case manager receives a serious allegation about an adult who works with children. One colleague demands automatic suspension in every case; another refuses any restriction until a criminal conviction. The provider needs a proportionate interim arrangement. Which approach best reflects the chapter's distinction between protection and findings?

- A Suspend automatically because every allegation establishes that the person has committed the conduct.
- B Consider risk and appropriate advice, record protective arrangements and review them without assuming guilt.
- C Keep all duties unchanged because only a criminal conviction permits any protective arrangement.
- D Let the subject choose restrictions because fairness requires their agreement to every safety decision.

12 An adult apprentice with care and support needs reports exploitation by a tutor who also teaches children. The DSL usually contacts the LADO and proposes using that route alone. Other adults may be affected. What is the most appropriate routing consideration before the provider treats the concern as allocated?

- A Use the familiar LADO route and assume it will allocate every adult-related responsibility.
- B Consider adult positions-of-trust arrangements and any child, police or employment routes that also apply.
- C Start the employment process first and consider adult safeguarding only if the allegation is substantiated.
- D Ask the learner to choose between adult safeguarding and employment processes to avoid duplicated enquiries.

13 A 26-year-old apprentice reports coercion by a workplace mentor and fears losing wages if she speaks. She does not have a diagnosed disability and communicates confidently. A coach says she therefore cannot need safeguarding help. What is the strongest response to the coach's conclusion and the learner's reported concern?

- A Close the concern because only adults with a formal diagnosis can experience coercion.
- B Assume incapacity because fear of losing wages proves she cannot make any decisions.
- C Explore the concern and appropriate routes without inferring safety or autonomy from confident communication.
- D Contact the mentor first and require the learner to repeat the allegation in front of them.

14 An assessor resigns while a safeguarding process is considering whether she should be removed from regulated activity for harm-related reasons. HR proposes closing the file because she was never formally dismissed. What should the provider consider regarding the process and possible DBS referral before agreeing any closure?

- A Continue appropriate processes and assess DBS conditions, including whether removal would have occurred had she stayed.
- B Close the employment process but retain the allegation in case another employer requests information.
- C Wait for a criminal justice outcome before deciding whether any harm-related referral condition is met.
- D Treat voluntary resignation as sufficient risk reduction and seek a neutral reference agreement.

15 A provider has referred an allegation to the local authority and professional regulator. The case later meets the conditions for its own legal DBS referral duty. A manager assumes another organisation will submit the information, so no further action is needed. Which response correctly addresses the provider's remaining responsibility?

- A Treat the earlier local authority referral as automatically discharging every other referral duty.
- B Wait indefinitely until the regulator confirms that it will not contact DBS itself.
- C Fulfil its own DBS referral duty where conditions are met and retain evidence of action.
- D Seek permission from the person concerned before sharing any information with DBS.

16 A tutor repeatedly uses a personal account to contact apprentices despite approved channels being available. Each incident has been described separately as low-level and closed after a reminder. A new manager notices the pattern. What is the strongest next response within a fair safeguarding and conduct process?

- A Review only the latest incident because previous concerns were already closed after individual reminders.
- B Issue another policy reminder and use training attendance as confirmation that the pattern has ended.
- C Transfer the tutor to a different cohort before deciding whether the concerns need collective review.
- D Review the pattern, context and thresholds, then take and monitor proportionate action through authorised routes.

17 A coach self-reports an unexpected transport arrangement that differed from policy during a disrupted workplace visit. She explains the circumstances and says no harm occurred. Her manager wants to exempt all self-reported incidents from review to encourage openness. What is the most balanced response to the disclosure?

- A Ignore the incident entirely because self-reporting automatically establishes that conduct was appropriate.
- B Welcome transparency while reviewing the circumstances, policy expectations and any necessary improvement fairly.
- C Treat the self-report as an admission of abuse and announce it to all staff.
- D Discourage future self-reporting because it creates records of matters that might otherwise remain unknown.

18 An apprentice first hints that a tutor makes her uncomfortable, then gives a fuller account several weeks later. A manager dismisses it because a genuine concern would have been reported clearly at once. Which interpretation best reflects the disclosure research and the provider's responsibility to respond appropriately?

- A Delayed disclosure proves fabrication because serious experiences always produce an immediate complete report.
- B Accept every detail as established fact because delay itself proves the allegation is true.
- C Ask classmates to question the apprentice publicly about why she did not speak earlier.
- D Delayed or partial disclosure can occur; assess the account appropriately without treating timing as proof against it.

19 A staff member raises a concern about an organisational practice that could expose learners to harm. Her manager calls it a personal grievance because she also has a workload dispute. The report may contain public-interest wrongdoing. What should the provider do with the overlapping elements rather than choose a label immediately?

- A Dismiss every element because a staff member with a grievance cannot make a valid concern.
- B Label all employment disagreements as protected whistleblowing without considering the relevant legal conditions.
- C Require the employee to withdraw her workload complaint before the safeguarding issue can be considered.
- D Assess the safeguarding content and appropriate reporting routes while distinguishing any separate employment grievance.

20 A learner complaint concerns unfair allocation of assessment opportunities. Within it, the apprentice reports that a supervisor offered preferential treatment in exchange for private contact. The complaints officer intends to investigate only the timetable because that is the form's selected category. What should happen to the safeguarding information?

- A Ignore the disclosure because information entered on a complaints form cannot be a safeguarding report.
- B Wait for the complaint deadline before telling the DSL so the process remains orderly.
- C Route the safeguarding content promptly through the appropriate process while managing the complaint's other elements.
- D Ask the learner to submit the same information again before any staff member acts.

21 A provider offers only an open-door policy with the chief executive for raising concerns. The chief executive is also the subject of an allegation, and staff believe challenge will threaten their employment. Which organisational change best addresses the practical limits of the existing promise of openness?

- A Repeat the open-door statement more prominently without changing who receives or reviews concerns.
- B Establish credible alternative reporting and oversight routes with clear protection against retaliation and follow-through.
- C Require all staff to discuss concerns in front of the chief executive at meetings.
- D Allow only anonymous social media posts because internal accountability is impossible in small providers.

22 A subcontractor sends a signed annual statement that safeguarding is satisfactory but has supplied no incident information for six months. Apprentices describe unclear reporting routes and frequent changes of tutor. The prime provider wants to rely on the statement alone. What assurance action is most useful next?

- A Rely on the signed statement this year and add stronger reporting wording at renewal.
- B Request only the subcontractor's training completion figures because these establish staff ability to respond.
- C Ask the subcontractor to select exemplary cases without checking the missing reporting period.
- D Test actual reporting, staffing and escalation arrangements through proportionate sampling and fictional scenarios.

23 An apprentice works evenings at changing sites. The provider's reporting leaflet lists a daytime office number without explaining opening hours or emergency arrangements. The employer assumes the provider monitors messages continuously. What revision would most directly make the information reliable for this particular delivery context?

- A Keep the leaflet unchanged because safeguarding information only needs to be accurate during teaching hours.
- B Promise continuous monitoring even though no staff member has been assigned to provide it.
- C State monitored hours, usable alternative routes and immediate-danger instructions, and test understanding with apprentices.
- D Remove the number and ask apprentices to wait for their next scheduled progress review.

24 A visually impaired apprentice cannot read the provider's scanned safeguarding contact sheet. Her concern involves the employer administrator who controls access to the only reporting form. The design team says the page passes because it opens visually. What is the best immediate and subsequent response?

- A Ask the employer administrator to read the form to her because assistance resolves every barrier.
- B Wait for the next website redesign before receiving the concern through another channel.
- C Record the apprentice as disengaged because the safeguarding page is technically available online.
- D Provide a safe accessible route now, then correct and test the reporting system's access and privacy.

25 A digital lead wants to test a new safeguarding reporting form by submitting an identifiable live case and emailing screenshots to a large design group. The DSL wants to confirm that acknowledgements and escalation work. Which alternative best tests the system while respecting the sensitivity of case information?

- A Use the live case because a technical test cannot work without genuine personal information.
- B Skip testing entirely because any review of safeguarding software breaches confidentiality automatically.
- C Ask learners to submit fabricated allegations without informing the safeguarding team that testing is occurring.
- D Use fictional test data and verify access, acknowledgements, routing and privacy through a controlled exercise.

26 A governance report proposes the target Exceptional safeguarding under the September 2026 Ofsted toolkit. The provider wants ambitious improvement but also accurate terminology. Which amendment correctly reflects the inspection framework while retaining a meaningful commitment to high-quality practice and avoiding unsupported promises about an eventual inspection result?

- A Use safeguarding Met or Not met accurately and pursue sustained improvement without guaranteeing any inspection grade.
- B Use Exceptional safeguarding internally but explain to staff that the wording is only aspirational.
- C Set a target of a guaranteed Met judgement once every recommended action has been completed.
- D Focus the evidence solely on leadership grading because safeguarding is not awarded Exceptional.

27 A quality manager creates a new evidence pack only after an inspection notification. It contains polished summaries but does not link to the original decisions, action owners or learner outcomes. Staff disagree about what actually happened. Which improvement best strengthens the underlying evidence rather than merely its presentation?

- A Add more design elements so inspectors can read the summaries without asking further questions.
- B Rewrite all records to show agreement because professional disagreement makes a provider appear weak.
- C Maintain traceable routine records connecting concerns, decisions, actions, learner experience and review outcomes.
- D Remove unresolved cases from the sample so the pack reflects only completed activity.

28 Following staff training, reported concerns increase substantially. A director concludes that safeguarding has deteriorated and proposes discouraging minor reports. Learner feedback suggests greater confidence in reporting, but the severity and response outcomes have not yet been reviewed. What is the most defensible interpretation and next step?

- A Treat the increase as conclusive proof that every training activity has made learners less safe.
- B Examine context, severity, response quality and reporting confidence before judging what the increase means.
- C Stop accepting low-level concerns until the incident count returns to its previous level.
- D Declare complete success because increased reporting always proves that all safeguarding arrangements now work.

29 A board asks for full identifiable case files at every meeting to demonstrate oversight. Most members need trends, unresolved system risks and assurance about decisions rather than personal histories. The DSL proposes a more proportionate report. Which approach best preserves effective governance and appropriate confidentiality together?

- A Circulate every file because membership of a board creates an automatic need for all personal details.
- B Provide purposeful assurance information with restricted case access only where necessary and appropriately authorised.
- C Provide no safeguarding information because confidentiality prevents governors from exercising any strategic oversight.
- D Remove names only and distribute detailed histories without considering whether learners remain identifiable.

30 A tutor says safeguarding supervision should never include uncertainty because competent staff should already know the answer. A newer coach consequently stops asking about ambiguous concerns involving an employer. Which supervision approach best supports both professional confidence and accountable safeguarding decisions under the chapter's leadership model?

- A Require certainty before discussing a concern so supervision does not become speculative.
- B Reassure the coach that every instinct is correct and remove the need for factual recording.
- C Ask the coach to disclose personal trauma to prove they can understand learner vulnerability.
- D Invite uncertainty, examine evidence and alternative explanations, and agree actions without delaying urgent protection.

31 An apprentice says she cannot complain about her supervisor because he controls her work allocation and qualification opportunities. The employer offers to attend every provider review to reassure her. The coach wants to preserve partnership cooperation. Which arrangement best addresses the learner's expressed concern about power and reporting?

- A Offer private provider contact outside the employer's management line and assess the concern appropriately.
- B Accept employer attendance at every conversation because organisational transparency always requires all parties present.
- C Ask the supervisor whether the apprentice's fear is reasonable before offering any private contact.
- D Tell the apprentice to wait until qualification completion so reporting cannot affect her progress.

32 An agency supplies a replacement tutor and confirms that checks have been completed. The person arriving uses a different name from the supplied record, and staff are unsure whether this is the intended individual. Delivery is due to begin immediately. What should the provider resolve before authorising the person's deployment?

- A Allow teaching because the agency's general statement covers every person it might send.
- B Ask apprentices to decide whether the tutor appears trustworthy enough to start.
- C Verify identity and the relevant assurance for the actual person through the appropriate process.
- D Ignore the discrepancy if the person demonstrates strong subject knowledge during the first lesson.

33 A provider uses a recruitment checklist copied from the previous academic year. National guidance has changed, including provisions relevant to regulated activity and volunteers. The team plans to continue unchanged until its annual policy date. Which action best prevents an outdated procedure from being applied to new appointments?

- A Wait for the annual policy date because national changes never affect existing internal procedures immediately.
- B Apply whichever edition creates fewer checks because recruitment delays are the greater operational risk.
- C Ask candidates to select the guidance edition they prefer before their suitability assessment begins.
- D Review current guidance and role applicability now, update the checklist and record the checking basis.

34 A learner is transferred away from an employer following an allegation about a supervisor. The provider wants to mark the case fully resolved because contact has ended. Other apprentices remain at that workplace, and the appropriate allegations process is ongoing. Which closure judgement is most defensible at this stage?

- A The transfer proves the allegation was correct and removes the need for agency involvement.
- B The transfer ends every safeguarding responsibility because the original apprentice is no longer present.
- C The move may reduce one exposure, but wider concerns and outstanding responsibilities still require review.
- D The provider should erase the allegation to prevent it affecting future employer relationships.

35 A provider wants to use a real allegation in external training, removing the learner's name but retaining employer, occupation, location and unusual dates. Staff believe anonymisation is complete. The case remains recognisable to the local sector. What is the strongest adjustment before sharing learning with other providers?

- A Remove the learner's name and obtain the trainer's assurance that identifying questions will not be answered.
- B Use a fictional composite or sufficiently anonymised account that avoids realistic routes to identification.
- C Retain the case detail but restrict distribution to professionals attending the external training session.
- D Use the original chronology while replacing only the employer name with a sector description.

36 A manager proposes assessing safeguarding culture only through a staff confidence survey immediately after training. The survey scores are high, but no observation, case review or later feedback is planned. Which evaluation design most directly addresses the evidence limitations discussed in the chapter's psychological-safety research?

- A Use the immediate survey as the main outcome and collect another only after an incident.
- B Add participant testimonials to the survey and treat positive comments as evidence of sustained change.
- C Combine later feedback with observed practice, case outcomes and evidence of leadership and system changes.
- D Evaluate the number of training sessions delivered and compare it with the previous academic year.

37 A senior leader receives a report that a policy failed during an evening incident. She first asks who allowed the failure to become known and tells staff not to document unresolved weaknesses before inspection. Which response would better demonstrate the open learning culture advocated by the chapter?

- A Address immediate safety, hear the account and record the weakness with accountable corrective action.
- B Keep the weakness informal until inspection ends so the provider's public record remains consistent.
- C Ask staff to rewrite the chronology to show that the policy operated as intended.
- D Close the concern after reminding staff that reputational harm can threaten future apprenticeships.

38 An apprentice reports a concerning interaction involving a visiting expert. Staff do not record it because the expert is unpaid, internationally respected and only visits occasionally. The interaction may reflect a boundary issue. What should determine whether the concern enters the provider's safeguarding and conduct process?

- A The behaviour and context should be considered through appropriate routes regardless of status or popularity.
- B Only employment contracts create responsibility, so unpaid visitors are outside every safeguarding process.
- C The expert's reputation should decide whether the apprentice's account deserves any formal consideration.
- D The concern should be ignored unless the visitor returns often enough to become a tutor.

39 A quality team asks whether every provider should maintain exactly the same safeguarding assurance register because schools use a single central record. The organisation is an independent training provider with mixed provision. Which response best reflects the chapter's emphasis on legal applicability and accurate rather than blanket requirements?

- A Copy a school register and describe every field as a universal statutory requirement.
- B Map current requirements and recommended arrangements to provider type, roles and provision before specifying the register.
- C Keep no check records because independent training providers have no recruitment assurance responsibilities.
- D Let each recruiter choose a personal format without shared expectations or oversight.

40 A provider has completed all actions in a reporting-accessibility plan, including replacing scanned documents and redesigning forms. Learners have not tested the new route, and nobody has checked whether concerns reach the right person. Which final review would best establish whether the plan has achieved its intended practical purpose?

- A Close the plan because the number of replaced documents matches the original action list.
- B Judge success from the homepage appearance and the design team's satisfaction alone.
- C Ask employers to confirm accessibility without involving learners who need alternative ways to report.
- D Test the end-to-end route with accessible learner input and confirm that reporting produces a reliable response.

CHAPTER 12

The art and science of safeguarding action plans



In this chapter

Concern statements, actions, ownership, triggers, review evidence, supervision and closure.

Read the guidance and worked cases, examine the visual models, then complete the forty-question examination. Use the answer commentary to review both the selected answer and the reasoning behind it.

12.1 Turning a concern into accountable protection

A safeguarding action plan is a shared account of what must happen to reduce a particular danger, who will make it happen, how the apprentice will be involved and how the provider will know whether the response is working. It is not proof that someone is safe. A beautifully completed form can conceal an unanswered referral, an unsafe journey home or an employer who has agreed to a change but has not implemented it. The plan earns its value through action, verification and revision.

This chapter explains how to write, coordinate, challenge and close provider plans. It brings together the preceding chapters without replacing statutory assessments, police decisions, a local authority child protection plan, a clinical safety plan or a Channel support plan. A provider may contribute to those plans and must align its educational arrangements with them. It should identify which agency owns each decision rather than relabel a coach's document as a statutory plan.

By the end of the chapter, readers should be able to distinguish a concern from a judgement, write a specific protective action, set proportionate review triggers, involve an apprentice safely, manage dependencies and document why a case remains open or closes. Coaches should be able to explain the plan aloud in ordinary language. Managers should be able to test whether it describes actual protection rather than administrative activity.

Immediate protection and referrals come first. Nobody should wait for a planning meeting, a signature, a risk score, a diagnosis or a completed template before taking an urgent safeguarding action. Record the action and its rationale as soon as practicable. Chapter 2 supplies the reporting framework; Chapters 9 and 10 address Prevent. Local procedures and the applicable statutory duties govern routes and thresholds.

12.2 What the evidence can and cannot tell us

Research on professional decision making helps explain why a plan needs more than good intentions. Munro's analysis of uncertainty in child protection argues for judging decisions in their real organisational context and for learning systems that permit staff to disclose difficulties. It does not offer a formula that predicts which apprentice will be harmed. Its relevance here is to the quality of deliberation, supervision and review, not a numerical risk calculator. [109]

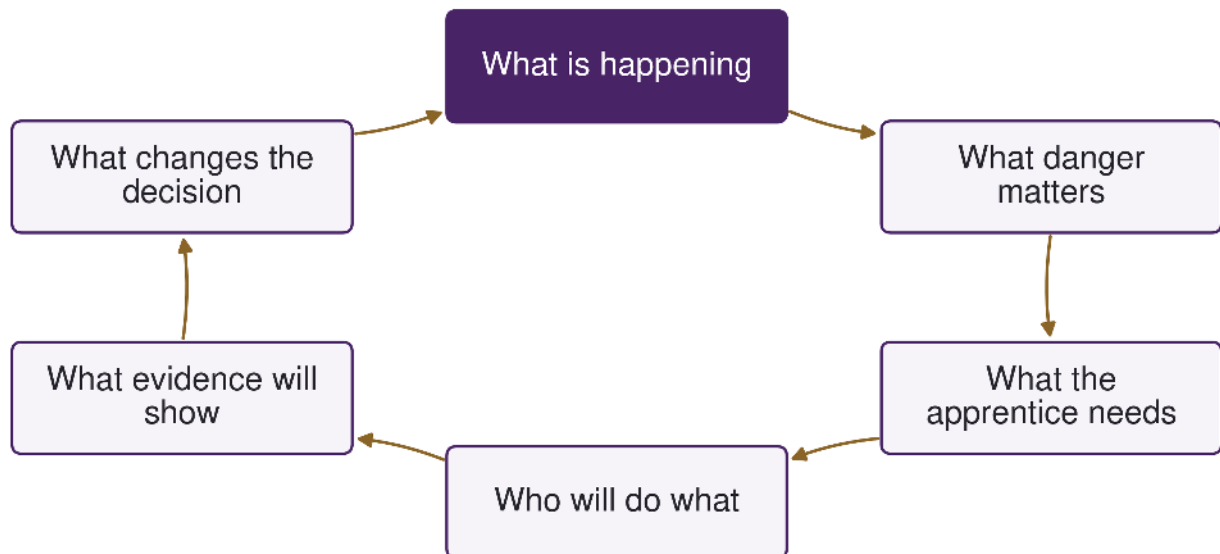
Reason's account of human error directs attention to the conditions in which people work and the weaknesses that can align across several protective arrangements. The original article concerns safety management, especially health care. Applying that insight to an apprenticeship provider is an analogy: deputy cover, clear handovers and receipt checks can make protection less dependent on one person's memory. This handbook's diagrams are KBC practice aids, not validated adaptations of a clinical instrument. [005]

Gollwitzer and Sheeran's meta-analysis examined implementation intentions across varied goal-directed activities. Specifying what to do when a recognisable situation occurs can help translate intention into action. Safeguarding cases were not the subject of that evidence base. Here, an if-then trigger is a practical planning technique: if an agreed safe contact fails and the known circumstances indicate danger, the named staff member follows the agreed escalation route. It cannot replace judgement or justify delaying emergency action. [014]

These distinctions matter. A research paper may explain a mechanism without establishing effectiveness in apprenticeships. A government review may identify repeated failures without showing their prevalence among all learners. A provider's promising case may demonstrate feasibility without

proving causation. Use each source for the question it can answer, then test proposed arrangements with the apprentice and the relevant professionals.

Figure 12.1 Six questions for an accountable plan



Original KBC practice aid. Urgent protection comes before the plan. This architecture does not replace a statutory or specialist assessment.

12.3 The KBC plan architecture

The KBC architecture uses six connected questions. What is happening? What danger needs attention? What does the apprentice want and need? What will each responsible person do? What evidence will demonstrate an effect? What will change the decision? These questions should remain visible even when a local authority or employer requires a different form.

The first question produces a concise concern statement. The second identifies a plausible route to harm and its immediacy. The third records the apprentice's perspective and communication requirements. The fourth creates owned actions. The fifth distinguishes completion from impact. The sixth introduces review and escalation. A plan that answers only the fourth question usually becomes a list of tasks with no clear purpose.

Use a case reference rather than a learner's full identity on widely circulated operational extracts. The secure safeguarding record holds identity and sensitive detail. A tutor may need to know that an apprentice has an agreed alternative contact route and should not be placed in a particular work group. The tutor may not need the underlying account of abuse. The DSL and data protection lead should decide the appropriate lawful and proportionate information flow. [010]

At the top of a live plan identify the version, author, responsible DSL, date and time, next review, current protective arrangements and links to related records. Include an out-of-hours route appropriate to the service. Do not put a named staff member into a plan unless that person has accepted the responsibility and can perform it. A role mailbox is not a substitute for checking that somebody is covering it.

12.4 Writing the concern and the working judgement

Separate four forms of statement. An observation describes what the recorder directly noticed. A report attributes information to its source. A working judgement explains the possible meaning. An uncertainty states what remains unknown. Keeping these apart reduces the risk that repetition turns an allegation into an apparent fact.

For example: 'At 10.15 the apprentice said that the supervisor had sent repeated personal messages after midnight. The coach has not viewed the messages. The apprentice said they feared losing their placement if they complained. The DSL is concerned about a possible misuse of workplace power and will determine immediate protection and referral requirements.' This is more useful than 'Supervisor is a predator' or 'Learner has relationship problems'.

A concern statement should identify the relevant setting and opportunity for further harm. Does the apprentice work alone with the person? Is the next shift tonight? Could a telephone call be overheard? Are other learners affected? These are questions for safe initial clarification and professional coordination. They do not authorise staff to investigate the alleged perpetrator or seek corroborating accounts from classmates.

Avoid treating uncertainty as a reason for inactivity. State what can be done safely while it remains unresolved. Equally, do not inflate an uncertain concern into a confident accusation to secure a service response. Explain the concrete facts, the possible consequences, the apprentice's account and why advice or intervention is needed. Record what new information would change the working judgement.

12.5 The apprentice as a participant in the plan

Participation begins before the form is written. Ask what the apprentice is most concerned about, what contact is safe and what they think would make tomorrow safer. Explain which decisions they can make, which responsibilities the provider holds and where another agency will decide. Do not ask the apprentice to agree that the provider's interpretation is correct before offering protection.

Offer an accessible version in the communication format the apprentice can use. This might be a short spoken explanation, an easy-read sequence, a translated written summary or a meeting with an appropriate independent interpreter. Check understanding by asking the apprentice to describe the next step in their own words. A signature records an interaction; it does not establish informed understanding, freely given consent or reduced risk.

An adult may decline a proposed service or contact with relatives. Establish the relevant decision and support the person to make it. Do not infer lack of capacity from distress, disability, an unconventional choice or disagreement with the provider. Where safeguarding or capacity concerns require specialist advice, obtain it promptly and record the reasoning. Chapter 8 explains the adult framework and its limits.

For a child, planning should be child-centred and should consider appropriate parental or carer involvement. It is unsafe to assume that contacting home is always protective. Where a family member may be implicated, or contact could increase danger, the DSL should coordinate the decision with the relevant safeguarding agency. A learner-facing plan can explain a change of timetable without revealing a confidential referral route or placing the apprentice in charge of managing an adult's conduct.

12.6 Writing actions that can be carried out

An action should begin with a concrete verb and specify an observable result. 'Support wellbeing' expresses an intention. 'Coach to arrange a private check-in through the agreed safe channel before the next placement shift, confirm whether the revised supervision is operating and report any unresolved danger to the DSL immediately' describes work that someone can perform.

There are at least four kinds of action. Protective actions change exposure to danger. Referral actions connect the concern to the appropriate decision maker. Educational actions enable safe participation and continuity. Assurance actions test whether the other actions have occurred and helped. Many weak plans contain only educational actions because those are easiest for a tutor to control.

Avoid delegating protection to the person at risk. 'Apprentice to be more resilient', 'learner to stop being anxious' and 'student to avoid upsetting the supervisor' transfer responsibility without changing the unsafe circumstances. The apprentice may choose coping or help-seeking steps, but the provider and employer must own the arrangements within their control.

State dependencies. An alternative placement cannot be treated as ready until the employer has confirmed a competent supervisor, an appropriate location and practical start arrangements. If a protective change depends on an external agency, identify what the provider will do while waiting. The provider cannot set another agency's decision deadline as if it controlled that service. It can set a time to chase, assess the consequences of delay and escalate continuing concerns.

12.7 Timeframes triggers and escalation

Timeframes should follow the danger and the next relevant event. An action needed before a lone evening shift cannot be scheduled for the next monthly review. A historical concern with no known immediate contact may require a different response, but history alone does not establish absence of current risk to the apprentice or to others.

KBC recommends that locally approved plans use both a calendar review and event triggers. Examples include a failed protective arrangement, new contact from an alleged perpetrator, a change of placement, a missed safe contact in concerning circumstances, a disclosure affecting another child, or an agency decision that leaves a known danger unmanaged. These are recommended operational design features, not universal statutory deadlines.

Write an escalation as an executable instruction. Identify who receives it, how to contact them, what information to provide and what to do if they are unavailable. 'Escalate as appropriate' is too vague for a deputy covering an unfamiliar case. Where a concern persists after an external referral is declined, follow the local professional disagreement process and maintain appropriate protection. Do not rewrite facts to force acceptance.

Use if-then statements sparingly for foreseeable failures. For example: 'If the employer has not confirmed the revised supervision before the apprentice's next attendance, the placement coordinator will contact the DSL and maintain the agreed alternative learning arrangement.' An automatic attendance sanction would undermine that protective response. Emergency events always override ordinary review schedules.

12.8 Worked case one a workplace power imbalance

This fictional case involves Asha, aged 17, who says that a supervisor has been contacting her privately and has suggested that a favourable assessment depends on spending time alone with him. She asks

the coach not to tell anyone because she needs the wage. Her next shift is the following morning. The coach listens, explains the limits of confidentiality, obtains only the clarification needed for immediate safety and contacts the DSL promptly.

The DSL must consider child protection and allegations procedures, including the relevant local authority route. The provider does not ask Asha to obtain more messages, confront the supervisor or repeat the account to a sequence of managers. A separate educational arrangement should protect her opportunity to learn while agency advice and employer action are coordinated. The employer receives only the information needed for the agreed response and at a time that does not prejudice protection or an investigation.

Action	Owner	Time or trigger	Evidence and escalation
Assess immediate safety and make required external contacts	DSL or available deputy	Immediately following the disclosure	Record advice and referral details and act on unresolved danger
Agree a safe communication channel with Asha	Coach under DSL direction	Before any follow-up contact	Asha explains when and how contact is safe
Put an agreed alternative to contact with the named supervisor in place	Placement lead with employer and DSL	Before the next shift	Confirm actual supervision and location rather than an email promise
Protect learning access and consider wage-related practical concerns	Programme manager	During the immediate planning response	Record options and refer employment questions to the appropriate adviser
Review whether protective arrangements work	DSL with Asha and relevant partners	Before return and after any material change	Escalate if contact continues or the arrangement cannot be verified

The outcome measure is not 'Asha attended a meeting'. It is whether she can participate without the identified exposure, knows the safe contact route and can report difficulties without retaliation. Her understandable fear about income remains part of the plan. Completion of an external referral does not complete the provider's responsibilities.

12.9 Worked case two adult autonomy and communication access

Leon, aged 26, is a disabled apprentice who uses written communication when under pressure. He tells a tutor that a relative controls his bank card and sometimes prevents him travelling to work. He does not want the relative contacted. He understands the choices discussed in writing and says he wants help to regain control of his travel. Staff must not label him incapable because he prefers written communication.

The DSL considers the Care Act threshold and relevant referral route, alongside other support and potential criminal concerns. The fact that Leon is employed does not rule out care and support needs; his diagnosis alone does not establish the threshold. The record should address his needs, the suspected abuse or neglect and whether, because of those needs, he is unable to protect himself from it. The plan records the basis for any sharing without consent and the information Leon has been given.

Action	Owner	Time or trigger	Evidence and escalation
Provide written choices and allow time for a response	Tutor	At each planning contact	Leon can express his preferred next step without a relative answering for him
Consider adult safeguarding and any urgent police route	DSL	Promptly on the concern and again if danger changes	Record threshold reasoning and advice rather than diagnosis-based assumptions
Agree safe contact and transport support options	Coach with Leon	Before the next planned attendance	Leon confirms which arrangements are usable and safe
Restrict operational information to what staff need	DSL and information owner	Before circulation	Separate sensitive case history from learning arrangements
Review practical control over attendance	Coach and DSL with Leon	At an agreed date and on any new restriction	Escalate continuing coercion through the appropriate route

If Leon declines one proposed service, the coach should ask whether there is an accessible alternative and record his decision accurately. Declining that service is not the same as refusing every form of support. A plan that ignores his chosen outcome may achieve administrative compliance while increasing his dependence on the person he fears.

12.10 Worked case three a Prevent referral alongside other support

Megan, aged 19, has disclosed that an online contact repeatedly encourages her to support violence against a named group. She also reports poor sleep and isolation. Staff have specific contextual information about possible radicalisation. They should not assume that a mental health explanation removes the Prevent concern, or that the Prevent concern establishes a diagnosis or an intention to commit an offence. Chapter 10 explains referral and specialist assessment.

The DSL records the facts, any immediate danger and the relevant referral action. Educational staff continue proportionate support. They do not ask Megan to re-enter harmful online spaces to collect evidence or require her to debate the material publicly. Access to a counsellor or other support, where appropriate, does not replace the referral decision. Conversely, a referral does not justify unnecessary restriction of legitimate expression or disclosure of sensitive information to the whole teaching team.

The provider plan might contain three linked workstreams: an owned referral and receipt check, an agreed safe learning and contact arrangement, and a review of emerging information. Any Channel support plan is owned through the statutory partnership process and has its own consent requirements. The provider should record the information it is authorised to use rather than claim to direct Channel decisions.

Suppose police later advise that the case will not proceed through Prevent. The DSL records what that decision addresses and reassesses the remaining concerns. The plan may still need to support Megan's wellbeing, address online abuse or protect her from coercion. Closure of one route does not establish that every difficulty is resolved. Equally, the provider should not keep labelling her as a terrorism risk in routine records after the relevant concern has been reconsidered.

12.11 Worked case four an apparently completed plan

An apprentice called Tom, aged 18, had reported repeated humiliating comments from colleagues. A manager says the matter is closed because the workforce attended a briefing and Tom's attendance improved. In a private review, Tom explains that he now stays silent at work and uses annual leave to avoid certain shifts. The plan's activities occurred, but the intended protective effect has not been demonstrated.

The DSL and programme manager reconsider the evidence. Improved attendance is a limited indicator: it may reflect confidence, financial pressure or avoidance strategies. They ask what changed in the relevant work setting, whether reporting is safe and whether an independent source can confirm the supervision arrangements. They avoid requiring Tom to prove repeated harm by confronting colleagues or making recordings.

A revised plan replaces 'training complete' with specific managerial actions, a route for reporting retaliation, checks on the shifts where problems occurred and a safe opportunity for Tom to give feedback. Employment and safeguarding routes may run together, with clear ownership. The provider should not promise a particular disciplinary result. It can explain what protection and procedural fairness it will seek and what it will do if the placement remains unsuitable.

The learning review also examines why the first plan closed. Was the case owner measured by closure speed? Did the form contain only completion boxes? Did the employer's commercial importance discourage challenge? Correcting the individual plan matters immediately. Correcting the conditions that made premature closure attractive matters for the next apprentice.

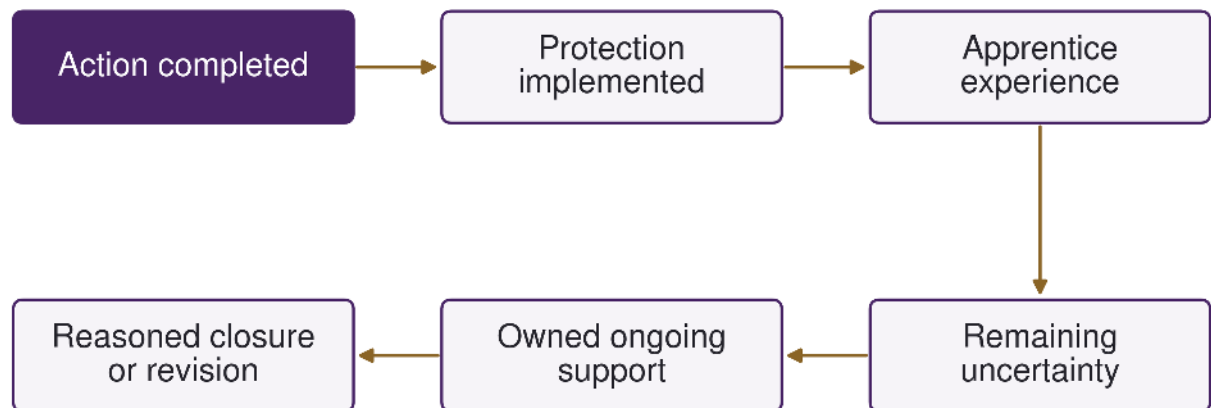
12.12 Case coordination and a usable record

Appoint a named case coordinator for the provider's actions, normally within the safeguarding arrangements rather than by default the person with the warmest relationship with the apprentice. The coach can remain a trusted contact while the DSL retains safeguarding oversight. Identify deputy cover and the authority to approve changes when the coordinator is absent.

A chronology records events and decisions in time order. An action tracker records commitments, ownership, status and evidence. A review note evaluates whether the arrangements remain appropriate. These are related documents with different purposes. Copying a chronology into an action tracker usually produces many dates and very little accountability. Copying a tracker into a chronology can erase the reasons behind a change.

Maintain versions. When an action changes, record what changed, who decided, why and which earlier instruction is superseded. Do not overwrite an earlier concern to make it appear that staff always knew the eventual outcome. Correct factual errors transparently in accordance with the record system and local policy. A later agency finding should be added and linked to the earlier allegation.

Meetings need a purpose and an output. Circulate only necessary information, confirm attendance is appropriate, invite the apprentice in a safe and accessible way and distinguish disagreement from absence of information. Before ending, read back the decisions and unresolved dependencies. A minute that says 'all agencies to monitor' has failed to allocate the next action.

Figure 12.2 From activity to defensible closure

Original KBC practice aid. Completion is one form of evidence. Closure requires a reasoned decision, continuity and a route back to help.

12.13 Evaluating effect without false precision

Use three kinds of evidence. Process evidence shows whether an action occurred, such as a confirmed referral receipt. Protective evidence shows a relevant change, such as an implemented supervision arrangement. Experiential evidence shows what the apprentice reports about safety and usability. None is sufficient alone. A positive learner account may coexist with unrecognised danger, while an administrative record may miss the learner's lived reality.

Avoid numerical scores that imply a validated prediction of abuse, suicide or radicalisation. If a provider uses a prioritisation category, define its limited purpose and require narrative reasoning and review. A change from red to amber is not an explanation. State which danger changed, what evidence supports that judgement, what remains uncertain and what would prompt escalation.

Choose measures that do not create incentives to suppress reporting. A fall in concerns might reflect improvement or loss of trust. A rise might reflect increased harm or greater confidence in speaking up. Compare patterns with apprentice feedback, record quality, response timeliness and case outcomes. Do not turn serious case review statistics into a prevalence estimate for the provider's apprentice population.

For a curriculum action, ask whether apprentices can recognise relevant situations and identify usable help routes. For an employer action, test what happens on an ordinary shift when the usual manager is absent. For a design action, check that the reporting route works with assistive technology and on a mobile device. Evaluation should test the actual pathway through which the proposed protection is expected to work.

12.14 Supervision disagreement and professional courage

Supervision gives staff a structured opportunity to examine evidence, assumptions, emotions, workload and boundaries. It should not become a search for the reassuring interpretation or a

retrospective demand that the coach should have predicted an unknowable outcome. Ask what was known at the time, what alternatives were considered and whether the chosen action was reasonable and appropriately reviewed.

Useful questions include: whose account is missing; what would contradict our interpretation; which action is overdue; does somebody believe another agency is doing something that has not been confirmed; and is our plan asking the apprentice to tolerate avoidable exposure? Record significant professional disagreement and its resolution. Silence in a meeting is not consent.

Challenge should be specific and respectful. 'The referral response does not address the reported contact before tomorrow's shift; please review that immediate issue' is stronger than a general accusation that a partner is unhelpful. Use local escalation procedures where necessary. A professional relationship should support challenge rather than depend on avoiding it.

Managers should provide cover after distressing incidents and monitor whether caseload or repeated exposure is affecting staff practice. Support and accountability belong together. A just learning culture does not excuse abuse, deliberate concealment or reckless conduct. It enables staff to disclose mistakes early enough for the organisation to correct them. [109]

12.15 Closure transfer and continued access to help

A closure decision should answer five questions. Has the immediate danger been addressed within the provider's remit? Are outstanding actions owned elsewhere and accepted? What evidence supports the decision? Does the apprentice know the remaining arrangements and routes back to help? What event would reopen the concern? Record the decision maker and the date.

Closure of a provider action plan may occur while another agency remains involved, but it should be deliberate and explained. Conversely, an external service's closure does not automatically close the provider's concern. Distinguish case closure, completion of training, transfer of employment and retention of records. Each has a different purpose and may have different requirements.

When an apprentice transfers, identify the lawful information-sharing arrangements, the recipient, the necessary record and how receipt will be confirmed. Avoid sending a full case file through a general admissions inbox. Explain the transfer to the apprentice when safe and appropriate. Do not let a gap between programmes become a gap in an agreed protective arrangement.

Use the closure review to identify service improvements without adding unnecessary personal details to management reports. A lesson such as 'deputy cover failed during annual leave' can be addressed without naming the apprentice. Retain safeguarding records under the provider's approved schedule and applicable requirements; there is no single retention period that this handbook can safely prescribe for every record and provider.

12.16 A final quality test for every role

Coaches should check that the plan is understandable, contact is safe and agreed educational actions have actually happened. Tutors should know the arrangements relevant to participation and how to report a change. Curriculum teams should identify where learning can strengthen recognition and help-seeking without asking learners to disclose personal experiences. Designers should make the plan and reporting route accessible and discreet.

Employers should confirm the practical arrangements within their control, identify a responsible manager and report failures promptly. DSLs should test thresholds, external coordination, information sharing and unresolved danger. Senior leaders should provide resources, challenge drift and verify that

commercial pressures or attendance targets do not override protection. Governing bodies should examine patterns and the effectiveness of the system without becoming operational investigators.

Before approving a plan, ask someone unfamiliar with the case to read the necessary operational extract. Can they identify the next action, its owner, the relevant trigger and the escalation route? If they cannot, the plan needs revision. Then ask the apprentice whether the arrangements make sense in the circumstances in which they will be used. Both tests matter.

For professional learning, select one completed plan and identify a task that was counted as an outcome. Rewrite it. Select one open plan and test its deputy arrangements. Select one closed plan and examine the evidence for closure. These exercises should use authorised, appropriately anonymised records or the fictional cases in this book. The purpose is to improve decisions and protection, not to produce a more impressive collection of forms.

Evidence note: the planning architecture, worked cases, templates and review questions in this chapter are original KBC practice aids. They synthesise professional reasoning and the cited evidence; they are not validated risk assessment tools or substitutes for statutory and specialist processes. Older foundational research is retained where it explains a useful mechanism, with its date and transfer limits made explicit.

Chapter 12 examination

Forty case-based questions. Choose the single best answer. Record your choices before consulting the answer commentary.

01 A coach learns that a 17 year old apprentice may face a serious threat before tonight's shift. The DSL is available, but the provider's planning form requires a manager's signature and that manager is away. Which sequence best protects the apprentice?

- A Complete the form and obtain the signature before contacting an external agency.
- B Ask the apprentice to miss the shift without informing anyone until the manager returns.
- C Obtain a written witness statement to establish proof before deciding whether to act.
- D Take urgent protective and referral action through the DSL, then record and coordinate the plan.

02 A programme manager labels a coach's support document a child protection plan because it includes referrals, contact arrangements and attendance adjustments. Children's social care is assessing the case separately. Which revision most accurately describes the provider's role?

- A Keep the title because a comprehensive provider form has the same statutory standing.
- B Remove every protective action because only social workers may plan safeguarding support.
- C Require the coach to approve the local authority plan before the provider contributes.
- D Identify it as the provider action plan and link its owned actions to statutory arrangements.

03 A leadership team adopts an if–then planning technique after reading a meta-analysis of goal achievement. A trainer says the study proves that the college's new safeguarding form prevents abuse. What should the editor do before publishing that claim?

- A Keep the claim because a meta-analysis automatically validates every application of its mechanism.
- B Replace the claim with a percentage reduction estimated from the number of completed forms.
- C Remove all contingency planning because only apprenticeship trials can inform professional practice.
- D Describe the planning application as a reasoned inference and explain the evidence's different context.

04 A safeguarding lead discovers that three overdue actions were assigned to a colleague who had left. Staff had assumed that a shared inbox transferred responsibility automatically. The director proposes reminding everyone to be more careful. What additional response best addresses the failure?

- A Close the old actions because the responsible employee is no longer available.
- B Add the former colleague's name to the risk register as the principal cause.
- C Repair ownership and deputy arrangements and test how unaccepted actions are identified.
- D Require apprentices to chase every action so staff cannot overlook a handover.

05 An apprentice reports late-night messages from a supervisor. The coach has not seen them. A draft note says that the supervisor has been grooming the apprentice and that this is confirmed by the learner's anxiety. Which recording approach is most defensible?

- A Attribute the report, record observations separately and explain the concern as a working judgement.
- B Keep the conclusion because anxious behaviour confirms the apprentice's interpretation of the messages.
- C Delete the report until the coach has personally inspected all the messages.
- D Replace the account with a neutral statement that the apprentice has personal problems.

06 A learner says an agreed telephone check-in is unsafe because a relative sees the call history. The coach has already listed telephone contact in a signed plan and worries that changing it will weaken the record. What is the best response?

- A Retain telephone contact because the existing signature demonstrates informed agreement for future calls.
- B Stop all contact indefinitely so the relative cannot detect provider involvement.
- C Ask the relative to choose a suitable time without discussing the concern further.
- D Agree a safer usable channel and record the reason for the revised version.

07 A disabled adult apprentice understands written explanations but finds rapid verbal meetings difficult. He rejects one proposed service and asks for transport support instead. The meeting chair records that he lacks capacity and refuses safeguarding. Which correction is most appropriate?

- A Keep the capacity conclusion because declining a recommended service demonstrates impaired judgement.
- B Ask the employer to consent to all services on the apprentice's behalf.
- C Withdraw every offer because acceptance of the first service is necessary for any support.
- D Record the specific decision and communication support and reconsider his chosen outcome without diagnostic assumptions.

08 An action plan says that a bullied apprentice must become more resilient and avoid provoking colleagues. The provider has also arranged a wellbeing workshop. Reports suggest that the same colleagues still control access to essential workplace learning. What is the main planning defect?

- A Responsibility has been shifted to the apprentice without changing the identified exposure to harm.
- B The workshop should have been described as mandatory to secure the apprentice's compliance.
- C The plan needs a longer list of emotional strengths before considering workplace changes.
- D The apprentice should have chosen the resilience target without involvement from any professionals.

09 A placement coordinator marks an alternative placement ready because an employer has agreed in principle. No supervisor has been named and travel cannot yet be arranged. The original setting remains unsafe. Which plan entry deals best with the dependency?

- A Record the placement as complete because the employer's intention is sufficient evidence.
- B Require confirmation of practical arrangements and maintain an agreed safe interim learning option.
- C Send the apprentice to find a supervisor on arrival and report back afterwards.
- D Suspend all educational contact until the employer completes its internal planning process.

10 A provider asks an external service to respond by Friday and records the service as the action owner, although no worker has accepted the request. The case involves continuing concern. Which change gives the provider a realistic and accountable commitment?

- A Treat the requested date as binding on the external service and close the provider action.
- B Name a provider owner to confirm receipt chase the response and reassess danger during delay.
- C Assign the apprentice to negotiate the response deadline because the service supports them.
- D Remove all deadlines and wait until an external professional decides to make contact.

11 An apprentice's next lone shift is tomorrow, but the safeguarding review is scheduled in three weeks. The plan promises to revisit supervision at that meeting. Nobody has checked whether the apprentice will encounter the person named in the concern. What should determine the immediate timetable?

- A The standard monthly review cycle because consistent intervals demonstrate equal treatment.
- B The employer's preferred meeting date because the concern arises in its workplace.
- C The next opportunity for harm and the protective arrangements needed before it occurs.
- D The apprentice's completion target because delayed training would affect programme performance.

12 A plan contains a review date and says that staff should escalate as appropriate. The usual DSL is on leave when a protective arrangement fails. A deputy knows the case reference but not the previous discussions. Which missing detail is most operationally important?

- A A longer narrative explaining the provider's general commitment to keeping apprentices safe.
- B A named escalation route with contact method relevant trigger and unavailable-person contingency.
- C A statement that every staff member shares equal responsibility for all decisions.
- D A requirement that the apprentice repeat the full disclosure to the deputy.

13 A local service declines a referral. The DSL believes the response has not addressed a specific danger before an apprentice's next shift. A colleague suggests strengthening the allegation to secure acceptance. What is the best course?

- A Increase the stated certainty because the protective intention justifies stronger factual wording.
- B Accept the decision as proof that the provider no longer has a concern.
- C Use the professional disagreement route with accurate facts and maintain proportionate interim protection.
- D Ask the apprentice to contact the alleged perpetrator to obtain clearer evidence.

14 A 17 year old apprentice fears losing wages after reporting a supervisor. The provider arranges an alternative learning location and assumes that this resolves the case. She says she may return to the original shift because she cannot afford uncertainty. Which improvement is most useful?

- A Record non-compliance because the apprentice has chosen money over the agreed protection.
- B Include her practical income concern and coordinate safe options and appropriate employment advice.
- C Promise that the provider can guarantee her wages regardless of contractual circumstances.
- D Remove her from the programme immediately to prevent contact with the supervisor.

15 The employer in Asha's case confirms by email that supervision will change. The provider's tracker marks the protective action complete. Asha later says that the named supervisor still allocates her shifts privately. Which evidence should the review prioritise?

- A Whether the promised arrangement actually changes her contact and exposure in ordinary working conditions.
- B Whether the employer used the correct wording in the written confirmation email.
- C Whether Asha signed the original plan before the employer sent its response.
- D Whether the provider can show that it requested a change within its target time.

16 Leon wants help with safe transport and control of his finances but does not want contact with a relative who may be coercing him. A tutor proposes inviting the relative to make the plan more collaborative. What should happen first?

- A Invite the relative because family participation always improves the reliability of an action plan.
- B Ask the employer to contact the relative so the provider avoids sharing information itself.
- C Consider the adult's wishes and the safety of contact through the appropriate safeguarding decision process.
- D Exclude Leon from planning until the relative's account can be independently verified.

17 Police advise that a Prevent referral will not proceed. The apprentice still reports coercive online contact and significant distress. A manager wants to close every support action because the specialist route has ended. Which review is most appropriate?

- A Maintain a terrorism-risk label permanently because the original referral can never be withdrawn.
- B Close all concerns because police progression is the only valid evidence of continuing need.
- C Record the scope of the decision and reassess remaining safeguarding and wellbeing needs separately.
- D Ask the apprentice to obtain more extremist material so that a new referral will succeed.

18 A provider offers counselling to an apprentice whose online contact has encouraged support for violence against a named group. Staff have specific contextual information about possible radicalisation. One manager says counselling removes the need to consider Prevent. What is the strongest planning response?

- A Consider the Prevent concern and wellbeing support as potentially parallel workstreams with distinct decisions.
- B Delay the Prevent decision until counselling has established whether the apprentice has a diagnosis.
- C Withdraw wellbeing support because it could obscure the terrorism-related concern for police.
- D Refer every isolated apprentice to Prevent so that mental health explanations cannot be missed.

19 Tom's attendance improves after a workplace bullying briefing. At a private review, he says he now uses leave to avoid particular shifts and remains afraid to report concerns. The manager regards attendance as objective proof that the plan worked. What should the reviewer conclude?

- A Objective attendance data should override a subjective account of feeling unsafe at work.
- B The briefing has failed completely because no educational intervention can affect workplace conduct.
- C Attendance is a limited indicator and must be considered alongside exposure and Tom's experience.
- D The apprentice's avoidance means the provider can close the case with a successful outcome.

20 A manager's performance target rewards rapid closure of safeguarding plans. Reviewers find several cases closed after training attendance, with no apprentice feedback or implementation checks. Which organisational response best addresses the pattern?

- A Require additional signatures while leaving the closure criteria and performance target unchanged.
- B Stop recording closure dates so the provider cannot be criticised for premature completion.
- C Make learners responsible for reopening any case they consider insufficiently resolved.
- D Revise closure assurance and incentives so evidence of protection matters more than administrative speed.

21 A coach has a trusted relationship with an apprentice and is asked to become sole case coordinator. The case also involves allegations, data-sharing decisions and external agencies beyond the coach's authority. What division of work is most suitable?

- A Give the coach every decision because trust is more important than role competence.
- B Remove the coach from all contact because only the DSL may support the apprentice.
- C Retain the trusted contact while assigning safeguarding coordination and oversight through the DSL arrangements.
- D Ask the apprentice to coordinate agencies because they know the full personal circumstances.

22 A safeguarding chronology contains many dated emails but no clear account of outstanding commitments. The team proposes using the chronology as its only action tracker to reduce paperwork. Which adjustment best preserves usability without unnecessary duplication?

- A Add a completed label to each email regardless of whether its request was fulfilled.
- B Maintain linked records with distinct purposes and a concise owned list of outstanding actions.
- C Delete historical decisions once their associated email has been answered by a partner.
- D Replace every chronology entry with the next action and remove the original sequence.

23 New information changes the DSL's assessment of a case. An administrator proposes editing the original note so that it reflects the current understanding and looks consistent. What recording practice is most defensible?

- A Rewrite the original assessment because the final interpretation is the only useful version.
- B Add the new information and decision transparently while preserving the earlier record and revision history.
- C Keep the original assessment unchanged everywhere and omit the contradictory new information.
- D Remove all uncertain statements so future reviewers cannot identify disagreement between staff.

24 A multi-agency meeting ends with the instruction that all partners will monitor the case. Participants agree that risk remains, but nobody identifies the next contact or who will check an employer's commitment. What should the chair do before finalising the record?

- A Record unanimous agreement because shared concern makes individual ownership unnecessary.
- B Allocate specific actions confirm acceptance and identify unresolved dependencies and review triggers.
- C Give every participant the same action so that any one of them might complete it.
- D Wait for the next meeting to discover which partner has taken responsibility informally.

25 A quality officer sees a referral receipt, an email promising new supervision and a learner signature. She is asked whether this is enough to declare the learner safe. Which additional enquiry most directly tests the plan's protective effect?

- A Check implemented conditions and the learner's experience while considering remaining uncertainty and danger.
- B Count the documents and compare the total with the provider's minimum evidence target.
- C Ask the author to change all outstanding actions to green because the core forms exist.
- D Obtain another signature from a senior manager who has not reviewed the circumstances.

26 A dashboard shows fewer safeguarding concerns after a new reporting system was introduced. Leaders want to describe the reduction as proof of safer provision. Learners have not been asked whether they can use the new form. What is the best interpretation?

- A The fall proves that safeguarding has improved because all incidents are necessarily reported.
- B The fall proves that harm has increased because reporting systems always suppress disclosures.
- C The change has several possible explanations and needs triangulation with access trust and case evidence.
- D The provider should set a lower reporting target to consolidate the positive trend.

27 A provider's plan reduces a risk category from red to amber after three support sessions. The record gives no explanation of what changed. An auditor asks for the reason. Which response would provide the most meaningful assurance?

- A Explain the specific danger evidence of change remaining uncertainty and conditions for escalation.
- B Point to the completed sessions because the scoring method defines participation as improvement.
- C Increase the number of colours so that smaller changes can be recorded more precisely.
- D Remove the narrative field because qualitative judgements make comparisons between learners difficult.

28 An accessible reporting form is approved after staff inspect it on a large desktop monitor. An apprentice using a screen reader on a phone cannot submit a concern privately. Which action best connects design assurance with safeguarding outcomes?

- A Test the actual reporting journey across relevant access needs and provide an immediate usable alternative.
- B Ask apprentices to use the desktop version because it passed the provider's visual inspection.
- C Keep the form unchanged because accessibility belongs to learning support rather than safeguarding.
- D Require another learner to submit the concern so the reporting process remains consistent.

29 Following a serious incident, a manager judges an earlier decision using information that became available only afterwards. Staff become reluctant to record uncertainty. What supervision approach would support a more defensible learning review?

- A Examine what was known at the time and the organisational conditions while retaining accountability.
- B Judge every earlier choice by the eventual outcome because hindsight removes uncertainty.
- C Avoid examining decisions so that staff feel reassured and no individual is criticised.
- D Require staff to state complete certainty in future records to prevent inconsistent accounts.

30 A coach is uneasy about a partner's response but hesitates to challenge because the relationship is usually constructive. The concern is a specific unaddressed risk before an imminent shift. Which wording best supports professional challenge?

- A Accuse the partner of negligence publicly so that the concern receives immediate attention.
- B Withdraw the concern because maintaining partnership trust should take priority over disagreement.
- C Repeat the same referral without explaining what the earlier response failed to address.
- D Identify the unresolved exposure and timing and request review through the appropriate escalation process.

31 A staff member has handled several distressing disclosures and now misses routine follow-up checks. The manager sees this solely as a performance issue and proposes more reminders. Which response best combines support and safeguarding accountability?

- A Excuse all missed actions because exposure to distress removes professional responsibility.
- B Secure immediate case cover and review workload supervision support and the reasons for missed actions.
- C Ask the staff member to continue unchanged until a formal capability process is complete.
- D Transfer the staff member's cases to apprentices so the safeguarding team has less work.

32 A provider plans to close a case because every action has a completion date. The apprentice still does not know whom to contact if the reported behaviour returns. Which closure condition has been missed?

- A The apprentice needs a usable route back to help and clear conditions for reopening concern.
- B Every plan must remain open indefinitely whenever future harm is theoretically possible.
- C The provider must obtain a guarantee from the employer that no concern can recur.
- D The apprentice must agree never to raise the same historical issue after closure.

33 An apprentice changes provider while an agreed protective arrangement is still needed. The admissions team offers to send the entire safeguarding file to a general mailbox at the new organisation. What is the strongest handover approach?

- A Send the entire file immediately because a transfer automatically authorises unrestricted disclosure.
- B Send no information because changing provider removes every lawful basis for sharing.
- C Ask the apprentice to carry the only copy and explain the case on arrival.
- D Agree a lawful necessary transfer to an appropriate recipient and confirm receipt and action ownership.

34 An external agency closes its involvement after completing its assessment. The provider still has an overdue action to verify safe workplace supervision. A coordinator wants to mirror the agency's closure date. What should the provider do?

- A Close automatically because the agency's authority removes the need for provider verification.
- B Keep the case open permanently because external closure can never be relied upon.
- C Ignore the agency's assessment and restart every enquiry independently through teaching staff.
- D Make its own reasoned closure decision after reviewing its remaining actions and the agency decision's scope.

35 A tutor needs to implement an adjusted attendance and contact arrangement. The full case record contains sensitive allegations unrelated to those operational tasks. A colleague proposes sharing everything to prevent misunderstandings. Which approach is most appropriate?

- A Send the full file because every employee shares responsibility for safeguarding learners.
- B Provide the necessary operational information and route questions through the authorised safeguarding arrangements.
- C Withhold all information so the tutor must discover the adjustment independently.
- D Ask the apprentice to retell the allegations whenever a new tutor joins the programme.

36 A senior manager says a plan should be approved because it is technically detailed and cites many policies. A deputy unfamiliar with the case cannot identify the next action or who will perform it. Which quality test should take priority?

- A Whether the document contains more policy references than the previous version of the plan.
- B Whether the original author can explain all the omitted details from memory.
- C Whether an authorised covering colleague can identify and carry out the necessary next step.
- D Whether the apprentice is impressed by the technical language used in the document.

37 A curriculum team designs a safeguarding session requiring each apprentice to describe a personal experience of harm. The intended action-plan outcome is improved help-seeking. Which revision would best preserve that educational aim?

- A Retain the task because disclosure is the strongest evidence that learning has occurred.
- B Remove all safeguarding teaching because sensitive topics cannot be discussed safely.
- C Use fictional scenarios and accessible help routes without requiring personal disclosure to the class.
- D Ask employers to provide real learner cases so apprentices do not need to disclose.

38 An employer says it cannot implement the agreed supervision change until next month. The provider fears losing an important contract and proposes recording the action as delayed without reviewing exposure. What should leadership require?

- A An extension because commercial continuity is necessary to fund future safeguarding activity.
- B A revised completion date alone because the employer has acknowledged the problem in writing.
- C A warning to the apprentice that further complaints may jeopardise the placement contract.
- D An immediate review of the remaining danger and workable interim arrangements with appropriate escalation.

39 A provider wants to test whether a redesigned handover checklist improves confirmation of referral receipt. A leader suggests randomising whether urgent referrals are made so outcomes can be compared. Which evaluation design is acceptable in principle?

- A Randomise urgent referrals because a controlled trial provides stronger evidence than routine monitoring.
- B Test the administrative checklist while preserving required urgent referrals and all existing protective duties.
- C Make referrals only after the new checklist has been completed by two senior reviewers.
- D Avoid any evaluation because safeguarding processes cannot be improved through measured changes.

40 A final review finds that an apprentice reports greater confidence, the new supervision is verified and the external referral has been acknowledged. One minor educational action remains with an accepted owner. What is the most defensible next decision?

- A Consider proportionate closure or transition with recorded reasoning remaining ownership and routes back to help.
- B Declare that future harm is impossible because three different evidence sources are positive.
- C Keep every safeguarding action open until the apprentice finishes the entire programme.
- D Erase the original concern because the current evidence indicates a positive protective effect.

Appendix A Safeguarding concern record

This working record supports an initial report and subsequent handover. Use the provider's approved secure system where one exists. Complete what is known; mark unknown information clearly. Do not delay urgent protection, emergency help or an appropriate referral to finish the form. These prompts are KBC practice aids, not a substitute for local procedures. See Chapter 2 for responding and recording.

A1 Record identity and timing

Case reference: _____

Apprentice name and identifier needed for this report: _____

Date of birth or age and source of this information: _____

Current location if relevant to immediate safety: _____

Programme and employer where relevant: _____

Date and time of the event or disclosure: _____

Date and time this record was written: _____

Recorder name, role and professional contact: _____

Others present and their roles: _____

Communication method and any access support used: _____

A2 Immediate safety and action

What is happening now? Identify any immediate threat, urgent health need, unsafe location or next foreseeable exposure. Do not infer that a person is safe solely because a call has ended or they have returned to work.

Response: _____

What protective or emergency action was taken, by whom and when? Include the service contacted and instructions received. Record any unsuccessful attempt and the alternative route used.

Response: _____

Who currently holds the next action, and how has their acceptance been confirmed?

Response: _____

A3 The account received

Direct observations. Describe what you personally noticed without diagnosis or conclusions about intent.

Response: _____

The apprentice's account. Use exact words only where they are reliably known; identify a summary as a summary. Include the questions necessary for initial clarification and safety. Do not repeat investigative questioning to fill gaps.

Response: _____

Information from another person. Name the source and distinguish what they witnessed from what they were told.

Response: _____

Uncertainties or missing information relevant to the response. State what is unknown and whether an appropriate professional needs to clarify it.

Response: _____

A4 The apprentice's wishes and communication

What does the apprentice want to happen, and what worries them about seeking help?

Response: _____

What is a safe contact method, time and location? Identify any restrictions on voicemail, email, letters, portal messages or contact with family and employer representatives.

Response: _____

What communication or access support is needed? Record only information necessary to make the next interaction usable.

Response: _____

What was explained about confidentiality, information sharing and the next step? Record any reason why explanation could not safely happen at this stage.

Response: _____

A5 Reporting and outstanding responsibility

DSL or deputy contacted, date and time: _____

External service, recipient and reference if supplied: _____

Information shared, protective purpose and decision maker:

Advice or decision received and any unresolved disagreement:

Next action, accepted owner and time or trigger: _____

Escalation if the response is unavailable or ineffective: _____

Record location and access restrictions: _____

Recorder confirmation and date: _____

DSL review and date where applicable: _____

A signature confirms authorship or review; it does not establish the truth of an allegation or demonstrate that safety has improved. Corrections should preserve the original entry and show who changed what, when and why.

Appendix B Provider safeguarding action plan

Use this form to coordinate actions within the provider's remit and agreed contributions to another agency's plan. Give the document its correct status. It is not a local authority child protection plan, clinical safety plan or Channel support plan. Complete urgent actions before or alongside planning. Chapter 12 explains the reasoning behind these fields.

B1 Plan identity and purpose

Case reference and restricted record link: _____

Plan version, author and date: _____

Responsible DSL and named deputy: _____

Provider coordinator and accepted contact arrangements: _____

Related agency plan or referral and responsible professional: _____

Current protective arrangements already operating: _____

B2 The concern and intended change

Concise concern statement. Separate reported information from observations and working judgement. Identify the setting, possible route to harm and next relevant event.

Response: _____

The apprentice's preferred outcome and practical constraints. Include circumstances that could make an apparently helpful action unsafe or unusable.

Response: _____

What needs to change to support safer participation? Describe the intended protective effect rather than merely a meeting, referral or completed task.

Response: _____

Who may receive the operational plan, and which sensitive details remain in the restricted safeguarding record?

Response: _____

B3 Six prompts for each action

1. Action and reason. Begin with a concrete verb. State what will change and why that change addresses the concern. Avoid making the apprentice responsible for controlling another person's behaviour.

2. Accepted owner. Name the person responsible and confirm they have the authority, resources and availability to act. Identify a deputy or covering route when needed.

3. Time or trigger. Specify a date, time or relevant event. Work backwards from the next potential exposure. A provider target must not be confused with a statutory deadline or an external agency's commitment.
4. Evidence of effect. State how completion will be checked and what will demonstrate the intended protective change. Include the apprentice's experience where safe and appropriate.
5. Dependency. Identify any permission, resource, external decision or practical arrangement needed. Describe what the provider will maintain while the dependency is unresolved.
6. Escalation. State who acts if the measure fails or is not confirmed, whom they contact and what happens if that person is unavailable. Emergency action overrides ordinary review schedules.

B4 Action tracker

Add text directly into these five blank rows and insert further rows as required. Keep sensitive narrative in the restricted record and make this table usable by authorised colleagues providing cover.

Action and reason	Owner	Time or trigger	Evidence of effect	Dependency	Escalation

B5 Review and participation

Next planned review, participants and safe invitation method:

Events requiring earlier review: _____

How the apprentice will receive and understand the relevant plan:

What the apprentice agrees with, disagrees with or has not yet considered:

Protective actions proceeding without agreement and the recorded justification where applicable:

Approval within the provider's arrangements, name and date:

Version change note. Identify the instruction replaced, the reason and who must receive the revised operational information.

Response: _____

Appendix C Review closure and transfer record

A review evaluates what changed, what remains uncertain and what happens next. It should not consist only of copying completed actions into a new document. Use the record after a planned review, a material change or a proposed closure or transfer. An external service's decision and the provider's decision may concern different responsibilities.

C1 Review identity

Case reference and plan version reviewed: _____

Review date, time, chair and participants: _____

Reason for review or event that triggered it: _____

Apprentice participation or reason another safe arrangement was used:

C2 Evidence of the current position

Process evidence. Which actions occurred and whose acceptance or response has been confirmed? Distinguish a sent message from an effective handover.

Response: _____

Protective evidence. What has changed in the actual setting, contact arrangements or opportunity for harm? Who checked this and how?

Response: _____

Experiential evidence. What does the apprentice say about safety, usability, pressure or retaliation? Note any limits on how privately or freely they could speak.

Response: _____

New information, conflicting accounts and remaining uncertainty. Attribute information accurately and explain how it affects the working judgement.

Response: _____

Unintended consequences. Consider isolation, travel costs, lost access to learning, unsafe communications or new dependence on another person.

Response: _____

C3 The next decision

Decision. Record continue, revise, transfer or close, together with the reasons. Do not treat an attendance improvement, signature or withdrawal from training as sufficient proof that the concern has ended.

Response: _____

Outstanding actions, accepted owners and escalation arrangements:

Agencies consulted, advice received and scope of any external closure:

Professional disagreement and how it is being addressed: _____

Revised review date or trigger: _____

C4 Closure or transfer details

What evidence supports closure or transfer within the provider's remit? State which risks have been addressed and which responsibilities continue elsewhere.

Response: _____

Receiving person or service, agreed responsibility and confirmation of acceptance:

Necessary information transferred, approved route and receipt confirmation:

Remaining educational arrangements and named owner: _____

How the apprentice was informed, where safe and appropriate:

Usable route back to help and events that should reopen concern:

Decision maker, role, date and record location: _____

Retention category or schedule reference and responsible record owner:

C5 Learning from the case

System improvement identified without unnecessary personal detail:

Improvement owner, completion date and method of checking effect:

If no change is proposed, record why the existing arrangements were considered adequate. A positive outcome can still reveal a weak handover, while an adverse outcome does not by itself prove that an earlier decision was unreasonable with the information available at that time.

Appendix D Employer protection and handover record

This operational record coordinates the employer's agreed contribution. It should not be used to circulate the full abuse account or to ask an implicated manager to investigate themselves. The DSL should determine safe timing and necessary information in consultation with relevant professionals. Employment procedures, safeguarding action and workplace safety duties may run alongside each other with different decision makers.

D1 Appropriate people and purpose

Case reference or agreed operational identifier: _____

Provider lead and deputy: _____

Employer representative, role and authority to implement arrangements:

How the contact's suitability and independence were checked:

Purpose of this handover and specific decision required: _____

Restrictions on contact with named roles or people: _____

D2 Information and communication

Necessary operational information shared. Include practical restrictions or arrangements rather than unrelated sensitive history.

Response: _____

Recipient, secure channel, date and time: _____

Safe method for contacting the apprentice and any restrictions:

Information that must not be included in routine rota messages, learning systems or general staff briefings: _____

Onward-sharing arrangements and contact for queries: _____

D3 Implemented workplace arrangements

Supervision. Who will supervise, in which setting and during whose absence? Explain how the arrangement prevents the identified exposure.

Response: _____

Tasks, location, working contact and access restrictions agreed:

Date and time arrangements must operate before the next relevant activity:

Independent route for the apprentice to raise difficulty or retaliation:

How the employer will inform relevant staff without unnecessary disclosure:

Practical dependencies including travel, equipment or access to learning:

D4 Acceptance and verification

What has the employer accepted responsibility for, and what remains outside its authority or awaiting advice?

Response: _____

Named person confirming implementation and date: _____

Provider check of the actual arrangement and date: _____

Apprentice feedback obtained safely: _____

Action if the promised arrangement is unavailable, fails or creates new risk:

Next joint review and triggers for earlier contact: _____

D5 Learning continuity

Teaching, assessment and attendance adjustments agreed:

Programme manager responsible for resource or scheduling decisions:

Employment or financial questions requiring an appropriate adviser:

Confirmed handover summary sent to authorised participants:

A completed employer form is not proof that protection is operating. Check the relevant arrangements on ordinary shifts, including when the usual manager is absent. Record any gap promptly and use the agreed escalation route. Do not promise a disciplinary outcome, wage guarantee or legal result that the provider cannot control.

Appendix E Local safeguarding contact directory

Complete and verify this directory before using it operationally. The blank fields are not verified contacts. Record the official source and verification date for each entry, and test access through an appropriate non-emergency method. Do not place test calls to emergency services. For immediate danger in the UK, call 999. Remote provision needs a process for identifying the learner's current location and the relevant local service.

E1 Provider contacts

DSL name, role and professional contact: _____

Deputy and absence-cover arrangement: _____

Out-of-hours provider route and actual availability: _____

Senior escalation contact and alternative when implicated:

Safeguarding record system and access support route: _____

Information governance or data protection advice contact:

Directory owner, last review and next review: _____

E2 External directory entries

Use one copy of this entry for each relevant service and locality. Verify the service's actual remit rather than assuming that a familiar team name means it accepts every type of referral.

Service and area covered: _____

Purpose and relevant age or threshold: _____

Official webpage or source: _____

Routine professional contact: _____

Urgent and out-of-hours route: _____

Referral method and information required: _____

Acknowledgement and follow-up procedure: _____

Professional disagreement or escalation route: _____

Accessibility or interpreting arrangements: _____

Verified by, method and date: _____

Next verification date or trigger: _____

E3 Coverage check

Include children's social care, adult safeguarding, the local authority designated officer or relevant allegations route, police non-emergency contact, urgent health support, local Prevent advice and referral arrangements, and appropriate domestic abuse and exploitation services. Add specialist forced marriage and FGM resources through verified official sources. Include relevant services for workplaces and learners outside the provider's home area.

Where provision crosses UK borders, record the applicable jurisdiction and local procedure. Review entries when a service changes, a referral fails, a new area is added or staff discover an outdated contact. A directory should reduce delay; it must not become a reason to withhold urgent help while every field is completed.

Appendix F Role based professional learning and implementation guide

Use this guide to turn reading into a tested service improvement. It is a suggested KBC implementation programme, not a statutory training timetable or accredited qualification. Agree a realistic start date, resource the work and adapt the sequence to current risks. Retain evidence that staff can act, rather than relying only on attendance certificates or quiz scores.

F1 Agree the improvement to test

Responsible senior sponsor: _____

DSL lead and implementation coordinator: _____

Current weakness supported by evidence: _____

Intended improvement in learner protection or access to help:

Actions needed immediately before the wider programme proceeds:

F2 Allocate role specific practice

Role	Practice task	Useful evidence
Coaches and tutors	Rehearse a disclosure and factual handover	Safe response and clear next owner
DSLs and deputies	Review a threshold or stalled referral scenario	Reasoned decision and usable escalation
Curriculum teams	Map help-seeking through the learner journey	Gaps addressed across delivery modes
Design and administration	Test reporting and restricted communication	Accessible route and safe message handling
Employer liaison and managers	Verify a protective workplace arrangement	Accepted ownership and actual implementation
Governors or oversight leaders	Challenge one assurance claim	Evidence of effect and unresolved risk

Use fictional cases for group learning. Real case reviews require authorisation, appropriate confidentiality and careful removal of identifying detail. Nobody should have to disclose personal experiences to demonstrate participation. Offer accessible formats and a safe way to step out of a distressing activity without losing access to learning.

F3 Suggested implementation sequence

First, confirm that essential contact routes, deputy cover and emergency instructions are usable. Repair a known dangerous gap immediately rather than waiting for a training event.

Second, assign relevant chapters and use the case questions to identify reasoning gaps. Discuss why plausible alternatives could fail. A wrong answer should lead to explanation and further practice, not an unsupported judgement about professional character.

Third, rehearse the actual reporting journey with the staff who encounter concerns first. Include remote delivery, employer resistance, communication access and an unavailable usual contact. Check that the process can be followed without the policy author explaining hidden steps.

Fourth, implement one defined improvement and test its operation. Preserve all required protective actions during the test. Do not withhold a referral or necessary support to create a comparison group.

Finally, review whether the change improved reliability or access and whether it introduced new problems. Retain, revise or replace it with a recorded reason and named owner.

F4 Implementation review

Practice completed and staff or roles included: _____

Gap identified and corrective action: _____

Owner, resources and date or trigger: _____

Evidence of operation and learner experience: _____

Next supervision or refresher need: _____

Decision and senior review date: _____

Appendix G Working glossary

These concise explanations support navigation. They do not replace statutory definitions, professional assessment or the fuller distinctions in the chapters.

Action owner: The person who has accepted responsibility for a specific task and its follow-up.

Adult at risk: A context-dependent term; apply the particular legal or service threshold rather than assuming every adult learner qualifies.

Advocacy: Support that helps a person understand options, express views and participate in decisions.

Allegation: A reported claim requiring appropriate consideration; it is not automatically an established finding.

Best interests: A decision-making framework used where the relevant law applies to a person lacking capacity for that decision.

Care and support needs: Needs relevant to adult care legislation; they do not have to be currently funded.

Case coordinator: The named person organising the provider's actions, handovers and review within agreed authority.

Channel: A voluntary multi-agency support programme associated with Prevent, distinct from making a Prevent referral.

Child: A person under 18, including an apprentice who works or lives independently.

Chronology: A dated account of significant events, information, actions and decisions.

Closure: A reasoned decision about ending a defined involvement, with remaining responsibilities and access to help explained.

Coercive control: A pattern of controlling or coercive behaviour; legal offence requirements need separate consideration.

Confidentiality: The responsibility to protect information while recognising justified or required sharing.

Consent: Agreement with a specific meaning in context; service consent and a data-protection lawful basis are different questions.

Contextual safeguarding: Attention to harm arising in peer groups, places and relationships beyond the family home.

Disclosure: Information a person shares about an experience or concern; it may emerge gradually.

DSL: Designated safeguarding lead, supported by appropriately trained deputies and clear organisational arrangements.

Domestic abuse: Abuse within the statutory relationship and age conditions; affected children may also be victims.

Economic abuse: Behaviour that adversely affects access to or use of money, property, goods or services.

Escalation: Taking an unresolved or increased concern to the appropriate next decision maker or emergency route.

Exploitation: Use of power or circumstances to gain advantage through another person's involvement or treatment.

FGM: Female genital mutilation; a safeguarding concern with a specific personal reporting duty for defined professionals and circumstances.

Forced marriage: Marriage without free and full consent, with additional legal protection concerning marriage before 18.

Grooming: Conduct that develops access, influence or control to facilitate abuse or exploitation.

Handover: Transfer of necessary information and clearly accepted responsibility for the next action.

LADO: Local authority designated officer, associated with the local process for allegations concerning people working with children.

Lawful basis: The legal basis required for processing personal information; additional conditions may also apply.

Mental capacity: Ability to make a particular decision at a particular time under the relevant legal framework.

Neglect: Failure to meet essential needs; assessment requires context and must not equate poverty alone with neglect.

Operational extract: The limited plan information an authorised colleague needs to implement agreed arrangements.

Prevent: Work to stop people becoming terrorists or supporting terrorism within the applicable framework.

Professional curiosity: Respectful enquiry that tests assumptions and considers missing or conflicting information.

Professional disagreement: A difference about safeguarding assessment or action addressed through an established challenge route.

Proportionality: Matching an action or disclosure to its justified protective purpose and circumstances.

Protective factor: A resource or circumstance that may reduce exposure or support safety; it does not guarantee protection.

Radicalisation: The process of a person legitimising support for, or use of, terrorist violence.

Reasonable adjustment: A change addressing disadvantage under applicable equality duties; distinguish it from a statutory safeguarding plan.

Safeguarding: Work to promote welfare and protect people from harm, with different legal frameworks for children and adults.

Section 42: The Care Act adult enquiry duty with three linked threshold elements, explained in Chapters 2 and 8.

Special category data: Personal information given additional protection, including health information; ordinary lawful basis alone is insufficient.

Supervision: Structured professional reflection on judgement, actions, workload, boundaries and unresolved concerns.

Trigger: A defined event or change requiring a specified action or earlier review.

Answer commentary

Use this section after answering the chapter examinations. The section links return to the teaching material. References support the relevant principles; the cases themselves are fictional applications. A correct response is the best answer on the facts supplied, not a substitute for local procedures or specialist judgement.

Chapter 1 answers

01 C. The ecology examines settings, power and control rather than assigning the whole problem to the learner. Release arrangements need a person with authority to implement them and a check on their effect. Neither automatic abuse classification nor a purely technical workaround resolves the underlying dependency. Read section 1.3. [005]

02 A. The information justifies a safer opportunity to understand the concern without establishing abuse as fact. Strong performance does not remove potential barriers to disclosure. The coach should consider safety and communicate the concern, while avoiding confrontation, an investigation or waiting for proof. Read section 1.1. [006] [001]

03 D. Safeguarding includes organisational prevention, early recognition and responses to harm. Child protection has a more specific purpose concerning significant harm to children. A disclosure-only definition excludes essential preventive work; expanding child protection to every difficulty would erase distinctions needed for proportionate action. Read section 1.2. [002]

04 B. The three adult safeguarding conditions require consideration together, and a provider need not make the local authority's determination. Uncertainty about that threshold does not eliminate other responses to possible abuse or crime. Actual receipt of funded care is not a prerequisite for section 42 consideration. Read section 1.5. [003]

05 B. Relevant ITPs are included within KCSIE's scope for children, but recruitment requirements are not identical across provider types. Checking applicability avoids both an unjustified exemption and inaccurate legal claims. A funded provider's safeguarding responsibilities cannot simply be delegated to individual employers. Read section 1.4. [006]

06 D. The official answer distinguishes implementation work from a duty coming into effect in 2027. Enactment does not establish commencement of every provision, and the statement does not give a precise date. Existing safeguarding action continues; forthcoming legislation is not a reason to defer protection. Read section 1.4. [007] [008]

07 A. Local operational standards can improve reliability, but their origin must be clear. An acknowledgement target is not permission to postpone assessing urgency or taking protective action. The distinction between law, official expectation and provider standard strengthens accountability without misrepresenting the source of a requirement. Read section 1.4. [006] [002]

08 C. Apprentices under 18 remain children for safeguarding purposes. Work and independent living can shape needs and communication but do not alter that age boundary. Respectful involvement is essential; it does not require abandoning child safeguarding or excluding concerns arising outside the workplace. Read section 1.5. [006] [002]

09 D. Communication needs, disability, age and decision-making ability are different matters. Accessible support may enable the learner to participate fully. Neither a diagnosis nor objection establishes a global inability to decide, and adult safeguarding must not become a reason to infantilise the person. Read section 1.5. [003]

10 C. A change of legal category does not by itself resolve need. Transition planning should distinguish ongoing educational support from changing statutory routes, explain communication arrangements and confirm ownership. Sending a file without acceptance leaves the learner exposed to the same handover gap. Read section 1.5. [003]

11 B. The tutor should separate lawful expression from intimidation or information connected with terrorism. A peer's interpretation is not an established finding. Fair classroom management can address heated conduct while protecting legitimate debate; neither automatic referral nor compelled political agreement reflects proportionate judgement. Read section 1.6. [004]

12 A. Positive educational or social indicators do not invalidate credible information about a threat. Staff should assess urgency and use the appropriate route without treating an allegation as a finding. The response should depend on the evidence and context, not a stereotype of who presents concern. Read section 1.6. [004]

13 C. The employer needs information sufficient to implement the agreed arrangement, not necessarily the learner's full history. Purposeful limited sharing can support cooperation while protecting privacy. Moving disclosure to the learner does not remove the provider's responsibility to design a safe, proportionate process. Read section 1.7. [010]

14 B. A safe handover requires more than an email to an unavailable person. The deputy route provides continuity without making the tutor an investigator or shifting responsibility onto the apprentice. Confirming receipt and next ownership addresses the practical failure that the leave period creates. Read section 1.7. [006] [005]

15 A. Reporting should be usable without specialised vocabulary or unnecessary evidence collection. Mandatory photographs can create serious risks, particularly for sexual imagery, and detailed compulsory narratives can obstruct access. Design teams should enable safe disclosure and proportionate information handling rather than build barriers around the process. Read section 1.8. [006] [010]

16 D. Respectful reception and factual judgement are different functions. The coach can acknowledge distress, explain support and act on the concern without making a finding against the mentor. Emotional detachment or confrontation may discourage disclosure or increase risk; premature findings also undermine fair handling. Read section 1.8. [006] [009]

17 A. A response can create unintended consequences or retaliation even when the original incident stops. Review must consider the apprentice's actual experience and safe access to learning. An employer's closure label, assessment results or contractual task wording does not settle that broader question. Read section 1.8. [001] [009]

18 D. Cooperation becomes reliable through explicit operational connections. Named roles, receipt checks and escalation address the uncertainty about who acts next. Wider indiscriminate circulation increases privacy risk, while transferring all responsibility or repeating an aspiration leaves the handover weakness unresolved in practice. Read section 1.9. [005]

19 C. Immediate danger requires immediate protective action and emergency assistance. Paperwork, the usual lead's availability and proof gathering must not delay that response. The coach still needs to communicate and record appropriately afterwards, but those tasks follow the urgent safety need rather than controlling it. Read section 1.9. [006] [002]

20 B. An accurate record preserves what was reported and who provided it without presenting an unsupported legal finding. Distinguishing account, observation and inference supports later decisions. Removing the allegation or seeking the supervisor's approval would obstruct an appropriate response and could expose the learner to harm. Read section 1.9. [006]

21 B. Recognised legitimate interest is a defined lawful basis, not an unrestricted exemption. Necessity and the remaining data protection framework still apply, with additional requirements for special-category and criminal-offence data. The provider should map its purposes carefully rather than assume universal permission or a mandatory switch. Read section 1.9. [010]

22 A. A sent notification establishes transmission, not accepted responsibility. Closed-loop handover requires receipt, an owner and a response to delay. Duplicating sensitive records or asking the learner to police the system does not address the organisational gap that could leave the concern unattended. Read section 1.9. [005]

23 C. Limited open questions help clarify context and immediate safety without constructing an allegation. The coach should not lead Leila towards a particular explanation or require a waiver. The case demonstrates respectful information gathering followed by appropriate safeguarding decisions, not a provider-led investigation. Read section 1.10. [006] [002]

24 D. The purpose was safer communication, not possession of a booking confirmation. Leila's feedback shows that the arrangement may not achieve that purpose and could carry unintended consequences. Review should use her experience and the current risk to decide what must change or escalate. Read section 1.10. [009]

25 C. Communication decisions must consider whether contact could increase risk and what each recipient actually needs. Full circulation is not synonymous with effective cooperation. Promising absolute secrecy or inviting direct confrontation is also unsafe. Appropriate safeguarding advice supports purposeful sharing and a safer response. Read section 1.10. [006] [010]

26 D. Care and support needs, abuse or neglect and inability to protect because of those needs must be considered together. Neither an abuse category nor funded-service status settles the issue. The provider should seek appropriate advice and continue relevant responses without inventing a substitute eligibility declaration. Read section 1.11. [003]

27 B. Educational support and safeguarding action may proceed together. Making a reasonable learning response a bargaining tool can undermine trust, while providing only the extension ignores the wider concern. Rob's preference requires respectful consideration and appropriate safety judgement, not coercive conditions attached to learning. Read section 1.11. [001] [003]

28 A. Disagreement with staff does not establish a global inability to decide. The response should preserve Rob's wishes, consider the actual concern and use appropriate advice where needed. Neither automatic substitution nor abandonment follows from his refusal of one option or preference for another. Read section 1.11. [003]

29 D. Records should preserve the difference between an event and someone's interpretation of it. An unsupported label can bias later decisions. Removing that implication does not require deleting relevant context, while adding identity details as explanatory evidence would compound the problem rather than resolve it. Read section 1.12. [004]

30 B. Professional judgement must remain responsive to new evidence. A reasonable earlier welfare explanation does not exclude a later concern, just as new concern does not prove earlier deception. Staff should reassess context and urgency through appropriate routes without allowing plan completion to delay action. Read section 1.12. [004] [005]

31 A. The new context requires both a current safety response and reconsideration of decisions made without relevant information. Ben should not have to reconstruct unnecessary reports across organisations. Educational continuity can be considered while the allegation is handled fairly; it need not await a final external finding. Read section 1.13. [001] [005]

32 C. Individual refresher training alone does not repair a defective communication route or unclear ownership. Systems learning asks how the same conditions could affect another learner. Repair, testing, cover and proportionate review of missed concerns address the mechanism of failure while preserving the individual response. Read section 1.13. [005] [011]

33 A. The chapter transfers improvement concepts cautiously to administrative reliability. Explicit predictions, measurement and revision can help evaluate a process, but not justify experimenting with urgent protective duties. PDSA's name is not proof of effectiveness, and measurement can complement rather than replace professional judgement. Read section 1.13. [011]

34 C. Safeguarding is a whole-provider Met/Not met evaluation under the current toolkit. Exceptional belongs to other evaluation areas, and a handbook neither guarantees judgement nor gains endorsement by citing guidance. Accurate wording focuses on improving practice and understanding rather than selling an inspection outcome. Read section 1.14. [012]

35 D. Recorded concern counts may change for several reasons, including harm, trust and recording practice. They need interpretation using other evidence rather than a single favourable or unfavourable assumption. National review findings also caution against equating lower notifications automatically with greater safety. Read section 1.14. [013]

36 B. Evidence sources answer different questions. Awareness of a route does not establish that learners can use it privately at a practical time. The apparent contradiction identifies a concrete improvement opportunity; excluding the affected group or relying on training completion would conceal that weakness. Read section 1.14. [012] [009]

37 B. The curriculum should assess understanding without making sensitive disclosure a condition of achievement. Fictional cases allow meaningful judgement practice, while genuine concerns require their own safe response. Promising group secrecy, involving employers or rewarding disclosure would preserve the inappropriate pressure on learners. Read section 1.7. [006] [009]

38 C. Governance must consider the conditions in which staff can fulfil responsibilities. Capacity, cover and decision authority are substantive controls, not merely personal efficiency issues. A declaration or policy presentation cannot transfer away organisational responsibility, and simplifying a form alone may leave the central risk unchanged. Read section 1.7. [005]

39 A. The examinations support learning, not accreditation or unlimited competence. Fictional cases and practice aids develop reasoning but cannot account for every situation, current procedure or statutory role. Their value lies in thoughtful application with supervision and advice, rather than mechanical copying or complete rejection. Read section 1.15. [009] [005]

40 D. Implementation-intention research concerns specifying when and how action occurs. Applying that idea to safeguarding supports clearer planning, but does not directly validate a particular provider intervention or guarantee safety. A useful trigger must work with ongoing judgement, ownership and review rather than replacing them. Read section 1.15. [014]

Chapter 2 answers

- 01 C.** The priority is protection in the circumstances described. Current location matters for an effective emergency response, and an unavailable DSL cannot justify delay. The coach then records and confirms the handover; the form supports action rather than becoming a prerequisite for it. Read section 2.4. [002]
- 02 A.** The change merits attention, but it does not establish abuse. A private, open conversation can identify support needs or safeguarding information without imposing a diagnosis. Separating observations from interpretation keeps the record useful and prevents an early assumption from controlling later decisions. Read section 2.2. [006]
- 03 D.** A disclosure may unfold over time and contain uncertainty or withdrawal. Staff should not force a complete account or investigate credibility. Essential safety clarification and a factual report allow the DSL and relevant services to consider the whole situation without imposing repeated questioning. Read section 2.3. [015]
- 04 B.** Honest limits support a trustworthy relationship. The tutor should explain necessary sharing in language the learner understands, without promising secrecy or automatic disclosure to particular people. Safety and circumstances determine what is shared, with whom and whether advance explanation is appropriate. Read section 2.3. [019]
- 05 B.** Child safeguarding status is determined by age, not appearance, earnings or occupational responsibility. Independence may affect practical support, but it does not remove the under-18 framework. Staff should identify immediate risk and use the appropriate child route while respecting the young person's views. Read section 2.5. [016]
- 06 D.** Providers should communicate relevant concerns and urgency rather than act as the statutory decision-maker. Sections 17 and 47 describe different local authority functions. Uncertainty about the eventual response should not prevent a necessary referral or delay immediate protective action. Read section 2.5. [016]
- 07 A.** Care and support needs and alleged abuse do not by themselves establish the complete section 42 threshold. The connection between those needs and inability to protect oneself also matters. Other services and provider support can remain appropriate even where the statutory enquiry threshold is not established. Read section 2.6. [017]
- 08 C.** The section 42 framework is not restricted to adults whose needs are already funded. The DSL should describe the needs, threatened abuse and possible inability to protect oneself because of those needs. Advice and proportionate support should not wait for funding status to change. Read section 2.6. [017]
- 09 A.** An apparently unwise choice does not establish incapacity, and the learner has identified a practical barrier. Capacity is decision-specific and time-specific. Staff should support understanding and seek an appropriate assessment when justified, while continuing to consider coercion and available safer options. Read section 2.7. [018]
- 10 C.** The ability to make one decision does not settle capacity for another. Support and any assessment must address the particular decision and time. The Mental Capacity Act's application from sixteen does not remove child safeguarding responsibilities for a learner who remains under eighteen. Read section 2.7. [018] [016]
- 11 B.** A factual record identifies who supplied information and distinguishes allegation from finding. This does not weaken the seriousness of the concern. It allows the receiving professional to understand the evidence, the learner's account and the provider's reasons for taking protective action. Read section 2.8. [019]
- 12 D.** Accuracy requires correcting errors, while accountability requires showing what changed and why. A transparent amendment preserves the chronology and avoids presenting later reconstruction as contemporaneous knowledge. The learner should not have to repeat an upsetting account merely to repair an administrative mistake. Read section 2.8. [019]

13 D. The question is what information the recipient needs for the particular action. The curriculum manager can often implement an authorised adjustment without receiving the underlying narrative. This preserves continuity and privacy while avoiding repeated disclosure and unnecessary circulation of sensitive information. Read section 2.9. [020]

14 B. Data protection provides a framework for lawful sharing and does not make consent the sole basis. The organisation must still consider purpose, necessity, proportionality and relevant additional conditions. An approved procedure supports timely protection without treating safeguarding as an unrestricted exemption from privacy obligations. Read section 2.9. [020]

15 C. The protective purpose sets the scope of sharing. A new supervisor may need practical restrictions, responsibilities and contact arrangements without the complete account. The DSL should record the decision and consider whether any additional information becomes necessary as the situation or protective tasks change. Read section 2.9. [020]

16 A. The recognised legitimate interest basis has defined conditions and is not a universal exemption. Organisational role, purpose and additional rules for sensitive information still matter. The data protection lead should approve actual arrangements rather than relying on a template that assumes every transaction is identical. Read section 2.9. [010]

17 B. A delivery receipt demonstrates transmission, not acceptance or action. The urgency requires confirmation of the receiving service's response and who is responsible for the next step. If protection remains unconfirmed, staff must use the appropriate escalation route rather than treating the administrative task as sufficient. Read section 2.10. [002]

18 A. Partnership includes correcting material errors and challenging decisions when relevant concerns remain. The age error may have changed the route considered. The provider should communicate facts, seek reasons and use the established disagreement process without publicising confidential information or conducting its own abuse investigation. Read section 2.10. [002] [021]

19 D. The current location and immediate risk govern urgent protective action. Administrative questions require coordination but cannot justify leaving the person without help. The provider should document contacts, identify the responsible lead and continue checking that the handover has resulted in an effective response. Read section 2.14. [002] [003]

20 C. Safeguarding law and operational arrangements differ across UK jurisdictions. The immediate response must be effective where the learner is located, with appropriate local advice and a documented handover. The provider retains its own agreed support responsibilities while the correct services coordinate protection. Read section 2.14. [002]

21 C. Recontact must take account of the possibility that communication is monitored. The agreed safe method and emergency procedure provide a more appropriate route than indiscriminate messaging. The provider should record what happened and escalate according to risk rather than assuming the disconnected call resolves the concern. Read section 2.14. [019]

22 D. The learner's wishes matter, but they do not establish that a communication route is safe. The coach should consider the known monitoring and household relationships, address immediate danger and seek advice. Explaining the reason for caution preserves participation without exposing the learner through automatic contact. Read section 2.11. [019]

23 B. Next-of-kin status does not automatically confer authority over a capable adult's information or decisions. The allegation also creates a contact risk. The DSL should consider the adult's wishes and circumstances and document any separate justification for necessary sharing without agreement, rather than relying on a contact label. Read section 2.12. [018] [020]

24 A. Attendance may be useful information but cannot alone establish safety. The learner's account suggests the apparent improvement may reflect intensified control. Review the mechanism, contact arrangements and protective response using the new information rather than allowing a convenient performance measure to determine closure. Read section 2.11. [002]

- 25 D.** An action-plan timetable must match the risk it is intended to manage. A concern about tonight cannot safely be left until a monthly review. Confirmation, named responsibility and escalation are needed promptly; consistent practice means applying sound principles, not identical waiting periods to unequal situations. Read section 2.13. [002]
- 26 C.** Communication access should enable the learner to be heard without exposing them to an implicated or unsafe person. Appropriate time and independent support can help, while immediate safety needs still require attention. Convenience does not justify substituting a potentially unsafe interpreter or demanding one communication format. Read section 2.3. [015]
- 27 A.** The tutor's role is to receive and act on concerns, not conduct a forensic interview. Repeated detailed questioning can burden the learner and confuse the record. Essential clarification, factual documentation and a proper handover allow authorised specialists to determine further assessment or investigation. Read section 2.4. [006]
- 28 B.** Third-party information can be relevant even when incomplete. The record should show who supplied it, what was actually reported and what is unknown. That allows proportionate assessment without either dismissing the concern or converting an unverified account into an established finding. Read section 2.8. [019]
- 29 A.** The birthday changes the applicable framework but does not demonstrate that harm has ended. A deliberate transition identifies which services and provider actions continue, which routes change and who accepts responsibility. Support must not disappear in an administrative gap while thresholds and handovers are clarified. Read section 2.5. [016] [003]
- 30 B.** A later record can still be valuable when its timing and limits are transparent. Exact quotations should be used only where the words are reliably known. A clearly attributed summary is preferable to invented precision, and urgent action appropriately precedes detailed documentation where safety requires. Read section 2.8. [019]
- 31 C.** A route that learners cannot use is an operational safeguarding weakness. Designers contribute by making help-seeking visible, accessible and understandable on actual devices. Testing the journey also reveals whether an anonymous or asynchronous form clearly explains what it can and cannot do in an emergency. Read section 2.15. [015]
- 32 D.** An anonymous concern may still contain actionable information, but the provider must not invent identity or promise capabilities it lacks. The DSL considers what can be done safely. The design lesson is to explain anonymity and emergency limits clearly while preserving accessible alternative routes to help. Read section 2.15. [019]
- 33 B.** Leaving the programme does not itself establish safety or complete a handover. The appropriate lead should review outstanding risks, necessary sharing and who will manage remaining actions. This does not mean unlimited personal case management; it means a reasoned and documented transfer or closure decision. Read section 2.16. [002] [003]
- 34 D.** Supervision should examine reasoning, assumptions and system influences. Confidence and organisational status may distort the weight given to information. Exploring these factors improves judgement without deciding the allegation through supervision or making the apprentice responsible for presenting a more persuasive performance. Read section 2.16. [021]
- 35 C.** The review identifies influences across varied systems; it does not diagnose bias in a specific decision. It supports reflective challenge, attention to context and requests for reasons. Practical application must respect research limitations and the actual evidence available in the individual case. Read section 2.10. [021]
- 36 A.** Respecting adult autonomy does not remove the need to consider risks to other people, including children. The DSL should examine each protective purpose and the lawful basis for necessary sharing, explain decisions where safe and record the reasoning rather than equating refusal with incapacity. Read section 2.6. [003] [020]
- 37 C.** Coordination does not require universal access to the same sensitive narrative. A restricted safeguarding record and appropriately limited support instructions allow each role to act. The organisation remains responsible for access, lawful sharing and ensuring that practical arrangements are understood and implemented. Read section 2.8. [020]

38 A. Frequency alone does not establish good support; messages can create risk when monitored. The plan should respect the agreed safe method, define appropriate follow-up and include escalation if contact fails. Recording restrictions enables other staff to avoid accidentally undermining the protective arrangement. Read section 2.13. [019]

39 B. A dependable procedure must work for the people who first encounter concerns, including when specialists are unavailable. Scenario walkthroughs with coaches and administrators reveal practical gaps in access, recording and escalation. Familiarity among DSLs alone does not demonstrate that the whole delivery system can respond. Read section 2.15. [002]

40 D. Closure should reflect safety, completed or transferred responsibilities and accessible future help, not merely task completion. A confirmed handover and understood re-entry route address the gaps described. The decision should be recorded without making impossible guarantees or treating a signature as proof that risk has ended. Read section 2.16. [002] [003]

Chapter 3 answers

01 B. The reported restriction and unsafe task require attention to immediate safety. Laughter can have different meanings and does not establish consent or absence of harm. The provider should coordinate safeguarding and workplace responsibilities, record competing accounts accurately and avoid requiring further exposure to prove the concern. Read section 3.11. [006] [022]

02 D. The tutor should receive the concern and consider protection, not examine the learner or gather bodily evidence. A factual note of what was ordinarily visible and what was said can support referral. The learner's wish for privacy should shape the conversation without preventing necessary safeguarding action. Read section 3.3. [006]

03 A. The concern concerns control over participation through employment threats. An action focused only on confidence leaves that mechanism unchanged. The provider should consider safe learning access, independent reporting and appropriate safeguarding or employment routes, while supporting the apprentice without declaring misconduct proved through a coaching conversation. Read section 3.4. [027]

04 C. Food support may relieve an immediate need but does not resolve whether the children have safe care arrangements. The provider should describe the facts and seek the appropriate assessment. Illness and poverty should not be turned into blame, nor used as reasons to overlook actual unmet needs. Read section 3.12. [006] [024]

05 C. An area-level association cannot identify neglect in an individual household. The research can inform attention to resources and service context, while individual concerns require relevant facts and enquiry. Neither disadvantage nor affluence should replace listening to the apprentice and considering the actual circumstances. Read section 3.5. [024]

06 A. Common conditions can still be harmful, while poverty alone does not establish neglect. The provider should examine the child's actual needs and circumstances, offer practical support and use appropriate safeguarding routes. This combines attention to structural hardship with a refusal to normalise unsafe situations. Read section 3.5. [024] [025]

07 D. The statutory definition concerns personally connected people aged sixteen or over and is not confined to current cohabitation. A seventeen-year-old remains a child for safeguarding purposes. The provider should consider the actual reported behaviour and appropriate protection rather than excluding the concern through an incorrect age or residence rule. Read section 3.6. [026]

08 B. Children may experience the effects of domestic abuse and can be recognised as victims in their own right under the statutory conditions. Their needs require consideration separately from the adult's requested adjustment. The provider refers and supports appropriately; it does not assume statutory powers it does not hold. Read section 3.6. [026]

09 D. Leaving can change risk and requires careful consideration of practical circumstances. The provider should support agency, safe contact and specialist advice without making help conditional on one decision. Remaining at home does not establish that abuse is absent or that the person lacks capacity. Read section 3.6. [027]

10 B. The later account introduces threats and possible coercion, so the context must be reassessed. A joint meeting or detailed disclosure could increase danger. Private contact, appropriate advice and necessary information sharing allow the provider to respond without investigating through mediation or dismissing an unfolding account. Read section 3.13. [027]

11 C. The map is a discussion aid about barriers to safe participation, not a financial investigation. Relevant dependencies can guide support and specialist referral without collecting passwords or taking control of money. Provider actions should reduce educational barriers while remaining within professional responsibilities. Read section 3.7. [027]

12 A. An otherwise useful financial or security measure can alter risk if it alerts a controlling person. The provider should consider the learner's knowledge of the situation and specialist advice. This does not mean abandoning support; it means avoiding a routine technical fix that ignores the harmful relationship. Read section 3.7. [027]

13 A. The reported lack of choice, document control and imminent travel create an urgent safeguarding concern. Routine family verification may increase risk. Staff should establish safety, use appropriate specialist and statutory routes, and avoid asking the learner to take risky evidence-gathering or document-recovery actions for the provider. Read section 3.14. [028]

14 C. Identity is not a risk proxy, and arranged marriage with free adult consent differs from forced marriage. The provider should listen and consider relevant behaviour, choice and circumstances. Respectful enquiry can remain available without stereotyping a community or excluding a genuine safeguarding concern when evidence arises. Read section 3.8. [028]

15 B. The minimum-age change means the absence of coercion does not settle the issue for a child. Staff should seek current specialist advice about the circumstances and jurisdiction. They should not apply the adult free-consent distinction mechanically to a proposed marriage before the age of eighteen. Read section 3.8. [028]

16 D. Mediation can disclose the concern, increase pressure and expose the learner to further harm in forced marriage cases. Apparent status or familiarity does not establish independence. The provider should use specialist advice and safe contact arrangements rather than treating reconciliation as an ordinary relationship-management exercise. Read section 3.8. [028]

17 C. An interpreter associated with the family may inhibit disclosure or pass information onward. Independence, competence, dialect and the learner's preferences all matter. The provider should arrange accessible communication without assuming that familiarity or a shared community necessarily makes a conversation safe. Read section 3.10. [028]

18 D. Uncoordinated overseas enquiries can expose the learner or prompt relocation. Specialist advice is needed to determine safe and lawful action through the appropriate authorities. The provider should preserve relevant information and confirm handover without undertaking an independent investigation or assuming that overseas location ends all options. Read section 3.8. [028]

19 A. For an in-scope professional and a qualifying known under-18 case, the duty is personal and cannot simply be delegated. Internal safeguarding coordination remains necessary but does not replace it. The specific exception concerning an existing same-profession report must be checked rather than assumed. Read section 3.9. [029] [030]

20 B. The procedural FAQ specifically distinguishes English FE teachers from the defined teacher settings and from Welsh FE arrangements. Providers should verify role and setting rather than rely on a generic job title. The caveat concerns the personal duty, not whether safeguarding action is required. Read section 3.9. [029]

21 B. A third-party account is different from the defined known-case triggers for the personal FGM duty. That distinction does not remove wider safeguarding responsibilities. Staff should use the relevant procedure and seek advice without conducting an examination or waiting for a particular form of evidence. Read section 3.9. [029]

22 A. The relevant age for the personal duty is the girl's age when the qualifying disclosure or identification occurs. An adult's historical disclosure does not trigger that duty. Adult support and any information suggesting current risk to a child still require sensitive, appropriate consideration through their respective routes. Read section 3.9. [029] [031]

23 C. The guidance expects reports as soon as possible, normally by the close of the next working day, with exceptional circumstances addressed carefully. A busy diary is not a reason to treat a maximum as routine. Immediate protective needs require action regardless of administrative scheduling. Read section 3.9. [029] [030]

24 D. Teachers and coaches should not conduct examinations to establish FGM, and first-aid training does not create that role. A concern can be referred without provider-generated clinical proof. Staff should record relevant information, consider current safety and connect the learner with appropriate safeguarding and health professionals. Read section 3.9. [029] [031]

25 A. A relationship map should reflect the person's account and relevant advice, including uncertainty about onward sharing. Kinship and age do not establish safety. The response should address specific relationships and risks without stereotyping a community or imposing an evidential burden before taking proportionate precautions. Read section 3.10. [028]

26 B. An interim protection can create new barriers or leave the harmful pattern active in another form. Review should consider actual safety, participation and unintended effects, not only whether one action occurred. The provider can revise support while maintaining appropriate protective arrangements and external coordination. Read section 3.15. [022]

27 D. An implicated supervisor should not become the sole gatekeeper or investigator for the concern. The provider needs an appropriate independent route and coordination with safeguarding and relevant external processes. Commercial interests do not determine whether protection or referral is necessary, and moving the learner alone may leave others exposed. Read section 3.3. [006] [022]

28 C. A changed account is new information, not automatic proof that risk has ended or that coercion is present. The chronology and context should be reviewed through the proper safeguarding process. Staff should neither erase the original concern nor force a definitive narrative from the learner. Read section 3.14. [006]

29 D. The referral should explain actual needs and concerns clearly without turning illness or poverty into an unsupported allegation of deliberate neglect. Neutral attribution supports assessment and practical help. It also avoids the opposite error of overlooking unsafe care arrangements because the circumstances evoke sympathy. Read section 3.12. [024] [025]

30 C. A resource can disclose that the learner is seeking help even without a detailed narrative. The recipient's communication context matters. The provider should follow the agreed safe channel and ensure administration understands restrictions, while continuing to offer support in a way the learner can safely access. Read section 3.13. [027]

31 B. The proposed outcome directly addresses safe access and freedom to seek help, which relate to the reported harmful mechanism. Assignment completion may be relevant to learning but cannot establish protection. Silence, compliance or a signature can conceal continuing fear and should not substitute for meaningful safety evidence. Read section 3.4. [022]

32 A. Moving one learner may reduce immediate exposure but leave the environment unchanged for others. The DSL should consider appropriate information sharing and review without conducting a covert investigation or making public findings. Protective measures remain distinct from conclusions about the allegation's truth or employment consequences. Read section 3.3. [006] [022]

33 C. Distinctive details can identify a person even when their name is removed. A fictional teaching scenario can preserve the decision problem without exposing a live case or requiring disclosure as learning material. Confidential safeguarding information should not become a resource simply because it would make a memorable lesson. Read section 3.15. [006]

34 A. A protective move is ineffective if the learner cannot reach it or remains dependent on unsafe access arrangements. The plan should identify feasible resources and responsible owners alongside safeguarding coordination. This does not transfer all life-management duties to the provider; it makes its own educational actions workable. Read section 3.15. [022]

35 B. The research supports recognising the possible seriousness of coercive control, but associations across studies do not establish an individual diagnosis. Coaches should respond to the reported circumstances and connect suitable support within role. Clinical assessment belongs to appropriately qualified professionals and should not be replaced by a safeguarding inference. Read section 3.4. [023]

36 D. Uneven representation limits the precision of research transfer, not the person's entitlement to a serious response. The provider should assess the actual report and offer appropriate support. It should neither dismiss the concern because of gender nor use aggregate findings to make unsupported clinical conclusions. Read section 3.4. [023]

37 B. An assurance is information to consider, not proof of safety. The DSL needs a reasoned review incorporating safe learner contact, specialist advice and outstanding responsibilities. This avoids both automatic acceptance and unsupported conclusions, and does not expose the learner to a risky test or reconciliation process. Read section 3.16. [028]

38 D. Enactment and commencement are different. The cited official answer states the new duty will take effect in 2027, so the policy should not present it as current in September 2026. Existing safeguarding responsibilities continue, and urgent protective referrals must not wait for the future regime. Read section 3.16. [008]

39 C. The relevant concern is the actual harmful behaviour and context, including who may pass information onward or exert pressure. Identity cannot substitute for individual assessment. Specialist advice can improve protection without stereotyping, broad surveillance or sharing sensitive judgements with people who may not be safe contacts. Read section 3.10. [028]

40 A. Completion of actions does not necessarily mean their protective purpose has been achieved. Review should examine continuing threats, responsibility for them and the learner's access to help. A reasoned closure or transfer decision requires outcome evidence and clear arrangements, not only signatures or improved attendance. Read section 3.16. [006]

Chapter 4 answers

- 01 C.** The reported conduct and control of assessment create a protective concern even without physical contact. Independent access reduces dependency while appropriate safeguarding and allegations routes examine the account. The apprentice should not carry responsibility for collecting proof or confronting her supervisor. Read section 4.7. [006] [032]
- 02 A.** Staff must not request or retain sexual imagery of children to verify a report. Manipulated material can cause real harm and requires safeguarding consideration. Immediate safety, continuing threats and specialist handling matter more than the tutor personally establishing authenticity. Read section 4.9. [039]
- 03 D.** Sexual assault referral centres provide a specialist route without requiring a prior police report. The DSL still considers safety and any proportionate information sharing needs. Respecting one decision about reporting does not remove access to healthcare, educational adjustments or continuing support. Read section 4.6. [038] [003]
- 04 B.** Agreement given under perceived pressure does not establish that mediation is safe or genuinely voluntary. Sexual harm needs appropriate safeguarding and formal routes; a joint meeting must not replace them. Separate support and proportionate protective arrangements can be maintained without deciding guilt. Read section 4.10. [006]
- 05 B.** The review found benefits for bystander intervention but no demonstrated effect on perpetration, with benefits weakening over time. Its predominantly non-English evidence also limits direct transfer. Skills practice is reasonable within a wider evaluated approach, not as a guaranteed replacement for organisational controls. Read section 4.12. [040]
- 06 D.** The age of consent does not end childhood for safeguarding purposes. Special position of trust offences can protect 16 and 17 year olds, but their legal conditions must be checked. Staff should escalate and protect rather than declare either automatic legality or automatic guilt. Read section 4.3. [034]
- 07 A.** Capacity is decision specific and must not be inferred from diagnosis. Accessible support may help a person make relevant decisions, but nobody can provide substitute consent to sexual relations. The unwanted messages still require a safeguarding response based on their actual circumstances. Read section 4.3. [035] [033]
- 08 C.** Emotional presentation and later contact do not settle whether harm occurred. The tutor should preserve factual information and distinguish allegation from finding. Neither disbelief based on demeanour nor certainty based on a presumed trauma pattern is a defensible substitute for appropriate processes. Read section 4.4. [033] [006]
- 09 D.** Interim arrangements protect people and sustain education while relevant processes examine the account. They are not a finding of guilt, and protection need not wait for a verdict. Decisions should be proportionate, reviewed and attentive to the burden placed on the reporting learner. Read section 4.10. [006]
- 10 C.** The Care Act threshold has three linked conditions and does not cover all adults simply because they are learners. Its absence does not erase workplace protection, criminal justice options or educational responsibilities. The provider should address the practical concerns within its competence. Read section 4.6. [003] [032]
- 11 B.** Practical educational decisions usually need information about the adjustment and its purpose, not repeated detailed accounts of harm. Coordination limits unnecessary disclosure while protecting legitimate competence requirements. The DSL and curriculum manager should establish who needs which information for each action. Read section 4.10. [006] [003]
- 12 A.** Prevention should examine actual exposure, power and reporting access, including customer interactions and isolated work. A signed acknowledgement does not address those conditions. Practical controls and escalation arrangements can be tested with apprentices rather than inferred from the existence of training. Read section 4.13. [032] [041]

- 13 A.** Silence and laughter do not establish that conduct is welcome. A tutor can set a clear professional boundary without humiliating anybody or making a criminal finding. Private checking and recording allow the response to consider harm and any pattern that later emerges. Read section 4.12. [032] [006]
- 14 C.** The plan puts responsibility on the learner while leaving institutional control unchanged. Independent assessment, safe reporting and appropriate supervision arrangements address risks the organisation can influence. Confidence may be supported, but it cannot substitute for protective changes and accountable owners. Read section 4.8. [032] [006]
- 15 B.** The immediate priorities are safety, continuing threats and a secure route to support. An adult's emergency contact is not automatic permission to share intimate information. Staff must not expose the learner to further contact for evidence or store intimate material on personal devices. Read section 4.9. [003] [038]
- 16 D.** An increase in reports may reflect greater confidence, more harm or both. Numbers alone cannot distinguish these explanations. Leaders should examine what learners experience and whether responses work; suppressing a reporting route would remove information and potentially undermine protection. Read section 4.14. [006] [032]
- 17 C.** Off-site or out-of-hours circumstances do not remove the significance of a sexual harm report about a child. The DSL considers appropriate child protection and police routes, immediate safety and educational support. Disputes about ownership must not delay necessary action. Read section 4.6. [006]
- 18 B.** Support is not a declaration that an allegation is true or false. Separate contacts protect confidentiality and reduce conflicting roles. Proportionate arrangements can protect the reporting learner and sustain education for others while relevant safeguarding and formal processes examine the concern. Read section 4.10. [006] [003]
- 19 D.** An observational cohort can inform concern about long-term harm without proving causation in one individual. Occupational setting, confounding and sample selection limit direct transfer. The practical implication is prevention and appropriate support, with medical assessment left to qualified healthcare practitioners. Read section 4.4. [037]
- 20 A.** The organisation must provide cover and an alternative route so safeguarding does not depend on one person's availability. Current risk determines urgency. Continuity matters, but it cannot justify delay, exposure to the alleged source of danger or waiting for a complete action plan. Read section 4.5. [006]
- 21 B.** Trust is supported by an honest explanation of necessary information sharing and a calm response. Staff should not promise secrecy or require unrestricted consent before listening. Immediate safety and an appropriate safeguarding route can be addressed while keeping the learner informed. Read section 4.5. [006]
- 22 A.** A completed administrative action is not the same as reduced harm. The review must examine the learner's actual experience, including contact beyond work. New information can require further safeguarding advice and revised arrangements; it should not be dismissed because one task was signed off. Read section 4.14. [006] [003]
- 23 C.** Fictional cases can test judgement without compelling personal disclosure. Accessible materials, clear support routes and appropriate alternatives preserve learning while reducing avoidable exposure. Promises about classmates' confidentiality or lightly disguised real cases do not make compulsory intimate disclosure safe. Read section 4.12. [006] [040]
- 24 D.** Parental involvement can be protective, but potential danger from informing a parent must be considered. The DSL should coordinate with appropriate services and record decisions. Neither automatic disclosure nor a permanent secrecy promise addresses the specific risks and protective responsibilities in this case. Read section 4.6. [006] [039]
- 25 D.** Protection must be considered alongside access to legitimate learning and assessment. A change can reduce one risk while imposing a substantial educational burden on the person reporting harm. The provider should examine feasible alternatives and review the actual consequences rather than accept a written proposal automatically. Read section 4.8. [006] [032]

26 B. A reporting system must provide a route around an implicated person. The appropriate allegations lead and external arrangements can then be considered without confrontation or premature investigation. Conflict of interest is a reason to use the alternative route, not to delay recording or require corroboration. Read section 4.5. [006]

27 A. Consent to one activity or an existing relationship does not provide blanket permission. Staff can explain this distinction and respond to the concern without determining criminal guilt. A formal process considers the account and circumstances; neither a relationship nor regret alone settles the issue. Read section 4.3. [033]

28 C. One declined service is not the same as rejecting all support. A plan should record informed choices, agreed actions and continuing responsibilities, including any lawful sharing that is necessary despite refusal. Accurate recording preserves autonomy and avoids falsely presenting consent or disengagement. Read section 4.11. [003] [038]

29 A. A record should preserve facts, source and uncertainty, with allegations clearly distinguished from findings. A loaded label can spread unsupported conclusions and obscure what action is required. Waiting for a court finding would also lose necessary safeguarding information and delay appropriate protection. Read section 4.14. [006]

30 D. Technical removal is one task within a wider protective response. Continuing contact and learner access need review, with responsibilities agreed across relevant settings. Removing the learner from all learning systems or requesting intimate material would create additional harm without establishing safety. Read section 4.9. [039] [006]

31 C. Population associations do not define how every individual must respond. A lack of reported symptoms cannot establish that conduct was welcome or harmless. Research can guide prevention and follow-up, while clinical assessment remains with appropriately qualified professionals and support responds to actual needs. Read section 4.4. [036] [037]

32 B. Attendance can coexist with fear and coercion, so it is an incomplete measure of safety. Review should examine continuing contact, implementation and the learner's experience. Commercial value or a desire for silence must not determine whether protection remains necessary. Read section 4.14. [006] [036]

33 C. Supervision should help practitioners recognise bias, uncertainty and role drift. Familiarity does not settle an allegation, and informal reassurance may influence others. The remedy is accurate reporting, boundaries and appropriate support, not replacing one premature certainty with another. Read section 4.14. [006]

34 B. Bystander education should develop safe, feasible responses rather than reward risk taking. Obtaining help or checking privately can be appropriate, depending on circumstances. The evidence supports skills practice but does not justify requiring learners to confront powerful or potentially dangerous individuals. Read section 4.12. [040]

35 D. A route through an implicated person can expose the learner and inhibit reporting. Independent safeguarding and allegations arrangements should address the concern, with limited information to an unimplicated employer contact where appropriate. Neither proof gathering nor unrestricted circulation is a safe substitute. Read section 4.13. [006] [032]

36 A. An official source can describe both present law and a future change. The policy must distinguish them, record the date and verify commencement when implemented. This avoids presenting an anticipated provision as already operative while maintaining the duties that currently apply. Read section 4.13. [032]

37 B. A criminal process decision does not automatically resolve all educational or employment risk questions. The provider should obtain appropriate advice, retain accurate allegation status and review proportionate arrangements. It must neither infer that nothing happened nor declare guilt or organise an informal investigation. Read section 4.14. [006] [032]

38 C. Closure should identify continuing responsibilities and confirm a workable handover and re-entry route. External support does not remove necessary educational arrangements. Equally, an internal plan need not remain open without purpose forever; the decision should be reasoned, reviewed and communicated appropriately. Read section 4.14. [006] [003]

39 A. Safe communication is part of protection, especially where monitoring or coercion may be present. The provider should agree a workable channel and appropriate wording rather than expose the concern through a shared account. Risk requires adaptation and specialist advice, not automatic abandonment of support. Read section 4.5. [003]

40 D. Inputs such as training and policies cannot demonstrate that a learner can use a reporting route safely. Testing access, independence and actual authority examines the practical dependency. Assurance should seek evidence of working protection, rather than preserve a reassuring narrative through fewer questions. Read section 4.13. [006] [032]

Chapter 5 answers

- 01 B.** Apparent agreement or initial benefit does not rule out exploitation. The reported threats and debt require a protective response, including consideration of the sibling. The coach must not ask the learner to continue risky activity for evidence or use academic success as reassurance. Read section 5.7. [043]
- 02 D.** The dependence map explores practical choice and consequences of refusal without assuming exploitation from gifts or friendship. An open question can reveal control while preserving trust. Stereotypes, demands for proof and requiring a label before support would obstruct understanding. Read section 5.3. [043] [045]
- 03 A.** The geography does not determine whether an apprentice is being exploited. Criminal exploitation can occur locally, and county lines is only one form. The reported coercion requires a safeguarding response without waiting for proof of cross-border travel or a particular network structure. Read section 5.2. [043]
- 04 C.** People of all genders can experience criminal exploitation and overlapping sexual or other harm. Staff should explore circumstances safely without profiling, public searches or assumptions from incomplete disclosure. A gendered expectation can cause relevant risks and support needs to be missed. Read section 5.4. [043]
- 05 C.** Privacy and independent communication support help avoid a potential controlling person filtering the account. The coach need not establish exploitation before arranging a safe conversation. Public confrontation or a translator selected by a possibly implicated party may increase risk and reduce reliable disclosure. Read section 5.4. [050] [053]
- 06 A.** There is no 24-hour waiting requirement. The unexplained absence and known threats require a risk based response, with emergency action where necessary. Unconfirmed assumptions between provider and employer should be resolved through actual contact, not an administrative warning or unsafe peer searches. Read section 5.6. [048]
- 07 D.** Return does not itself establish safety. The first response should check wellbeing and current risk, record relevant disclosure and coordinate with the appropriate services. Staff should not duplicate investigative or specialist return interviews, and support should not depend on a disciplinary admission. Read section 5.6. [047] [043]
- 08 B.** An adult with capacity must give informed consent to NRM entry. Declining this route does not end all protection or support, and refusal is not evidence of incapacity. The DSL should consider other lawful routes and explain any necessary information sharing accurately. Read section 5.11. [053] [044]
- 09 A.** NRM submission is restricted to designated first responder organisations, not everyone trained in safeguarding. The provider should connect with an authorised organisation and maintain appropriate protection. Lack of designation is not a reason to delay urgent safeguarding, police or healthcare action. Read section 5.11. [052] [053]
- 10 B.** The statutory Duty to Notify is attached to specified public authorities, not automatically every training provider. It is distinct from a consensual adult NRM referral and from other safeguarding or police action. Providers should use appropriate designated routes and understand their own status. Read section 5.11. [053]
- 11 C.** The current statutory guidance distinguishes the age at exploitation from the person's age at referral. Childhood criteria can inform the exploitation assessment, while an adult referral still requires informed consent where the person has capacity. The explanation should make both aspects clear. Read section 5.11. [044]
- 12 D.** NRM referral is not a guarantee of particular support, immigration outcomes or immunity. Informed consent requires accurate explanation, including uncertainty and relevant information sharing. The provider should correct misleading claims and obtain competent specialist advice rather than abandon support or promise outcomes it cannot control. Read section 5.11. [044] [053]
- 13 D.** Formal documents do not establish freedom where threats, retained documents and dependency may operate. The account requires a safety check and appropriate referral, not confrontation or a test of the alleged controller. Accommodation risk must be included in planning from the outset. Read section 5.10. [050] [044]

- 14 B.** An incorrect deduction warrants an appropriate employment response, but does not alone prove modern slavery. The provider should understand the circumstances and remain alert to coercion. Both automatic labelling and automatic dismissal lose the distinction between a rights issue and forced labour. Read section 5.2. [053] [050]
- 15 C.** The coach should not handle credentials or act as an intermediary for suspicious funds. Verified bank contact, appropriate reporting and a safety response address distinct risks. The learner may need practical support if banking access changes, but staff must not improvise transfers. Read section 5.9. [049]
- 16 A.** Staff should record available information and refer without requiring proof or continued exposure. Directing another journey could increase danger and interfere with competent agency work. The provider's role is protection and appropriate reporting, not covert investigation or dismantling an exploitation network. Read section 5.5. [043] [044]
- 17 B.** Paying or negotiating an alleged criminal debt can expose people to further demands and unsafe contact. Staff should seek appropriate protective advice and support legitimate needs through authorised routes. Neither the provider nor the family should be directed to buy safety from an exploiter. Read section 5.5. [043]
- 18 C.** The threshold includes care and support needs, abuse or risk, and inability to protect oneself because of those needs. The link in the third condition matters. A concern can be raised for advice without proving every detail, while other protective routes remain relevant. Read section 5.13. [003]
- 19 A.** A decision others consider unwise does not itself establish incapacity, and diagnosis is not a substitute for assessment. Provide practicable support and seek competent advice if capacity is genuinely in doubt. Continuing protection and support should not depend on unquestioning agreement. Read section 5.11. [044] [003]
- 20 D.** Enjoying company does not rule out coercion when refusal brings threats. The coach should explore practical choice and seek appropriate advice, including adult safeguarding where relevant. Instructing a confrontation or negotiating personally risks harm and exceeds the provider's protective role. Read section 5.13. [003] [043]
- 21 C.** Immediate danger requires emergency action, including 999 where appropriate. Internal meetings and incomplete forms must not delay protection. The staff member should establish safe communication and location where possible, notify the safeguarding route and avoid instructions that prolong exposure to danger. Read section 5.5. [050] [044]
- 22 D.** A declined referral does not determine that the concern was unfounded. New information should be shared through appropriate routes, and professional disagreement procedures used where necessary. The provider continues to manage risks within its control and does not require the learner to collect proof. Read section 5.14. [043] [047]
- 23 B.** The August 2026 guidance addresses consent when a potential victim turns 18 and transition into adult support arrangements. Early explanation and coordination reduce gaps, especially where accommodation changes. A birthday should not trigger an unplanned loss of contact or repeated disclosure requirements. Read section 5.11. [044]
- 24 A.** A file transfer is not evidence that responsibility and access have been established. A confirmed receiving owner, appropriate information sharing and practical next contact are necessary. Wide circulation or repeated disclosure can create new problems without securing continuity of protection. Read section 5.6. [047] [044]
- 25 A.** Continuity is valuable only where participation is safe and feasible. A reviewed alternative can preserve learning without insisting on avoidable exposure. Safeguarding does not require fabricated achievement or automatic withdrawal; it requires practical arrangements and appropriate coordination around risk. Read section 5.14. [047] [043]
- 26 C.** Victimisation and involvement in offending can coexist. Safeguarding should address coercion and safety while recognising harm to others and legal processes. Staff must not promise immunity, decide guilt or coach an account; competent advice is required for criminal justice questions. Read section 5.2. [043] [044]

- 27 D.** The NRM is an identification and support framework, not a substitute for urgent protection or other services. Immediate needs remain active while decisions are pending. Providers should coordinate appropriate routes rather than leave the learner exposed while waiting for a formal outcome. Read section 5.11. [044] [052]
- 28 B.** Operational routes change, and September 2026 official information identifies the Fair Work Agency. Providers should verify live contact details and distinguish current routes from historical resources. This does not remove emergency or other safeguarding routes, nor require abandoning useful older research. Read section 5.10. [050] [051]
- 29 D.** A reporting route must be usable independently of a potentially controlling employer. Accessible, safe alternatives address the actual barrier; visual polish alone cannot do so. Employer screening or public disclosure would further restrict privacy and may prevent the apprentice obtaining help. Read section 5.14. [050] [053]
- 30 A.** A selected national case review can reveal important service problems and critical moments, but it is not a representative prevalence survey. Treating its demographics as a universal profile could exclude other learners and reproduce bias. Use the findings to question practice, not stereotype individuals. Read section 5.4. [047]
- 31 B.** Qualitative practitioner interviews can inform understanding of adaptation and service difficulties, but cannot establish a causal effect for an untested mentoring programme. Local evaluation is needed for programme claims. Recognising those limits preserves the study's useful contribution without exaggerating what it demonstrates. Read section 5.3. [046]
- 32 C.** An adult may choose some forms of support and decline another. Accurate records distinguish these decisions and any continuing protective responsibilities. General labels can misrepresent engagement, while assuming consent from unrelated choices undermines an informed referral process and the person's autonomy. Read section 5.12. [053] [044]
- 33 B.** An effective plan addresses conditions and responsibilities beyond the learner's control. Safe travel, access and agency coordination require named owners and review. A resilience target or promise cannot demonstrate that threats have changed, and public identification would create additional danger. Read section 5.8. [043] [045]
- 34 C.** Useful safeguarding records identify sources, facts, uncertainty and actions. A definitive criminal label can misrepresent an unestablished allegation and obscure the information needed for response. Recording a concern does not require a confirmed NRM outcome, and wide circulation is not a quality check. Read section 5.15. [044] [053]
- 35 A.** Communication arrangements are part of safety, particularly where control or surveillance may be present. The learner's suggested private route should be considered and agreed. Explicit messages to a monitored account or copying the alleged controller can expose the concern and increase risk. Read section 5.5. [044] [050]
- 36 D.** An emergency contact may be implicated or unsafe in a particular concern. The DSL should consider child safeguarding routes and the risk of alerting those involved. Families can be protective, but their involvement requires judgement; neither automatic contact nor a blanket secrecy promise is appropriate. Read section 5.4. [043] [044]
- 37 C.** Complex legal and immigration questions require competent independent advice. The provider can coordinate access and address practical learning and safety needs, but must not offer guarantees or rely on an alleged controller's explanation. Housing and wages also require planning before a change creates additional risk. Read section 5.10. [044] [050]
- 38 B.** Attendance is an activity measure and may coexist with coercion. Review should examine practical freedom, threats and access to support. The learner's account here directly challenges an attendance-based conclusion, so it requires reassessment rather than administrative closure or pressure to change language. Read section 5.15. [043] [044]
- 39 D.** Contextual work examines the conditions surrounding the learner and who can change them. Shift patterns, travel and supervision may require coordinated organisational action. Repeating advice alone leaves those conditions intact, while public exposure of names and routes can create further danger. Read section 5.3. [045] [047]

40 A. Silence and a submitted referral do not demonstrate that protection is established. Loss of contact during a transition may increase concern and requires risk based reassessment, appropriate escalation and confirmed ownership. Closure must be reasoned; public disclosure or assumed success would undermine safety. Read section 5.15. [044] [047]

Chapter 6 answers

- 01 D.** A disclosure can be documented and acted upon without acquiring child sexual imagery. The coach should explain that proof is not a condition of support. Safe information handling and a prompt DSL handover protect the learner without making the coach an investigator. Read section 6.3. [039]
- 02 D.** The age at creation may make the material child sexual imagery even where the reporting learner is now an adult. Current threats still require attention. The coach should identify the uncertainty and obtain safeguarding advice while avoiding possession or redistribution of the image. Read section 6.4. [039]
- 03 C.** Rapid threats can produce intense distress and require a person-centred safeguarding response. Payment and negotiation may prolong coercion. Immediate safety, including possible self-harm concerns, must be addressed while appropriate reporting is arranged; educational follow-up comes after urgent protective action. Read section 6.5. [055]
- 04 B.** CEOP directs professionals to local safeguarding procedures and states that another Safety Centre report is unnecessary where police or children's social care have already been informed. The priority is a clear accountable handover, continued support and action on any new information. Read section 6.6. [056]
- 05 B.** Protection should not remove access to work or place the burden of fixing the environment on the target. The plan needs both individual support and action on communication and conduct. Follow-up must examine shifts, treatment and participation rather than merely counting fewer messages. Read section 6.7. [057]
- 06 A.** A network control has a defined technical scope and cannot establish protection on unrelated networks or mobile data. A coverage map makes responsibilities and gaps visible. Honest claims, proportionate controls and usable help routes are more defensible than blanket assurances unsupported by delivery arrangements. Read section 6.9. [059]
- 07 C.** Secure meetings require configured controls and accountable handling of recordings, not general caution alone. Participation, storage and access should match the sensitivity of the meeting. Staff must know how to operate the controls before a disclosure or other confidential discussion occurs. Read section 6.10. [061]
- 08 C.** Tool approval is not blanket approval for every input or purpose. A distinctive chronology may remain identifiable after superficial editing. The organisation must assess necessary processing, safeguards and professional responsibility before any such use, rather than asking the product to authorise itself. Read section 6.8. [058]
- 09 A.** Artificial media can cause real coercion, humiliation and harassment. Uncertainty about authenticity does not justify withholding support. Staff should distinguish allegation from finding, address current safety and use appropriate technical or agency advice without producing further exposure or redistribution. Read section 6.8. [058]
- 10 C.** The review distinguishes general use from problematic use and reports limitations in the evidence. It cannot justify an invented diagnostic threshold. The provider should examine the person's experience, learning, sleep and relationships and offer appropriate support rather than making unsupported clinical claims. Read section 6.11. [062]
- 11 B.** The concern is the relationship's coercive features and their effect, not the diagnosis alone. Accessible discussion should preserve the apprentice's voice while the DSL considers appropriate adult safeguarding or police routes. Staff should not impersonate learners or make unsupported capacity findings. Read section 6.6. [003]
- 12 B.** Continuous collection does not establish a staffed response. The decisive issue is who can interpret and act on an alert when it arrives. Leaders must resource and test the handover or describe service limitations accurately, rather than transferring an unsupported service promise to learners. Read section 6.9. [059]
- 13 D.** The UKCIS guidance explicitly identifies the school scope of searching advice. An independent provider cannot simply import those powers. A refusal does not prove guilt. The DSL should secure appropriate advice while maintaining a supportive response and safe handling of potentially illegal material. Read section 6.4. [039]

14 D. Intrusive monitoring needs a clear purpose, appropriate lawful basis and assessment of less intrusive options and impacts. Vendor popularity is not authorisation. Home capture raises additional privacy concerns, and a tick box does not replace a proper organisational decision about necessity and safeguards. Read section 6.10. [060]

15 B. A review can inform a decision without proving effectiveness in every setting. The chapter recommends contextual implementation and examination of outcomes and harms. Completion demonstrates participation in the programme, while learner access, practical skills and unintended exclusion require separate evaluation. Read section 6.11. [063]

16 D. Immediate danger requires emergency action; internal allocation must not create delay. The coach should use the information available, maintain support where possible and notify the DSL alongside the emergency response. A later record documents what happened and why rather than serving as permission to act. Read section 6.3. [055]

17 C. A concern can move from a digital channel into workplace treatment. The new information requires proportionate follow-up and should be recorded as an allegation or concern, not a proven finding. Closure should consider the learner's wider safety and access, not only the original messages. Read section 6.7. [057]

18 A. A public lesson is not an appropriate setting for a detailed safeguarding account. Recording and access controls should prevent further exposure, while the tutor arranges a private response. Existing sensitive material needs authorised handling; an informal confidentiality promise does not control later copying or access. Read section 6.10. [061]

19 C. Overblocking can obstruct legitimate education and support. A proportionate review process can correct restrictions while retaining appropriate controls. The learner should not have to reveal sensitive personal information publicly to challenge a block, and the decision should be documented and accountable. Read section 6.9. [059]

20 A. The safe decision is independent verification, not a contest over whether the media sounds authentic. Generated content can make deception plausible. A safe teaching exercise should practise checking consequential requests without producing realistic abusive or fraudulent material directed at identifiable people. Read section 6.8. [058]

21 D. CEOP's remit is child sexual abuse and grooming online, not ordinary account hacking. The tutor should clarify whether there are threats or exploitation and use appropriate technical and reporting routes. Technical and safeguarding responses may run together if further information establishes a concern. Read section 6.3. [056]

22 C. Online participation can provide belonging and is not itself evidence of abuse. Proportionate education and an accessible reporting relationship are appropriate. Staff should remain attentive to changes involving coercion or harm without turning the learner's interests into an unsupported allegation. Read section 6.6. [056]

23 B. Credible reassurance recognises the offender's responsibility and the learner's entitlement to support while being honest about limits. Removal tools and reports cannot guarantee every copy disappears. Negotiation and blame may intensify harm and discourage the learner from reporting renewed threats. Read section 6.5. [055]

24 D. Controls and handovers can be tested with safe test facilities and authorised simulation data. Searching for illegal material or reproducing it in training creates unnecessary harm and legal risk. The objective is to verify the system and response pathway, not to collect disturbing examples. Read section 6.9. [059]

25 A. A working product does not establish an effective safeguarding service. The identified weakness concerns absence cover and access to action. Completion requires evidence that the intended deputy can use the pathway, including a safe retest after correction, rather than relying on a closed technical ticket. Read section 6.13. [059]

26 A. A joint meeting can expose the learner to pressure or retaliation where power and fear have not been addressed. Support should not depend on accepting mediation. The provider should plan protection and use appropriate conduct processes while respecting the learner's account and preferences. Read section 6.7. [057]

- 27 **B.** Safety information must be usable by the people expected to rely on it. Accessible formats, visible routes and meaningful checks of decision-making address the identified barriers. An opening or completion metric alone does not show comprehension or that a learner can obtain help independently. Read section 6.11. [063]
- 28 **A.** Accidental exposure should be reported accurately so the DSL can advise on handling and support. The record can explain what occurred and subsequent action without reproducing the image. Repeated viewing or photographing would create further unnecessary handling rather than strengthen a safe response. Read section 6.4. [039]
- 29 **B.** An automated score is not a substitute for professional safeguarding judgement or appropriate fact assessment. The learner's disclosure and current safety still require attention. Competing scores or public exposure do not resolve reliability and may increase harm or discourage future reporting. Read section 6.8. [058]
- 30 **A.** Information collected for one purpose cannot simply become a general performance dossier. The request needs a lawful, necessary and proportionate basis, with sensitive details restricted. Seeking mental health support should not itself be interpreted as poor commitment or used to discourage help-seeking. Read section 6.10. [060]
- 31 **B.** The immediate communication context may affect safety and freedom to speak. The coach should not assume either involvement or safety from the partner's presence. Agreeing a safer contact method permits support and necessary information gathering without exposing the apprentice through a pressured conversation. Read section 6.3. [055]
- 32 **C.** The original plan places nearly all responsibility on the person being targeted and omits coordination. A stronger plan allocates professional actions, verification and escalation while including the learner's wishes. More training or vague vigilance does not fill the missing protective responsibilities. Read section 6.12. [055]
- 33 **A.** A sensitive search can reflect help-seeking, research or personal distress. Contextual checking should examine safety without assuming wrongdoing. Neither automatic punishment nor automatic dismissal is justified; public enquiry into private relationships also risks unnecessary exposure and discourages trusted disclosure. Read section 6.9. [059]
- 34 **C.** An assistant's fluent response does not establish an appropriate safeguarding service. Learners need reliable human and emergency routes and clarity about limitations. Leaders should assess whether the proposed use is safe, rather than presenting unreviewed generated material as professional protective advice. Read section 6.13. [058]
- 35 **B.** Imposed secrecy and an imminent isolated meeting create a contextual concern that needs prompt safeguarding attention. Apparent identity signals do not prove safety. Staff should not organise covert observation or wait for harm; the appropriate route assesses and addresses immediate circumstances. Read section 6.6. [056]
- 36 **A.** Supervision should support professional judgement and staff wellbeing while maintaining confidentiality. Repeated exposure and unrestricted circulation can compound distress and privacy harm. The review should identify relevant decisions and system improvements rather than treating access to every detail as a condition of learning. Read section 6.14. [057]
- 37 **C.** Camera-off behaviour has many possible explanations and does not justify an intrusive home inspection. A safe channel and proportionate participation arrangement address immediate barriers. Any specific safeguarding concern should follow the appropriate process, preserving privacy and avoiding public or peer-led investigation. Read section 6.10. [060] [061]
- 38 **D.** Relevance does not require acquiring learners' harmful or potentially illegal material. Fictional scenarios can teach decisions and reporting while preventing exposure and pressure to disclose. Clear private support routes allow a learner affected by the topic to seek help without performing their experience publicly. Read section 6.11. [057]
- 39 **D.** Contract language needs an operational pathway that people can use. The provider and subcontractor should know who receives, assesses and acts on concerns and how cover works. Testing and documenting limits provides assurance beyond a general allocation of responsibility on paper. Read section 6.13. [059]

40 D. A funding or programme milestone does not by itself resolve a protective action. Closure should identify continuing responsibility, unresolved needs and the learner's understanding of help routes. Indefinite informal monitoring and automatic deletion are also inappropriate substitutes for a reasoned, policy-based handover and retention decision. Read section 6.14. [055]

Chapter 7 answers

- 01 A.** The adult safeguarding threshold contains three connected conditions and is not established by diagnosis alone. The provider can support learning and access to care without inventing abuse or incapacity. Any new information about harm should be considered through the appropriate route rather than ruled out permanently. Read section 7.2. [003]
- 02 B.** The reviewed evidence does not support the fear that asking about suicide induces suicidal ideation. A direct, respectful question helps clarify immediate needs. It should lead to appropriate support, not become a clinical interview or a demand for reassuring statements that conceal distress. Read section 7.4. [064]
- 03 A.** A person saying they cannot keep themselves safe requires immediate attention under the NHS emergency advice. Internal roles must not delay that response. The coach should call for help, follow instructions and remain supportive while the safeguarding lead is informed alongside the emergency action. Read section 7.5. [065]
- 04 B.** NHS 111 with the mental health option provides an urgent route in England where immediate emergency action is not indicated. The provider should help make the connection and respond if circumstances change. A routine review or listening service does not replace urgent assessment when that is needed. Read section 7.5. [065]
- 05 D.** Self-harm deserves a compassionate response even where the person denies intending to die. The tutor should clarify immediate needs and connect appropriate support rather than diagnose severity from intention or appearance. Requests for photographs and punishment would create further harm and discourage disclosure. Read section 7.6. [066]
- 06 C.** NICE cautions against using scales or global stratification to predict suicide or decide access to treatment. Consistency does not validate a tool. Provider records should support judgement and appropriate help by describing current information, needs, actions and changes rather than offering false prediction. Read section 7.6. [066]
- 07 C.** The study evaluated a combined intervention in a particular healthcare population and design. It does not establish the effect of an isolated coach-written form in apprenticeships. Useful evidence requires attention to population, intervention components and delivery, with appropriate clinical care and follow-up maintained. Read section 7.7. [067]
- 08 D.** Limited evidence for a standalone intervention does not establish that all planning is harmful, nor does it justify treating a plan as a guarantee. The chapter distinguishes clinical safety planning from provider coordination and emphasises wider assessment, care, support and review appropriate to the individual. Read section 7.7. [068]
- 09 D.** A transparent evidence register records corrections and their stated effect. This correction does not justify reversing the overall conclusion or pretending no update occurred. Readers should be directed to the corrected article and note, with claims kept within what the revised evidence supports. Read section 7.7. [069]
- 10 D.** Disconnection during an immediate safety concern does not resolve the danger. The known location and relevant information should support an emergency response. A delivered message or promised safety is not an adequate handover, and unplanned peer visits may create additional danger. Read section 7.5. [065]
- 11 A.** Being under eighteen does not make every family contact safe. The concern about threats must inform safeguarding decisions alongside immediate health needs. The DSL should coordinate appropriate involvement and sharing; neither automatic parental contact nor an absolute secrecy promise adequately addresses the situation. Read section 7.6. [006]
- 12 B.** New or severe symptoms may require medical attention and should not be labelled by an unqualified tutor. Safety and appropriate assessment come before completing an activity. The provider should not improvise a treatment approach, and public credibility testing would be inappropriate and harmful. Read section 7.8. [065]

13 B. The response should match the information: an inclusion and wellbeing arrangement may be appropriate without inventing a safeguarding threshold. Teaching flexibility and assessment rules need separate consideration. Private discussion, review and access to appropriate advice support participation without requiring unnecessary disclosure. Read section 7.8. [074]

14 C. Trauma-informed practice concerns how services interact with people and avoid unnecessary harm. It does not require universal detailed trauma disclosure. Clear purposes, choice, predictable boundaries and safe support can operate while staff still respond appropriately to current safeguarding concerns and necessary information sharing. Read section 7.9. [070]

15 C. The study can illuminate how approaches are understood and implemented, including coordination and evaluation problems. It does not estimate a clinical effect of the provider's induction. Responsible use connects relevant insights with local evaluation and clearly states the limits of transfer and evidence. Read section 7.9. [071]

16 D. The pattern points to organisational demands and coordination rather than an individual deficit alone. The HSE lens directs attention to work design. A useful plan allocates actions to the employer and provider and tests whether protected time and a sustainable sequence actually become available. Read section 7.10. [072]

17 B. Observable impairment can justify immediate task-safety action without a diagnosis of intoxication. Several explanations remain possible. Appropriate health assessment and a safe handover protect the apprentice and others; accusation, unrestricted disclosure and unsafe travel would add avoidable risks. Read section 7.11. [073]

18 B. HSE guidance places testing within a properly managed policy and process; it is not a task to improvise. The provider can still act on safety observations and possible exploitation. Refusing an unauthorised test does not mean abandoning appropriate health or safeguarding responses. Read section 7.11. [073]

19 C. Coercion and debt change the understanding of the case and may indicate exploitation. Adult safeguarding requires consideration of all relevant threshold elements, not automatic inclusion or exclusion. Health, workplace conduct and protective responses can operate together with clear roles and a safe approach. Read section 7.11. [003]

20 A. An action needs an owner, purpose and response to change or absence. A coach can review learning access and agreed support within role, but should not be assigned vague clinical surveillance. The referral does not erase the provider's responsibilities for reasonable coordination and educational support. Read section 7.12. [066]

21 A. Attendance is one observation, not proof that the arrangement is sustainable or safe. The learner's account suggests unresolved demands. A review should examine workload, learning and relevant support, with appropriate occupational or health advice rather than an unsupported coach judgement about medical recovery. Read section 7.13. [072]

22 D. A factual record supports continuity and distinguishes observation from interpretation. Staff can document a learner's account and their actions without assigning a diagnosis. Removing all information or collecting peer opinions would not provide a reliable basis for appropriate support and professional handover. Read section 7.3. [074]

23 C. Trust requires honest boundaries, not an impossible secrecy promise. The fear about employment deserves attention and informs safe sharing. The coach should clarify immediate needs and use proportionate appropriate help, avoiding either indiscriminate disclosure or abandonment of the person's concern. Read section 7.4. [065] [019]

24 B. Predictability, choice and support can reduce unnecessary distress while preserving the skill being taught. The tutor does not need a detailed trauma history or authority to deliver exposure therapy. A specific accessible redesign is more defensible than forced disclosure or automatic removal of competence requirements. Read section 7.9. [070]

25 A. Safe services need supervision, boundaries and dependable cover rather than reliance on personal overextension. The coach cannot guarantee outcomes through constant checking. Management should support judgement and staff wellbeing while ensuring apprentices have clear routes when their usual coach is unavailable. Read section 7.14. [071]

26 C. A threshold decision does not establish that no need exists or that the account is false. The DSL should understand the reason, consider changed or missing information and identify suitable support or escalation. Repetition without clarification is less useful than an accountable alternative response. Read section 7.14. [003]

27 A. A promise is not a clinical assessment, a collaborative safety plan or a guarantee. It may discourage future disclosure. The provider should support appropriate care and a practical return arrangement with clear responsibilities, rather than claiming that responsibility or uncertainty can be signed away. Read section 7.7. [066]

28 D. Immediate help and safe support take priority over documentation. Staff should follow emergency instructions, consider the surrounding environment and avoid leaving the person unsupported merely to complete paperwork. The factual record remains important, but it documents the response rather than authorising an emergency call. Read section 7.5. [065]

29 C. A pattern linked to a particular relationship may indicate an environmental problem or harm, not only individual anxiety. Private enquiry can clarify context without assuming misconduct. Support and safeguarding consideration should not be delayed by a requirement to complete a wellbeing product first. Read section 7.10. [072]

30 D. An agreement is evidence of intention, not implementation. The learner's account identifies a gap that needs review, verification and accountable escalation. The plan should address the employer-controlled barrier rather than disguising non-delivery through signatures or transferring the problem back to the apprentice. Read section 7.13. [072]

31 D. Support should be informed without becoming indiscriminate disclosure. Different roles need different information, and functional arrangements may be sufficient for teaching. A restricted record with proportionate sharing reduces repeated telling and protects privacy while allowing consistent action across the programme. Read section 7.12. [019]

32 D. Performance and outward presentation do not establish a person's internal safety or wellbeing. The new account needs respectful attention and appropriate safety questions. Waiting for measurable programme failure or dismissing the disclosure would substitute an assumption for the apprentice's experience. Read section 7.3. [074]

33 A. Provider coordination can help a learner use appropriate care arrangements, but a coach should not casually replace a clinical plan. The two plans have different purposes. Necessary communication, agreement and clear boundaries allow support without taking over treatment or exposing private information widely. Read section 7.7. [066]

34 A. Signposting may be insufficient when distress itself prevents access. Practical assistance and a confirmed next step can make the handover usable while respecting the learner's preferences and privacy. This does not mean the coach replaces the service; it helps the person reach appropriate help. Read section 7.5. [065]

35 B. The reported control and threats may involve abuse and should not be reduced to an anxiety problem. Health and safeguarding responses can operate together. The provider should consider all adult threshold conditions and safe specialist support without automatically involving the person alleged to be causing harm. Read section 7.2. [003]

36 C. Choice and collaboration can include an appropriate supporter, subject to the meeting's purpose and safety. Clear boundaries help everyone understand their role. Support should strengthen the learner's participation rather than remove their voice or become an arbitrary test of professional authority. Read section 7.9. [070]

37 A. The response should encourage timely help and proper policy application without inventing either automatic dismissal or guaranteed immunity. HSE guidance supports a managed approach combining safety and assistance. Current task safety and any safeguarding concerns should be assessed on the actual circumstances. Read section 7.11. [073]

38 B. A useful review examines what people knew, the choices made and the conditions affecting action. It can identify accountable improvements without pretending that every outcome was predictable. Ignoring system weaknesses and demanding guarantees discourages candid reporting and leaves the same problems unresolved. Read section 7.14. [071]

39 C. Completion needs a reasoned transition where concerns remain. The learner should know who now holds responsibility and how to obtain help without the platform. Neither abrupt abandonment nor indefinite informal personal contact provides the clear, bounded and accountable coordination described in the chapter. Read section 7.15. [074]

40 B. The coach can contribute knowledge about learning and support but should not certify medical fitness outside competence. Appropriate professional advice and a practical agreed plan can address task suitability. A history of distress or a strong attendance record does not alone determine the decision. Read section 7.13. [072]

Chapter 8 answers

- 01 C.** Disability alone does not establish all three section 42 conditions. The provider should respond to the reported behaviour and assess relevant context, including any support needs linked to inability to protect, while considering other appropriate protection and employment routes. Read section 8.3. [017]
- 02 A.** The relevant criteria concern care and support needs, abuse or neglect, and resulting inability to protect, rather than whether the council currently funds care. Threats involving essential support make the connection relevant and require prompt safeguarding consideration alongside immediate safety. Read section 8.3. [017]
- 03 D.** Capacity is specific to the decision and time, and an unwise decision does not establish incapacity. The coach should support understanding and seek suitable advice if genuine doubt remains, rather than transfer an adult's decision making automatically to a relative. Read section 8.4. [018]
- 04 B.** The learner needs an accessible route that does not rely on a potentially implicated person. Appropriate independent support enables their voice while avoiding confrontation and premature investigation. Record the communication method and distinguish the learner's account from someone else's interpretation. Read section 8.5. [077]
- 05 B.** The observations justify professional curiosity without establishing an allegation as fact. Diagnostic overshadowing would close down other explanations, while assuming abuse would overstate the evidence. A safe conversation and factual record support the DSL in deciding proportionate next steps. Read section 8.6. [078]
- 06 D.** An interpreter attendance record does not demonstrate that the apprentice can get help or leave safely. The plan needs immediate protection, accessible follow-up and review of effect, with the child safeguarding route considered. Support should not depend on investigation or confrontation by the learner. Read section 8.7. [079]
- 07 A.** Protection can create new harm when essential support is removed without replacement. Owen's wishes matter alongside the reported threats and needs. Planning should address safe travel and private help while the DSL coordinates appropriate adult safeguarding consideration and responds urgently to any immediate danger. Read section 8.8. [017] [003]
- 08 C.** Education, leaving-care and safeguarding routes have different eligibility and responsibilities. A continuing EHC plan does not prove that travel or safeguarding has been handed over. Named owners, proportionate information sharing and confirmation of actual arrangements reduce gaps without delaying the current response. Read section 8.9. [076] [080]
- 09 D.** The decision should address actual risks and workable adjustments, not a blanket assumption about disability. Safe participation and opportunity both matter. HSE guidance supports individual consideration and specialist advice where needed, while the provider must also review its own learning arrangements. Read section 8.11. [081]
- 10 B.** The alternative assigns responsibility for the environment and evaluates the apprentice's actual experience. Confidence teaching may be useful separately, but it must not make the person reporting harm responsible for stopping it or replace safeguarding decisions about an adult colleague's behaviour. Read section 8.12. [079]
- 11 C.** Practical actions can often be implemented using limited information. Separating the support instruction from the controlled safeguarding record protects privacy while enabling teaching. The DSL should consider lawful, necessary sharing rather than either total disclosure or an absolute ban on communication. Read section 8.2. [003]
- 12 A.** Care experience, disability, capacity and adult safeguarding eligibility are distinct. The coach should respond to the expressed practical need and help confirm relevant leaving-care support. There is no basis in these facts for assuming abuse, global incapacity or an automatic section 42 enquiry. Read section 8.9. [080]
- 13 A.** The Mental Capacity Act can apply from 16, while the apprentice remains a child until 18. These frameworks may operate together. Her views and safety matter, and the DSL must consider appropriate involvement and lawful sharing without an absolute promise of secrecy. Read section 8.4. [018]

14 C. Communication and emotional expression vary. Neither calmness nor distress establishes truth or falsehood. Staff should preserve the learner's account and distinguish observation from inference, allowing the appropriate safeguarding process to assess concerns rather than requiring a standard narrative or emotional performance. Read section 8.5. [077]

15 B. Removing a writing barrier can create speech and privacy barriers. An inclusive system offers usable alternatives and considers whether someone else can see or hear the disclosure. The design team should test practical access and safe human follow-up rather than rely on one format. Read section 8.14. [077] [079]

16 D. The observation may be relevant, but the emotional interpretation has not been established. A factual chronology preserves what the coach saw and the basis for concern while allowing other explanations. Deleting useful observations or converting inference into fact would both weaken decision making. Read section 8.6. [078]

17 C. The Care Act criteria do not require lack of capacity. Relevant dependency may affect a person's ability to protect themselves even when they understand the situation. Report the concern and context, considering immediate safety and lawful sharing through the responsible safeguarding route. Read section 8.3. [017] [003]

18 D. A statutory threshold decision is not a finding that harm is absent. Other routes may address threats, practical safety and wellbeing. The provider should understand the rationale, clarify alternatives and retain responsibility for assigned actions rather than withdraw support solely because one service declined involvement. Read section 8.3. [003]

19 A. Attendance can improve for several reasons and may coexist with coercion. Review should examine the learner's account, access to help and unresolved pressures alongside participation data. A single favourable indicator cannot substitute for assessing whether the plan addresses its stated protection outcomes. Read section 8.15. [003]

20 B. Leading questions can shape the account and confuse interpretation with disclosure. Concrete open prompts and processing time support the learner's voice. Staff should gather enough information for safeguarding action without attempting an investigation or making communication ability contingent on a diagnostic label. Read section 8.5. [077]

21 B. Equal treatment is not always achieved by identical conditions. A quiet setting and processing time may enable access to disclosure without changing the seriousness with which concerns are handled. Individual discussion should inform adjustments, while urgent protection should not wait for unnecessary diagnostic paperwork. Read section 8.1. [079]

22 A. Contacting a potentially implicated person can increase control or retaliation and disrupt private help-seeking. The coach should first consider safety and involve the DSL. Independent communication and coordinated contact decisions protect the learner while avoiding an informal investigation or confrontation. Read section 8.8. [003]

23 D. A useful handover is purposeful and proportionate. The receiving person needs enough information to deliver their responsibilities, with the basis for sharing considered and receipt confirmed. Neither indiscriminate history sharing nor absolute non-sharing provides a reliable transition, and repeated disclosures can create unnecessary burden. Read section 8.9. [076] [080]

24 C. The question centres the adult's desired outcomes while continuing to address pressure and safety. Disagreement does not establish incapacity, and a waiver is not a safeguarding plan. The DSL still considers relevant duties, lawful sharing and appropriate specialist involvement according to the circumstances. Read section 8.4. [018]

25 D. Accessibility concerns the complete route into help, not a single visual property. The failed form and unanswered number show practical barriers requiring ownership, repair and testing. The learner should not be compelled to disclose through another person who may compromise privacy or safety. Read section 8.14. [079]

26 C. The Care and Support Statutory Guidance explains that adult safeguarding arrangements apply to safeguarding concerns for people aged 18 or over, even when children's services continue. Relevant colleagues should contribute to continuity. Mixed service involvement must not create a protection gap or postpone urgent action. Read section 8.3. [003]

27 B. The review offers important questions about voice, oversight and response, but its residential setting differs from apprenticeship provision. Transfer should be explicit and cautious. It cannot establish local prevalence, verify individual employers or replace direct assessment of the provider's own arrangements. Read section 8.14. [082]

28 A. Population findings identify a need for attention and accessible systems, not an individual finding of harm. The review's heterogeneous populations and methods also limit local transfer. Professional curiosity should respond to context while avoiding stigma, automatic victim labels and neglect of other learners. Read section 8.1. [075]

29 A. Qualitative research can illuminate experiences and inform design without proving the effectiveness of a new intervention. The provider should evaluate access, learning and practical use. Education supplements safeguarding arrangements and should not be presented as a guarantee against harm or a reason to avoid referrals. Read section 8.16. [077]

30 B. Fluency of the record is not the same as fidelity to the account. Processing time and clear separation of the learner's wording from interpretation support accurate understanding. The coach should correct inaccuracies appropriately and avoid pressuring the learner into a familiar narrative. Read section 8.5. [077]

31 C. HSE guidance recognises the need for temporary arrangements where support measures are delayed. The response should manage the actual risk while preserving participation where possible. Responsibility remains with competent authorised people; neither unmanaged continuation nor automatic permanent exclusion is justified by delay alone. Read section 8.11. [081]

32 D. The two records serve different purposes. Teaching staff need workable instructions, while sensitive allegations and decision rationales require controlled access. Responsible coordination maintains continuity without treating the full safeguarding history as ordinary learning information or erasing the necessary safeguarding chronology. Read section 8.2. [003]

33 C. A completed handover document does not show that support works. The coach should report the implementation gap, check urgent risk and help responsible people correct it. Review must examine actual experience and ownership, rather than treat signed minutes as proof of safe transition. Read section 8.10. [076] [080]

34 B. Contact methods can create risk when communications are monitored. The plan should specify safe follow-up and escalation for missed contact. A missed appointment warrants contextual assessment; it does not justify either exposing the allegation or assuming the concern has ended. Read section 8.12. [003]

35 D. Abilities and access needs vary by task, environment and emotional context. Success in an assessment does not establish that a sensitive disclosure conversation is accessible. Staff should respond to the present barrier, asking what support works without confusing safeguarding access with occupational competence. Read section 8.5. [079]

36 A. An absence of reports is ambiguous when access has deteriorated. The intervention may have removed a protective relationship rather than removed the risk. A review should ask the learner about actual safety and test contact arrangements, without requiring another allegation to justify access repair. Read section 8.15. [003]

37 B. The question examines voice, power and professional assumptions without presuming wrongdoing. Families may offer valuable support, but their confidence must not displace the learner's perspective. Constructive supervision helps practitioners recognise uncertainty and improve information gathering rather than rely on blame or automatic exclusion. Read section 8.15. [082]

38 C. The practical effect of a condition can guide adjustment discussion without indiscriminate access to medical history. HSE guidance supports worker involvement and appropriate specialist advice with consent. The coach should not diagnose or turn a straightforward access discussion into unnecessary disclosure to colleagues. Read section 8.11. [081]

39 A. Each action has its own purpose and owner. Another agency's closure does not demonstrate that the provider's practical support is complete. Safe closure requires achieved outcomes or an explicit transfer, clear continuing support and a route for renewed concern if circumstances change. Read section 8.15. [003]

40 D. The proposed evidence examines the learner's ability to use the system and understand follow-up. Training attendance is useful but cannot establish accessible practice. Quality assurance should test the complete help-seeking route without turning diagnostic categories into assumptions about individual reporting or risk. Read section 8.16. [075] [079]

Chapter 9 answers

- 01 B.** Lawful criticism and protest are not themselves evidence of a pathway to terrorism. The tutor should manage discussion and any actual behaviour consistently. A Prevent concern requires relevant contextual reasoning, while the provider should remain open to assessing genuinely new information if it later emerges. Read section 9.9. [004] [085]
- 02 D.** The February 2026 principles clarify that a clear ideology is not required where a possible terrorism pathway is of concern. Mental health or neurodivergence must not explain away that concern. Staff should consider urgency and use the appropriate safeguarding and referral process. Read section 9.10. [083]
- 03 A.** Statutory status depends on the organisation and relevant functions, not apprenticeship employment alone. The provider should map duties and funding conditions accurately while maintaining practical employer cooperation. A distinction in legal scope does not remove the need for safe reporting and coordinated support. Read section 9.2. [004]
- 04 C.** An alert is information requiring contextual review, not proof of intent. The assignment may explain the search but does not eliminate every possible concern. Staff should use authorised procedures, avoid public labelling and unnecessary harmful material, and assess what the information actually shows. Read section 9.12. [087] [088]
- 05 C.** The research contains associations across varied studies, many cross-sectional, rather than validation of this proposed tool. A score can create false certainty and discriminatory inference. Staff need relevant observations, context and appropriate escalation, not an invented algorithm presented as a scientific prediction instrument. Read section 9.4. [086]
- 06 A.** Harassment requires a response regardless of Prevent relevance, and the employer cannot outsource its responsibilities by proposing referrals. The DSL considers contextual information about any individual concern. Group association alone is insufficient, and protective action should not depend on the targeted apprentice investigating colleagues. Read section 9.11. [085] [087]
- 07 D.** The concrete weakness is access to the correct reporting route across regions and hours. A named action and practical test address that weakness. Risk labels and training counts alone do not show whether someone can obtain help when the provider's delivery model requires it. Read section 9.8. [090]
- 08 B.** Rigour does not require performing harmful advocacy or using learner identity as a teaching resource. Fictional, bounded scenarios can test reasoning and help-seeking. A recall-only replacement would also be weak because it fails to assess whether learners can apply protective knowledge in unfamiliar situations. Read section 9.6. [091]
- 09 A.** The review found more meaningful associations for specific radical content than simple media use, with substantial limitations. Hours online do not identify a terrorism pathway. Staff should neither presume danger from gaming nor rule out concerns where later contextual information indicates harmful influence. Read section 9.7. [088]
- 10 C.** The principles distinguish advice from referral judgement and specialist assessment. Local advisers can help staff understand concerns and processes, but they do not act as mandatory gatekeepers for frontline referrals. Specialist police assess progression, while Channel decisions sit within the appropriate multi-agency arrangements. Read section 9.5. [083]
- 11 B.** Referral volume can be influenced by many factors and can reward overreach or conceal missed concerns. Evaluation should examine the quality of reasoning, appropriate action and learner experience. Neither maximising nor eliminating referrals is a defensible substitute for proportionate contextual practice. Read section 9.13. [090]
- 12 D.** A source can remain relevant for one purpose while retaining historical references for another. The team should distinguish current inspection requirements from the Prevent guidance's statutory and operational content. Editorial accuracy requires checking the governing source for each claim rather than merging frameworks or assuming repeal. Read section 9.16. [004]

13 D. The 2024 definition concerns government engagement and does not itself change criminal law. It must not become a shortcut from disagreement to suspected offending. Harmful conduct still requires appropriate action, while Prevent relevance depends on a contextual concern about a possible terrorism pathway. Read section 9.3. [085]

14 B. Strengths can inform support and context but do not mechanically cancel relevant concerns. A learner may function well in one setting while facing harmful influence elsewhere. Formulation should consider how relationships and ambitions operate in this case rather than rely on an invented balancing score. Read section 9.4. [086]

15 C. Learners should not be directed into harmful networks or asked to gather propaganda to make an exercise authentic. Carefully designed examples can teach recognition and reasoning without creating live contact or unnecessary material handling. The provider remains responsible for safe curriculum design and appropriate boundaries. Read section 9.7. [088] [091]

16 A. An organisational assurance failure does not justify delaying a learner concern. Staff need a workable route based on urgency, while leaders repair the contractual and training gap. The apprentice should not be made responsible for resolving provider governance or deciding which professional must act. Read section 9.2. [004]

17 B. The question examines evidence and possible identity-based inference without ruling out future action. Religious practice and lawful disagreement are not proxies for terrorism risk. Staff should correct unsupported reasoning and assess any later relevant information consistently, avoiding both discriminatory monitoring and blanket non-action promises. Read section 9.5. [004] [085]

18 A. Protective teaching should not expose a learner or make them responsible for correcting those who targeted them. A carefully constructed fictional case can address the learning need, while the actual concern remains within appropriate safeguarding and employment processes with attention to retaliation and privacy. Read section 9.11. [087]

19 D. The coach should deliver assigned educational support and report relevant changes, not conduct an unofficial ideological intervention. Belief conformity and vocabulary recall cannot establish that a wider risk has resolved. Specialist assessment and case management remain with the appropriate professionals and multi-agency process. Read section 9.14. [083]

20 C. A scheduled review is not a substitute for responding to significant change. National remote delivery may alter local routes, staff knowledge and technical arrangements. Reviewing those effects links the assessment to actual provision without assuming that every change establishes individual radicalisation. Read section 9.8. [090]

21 C. The tutor needs enough relevant information to respond and refer, not an investigative collection of harmful content. Immediate safety, accurate recording and DSL involvement are priorities. Asking the learner to maintain risky contact or promising secrecy can increase danger and undermine appropriate professional action. Read section 9.7. [089]

22 D. Applied scenarios examine whether learners can use knowledge beyond the wording of a slide. Recall and attendance provide limited evidence of transferable judgement. Assessment should avoid compelled disclosure and should offer accessible response modes while asking learners to reason about safe, fictional situations. Read section 9.6. [091]

23 A. Local information can inform relevant awareness and controls, but demographics do not identify individual susceptibility. The provider should distinguish organisational context from personal findings and communicate information appropriately. Neither indiscriminate labelling nor dismissing all local evidence produces a useful, proportionate assessment. Read section 9.8. [090]

24 B. The 2026 principles state that neurodivergence may or may not be relevant context and must not explain away an otherwise relevant concern. It is also not an automatic risk marker. Staff should assess actual information and support access while maintaining appropriate professional boundaries. Read section 9.5. [083]

25 A. Trust requires an accurate explanation of limits, not a promise staff may be unable to keep. The learner remains a child, and the DSL should consider safe involvement, relevant duties and lawful sharing. Automatic disclosure or an absolute consent gate can both create risk. Read section 9.15. [004]

26 B. Research may inform content without establishing the effectiveness of a particular intervention. Risk-factor associations are not programme evaluation. The provider should describe evidence accurately and assess training suitability and outcomes, avoiding both unsupported guarantees and the mistaken conclusion that unproven guarantees make learning worthless. Read section 9.16. [086] [088]

27 C. A trusted relationship can support learning and help-seeking but does not replace appropriate assessment or referral. The coach should remain within an agreed, supervised contribution. Abrupt withdrawal may remove support, while acting as an unsupported specialist would exceed role and competence. Read section 9.14. [083]

28 D. A complaint should prompt respectful review, not suppression or automatic conclusions. The provider needs transparent routes and proper correction where errors are found, while preserving appropriate records. The Home Office also identifies a complaint route concerning Prevent application; defensible practice remains open to challenge. Read section 9.15. [089]

29 D. The terms describe different concepts, and conflating them can stigmatise a community and distort risk judgement. Accurate high-level explanation supports awareness without propaganda or learner spokesperson roles. Precision does not require ignoring ideology; it requires relating concerns to conduct and context rather than identity. Read section 9.3. [084]

30 C. Uncertainty should be recorded rather than overwritten by repetition. A clear ideology is not required for a relevant referral, and specialist police determine concern categorisation. The provider should explain actual information and the basis for concern without manufacturing certainty or imposing a learner classification exercise. Read section 9.4. [083]

31 B. The review identified limited evidence for individual family factors and no included evaluations of family-based interventions. It does not justify mandatory involvement regardless of safety or wishes. Families may be supportive or implicated, so individual context and the appropriate sharing process remain essential. Read section 9.15. [092]

32 A. The weakness concerns usable action, not attendance documentation. A simple rehearsal can reveal whether mentors know whom to contact and what information to share. Correcting and retesting the route improves practice without asking mentors to investigate or excluding learners whose work patterns differ. Read section 9.13. [090]

33 B. Clinical treatment and Prevent may address different needs, and attendance alone does not demonstrate that all responsibilities are complete. The DSL should clarify the agreed roles, outstanding actions and any new information. Provider learning and safety contributions continue according to the plan rather than assumptions. Read section 9.10. [083]

34 C. Protecting lawful discussion does not require tolerating targeted harassment. The tutor should address the conduct and support the affected person while considering any separate safeguarding concern contextually. Neither collective referral nor excluding the target is a proportionate response to the classroom behaviour described. Read section 9.6. [004] [085]

35 A. Immediate danger requires emergency action. An action plan, referral process or uncertainty about ideology must not delay contacting 999 and using urgent safeguarding arrangements. The record can then document the information, actions and rationale, while responsible professionals coordinate subsequent support and assessment. Read section 9.1. [089]

36 D. Learners can demonstrate judgement using fictional cases without revealing private experiences. Accessible response modes support participation while retaining meaningful assessment criteria. Compelled disclosure or peer labelling can create harm and does not provide reliable evidence that learners can recognise pressure and seek help. Read section 9.6. [091]

37 C. Cross-sectional associations cannot by themselves establish temporal order or causation and do not validate individual screening. The finding may inform cautious understanding alongside other evidence. Professional judgement remains necessary, but it should be explicit about uncertainty rather than present unsupported scientific certainty. Read section 9.4. [086]

38 B. Continuity requires defined, accessible responsibility rather than reliance on one person's availability. Trained deputies and tested escalation routes help staff act according to urgency and maintain professional boundaries. Personal-account workarounds or suspending reporting are not substitutes for a reliable organisational arrangement. Read section 9.2. [004]

39 D. Constructive case supervision examines how decisions were reached and what could improve. It addresses both missed concerns and overreach while making uncertainty discussable. Automatic referral and proof-only rules both distort the intended early, contextual response and undermine staff members' ability to act proportionately. Read section 9.15. [087] [083]

40 A. Current guidance should inform the handbook and operational briefing, with changes understood rather than assumed. Previous training remains useful but does not remove the need to update practice. Editorial maintenance must not delay urgent responses, and publication alone does not justify unexamined replacement of local procedures. Read section 9.16. [093]

Chapter 10 answers

01 C. An identifiable ideology is not a prerequisite for a contextual Prevent concern. Anxiety may inform support without explaining away possible susceptibility. Staff should address immediate safety and share relevant facts through the proper route, while continuing appropriate wellbeing and safeguarding responses. Read section 10.1. [083]

02 D. Consistency requires defensible reasoning, not uniform profiling. Demographic or disability characteristics do not establish a terrorism-related concern. The research does not validate this individual prediction tool; staff need contextual accounts, awareness of alternative explanations and appropriate specialist assessment when genuine concerns arise. Read section 10.3. [096]

03 D. Immediate danger requires emergency action without waiting for a form, proof or an unavailable manager. The coach should act within emergency arrangements and record the response once immediate safety action permits. The Prevent referral process is not a substitute for an urgent response. Read section 10.4. [089]

04 B. A useful record makes its evidential status visible. It distinguishes observation from reported information and acknowledges uncertainty without concealing a concern. Labels and invented quotations distort the account; corroboration may assist later assessment but is not always a prerequisite for sharing concern. Read section 10.3. [095]

05 B. Consent is not the only possible lawful basis for safeguarding sharing. The provider must still establish the appropriate basis, any additional conditions, necessity and proportionality. Refusal should be considered and recorded; it neither automatically blocks sharing nor permits unrestricted disclosure. Read section 10.6. [098]

06 C. Channel has specific consent requirements for people under 18, including parent or guardian consent. A refusal does not dispose of possible significant harm or other statutory safeguarding responsibilities. The appropriate professionals must consider those routes; relabelling specialist support cannot bypass the consent framework. Read section 10.6. [094]

07 D. The transition to 18 changes the necessary consent position for Channel support. The current guidance requires consent to continue support to be sought from the person after that birthday. A planned transition should address this without treating age alone as a reason to end educational help. Read section 10.6. [094]

08 C. Channel support is voluntary and consent must be freely given. Refusal does not establish guilt or remove other support needs. The provider should clarify any continuing specialist or safeguarding arrangements while offering appropriate educational help and avoiding unsupported punitive conditions. Read section 10.10. [094]

09 D. Local Prevent practitioners provide advice, training and guidance; they do not determine whether a frontline referral enters the system. Staff should consult their safeguarding lead and follow notice, check, share arrangements. Unavailable advice must not create an inappropriate gate or delay. Read section 10.5. [083]

10 A. Sending information and confirming that it has reached the responsible service are different tasks. The provider should chase through verified arrangements, identify ownership and keep new concerns under review. A pending referral does not suspend its responsibility for immediate safety and educational support. Read section 10.5. [095]

11 D. An outcome in one pathway does not determine every other safeguarding or learning need. The provider should review the continuing concerns through the appropriate routes and clarify what each service decision means. Administrative closure cannot stand in for evidence that support is no longer needed. Read section 10.2. [094]

12 A. Attendance is useful educational information but cannot establish the status of the original terrorism concern by itself. The tutor should report observed change and uncertainty. Specialist assessment integrates relevant information from multiple sources; provider updates should remain within professional competence. Read section 10.9. [099]

- 13 B.** Partners contribute their relevant knowledge and capabilities. The coach can provide educational observations and practical support while asking for specialist clarification. Participation in a panel does not confer competence to diagnose, deliver specialist ideological work or guarantee a particular risk outcome. Read section 10.9. [099]
- 14 A.** Proportionate sharing links information to purpose and recipient. Employers may need arrangements and relevant safety instructions without the entire case history. The provider should use authorised secure channels, explain decisions appropriately and keep sensitive panel records in restricted safeguarding systems. Read section 10.6. [097]
- 15 A.** Teaching staff need enough information to deliver agreed support, not automatically the full safeguarding account. Separating practical adjustments from sensitive case material supports continuity and proportionality. The restricted record retains the detailed rationale and authorised sharing history for those who need it. Read section 10.6. [098]
- 16 B.** Referral volume alone cannot show whether decisions are proportionate or support works. Sampling both action and inaction can reveal delay, weak reasoning and implementation gaps. Quotas or adoption targets risk distorting judgement and do not replace contextual review of individual decisions. Read section 10.13. [096]
- 17 C.** Respectful communication can acknowledge the learner's experience without withdrawing a defensible concern or promising secrecy. The provider should correct inaccuracies, explain its role and preserve relevant facts. Trust and accountability are supported by clarity rather than defensive silence or unsupported reassurance. Read section 10.4. [095]
- 18 B.** Uncertain information should be accurately attributed and contextualised. The DSL can record why it raises concern and what remains unknown while considering immediate safety. Treating it as proof distorts evidence; dismissing it or recruiting peers to investigate can leave risk unmanaged. Read section 10.3. [095]
- 19 A.** Transition requires confirmation that relevant information and responsibilities have reached the appropriate person. A secure proportionate handover can preserve practical support without unnecessary disclosure. Relying on an untested assumption or placing the whole burden on the apprentice creates avoidable gaps. Read section 10.12. [099]
- 20 A.** A previous decision reflects information available at that time. Material new information can justify reassessment and further sharing. Professional challenge should be factual and purposeful; repeated unchanged submissions or demands for proof from the learner do not address the changed circumstances responsibly. Read section 10.12. [094]
- 21 D.** The stated facts engage the three elements of the adult safeguarding threshold for consideration by the relevant authority. Prevent involvement does not exclude adult safeguarding. Providers should identify appropriate parallel routes, while avoiding the opposite error of assuming every adult apprentice meets that threshold. Read section 10.11. [003]
- 22 C.** An adult can need useful support without meeting the Care Act section 42 enquiry threshold. The housing need and any contextual Prevent concern should each receive an appropriate response. Neither apprenticeship status nor hardship alone establishes the statutory adult threshold or terrorism susceptibility. Read section 10.11. [003]
- 23 B.** Informed consent requires understanding, not merely a signature. Accessible language, interpretation and time may enable the person's decision. Communication needs do not themselves establish incapacity, and an employer does not acquire authority to consent simply through knowledge of the training programme. Read section 10.6. [094]
- 24 B.** Capacity cannot be inferred from diagnosis or disagreement. Adults are presumed able to decide, with support to understand where needed. If a genuine concern exists, the relevant decision-specific process is required; a coach's general judgement cannot transfer decision-making authority to a parent. Read section 10.6. [094]

25 D. An action shared in principle can be unowned in practice. Clear initiation, cover, confirmation and escalation arrangements make delivery observable. Another meeting or stronger formatting does not resolve ambiguity; the plan should not make the learner responsible for coordinating professional commitments. Read section 10.9. [099]

26 D. A confident numeric output does not establish validity or specialist competence. The provider needs approved data governance and human verification for any administrative technology use. An unvalidated automated score should not determine referral thresholds or replace a contextual safeguarding account and professional judgement. Read section 10.13. [096]

27 A. The wider group can receive useful safety education without disclosure of a live case. Fictional scenarios protect confidentiality and reduce speculation. Removing a name alone does not prevent identification, while avoiding all discussion would unnecessarily limit important learning about reporting and respectful conduct. Read section 10.11. [097]

28 C. A first conversation should support understanding of immediate safety and accurate reporting without becoming an investigation. Limited open questions and an honest explanation of confidentiality help preserve trust. Repeated interviews, proof requirements and promises of secrecy can create harm or obstruct the appropriate response. Read section 10.4. [095]

29 B. A locally developed framework may organise good practice without being a validated prediction instrument. Clear labelling protects against false confidence and misuse. The case-management evidence has important effectiveness gaps, so providers should evaluate implementation and outcomes honestly rather than imply unsupported predictive accuracy. Read section 10.14. [099]

30 A. Variation may identify a question worth exploring, but rates alone do not establish its cause. Contextual case review can examine consistency, barriers and potential bias. Small samples require caution, not automatic dismissal, and equal quotas would distort individual professional decisions. Read section 10.13. [096]

31 A. Completion and effect are different. A call conducted where the learner cannot speak safely does not fulfil the purpose of private contact. The review should involve the learner in agreeing a safer channel and assess whether that revised arrangement works in practice. Read section 10.13. [099]

32 D. Learners and peers should not be recruited to investigate or confront suspected radicalisers. The existing account can justify concern and appropriate sharing without creating new exposure to harm. Staff should focus on immediate safety, factual recording and the proper specialist response. Read section 10.8. [089]

33 D. Quality is not equivalent to volume. A relevant contextual account helps assessment while meeting proportionality requirements. Necessary health information may be shared through an appropriate lawful framework, but indiscriminate attachments, categorical exclusion and blanket consent demands all misunderstand the task. Read section 10.5. [098]

34 C. Professional challenge should identify the substantive issue and use agreed routes. Clarification and relevant additional information may resolve misunderstanding; escalation is appropriate where concern remains. Public exposure, repetitive pressure and stopping support would undermine confidentiality, proportionality and the learner's welfare. Read section 10.12. [094]

35 C. Family information can be valuable context, but it does not automatically explain away a specific concern. The provider should record the perspective, retain other relevant facts and consider appropriate referral and support. Requiring an exact ideological label would add an inappropriate threshold. Read section 10.8. [083]

36 B. Closure must have a defined meaning. A clear record identifies the service decision and any continuing responsibilities, while retaining an accurate history and routes for new concerns. Colour coding, erasure or an invented proof threshold cannot provide a safe handover. Read section 10.12. [099]

37 C. A referral does not establish that anyone is monitoring a child's whereabouts or safety. The provider should follow the relevant safeguarding absence arrangements and clarify what has actually happened. Assumptions between organisations can leave an urgent practical concern unowned. Read section 10.11. [095]

38 A. Constructive activity may contribute to an individual support plan, but it cannot replace appropriate assessment or establish resolution of a concern. Evidence about case-management effectiveness is limited. The provider should connect any activity with a clear purpose, suitable expertise and review. Read section 10.9. [099]

39 B. Observed activity and absence of known incidents do not establish a causal prevention effect. A responsible report can describe what was delivered, learner experience and measured changes while acknowledging uncertainty. Anonymisation protects identity but does not repair an unsupported effectiveness claim. Read section 10.14. [100]

40 C. A realistic fictional exercise tests ownership, cover, communication and escalation without exposing personal information. The combination reveals whether staff can maintain support while responding to change. Recall of dates or template appearance does not demonstrate these operational abilities. Read section 10.14. [099]

Chapter 11 answers

- 01 A.** Training completion and incident counts do not establish whether learners can report safely or trust the response. The board should investigate the mismatch through accessible feedback and case sampling. Low reporting can reflect several conditions, including barriers, and requires contextual interpretation. Read section 11.2. [012]
- 02 A.** A dependable safeguarding function requires organisational capacity rather than reliance on individual sacrifice. Expansion changes workload and communication demands. Named cover, authority and secure systems enable reliable practice; informal workarounds or nominally shared titles do not resolve the underlying capacity gap. Read section 11.3. [012]
- 03 C.** A reporting system must function when its usual recipient is the subject of concern. An authorised alternative route preserves accountability and appropriate confidentiality. Compulsory confrontation, informal circulation or anonymity alone cannot replace a clear mechanism for receiving and acting on the report. Read section 11.3. [006]
- 04 B.** Eligibility depends on the legal criteria and actual role. Employers must establish the appropriate level and any barred-list entitlement; safeguarding intentions do not create eligibility. Mapping duties and consulting current guidance avoids both excessive requests and omission of checks genuinely required. Read section 11.5. [101]
- 05 C.** Neither contact with an apprentice nor employment status alone determines eligibility. The provider and employer should examine the actual activities and current legal criteria, seeking advice where necessary. A learner's preference can inform experience but cannot establish or remove a statutory checking requirement. Read section 11.5. [102]
- 06 A.** A forwarded testimonial does not automatically establish an authentic employment reference. Recruitment should verify information and resolve required checks through the proper process. Commercial urgency cannot justify bypassing pre-start requirements, and a DBS result does not replace broader suitability assessment. Read section 11.4. [006]
- 07 B.** Safer recruitment requires proportionate scrutiny and a recorded decision, not automatic adverse conclusions from a gap. Fair assessment can include clarification and verification. Erasing uncertainty or excluding relevant suitability information would weaken the integrity of the process. Read section 11.4. [006]
- 08 D.** A DBS check is one source of information used in a suitability decision, not approval or a guarantee of future behaviour. Continuing supervision, boundaries and response to concerns remain necessary. New conduct should be assessed through appropriate processes without waiting for a criminal record change. Read section 11.5. [101]
- 09 A.** Frontline staff should not conduct an unofficial investigation or seek proof before reporting. The provider must consider immediate protection, preserve an accurate account and coordinate through the appropriate allegations process. Repeated interviews or confrontation can compromise safety and subsequent enquiries. Read section 11.6. [103]
- 10 A.** A move may contribute to immediate protection but does not resolve an allegation or possible risks to others. Commercial interests should not determine safeguarding action. Accurate recording, appropriate advice and independent ownership help ensure the concern receives a defensible response. Read section 11.8. [006]
- 11 B.** Interim protection and a finding of wrongdoing are distinct. The authorised case manager should consider risk, safeguarding and HR advice, document reasons and review arrangements. Neither automatic guilt nor an absolute wait for conviction provides a proportionate response. Read section 11.6. [006]
- 12 B.** Adult positions-of-trust arrangements differ from the child allegations route. Where a person works across populations, more than one responsibility may apply. The DSL should identify relevant routes and seek advice, ensuring a referral to one body does not leave other risks unaddressed. Read section 11.7. [003]

13 C. Confident communication does not establish freedom from coercion. The provider should listen, consider the learner's wishes and identify relevant support, safeguarding or police routes. Diagnosis is not a universal threshold, and neither incapacity nor confrontation follows automatically from the account. Read section 11.7. [003]

14 A. The DBS duty can apply where a person would have been removed from regulated activity had they not left, alongside the required harm-related condition. Resignation does not automatically end the process. Decisions require the actual facts and statutory criteria, not dismissal wording alone. Read section 11.10. [104]

15 C. Where the legal DBS referral conditions are met, a referral to another body does not automatically discharge the provider's duty. The organisation should act through the correct process and retain evidence. Assuming another agency will act can leave an important statutory responsibility unmet. Read section 11.10. [104]

16 D. Low-level classification should not prevent recognition of an emerging pattern or escalation where thresholds may be met. The manager should review facts and context fairly, decide appropriate action and check subsequent behaviour. Fragmentation and erasure weaken assurance; repetition alone is not a finding of abuse. Read section 11.9. [006]

17 B. Self-reporting supports an open culture but does not remove the need for proportionate scrutiny. The manager can acknowledge transparency, examine context and agree learning or action. Automatic exemption, punitive assumptions or discouragement would each distort the purpose of reporting. Read section 11.9. [006]

18 D. Research describes disclosure as a complex process affected by personal, relational and contextual barriers. Delay does not establish that an allegation is false or true. The provider should receive the account respectfully, record accurately and use appropriate safeguarding processes rather than apply timing stereotypes. Read section 11.11. [105]

19 D. Overlapping concerns need appropriate routing rather than dismissal by label. A personal grievance is not automatically whistleblowing, but its presence does not invalidate safeguarding information or possible public-interest wrongdoing. The provider should consider each element and explain the relevant procedures accurately. Read section 11.11. [106]

20 C. The channel through which information arrives does not determine whether it raises a safeguarding concern. The officer should route relevant content promptly and avoid unnecessary repetition or delay. Other complaint elements can be managed appropriately without allowing form categories to obscure potential harm. Read section 11.11. [006]

21 B. Openness must be supported by usable routes that work when senior leaders are implicated. Alternative oversight, appropriate confidentiality and follow-through make the promise credible. More prominent wording or compulsory confrontation does not address power, while public posting is not a sound substitute for authorised reporting. Read section 11.11. [107]

22 D. A contractual assurance statement is insufficient where other information raises questions about practice. Proportionate sampling and scenario testing can identify gaps in ownership, staffing and communication. The prime provider should understand delivery while preserving appropriate confidentiality and avoiding indiscriminate collection of personal information. Read section 11.13. [012]

23 C. Communication arrangements must reflect actual availability and the learner's working context. Accurate hours, alternatives and emergency instructions prevent false assumptions. A provider should test whether apprentices understand and can use the routes; an unstaffed promise or delayed review route can create avoidable risk. Read section 11.3. [012]

24 D. The learner needs a usable safe reporting route immediately, not after a design project. Accessibility includes assistive-technology use and privacy in the actual context. Reliance on the person controlling access may be unsafe, while visual availability does not establish functional access. Read section 11.14. [012]

25 D. A controlled exercise with fictional data can test operational behaviour without unnecessary exposure of personal information. The design should cover routing, access and confirmation as well as appearance. Unannounced fabricated allegations or unrestricted live-case circulation create avoidable confusion and confidentiality risks. Read section 11.14. [012]

26 A. The current FE and skills toolkit evaluates safeguarding at whole-provider level as Met or Not met. Exceptional applies to other graded areas. Ambition should focus on strong sustained practice and learner experience; training completion or a handbook cannot guarantee a professional inspection judgement. Read section 11.15. [012]

27 C. Credible evidence arises from accurate routine practice and traceable decisions. Polished retrospective summaries cannot resolve contradictory accounts or missing outcomes. Recording disagreement and unresolved issues appropriately supports learning and accountability; presentation changes or selective omission do not strengthen safeguarding itself. Read section 11.15. [012]

28 B. Reporting increases can reflect better recognition or trust, more harm, or several changes together. The provider needs contextual evidence before drawing a conclusion. Discouraging reports would obstruct learning, while declaring success from volume alone would repeat the same measurement error in a positive direction. Read section 11.12. [108]

29 B. Oversight needs sufficient evidence of practice, risk and improvement, not indiscriminate access to every personal history. Purposeful reporting and controlled access can support scrutiny while limiting disclosure. Neither blanket circulation nor complete withholding achieves the balance required for accountable governance. Read section 11.2. [012]

30 D. Supervision should make uncertainty discussable while strengthening evidence-based reasoning and action. Psychological safety does not mean uncritical agreement or absence of accountability. It also does not require personal disclosure; urgent protection must continue when necessary rather than wait for a scheduled reflective discussion. Read section 11.3. [107]

31 A. A learner who fears an authority figure needs a safe route beyond that person's control. Private provider contact allows concerns to be heard and considered without automatic confrontation. Partnership cooperation remains important but does not justify arrangements that prevent meaningful disclosure or delay protection. Read section 11.7. [003]

32 C. Assurance must relate to the actual individual deployed. A general statement cannot resolve an identity discrepancy. The provider should verify the person and required information through appropriate routes before authorised deployment; learner impressions and subject expertise do not replace this check. Read section 11.5. [006]

33 D. An annual review date does not authorise use of superseded requirements. Recruitment teams should check current guidance, identify what applies to their provider and roles, update procedures and record decisions. The September 2026 changes make edition control particularly important for accurate regulated-activity assessment. Read section 11.5. [102]

34 C. A transfer can be a protective action without resolving the allegation, potential risks to others or required referrals. Closure needs evidence about each outstanding responsibility. Treating relocation as complete resolution or proof confuses practical risk reduction with investigation outcomes and continuing accountability. Read section 11.8. [103]

35 B. Identification can arise from combinations of details even without a name. Learning can be shared through fictional or sufficiently anonymised material that preserves the practice issue. A verbal promise or professional audience does not remove confidentiality risks created by a recognisable account. Read section 11.15. [012]

36 C. The review found mixed results and measurement limitations, including the limits of education alone. A broader evaluation can examine whether behaviour and systems change over time. Immediate confidence has value but cannot demonstrate sustained practice; uncertainty in evidence does not justify rejecting all training. Read section 11.12. [108]

37 A. An open culture responds to failure with protection, accurate recording and improvement. Suppression or retrospective rewriting weakens accountability and prevents learning. The provider can explain current safeguards and corrective action honestly; reputation is not a reason to conceal relevant safeguarding information. Read section 11.15. [012]

38 A. Concerns about adult conduct should be considered on their facts and context. Status, payment and prestige do not make learner concerns irrelevant. The appropriate route may depend on the role and threshold, but staff should not suppress the account through assumptions about the adult's standing. Read section 11.9. [006]

39 B. Provider types and guidance wording can differ, so a defensible register starts from an applicability map. The organisation still needs reliable assurance and records, but should distinguish statutory requirements from recommended or locally selected safeguards rather than assert universal wording without checking. Read section 11.1. [006]

40 D. Completion of design tasks does not establish usable access or a reliable response. End-to-end testing and accessible learner input connect technical changes to the plan's purpose. Document counts and visual approval cannot show whether someone can safely raise a concern and receive action. Read section 11.14. [012]

Chapter 12 answers

- 01 D.** The plan supports protection; it is not a prerequisite for it. Urgent action must follow the danger and applicable routes. A signature or evidential investigation would introduce delay, while an unsupported absence arrangement would leave ownership and continuing risk unresolved. Read section 12.1. [002]
- 02 D.** Provider staff can coordinate the actions within their remit and contribute to statutory plans. They must not imply statutory authority they do not hold. Accurate naming makes responsibility and decision ownership clearer without removing the provider's continuing work. Read section 12.1. [002]
- 03 D.** The study supports a mechanism for translating intentions into action across other activities. It does not test this safeguarding form. Transparent transfer limits permit thoughtful use while preventing an unsupported claim of protective effectiveness. Read section 12.2. [014]
- 04 C.** The immediate actions need new owners, but the repeated failure also reveals an organisational weakness. Assignment, acceptance, absence cover and exception checks should work together. A reminder alone leaves the same conditions in place for the next case. Read section 12.3. [005]
- 05 A.** A defensible record distinguishes reported information, direct observations, interpretation and uncertainty. Anxiety does not establish an allegation as fact. Accurate attribution supports timely safeguarding judgement without requiring the coach to investigate or erase the substance of the disclosure. Read section 12.4
- 06 D.** A plan must respond to information about how its arrangements operate in real life. Safe contact takes priority over preserving an obsolete instruction. Version history should explain the change; it should not force continued use of an arrangement that may increase danger. Read section 12.5
- 07 D.** Capacity relates to a particular decision at a particular time and must not be inferred from communication preference or disagreement. Declining one service is not a refusal of all support. The plan should retain the adult's voice and consider relevant safeguarding duties separately. Read section 12.5. [003]
- 08 A.** Support for coping can be valuable, but it does not replace protective action by people controlling the workplace. The plan needs owned changes to supervision, access and reporting, with checks on retaliation and effect rather than a demand that the apprentice tolerate harm. Read section 12.6
- 09 B.** An intention does not demonstrate that a protective arrangement is usable. The plan should identify what must be confirmed, who will check and what happens while waiting. Learning continuity should be considered alongside safety rather than assumed or abandoned. Read section 12.6
- 10 B.** The provider cannot control another agency's decisions or allocate its staff without agreement. It can own a receipt check, follow-up and escalation of unresolved danger. Dependencies should be explicit so that waiting does not become an unrecorded gap in protection. Read section 12.6
- 11 C.** Timeframes must follow the particular danger and relevant event. A routine review interval can be useful for continuing oversight but cannot justify leaving tomorrow's exposure unexamined. The DSL should coordinate the appropriate immediate decision and any external action. Read section 12.7
- 12 B.** An operational extract should enable a covering colleague to identify the next action and route. General commitments and undifferentiated responsibility do not provide that clarity. Requiring repeated disclosures is unnecessary when an appropriate record and handover should support the response. Read section 12.7
- 13 C.** Professional challenge should identify the unresolved issue and its urgency without altering the evidence. An external decision must be understood in context. Appropriate interim protection and escalation remain available; neither fabrication nor an amateur investigation is defensible. Read section 12.7. [002]
- 14 B.** A protective arrangement must be workable in the apprentice's circumstances. Financial pressure may undermine its use. Staff should consider practical options and competent advice without blaming the apprentice, making promises outside their authority or sacrificing educational access automatically. Read section 12.8

15 A. The email and request are process evidence. The protective question is whether the relevant exposure changed. A review should compare the implemented arrangement with the apprentice's experience and act on any continuing danger, rather than relying on a completed tracker entry. Read section 12.8

16 C. Participation is not a reason to involve someone whose contact may increase danger. The adult's wishes and the relevant safeguarding and information-sharing framework require careful consideration. Using an employer as an intermediary would not remove the risk or the need for a lawful decision. Read section 12.9. [003]

17 C. Different routes address different questions. Non-progression through Prevent does not resolve every welfare or coercion concern, and it does not justify retaining an unsupported label. The provider should reassess proportionately and continue only the actions that remain justified. Read section 12.10

18 A. A mental health explanation should not automatically dismiss a contextual radicalisation concern. Equally, Prevent involvement does not remove other support needs. The plan should distinguish the evidence, appropriate referral decision and proportionate ongoing support without diagnostic or identity-based assumptions. Read section 12.10

19 C. A changed metric can have several explanations. Better attendance does not establish reduced harm, especially where avoidance and fear continue. The review needs evidence about the actual working conditions and whether the reporting and protective arrangements are usable. Read section 12.11

20 D. The repeated pattern suggests that the process and incentives favour visible completion over protection. More signatures would not necessarily change that. Assurance should test implementation, learner experience and remaining danger while preserving accurate records and accessible routes back to help. Read section 12.11. [005]

21 C. Relational continuity and safeguarding authority are different functions. They can complement each other when responsibilities are explicit. The coach should not be left to make specialist or statutory decisions outside their role, and the apprentice should not carry the coordination burden. Read section 12.12

22 B. A chronology explains events and decisions; a tracker identifies commitments and status. They can be linked without copying the entire narrative. Collapsing them carelessly can obscure either responsibility or the reasoning needed to understand how the case developed. Read section 12.12

23 B. A record should show what was known and decided at each point. Transparent correction and linked updates preserve that history. Retrospective rewriting creates a misleading account and prevents fair evaluation of the original decision in its actual context. Read section 12.12

24 B. Collective awareness is not an executable plan. The record needs accepted ownership, practical next steps and arrangements for failures or changes. Duplicating vague responsibility can make each participant assume that another person is acting. Read section 12.12

25 A. The documents show aspects of process. They do not establish whether promised changes operate or are usable. The review should examine protective and experiential evidence and explain remaining uncertainty rather than convert a document count into an assurance of safety. Read section 12.13

26 C. Recorded concern numbers reflect both harm and the willingness and ability to report it. A new system may change access or trust. Leaders should investigate those possibilities and examine response quality, rather than infer a protective effect from the count alone. Read section 12.13. [013]

27 A. A category may help prioritise work, but it cannot replace reasoning or establish predictive validity. The auditor needs to understand which concern changed and on what evidence. Session attendance is not, by itself, evidence that a danger has reduced. Read section 12.13

28 A. A reporting route must be usable in the circumstances where help is needed. Visual approval on one device does not establish accessibility or privacy. The immediate alternative protects access while the design team corrects and verifies the underlying barrier. Read section 12.13

- 29 A.** A just learning review considers the evidence, alternatives, constraints and judgement available at the time. It neither excuses deliberate misconduct nor assumes that an adverse outcome proves an earlier decision was unreasonable. Recording uncertainty supports honest review and appropriate revision. Read section 12.14. [109]
- 30 D.** Specific, evidence-based challenge makes the unresolved issue and urgency clear. It supports rather than undermines purposeful partnership work. General accusations or unexplained repetition may obscure the decision needed, while silence can leave the apprentice exposed. Read section 12.14. [002]
- 31 B.** The outstanding protective work must be covered promptly. Understanding workload and emotional demands can reveal correctable conditions without removing accountability. Reminders alone may not address why the checks are being missed or how the service will remain reliable. Read section 12.14. [109]
- 32 A.** Closure should be reasoned and proportionate, not a guarantee that nothing can happen again. The apprentice should understand remaining arrangements and how to seek help. Explicit reopening triggers make closure safer without retaining every case indefinitely. Read section 12.15
- 33 D.** A safe transfer requires an appropriate lawful information flow and continuity of accepted responsibilities. General inboxes and unnecessary full-file disclosure can create avoidable risks. Leaving the apprentice as the sole courier or withholding all relevant information may create a protection gap. Read section 12.15. [010]
- 34 D.** Agency and provider plans may address different responsibilities. The provider should understand the external decision and complete or transfer its own justified actions. Automatic closure and indefinite retention are both substitutes for a specific, evidence-based decision. Read section 12.15
- 35 B.** Shared responsibility does not mean unrestricted access to sensitive detail. Staff need enough information to perform their role safely, with an appropriate route for questions. An operational extract can support continuity while limiting unnecessary disclosure and repeated recounting. Read section 12.3. [010]
- 36 C.** A live plan must be usable by the people who may need to act, including deputies. Technical detail and references can support reasoning, but they do not compensate for missing operational clarity. The document should not depend on its author's memory. Read section 12.16
- 37 C.** Recognition and help-seeking can be taught through well-designed fictional scenarios and clear routes to support. Compulsory personal disclosure may expose learners or cause distress. The curriculum action should test the intended learning without making private experience the assessment material. Read section 12.16
- 38 D.** Commercial importance must not displace the protective purpose of the plan. A delay may alter the apprentice's exposure and needs active review, practical alternatives and escalation where warranted. Merely changing a date can conceal a continuing failure of protection. Read section 12.16
- 39 B.** Improvement methods may test administrative reliability, but they must not experiment with withholding urgent protection or required referrals. A clear prediction, measure and review can examine the checklist's operation. Evidence from other sectors does not authorise unsafe experimental decisions. Read section 12.2. [011]
- 40 A.** Multiple evidence sources strengthen a decision but do not remove uncertainty. The provider can consider proportionate closure or transition where remaining work is accepted and arrangements are clear. The record should preserve the history, reasoning and conditions that would prompt renewed action. Read section 12.15

References and further reading

Sources were checked on 9 September 2026. The entries below consolidate repeated exact links. Source numbers in the text and answer commentary identify the entries below. Titles retain their published wording. Older research is included where it explains a useful mechanism or remains relevant, with limitations discussed in the chapters.

[001] Department for Work and Pensions (2026). *Provider guide to delivering high-quality apprenticeships*.

<https://www.gov.uk/government/publications/provider-guide-to-delivering-high-quality-apprenticeships/provider-guide-to-delivering-high-quality-apprenticeships> Accessed 9 September 2026.

Source note: Updated 6 February 2026; notice says responsibility moved to DWP on 1 April 2026 and providers should continue to follow it. Governance and safeguarding section requires arrangements for all apprentices' safety and wellbeing, covering work and personal-life concerns, with possible contractual action for ineffective practice. Some operational wording still refers to ESFA/IfATE or previous assessment arrangements: use current funding rules and current assessment plans for those details, not this guide alone.

[002] Department for Education (2026). *Working together to safeguard children 2026: a guide to multi-agency working to help, protect and promote the welfare of children*.

https://assets.publishing.service.gov.uk/media/69fb1c28d0e316a40f269a5b/Working_together_to_safeguard_children_2026_a_guide_to_multi_agency_working.pdf Accessed 9 September 2026.

Source note: Current March 2026 edition, 173 PDF pages. Covers all children under 18 and multi-agency arrangements, early help, child protection, local assessment and escalation. Paragraph 164: immediate referral to local authority children's social care for suffering or likely significant harm. Providers contribute observations, support and escalation; statutory partners retain their statutory responsibilities. Do not present a provider action plan as a statutory child protection plan.

[003] Department of Health and Social Care (2025). *Care and support statutory guidance, Chapter 14: safeguarding*.

<https://www.gov.uk/government/publications/care-act-statutory-guidance/care-and-support-statutory-guidance> Accessed 9 September 2026.

Source note: Live guidance last updated 22 July 2025. Paragraph 14.2 sets three linked conditions: care/support needs; abuse/neglect or risk; inability to protect because of those needs. Actual receipt of services and eligibility for funded care are not prerequisites. Section 42 enquiry responsibility belongs to the local authority. A provider can report concern without deciding the statutory threshold itself; broader welfare/health/crime responses remain available where threshold is not met. Adult safeguarding should be person-led and outcome-focused.

[004] Home Office (2023). *Prevent duty guidance: for England and Wales (accessible)*.

<https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-england-and-wales-accessible> Accessed 9 September 2026.

Source note: Issued under CTSA 2015 section 29; in force 31 December 2023. Duty applies to specified authorities. Paragraph 147 defines FE categories; publicly funded provision subject to relevant Ofsted regime includes apprenticeship providers. Paragraph 164 requires attention to equality, data protection, freedom of speech and academic freedom and subcontractor awareness. All-age duty; no automatic inference from identity, religion, disability or lawful dissent. Some inspection terminology within this 2023 document has since been superseded: cite the 2026 Ofsted toolkit for inspection terminology.

[005] Reason, J. (2000). *Human error: models and management*.

<https://pmc.ncbi.nlm.nih.gov/articles/PMC1117770/> Accessed 9 September 2026.

Source note: BMJ 320(7237), 768–770. DOI 10.1136/bmj.320.7237.768. Distinguishes individual errors from the conditions, defences and latent weaknesses that shape them. The apprenticeship application is an inference: investigate lost handovers, inaccessible reporting, workload and cover arrangements as well as individual conduct. It is not an evaluation of safeguarding interventions or grounds to excuse deliberate misconduct.

[006] Department for Education (2026). *Keeping children safe in education 2026*.

https://assets.publishing.service.gov.uk/media/6a9081309a177a1decf97b00/Keeping_children_safe_in_education_2026.pdf Accessed 9 September 2026.

Source note: Final September 2026 edition, 198 PDF pages, in force from 1 September 2026. Read scope and provider-specific footnotes: ITPs are included in the definition of college for safeguarding children, but some recruitment regulations differ. All staff should read full Part One; the former abbreviated version is removed. Relevant precise locations: scope pp. 5–7; ITP recruitment paragraph 312 and footnotes 71–86; single central record paragraph 347 footnote 95; regulated activity volunteers paragraphs 383–385. Printed page numbers are normally PDF index + 1.

[007] UK Parliament (2026). *Crime and Policing Act 2026, Chapter 20*.

https://www.legislation.gov.uk/ukpga/2026/20/pdfs/ukpga_20260020_en.pdf Accessed 9 September 2026.

Source note: Royal Assent 29 April 2026. Sections 85–95 legislate a child sexual abuse reporting framework; section 255 provides commencement by regulations for those provisions. Enactment does not establish that every provision has commenced. Use **[008]** for official September 2026 statement that the reporting duty takes effect in 2027. Other provisions have different commencement dates: KCSIE 2026 describes removal of the supervised-volunteer regulated-activity exemption effective 1 September 2026.

[008] Home Office; Satvir Kaur (2026). *Written parliamentary answer to question 23390: child sexual abuse mandatory reporting*.

<https://questions-statements.parliament.uk/written-questions/detail/2026-08-28/23390> Accessed 9 September 2026.

Source note: Answered 7 September 2026. Explicitly states the new reporting duty comes into effect in 2027, with implementation work continuing. Supports a clearly marked forthcoming-change box rather than a claim that the CSA duty is already operational. Do not infer a precise 2027 commencement day from this statement. Existing safeguarding referrals must continue promptly regardless.

[009] Munro, E. (2011). *The Munro Review of Child Protection: Final Report—A child-centred system*.

<https://assets.publishing.service.gov.uk/media/5a7b455ee5274a34770ea939/Munro-Review.pdf> Accessed 9 September 2026.

Source note: Foundational systems review, not current statutory guidance. Supports learning from the experience and outcomes of children, professional expertise, feedback, and organisational conditions. For this handbook: evaluate whether a safety action actually helped rather than treating completion of a form as success. Its historical legislative recommendations must not be presented as present law.

[010] Information Commissioner's Office (2026). *Recognised legitimate interest*.

<https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/lawful-basis/a-guide-to-lawful-basis/recognised-legitimate-interest/> Accessed 9 September 2026.

Source note: Published 23 March 2026. UK GDPR now has seven Article 6 lawful bases, including recognised legitimate interest. Its safeguarding condition is defined and not an unrestricted permission; necessity and other principles remain. Special-category and criminal-offence data need additional conditions. Public authorities cannot use it for performing their public tasks. The emergencies condition concerns specified large-scale emergencies, not every individual health crisis. Map a provider's real purposes and basis with its privacy lead; do not make frontline action dependent on memorising articles.

[011] Taylor, M.J., McNicholas, C., Nicolay, C., Darzi, A., Bell, D. and Reed, J.E. (2014). *Systematic review of the application of the plan–do–study–act method to improve quality in healthcare*.

<https://pmc.ncbi.nlm.nih.gov/articles/PMC3963536/> Accessed 9 September 2026.

Source note: BMJ Quality & Safety 23(4), 290–298. DOI 10.1136/bmjqs-2013-001862. This systematic review found inconsistent application and reporting of PDSA in health care. Its use in this handbook concerns testing administrative improvements with clear measures; it does not validate a safeguarding intervention or justify withholding urgent action.

[012] Ofsted (2026). *Further education and skills inspection toolkit: for use on inspections from 1 September 2026*.

https://assets.publishing.service.gov.uk/media/6a917f155a0c25165ae46694/Further_education_and_skills_inspection_toolkit.pdf Accessed 9 September 2026.

Source note: Version 2.0, June 2026, current landing page updated 28 August 2026; 57 PDF pages including cover. Safeguarding evaluated at whole-provider level as Met/Not met (printed pp. 8–9); Exceptional is available in other evaluation areas. Mental-health issues developing into safeguarding risks are explicit on printed p. 3. Inspectors seek normal operating evidence and impact, not a prescribed file format or documents created solely for inspection. Other evaluation areas include inclusion; leadership and governance; curriculum, teaching and training; achievement; participation and development. Contribution to skills needs applies only to specified colleges/designated institutions.

[013] Child Safeguarding Practice Review Panel (2026). *Annual Report 2024 to 2025*.

<https://chidsafeguarding.independent-panel.uk/publication/annual-report-2024-25/> Accessed 9 September 2026.

Source note: Published 29 April 2026, analysing notified serious incidents in 2024–25 and 274 rapid reviews. Overlapping neglect, domestic abuse, mental-health and online concerns recur. Review samples are selected serious cases, not prevalence estimates for all apprentices. Panel cautions that reduced notifications may reflect under-reporting rather than reduced harm: provider dashboards should not equate fewer recorded concerns with improved safety. Direct report PDF linked from this official Panel page.

[014] Gollwitzer, P.M. and Sheeran, P. (2006). *Implementation intentions and goal achievement: a meta-analysis of effects and processes*.

<https://www.socmot.uni-konstanz.de/publications/implementation-intentions-and-goal-achievement-meta-analysis-effects-and-processes> Accessed 9 September 2026.

Source note: Advances in Experimental Social Psychology 38, 69–119. DOI 10.1016/S0065-2601(06)38002-1. Evidence on specifying when/where/how to act supports explicit if–then contingencies. Application to provider safeguarding plans is a reasoned design inference, not a directly tested safeguarding outcome. Use a concrete trigger, named owner and response; a trigger should not replace ongoing judgement or urgent action.

[015] McPherson, L., Gatwiri, K., Graham, A., Rotumah, D., Hand, K., Modderman, C., Chubb, J. and James, S. (2025; online 2024). *What Helps Children and Young People to Disclose their Experience of Sexual Abuse and What Gets in the Way? A Systematic Scoping Review*.

<https://link.springer.com/article/10.1007/s10566-024-09825-5> Accessed 9 September 2026.

Source note: Child and Youth Care Forum 54, 515–544. Review of 32 publications describes multifaceted barriers and safe relationships; disclosure can unfold over time. International and retrospective evidence, not an apprenticeship intervention trial.

[016] UK Parliament (1989 as amended). *Children Act 1989 sections 17 and 47*.

<https://www.legislation.gov.uk/ukpga/1989/41/contents> Accessed 9 September 2026.

Source note: Section 17 children in need and section 47 significant-harm enquiries are local authority functions; child status is under 18. Read current text with Working Together 2026.

[017] UK Parliament (2014 as amended). *Care Act 2014 section 42*.

<https://www.legislation.gov.uk/ukpga/2014/23/section/42> Accessed 9 September 2026.

Source note: Adult enquiry threshold requires care and support needs, abuse or neglect/risk, and inability to protect because of those needs. Needs need not be funded; the duty is on the local authority.

[018] Department for Constitutional Affairs and Office of the Public Guardian (2007 code current publication). *Mental Capacity Act Code of Practice*.

<https://www.gov.uk/government/publications/mental-capacity-act-code-of-practice> Accessed 9 September 2026.

Source note: Capacity is decision-specific and time-specific; support decision-making, presume capacity and do not infer incapacity from diagnosis or an unwise decision. Framework applies from age 16.

[019] Department for Education (2024). *Information sharing advice for safeguarding practitioners*.

https://assets.publishing.service.gov.uk/media/66320b06c084007696fca731/Info_sharing_advice_content_May_2024.pdf Accessed 9 September 2026.

Source note: Advice on necessary, proportionate, relevant, accurate, timely and secure sharing and recording decisions. Read alongside current law and 2026 guidance rather than preserving superseded cross-references.

[020] Information Commissioner's Office (Current page accessed 2026). *Sharing data to safeguard children FAQs*.

<https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/data-sharing/sharing-data-to-safeguard-children-faqs/> Accessed 9 September 2026.

Source note: Consent is not the sole lawful basis; distinguishes referral consent from data-protection consent. Page marked under review following Data (Use and Access) Act changes; use current ICO lawful-basis guidance for detailed application.

[021] Lauritzen, C., Vis, S. A. and Fossum, S. (2018). *Factors that determine decision making in child protection investigations: A review of the literature*.

<https://onlinelibrary.wiley.com/doi/10.1111/cfs.12446> Accessed 9 September 2026.

Source note: Child and Family Social Work 23(4), 743–756. Decisions reflect case, practitioner, organisational and external factors. International differences and methodological challenges limit direct prediction of individual decisions.

[022] Health and Safety Executive (Current guidance accessed 2026). *Young people at work: Apprentices*.

<https://www.hse.gov.uk/young-workers/employer/apprentices.htm> Accessed 9 September 2026.

Source note: Employers retain health and safety responsibilities for apprentices; under-18 responsibilities reflect young-worker risks. Training-provider responsibilities ordinarily align with placement organisers, subject to specified arrangements.

[023] Lohmann, S., Cowlshaw, S., Ney, L., O'Donnell, M. and Felmingham, K. L. (2024; online 2023). *The Trauma and Mental Health Impacts of Coercive Control: A Systematic Review and Meta-Analysis*.

<https://research.monash.edu/en/publications/the-trauma-and-mental-health-impacts-of-coercive-control-a-system/> Accessed 9 September 2026.

Source note: Trauma, Violence, & Abuse 25(1), DOI 10.1177/15248380231162972. Associations with trauma-related symptoms and depression; observational evidence and uneven participant representation prevent individual diagnosis or simple causal claims.

[024] Murley, F., Gecer, N., Niccodemi, G., Black, M., Fahy, K., Taylor-Robinson, D., McHale, P. and Bennett, D. (2026). *Is neglect different? Social determinants of child protection plans by recorded maltreatment type in England: a longitudinal ecological study, 2014/2015–2022/2023*.

<https://pubmed.ncbi.nlm.nih.gov/42556839/> Accessed 9 September 2026.

Source note: BMJ Open 16(8), e119211, published 5 August 2026, DOI 10.1136/bmjopen-2026-119211. Across 147 English local authorities, child poverty was associated with neglect plans. Ecological associations cannot identify individual neglect or establish individual causation.

[025] Taylor, J., Dickens, J., Garstang, J., Cook, L., Hallett, N. and Molloy, E. (2024). *Tackling the normalisation of neglect: Messages from child protection reviews in England*.

<https://onlinelibrary.wiley.com/doi/10.1002/car.2841> Accessed 9 September 2026.

Source note: Analysis of English child protection reviews highlights neglect and risks of normalisation. Serious-case selection and retrospective reporting do not provide population prevalence or causal estimates.

[026] UK Parliament (2021 as amended). *Domestic Abuse Act 2021 sections 1 to 3*.

<https://www.legislation.gov.uk/ukpga/2021/17/contents> Accessed 9 September 2026.

Source note: Defines abuse between personally connected people aged 16 or over and recognition of affected children as victims where statutory conditions are met.

[027] Home Office (2022; accessible update 2023). *Domestic Abuse: statutory guidance*.

<https://www.gov.uk/government/publications/domestic-abuse-act-2021/domestic-abuse-statutory-guidance-accessible-version> Accessed 9 September 2026.

Source note: Explains physical, psychological, economic and controlling behaviour, relationships and post-separation abuse; individual circumstances and cumulative patterns matter.

[028] Home Office and Foreign, Commonwealth & Development Office (2023). *Multi-agency statutory guidance for dealing with forced marriage and multi-agency practice guidelines: Handling cases of forced marriage*.

<https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage/multi-agency-statutory-guidance-for-dealing-with-forced-marriage-and-multi-agency-practice-guidelines-handling-cases-of-forced-marriage-accessible> Accessed 9 September 2026.

Source note: Combined statutory leadership guidance and non-statutory frontline practice guidelines. Updated after minimum-age change effective 27 February 2023. Family contact and mediation can increase danger; seek specialist advice.

[029] Home Office (2016; accessible version 2020). *Mandatory reporting of female genital mutilation: procedural information*.

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information/mandatory-reporting-of-female-genital-mutilation-procedural-information-accessible-version> Accessed 9 September 2026.

Source note: Personal duty for defined professionals and known under-18 cases. FAQ 6.2 explicitly excludes teachers in English FE colleges from the teacher duty, while Welsh FE differs. Wider safeguarding still applies. Some regulator/data-law names in older guidance require current checking.

[030] UK Parliament (2003 as amended). *Female Genital Mutilation Act 2003 section 5B*.

<https://www.legislation.gov.uk/ukpga/2003/31/section/5B> Accessed 9 September 2026.

Source note: Personal reporting duty introduced through the Serious Crime Act 2015. Defined professionals and specified known under-18 cases; read with Home Office procedural information for practical timing and scope.

[031] Home Office and Department for Education (Current guidance accessed 2026). *Multi-agency statutory guidance on female genital mutilation*.

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation/multi-agency-statutory-guidance-on-female-genital-mutilation-accessible-version> Accessed 9 September 2026.

Source note: FGM prevention, protection, professional roles and coordinated response; future risk and third-party accounts still require safeguarding consideration.

[032] Acas (2026). *What sexual harassment is*.

<https://www.acas.org.uk/sexual-harassment> Accessed 9 September 2026.

Source note: Defines workplace harassment, protection and employer responsibility. Current page flags changes from 30 October 2026, future at editorial cutoff; do not treat those future changes as already operative.

[033] Crown Prosecution Service (n.d.). *What are rape and sexual assault*.

<https://www.cps.gov.uk/types-crime/violence-against-women-and-girls/rape-and-sexual-assault/what-are-rape-and-sexual-assault> Accessed 9 September 2026.

Source note: Explains choice, freedom, capacity, withdrawal and reasonable belief in consent in England and Wales. Supports legal distinctions, not an educator determination of guilt.

[034] Crown Prosecution Service (n.d.). *What is child sexual abuse*.

<https://www.cps.gov.uk/types-crime/violence-against-women-and-girls/child-sexual-abuse/what-child-sexual-abuse> Accessed 9 September 2026.

Source note: Distinguishes age of consent 16 from childhood under 18 and describes special position of trust protections. Legal conditions should be checked in individual cases.

[035] UK Parliament (2005). *Mental Capacity Act 2005 section 27*.

<https://www.legislation.gov.uk/ukpga/2005/9/section/27> Accessed 9 September 2026.

Source note: Section 27 excludes substitute decisions consenting to sexual relations. This principle does not authorise a tutor to conduct a specialist capacity assessment.

[036] Blindow, K. J., Cedstrand, E., Elling, D. L., Hagland, M. and Bodin, T. (2024). *Gender-based violence and harassment at work and health and occupational outcomes A systematic review of prospective studies*.

<https://link.springer.com/article/10.1186/s12889-024-19304-0> Accessed 9 September 2026.

Source note: BMC Public Health 24:1788. Prospective evidence consistently links work-related sexual violence and harassment to later poor mental health; conceptual and measurement inconsistency limit interpretation.

[037] Freels, S., Lin, T. W., Johnson, T. P. and Rospenda, K. M. (2026). *Workplace Sexual Harassment and the Risk of Chronic Disease in a Prospective Cohort Study*.

<https://pubmed.ncbi.nlm.nih.gov/41750031/> Accessed 9 September 2026.

Source note: Behavioral Sciences 16(2):223, doi:10.3390/bs16020223. Cohort of 525 university employees, 23-year follow-up; harassment associated with later chronic disease. Observational study, occupational and selection limits, not proof of individual causation.

[038] NHS (n.d.). *Help after rape and sexual assault*.

<https://www.nhs.uk/live-well/sexual-health/help-after-rape-and-sexual-assault/> Accessed 9 September 2026.

Source note: Sexual assault referral centres offer specialist help without requiring a prior police report. Clinical decisions remain with appropriate services.

[039] UK Council for Internet Safety (2024). *Sharing nudes and semi-nudes advice for education settings working with children and young people*.

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people> Accessed 9 September 2026.

Source note: March 2024 non-statutory England advice: image handling restrictions, risk assessment, safeguarding referrals and removal support, including manipulated imagery. Ordinary staff must not request copies as evidence.

[040] Kettrey, H. H., Marx, R. A. and Tanner-Smith, E. E. (2019). *Effects of bystander programs on the prevention of sexual assault among adolescents and college students A systematic review*.

<https://onlinelibrary.wiley.com/doi/full/10.4073/csr.2019.1> Accessed 9 September 2026.

Source note: Campbell Systematic Reviews 15:e1013. Review of 27 studies, including 21 randomised trials, mainly USA; improved bystander intervention, no demonstrated perpetration effect, attenuation over time. Does not establish English apprenticeship effectiveness.

[041] Equality and Human Rights Commission (2024). *Sexual harassment and harassment at work technical guidance*.

<https://www.equalityhumanrights.com/guidance/sexual-harassment-and-harassment-work-technical-guidance> Accessed 9 September 2026.

Source note: Technical guidance updated September 2024 on the proactive duty to prevent sexual harassment. Read with current Acas guidance and the commencement dates of later changes.

[042] Houle, J. N., Staff, J., Mortimer, J. T., Uggen, C. and Blackstone, A. (2011). *The Impact of Sexual Harassment on Depressive Symptoms during the Early Occupational Career*.

<https://experts.umn.edu/en/publications/the-impact-of-sexual-harassment-on-depressive-symptoms-during-the/> Accessed 9 September 2026.

Source note: Society and Mental Health 1(2):89–105, doi:10.1177/2156869311416827. Longitudinal Youth Development Study plus interviews; association with depressed mood after adjustment for prior distress. Historical US cohort, not a diagnostic instrument.

[043] Home Office (2023). *Criminal exploitation of children and vulnerable adults county lines*.

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines/criminal-exploitation-of-children-and-vulnerable-adults-county-lines> Accessed 9 September 2026.

Source note: Defines child criminal exploitation and county lines, recognises local and digital forms and all genders. Apparent agreement and absence of stereotypical risk factors do not exclude exploitation.

[044] Home Office (2026). *Modern Slavery Statutory Guidance version 4.7*.

https://assets.publishing.service.gov.uk/media/6a9161e401bbff0bf8f97b61/CLEAN_-_MSSG_v4.7.pdf Accessed 9 September 2026.

Source note: Published 27 August 2026, statutory in England and Wales under section 49. Explains forms of modern slavery, adult consent/capacity, child-to-adult transition. Live notices on landing page affect decision policies and must be checked.

[045] Maxwell, N., Wallace, C., Cummings, A., Bayfield, H. and Morgan, H. (2019). *A systematic map and synthesis review of Child Criminal Exploitation*.

<https://cascadewales.org/wp-content/uploads/sites/3/2020/11/A-systematic-map-and-synthesis-review-of-Child-Criminal-Exploitation-October-2019-1.pdf> Accessed 9 September 2026.

Source note: Cardiff University CASCADE systematic map commissioned for child safeguarding review. Limited evidence of intervention effectiveness; concerns about fragmented practice and offender-focused responses. Historical service context; not a current legal source.

[046] Brewster, B., Robinson, G., Silverman, B. W. and Walsh, D. (2021). *Covid-19 and child criminal exploitation in the UK implications of the pandemic for county lines*.

<https://pmc.ncbi.nlm.nih.gov/articles/PMC8648145/> Accessed 9 September 2026.

Source note: Qualitative interviews with 46 practitioners about adaptation and detection during the pandemic. Practitioner perceptions and exceptional period restrict transfer; supports attention to changing context rather than a predictive checklist.

[047] Child Safeguarding Practice Review Panel (2020). *It was hard to escape Safeguarding children at risk from criminal exploitation*.

https://assets.publishing.service.gov.uk/media/5e5e7f47e90e077e3385cb44/Safeguarding_children_at_risk_from_criminal_exploitation_review.pdf Accessed 9 September 2026.

Source note: National qualitative review of 21 serious harm/death cases across 17 areas. Examines critical moments, relationships, education and limitations of familiar risk indicators. Selected cases cannot estimate population prevalence.

[048] Police.uk (n.d.). *What to do when someone goes missing*.

<https://www.police.uk/advice/advice-and-information/missing-person/missing-persons/what-to-do-when-someone-goes-missing/> Accessed 9 September 2026.

Source note: No need to wait 24 hours to report a missing person; action depends on risk, with emergencies requiring 999.

[049] National Crime Agency (n.d.). *Money Mules Do not be used*.

<https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/fraud-and-economic-crime/money-muling> Accessed 9 September 2026.

Source note: Explains recruitment and harm of money muling, recommends not receiving or moving money, and police reporting including 999 emergencies. Used without reproducing unverified prevalence claims.

[050] Fair Work Agency and Department for Business and Trade (2026). *How to report serious abuse or exploitation at work*.

<https://www.gov.uk/guidance/how-to-report-serious-abuse-or-exploitation-at-work> Accessed 9 September 2026.

Source note: Updated 3 August 2026; current exploitation reporting route and examples including retained passports, withheld wages, restricted movement and increasing debt. Distinguishes other employment problems.

[051] Fair Work Agency (2026). *Fair Work Agency official services and guidance*.

<https://www.gov.uk/government/organisations/fair-work-agency> Accessed 9 September 2026.

Source note: Current institution and service routes verified September 2026; provider directories should be updated from legacy GLAA assumptions.

[052] Home Office (2024). *Report modern slavery as a first responder*.

<https://www.gov.uk/guidance/report-modern-slavery-as-a-first-responder> Accessed 9 September 2026.

Source note: Designated first responders submit NRM referrals; potential children do not require consent; NRM referral is additional to child safeguarding. Check current statutory guidance for updates.

[053] Home Office (2026). *National referral mechanism guidance adult England and Wales*.

<https://www.gov.uk/government/publications/human-trafficking-victims-referral-and-assessment-forms/guidance-on-the-national-referral-mechanism-for-potential-adult-victims-of-modern-slavery-england-and-wales> Accessed 9 September 2026.

Source note: Updated April 2026; adult informed consent, designated first responders including Fair Work Agency, distinction from specified public authorities Duty to Notify and separate police information route.

[054] Department for Business and Trade and Fair Work Agency (2026). *Decent work a review of evidence for effective prevention and detection of labour exploitation*.

<https://www.gov.uk/government/publications/decent-work-a-review-of-evidence-for-effective-prevention-and-detection-of-labour-exploitation> Accessed 9 September 2026.

Source note: Published 7 April 2026, 74-page report drawing on expert seminar evidence on drivers and prevention. This source is not a randomised effectiveness trial; cited for its scope and structural perspective.

[055] National Crime Agency (n.d.). *Financially Motivated Sexual Extortion Sextortion*.

<https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/kidnap-and-extortion/sextortion> Accessed 9 September 2026.

Source note: Live official advice inspected September 2026. Covers stopping contact, avoiding payment, appropriate reporting and evidence handling. Removal tools have eligibility and platform-coverage limitations; staff must not copy child sexual imagery.

[056] National Crime Agency CEOP (n.d.). *Should I make a report to CEOP concerned adult*.

<https://www.ceop.police.uk/Safety-Centre/Should-I-make-a-report-to-CEOP-YP/Should-I-make-a-report-to-CEOP-concerned-adult/> Accessed 9 September 2026.

Source note: CEOP addresses child sexual abuse and grooming online. Professionals should follow local safeguarding procedures. A duplicate CEOP Safety Centre report is unnecessary where police or children's social care have already been informed.

[057] Henares Montiel J Pastor Moreno G Ramírez Saiz A Rodríguez Gómez M and Ruiz Pérez I (2023). *Characteristics and effectiveness of interventions to reduce cyberbullying a systematic review*.

<https://www.frontiersin.org/journals/public-health/articles/10.3389/fpubh.2023.1219727/full> Accessed 9 September 2026.

Source note: Frontiers in Public Health, 11, 1219727. DOI 10.3389/fpubh.2023.1219727. A systematic review identifying variation in effects and incomplete reporting of intervention features. It does not establish an effect in English apprenticeships.

[058] Department for Education (2025). *Generative artificial intelligence AI in education*.

<https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education> Accessed 9 September 2026.

Source note: Updated 12 August 2025. Addresses intended-use assessment, safeguards, professional responsibility and data protection. Evidence about learner-facing use remains emerging; approval of a tool does not authorise every input or purpose.

[059] Department for Education (2026). *Filtering and monitoring core standard*.

<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-core-standard> Accessed 9 September 2026.

Source note: Current digital core standard inspected September 2026. Defines leadership, safeguarding and technical responsibilities, annual review and consideration of devices and artificial intelligence. Read alongside the provider responsibilities in current KCSIE.

[060] Information Commissioners Office (n.d.). *Data protection and monitoring workers*.

<https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/employment/monitoring-workers/data-protection-and-monitoring-workers/> Accessed 9 September 2026.

Source note: Official monitoring guidance addresses necessity, proportionality, transparency and lawful basis. ICO flags review following Data (Use and Access) Act changes. Check current guidance and obtain data protection advice for specific implementations.

[061] National Cyber Security Centre (2026). *How to secure your online meetings*.

<https://www.ncsc.gov.uk/guidance/how-to-secure-your-online-meetings> Accessed 9 September 2026.

Source note: Published 19 March 2026. Covers account security, participation controls, privacy, recording and transcription for small and medium organisations. Secure technology does not itself establish a staffed safeguarding response.

[062] Tølbøll K B (2026). *Review Social media use and adolescent mental health an umbrella review and power analysis*.

<https://doi.org/10.1111/camh.70071> Accessed 9 September 2026.

Source note: Child and Adolescent Mental Health, published online 27 January 2026. DOI 10.1111/camh.70071; PubMed 41589024. Umbrella review of 72 reviews: general-use associations were weak and inconsistent, while problematic-use associations with ill-being were more consistent. No individual causal diagnosis follows.

[063] Colder Carras M Aljuboori D Shi J Date M Karkoub F García Ortiz K Abreha F M and Thrul J (2024). *Prevention and Health Promotion Interventions for Young People in the Context of Digital Well Being Rapid Systematic Review*.

<https://www.jmir.org/2024/1/e59968> Accessed 9 September 2026.

Source note: Journal of Medical Internet Research, 26, e59968. DOI 10.2196/59968. Rapid systematic review covering 41 reports and 33 interventions. Encouraging prevention findings are limited by study reporting and transferability; methods include vote counting.

[064] Dazzi T Gribble R Wessely S and Fear N T (2014). *Does asking about suicide and related behaviours induce suicidal ideation What is the evidence*.

<https://pubmed.ncbi.nlm.nih.gov/24998511/> Accessed 9 September 2026.

Source note: Psychological Medicine, 44(16), 3361–3363. Review found no statistically significant increase in suicidal ideation in the included studies of asking about suicide. This finding does not confer clinical competence or validate every questioning style.

[065] NHS (n.d.). *Where to get urgent help for mental health*.

<https://www.nhs.uk/nhs-services/mental-health-services/where-to-get-urgent-help-for-mental-health/> Accessed 9 September 2026.

Source note: Live NHS advice inspected September 2026: emergency help where life is at risk or safety cannot be maintained; NHS 111 mental health option for urgent needs. The page's review date remains April 2023, so this is not described as a new 2026 edition.

[066] National Institute for Health and Care Excellence (2022). *Self harm assessment management and preventing recurrence NG225*.

<https://www.nice.org.uk/guidance/ng225/chapter/Recommendations> Accessed 9 September 2026.

Source note: Published 7 September 2022. NG225 sections 1.6, 1.8 and 1.11 cover risk scales, non-healthcare settings and safety planning. Also available in the NICE text hosted by NCBI Bookshelf, NBK588208. The guideline does not confer clinical competence on education staff.

[067] Stanley B Brown G K Brenner L A and colleagues (2018). *Comparison of the Safety Planning Intervention With Follow up vs Usual Care of Suicidal Patients Treated in the Emergency Department*.

<https://jamanetwork.com/journals/jamapsychiatry/fullarticle/2687370> Accessed 9 September 2026.

Source note: JAMA Psychiatry, 75(9), 894–900. DOI 10.1001/jamapsychiatry.2018.1776. Non-randomised US Veterans Health Administration cohort comparison of combined safety planning and follow-up. Population, setting and design limit direct transfer to apprenticeships.

[068] Albaum C Irwin S H Muha J and colleagues (2025). *Safety Planning Interventions for Suicide Prevention in Children and Adolescents A Systematic Review and Meta Analysis*.

<https://jamanetwork.com/journals/jamapediatrics/fullarticle/2834286> Accessed 9 September 2026.

Source note: JAMA Pediatrics, 179(8), 886–895. DOI 10.1001/jamapediatrics.2025.1012. Limited evidence for standalone adolescent safety planning; no established reductions in reviewed suicide-related outcomes. Read with the July 2026 correction, [069].

[069] JAMA Pediatrics (2026). *Data Entry Error in Meta Analysis of Suicide Prevention in Children and Adolescents*.

<https://jamanetwork.com/journals/jamapediatrics/fullarticle/2851364> Accessed 9 September 2026.

Source note: Correction published 6 July 2026; JAMA Pediatrics, 180(9), 1050. DOI 10.1001/jamapediatrics.2026.2781. One outcome data-entry error was corrected; overall findings and clinical implications were stated to be unchanged.

[070] Office for Health Improvement and Disparities (2022). *Working definition of trauma informed practice*.

<https://www.gov.uk/government/publications/working-definition-of-trauma-informed-practice/working-definition-of-trauma-informed-practice> Accessed 9 September 2026.

Source note: Published 2 November 2022. Defines a service approach based on safety, trust, choice, collaboration, empowerment and cultural consideration. This is not a diagnostic instrument or evidence that every local programme is effective.

[071] Emsley E Smith J Martin D and Lewis N V (2022). *Trauma informed care in the UK where are we A qualitative study of health policies and professional perspectives*.

<https://link.springer.com/article/10.1186/s12913-022-08461-w> Accessed 9 September 2026.

Source note: BMC Health Services Research, 22, 1164. DOI 10.1186/s12913-022-08461-w. Policy analysis and qualitative interviews identify implementation variation and evaluation needs in UK healthcare. No apprenticeship clinical effect is estimated.

[072] Health and Safety Executive (2025). *What are the Management Standards*.

<https://www.hse.gov.uk/stress/standards/overview.htm> Accessed 9 September 2026.

Source note: HSE work-design framework covering demands, control, support, relationships, role and change. It informs organisational prevention of work-related stress, rather than individual diagnosis.

[073] Health and Safety Executive (2024). *Managing drug and alcohol misuse at work*.

<https://www.hse.gov.uk/alcoholdrugs/> Accessed 9 September 2026.

Source note: HSE guidance addresses workplace safety, support, safety-critical duties, policies and appropriately managed testing. It does not authorise coaches to diagnose intoxication or improvise drug testing.

[074] NHS (n.d.). *Help for suicidal thoughts*.

<https://www.nhs.uk/mental-health/feelings-symptoms-behaviours/behaviours/help-for-suicidal-thoughts/> Accessed 9 September 2026.

Source note: Current NHS public advice inspected September 2026. Encourages seeking support, trusted contacts and urgent help where needed. Provider coordination described in this chapter is an educational practice application, not a clinical intervention.

[075] Fang Z, Cerna-Turoff I, Zhang C, Lu M, Lachman JM and Barlow J (2022). *Global estimates of violence against children with disabilities an updated systematic review and meta-analysis*.

<https://pubmed.ncbi.nlm.nih.gov/35305703/> Accessed 9 September 2026.

Source note: Lancet Child and Adolescent Health 6, 313–323; doi 10.1016/S2352-4642(22)00033-5. International observational synthesis indicates higher violence burden; very high heterogeneity limits use of pooled figures for England apprenticeship settings or individuals.

[076] Department for Education and Department of Health (2015). *Special educational needs and disability code of practice 0 to 25 years*.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> Accessed 9 September 2026.

Source note: January 2015 Code is the document on the official page inspected; page updated September 2024 for a SENCO qualification link. Statutory scope is defined by named bodies and legislation, not all providers or all young adults indiscriminately.

[077] Douglas S and Sedgewick F (2024). *Experiences of interpersonal victimization and abuse among autistic people*.

<https://pubmed.ncbi.nlm.nih.gov/37842827/> Accessed 9 September 2026.

Source note: Autism 28(7), 1732–1745; doi 10.1177/13623613231205630; online 2023. Interviews with 24 autistic adults identify communication and relationship-education concerns. Qualitative experience study, not representative prevalence or proof of intervention efficacy.

[078] Cooke K, Ridgway K, Pecora L, Westrupp E, Hedley D, Hooley M and Stokes MA (2025). *Outcomes of Experiencing Interpersonal Violence in Autism A Mixed Methods Systematic Review and Meta-Analysis*.

<https://pubmed.ncbi.nlm.nih.gov/40781951/> Accessed 9 September 2026.

Source note: Trauma Violence and Abuse; doi 10.1177/15248380251357618. Nine-study quantitative meta-analysis and broader narrative synthesis associate violence with adverse outcomes. Ages span childhood to adulthood, and associations do not establish individual causation.

[079] Acas (2025). *What reasonable adjustments are Reasonable adjustments at work*.

<https://www.acas.org.uk/reasonable-adjustments> Accessed 9 September 2026.

Source note: Updated 30 January 2025. Explains individual employer adjustments, relevant knowledge of disability, discussion and review; Access to Work does not replace an employer legal obligation.

[080] Department for Education (2018). *Extending Personal Adviser support to age 25*.

<https://www.gov.uk/government/publications/extending-personal-adviser-support-to-age-25> Accessed 9 September 2026.

Source note: Explains Children and Social Work Act 2017 extension of support for eligible care leavers who want it. Individual entitlement and local arrangements need confirmation; care experience is not itself disability or the Care Act threshold.

[081] Health and Safety Executive (undated). *Employers duties in protecting disabled workers Making reasonable adjustments*.

<https://www.hse.gov.uk/disability/employers-duties/adjustments.htm> Accessed 9 September 2026.

Source note: Official current web guidance inspected 9 September 2026. Supports individual risk assessment and adjustments rather than blanket exclusion, worker involvement and specialist advice where needed. No invented requirement that every disabled worker disclose a diagnosis.

[082] Child Safeguarding Practice Review Panel (2023). *Safeguarding children with disabilities and complex health needs in residential settings Phase 2*.

<https://www.gov.uk/government/publications/safeguarding-children-with-disabilities-in-residential-settings> Accessed 9 September 2026.

Source note: National safeguarding review published 20 April 2023. Findings and recommendations concern residential settings. Transfer to apprenticeships is an explicit authorial application concerning voice, oversight and response, not a prevalence claim.

[083] Home Office (2026). *Key principles of Prevent*.

<https://www.gov.uk/government/publications/key-principles-of-prevent/key-principles-of-prevent-accessible> Accessed 9 September 2026.

Source note: Published 23 February 2026. Clear identifiable ideology is not required for a relevant referral; mental ill-health or neurodivergence must not explain away a Prevent concern. Clarifies frontline, adviser, police and Channel roles, including PAF introduced nationally January 2025.

[084] Home Office (2024). *Glossary of terms Prevent duty guidance*.

<https://www.gov.uk/government/publications/prevent-duty-guidance/glossary-of-terms> Accessed 9 September 2026.

Source note: Published 6 March 2024. Defines policy terminology including terrorism, radicalisation and relevant ideological categories. High-level definitions support understanding and do not permit staff to determine criminal guilt.

[085] Department for Levelling Up Housing and Communities (2024). *New definition of extremism*.

<https://www.gov.uk/government/publications/new-definition-of-extremism-2024/new-definition-of-extremism-2024> Accessed 9 September 2026.

Source note: Published 14 March 2024. Government engagement definition is non-statutory and does not change criminal law. Do not substitute it for contextual Prevent referral judgement or treat lawful disagreement as evidence of terrorism risk.

[086] Wolfowicz M, Litmanovitz Y, Weisburd D and Hasisi B (2021). *Cognitive and behavioral radicalization A systematic review of the putative risk and protective factors*.

<https://pubmed.ncbi.nlm.nih.gov/37133261/> Accessed 9 September 2026.

Source note: Campbell Systematic Reviews 17(3), e1174; doi 10.1002/cl2.1174. 127 studies, mostly cross-sectional; associations vary and sociodemographic factors generally smaller. Does not validate a learner prediction checklist or establish causation.

[087] Department for Education (2023). *Managing risk of radicalisation in your education setting*.

<https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/managing-risk-of-radicalisation-in-your-education-setting> Accessed 9 September 2026.

Source note: Updated 7 September 2023. Non-linear radicalisation and contextual, proportionate consideration. Read alongside 2026 Home Office Key Principles rather than interpreting older indicator lists as a diagnostic checklist.

[088] Wolfowicz M, Hasisi B and Weisburd D (2022). *What are the effects of different elements of media on radicalization outcomes A systematic review*.

<https://pubmed.ncbi.nlm.nih.gov/36913204/> Accessed 9 September 2026.

Source note: Campbell Systematic Reviews 18(2), e1244; doi 10.1002/cl2.1244. 53 studies, four experimental and 49 observational. Content-specific associations stronger than simple use; substantial bias and temporal-order limitations prevent causal platform claims.

[089] Home Office (2026). *Get help for radicalisation concerns*.

<https://www.gov.uk/guidance/get-help-if-youre-worried-about-someone-being-radicalised> Accessed 9 September 2026.

Source note: Updated 28 August 2026. Public explanation of Prevent, emergency 999, absence of a diagnostic checklist, national referral form, police assessment and complaints. Referral itself is not a conviction; privacy and safeguarding explanations require the more detailed professional guidance.

[090] Department for Education (2023). *Understanding and identifying radicalisation risk in your education setting*.

<https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/understanding-and-identifying-radicalisation-risk-in-your-education-setting> Accessed 9 September 2026.

Source note: Updated 7 September 2023. Proportionate risk assessment informed by local context, provider type, phase and size, with actions for identified risks. Does not validate an individual learner score based on demographics.

[091] Home Office (undated). *Prevent duty training Learn how to support people susceptible to radicalisation*.

<https://www.support-people-susceptible-to-radicalisation.service.gov.uk/> Accessed 9 September 2026.

Source note: Current official online training service inspected 9 September 2026; supports role-appropriate learning and escalation. Handbook completion does not replace required staff training or local operational briefing.

[092] Zych I and Nasaescu E (2022). *Is radicalization a family issue A systematic review of family-related risk and protective factors consequences and interventions against radicalization*.

<https://pubmed.ncbi.nlm.nih.gov/36913228/> Accessed 9 September 2026.

Source note: Campbell Systematic Reviews 18, e1266; doi 10.1002/cl2.1266. 33 studies of family factors; limited studies per factor and no included family intervention evaluations. Supports cautious contextual consideration, not a universal instruction to involve families.

[093] Home Office (2026). *Notice check share*.

<https://www.gov.uk/government/publications/notice-check-share> Accessed 9 September 2026.

Source note: Published 28 August 2026. New official process publication identified and opened. Chapter 9 signposts to detailed referral chapter; this record does not claim that publication itself confers a new statutory duty.

[094] Home Office (2025). *Channel duty guidance protecting people susceptible to radicalisation*.

<https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance/channel-duty-guidance-protecting-people-susceptible-to-radicalisation-accessible> Accessed 9 September 2026.

Source note: Updated 14 October 2025. England and Wales. Paragraphs 145–154 distinguish voluntary support, adult consent, parent or guardian consent under 18, re-consent at 18, capacity and alternative routes. Not Scottish PMAP guidance.

[095] Department for Education (2022 updated online). *Making a referral to Prevent*.

<https://www.gov.uk/guidance/making-a-referral-to-prevent> Accessed 9 September 2026.

Source note: Education-specific information for a contextual referral and continuation of support during assessment. Read alongside newer Home Office 2026 principles and verified police National Referral Form route.

[096] Wolfowicz M Litmanovitz Y Weisburd D and Hasisi B (2021). *Cognitive and behavioral radicalization A systematic review of the putative risk and protective factors*.

<https://pmc.ncbi.nlm.nih.gov/articles/PMC10121227/> Accessed 9 September 2026.

Source note: Campbell Systematic Reviews 17 e1174 doi 10.1002/cl2.1174. 127 studies; mainly cross-sectional. Associations across attitudes intentions and behaviours cannot establish individual prediction or causality.

[097] Department for Education (2024). *Information sharing advice for safeguarding practitioners*.

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice> Accessed 9 September 2026.

Source note: May 2024 advice for safeguarding children. Supports timely necessary proportionate sharing and recorded decisions. Does not remove need to identify applicable data protection conditions.

[098] Information Commissioner's Office (current online guidance). *A 10 step guide to sharing information to safeguard children*.

<https://ico.org.uk/10steps> Accessed 9 September 2026.

Source note: Consent is not a prerequisite for safeguarding sharing. Appropriate lawful basis and additional special category requirements still apply; scope child safeguarding across sectors.

[099] Lewis J Marsden S Cherney A Zeuthen M Rahlf L Squires C and Peterscheck A (2024). *Case management interventions seeking to counter radicalisation to violence and related forms of violence A systematic review*.

<https://www.campbellcollaboration.org/review/case-management-interventions-seeking-to-counter-radicalisation-to-violence-and-related-forms-of-violence-a-systematic-review/> Accessed 9 September 2026.

Source note: Campbell Systematic Reviews 20 e1386 doi 10.1002/cl2.1386. No eligible counter-radicalisation effectiveness evaluations; 47 studies informed implementation objective. Searches completed January 2023. Coordination and transition findings do not prove effectiveness of a KBC plan.

[100] Sydes M Hine L Higginson A McEwan J Dugan L and Mazerolle L (2023). *Criminal justice interventions for preventing radicalisation violent extremism and terrorism An evidence and gap map*.

<https://pmc.ncbi.nlm.nih.gov/articles/PMC10644945/> Accessed 9 September 2026.

Source note: Campbell Systematic Reviews 19 e1366 doi 10.1002/cl2.1366. Uneven evaluation evidence, few studies with radicalisation or extremism outcomes. Evidence map does not establish causal effectiveness of provider programmes.

[101] Disclosure and Barring Service (current online guidance). *DBS eligibility guidance*.

<https://www.gov.uk/government/collections/dbs-eligibility-guidance> Accessed 9 September 2026.

Source note: Employer responsibility to establish role eligibility for standard enhanced and barred-list checks. A job title or contact with an apprentice is insufficient.

[102] Disclosure and Barring Service (2026). *Eligibility guidance for Enhanced DBS checks*.

<https://www.gov.uk/government/publications/dbs-workforce-guidance> Accessed 9 September 2026.

Source note: Updated workforce guidance available September 2026. Eligibility and regulated activity depend on actual tasks and applicable criteria; use current workforce guide.

[103] Department for Education (2026). *Working together to safeguard children*.

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2> Accessed 9 September 2026.

Source note: March 2026 current edition. Multi-agency child safeguarding and allegations involving people working with children; local designated officer procedures and escalation need verification locally.

[104] Disclosure and Barring Service (current online guidance). *Making barring referrals to DBS*.

<https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs> Accessed 9 September 2026.

Source note: Legal duty has two conditions relating to removal or would-have-removed from regulated activity and relevant conduct harm test or relevant offence. Resignation and referral to another body do not automatically remove duty.

[105] Alaggia R Collin-Vézina D and Lateef R (2019). *Facilitators and Barriers to Child Sexual Abuse Disclosures A Research Update 2000–2016*.

<https://pubmed.ncbi.nlm.nih.gov/29333973/> Accessed 9 September 2026.

Source note: Trauma Violence and Abuse 20(2)260–283 doi 10.1177/1524838017697312. Review describes complex disclosure processes and individual relational contextual barriers. Does not allow judgement about truth of a particular allegation.

[106] UK Government (current online guidance). *Whistleblowing for employees*.

<https://www.gov.uk/whistleblowing> Accessed 9 September 2026.

Source note: Explains public-interest wrongdoing and protected disclosure context; personal grievance not automatically whistleblowing. Specific legal protection depends on conditions and route.

[107] Edmondson A (1999). *Psychological Safety and Learning Behavior in Work Teams*.

https://web.mit.edu/curhan/www/docs/Articles/15341_Readings/Organizational_Learning_and_Change/Edmondson_1999_Psychological_safety.pdf Accessed 9 September 2026.

Source note: Administrative Science Quarterly 44(2)350–383 doi 10.2307/2666999. Study 51 manufacturing teams links psychological safety and learning behaviour; observational and not a safeguarding intervention evaluation.

[108] O'Donovan R and McAuliffe E (2020). *A systematic review exploring the content and outcomes of interventions to improve psychological safety speaking up and voice behaviour*.

<https://link.springer.com/article/10.1186/s12913-020-4931-2> Accessed 9 September 2026.

Source note: BMC Health Services Research 20:101. 14 healthcare interventions; mixed effectiveness and measurement limitations. Transfer to apprenticeship governance is reasoned application not direct proof.

[109] Munro, E. (2019). *Decision-making under uncertainty in child protection: Creating a just and learning culture*.

<https://doi.org/10.1111/cfs.12589> Accessed 9 September 2026.

Source note: Child & Family Social Work 24(1), 123–130; first published online 2018. Examines uncertainty, organisational context and just learning cultures; does not establish predictive accuracy or intervention effects in apprenticeships.

Subject finder

Use these chapter and section references to locate the relevant guidance. The contents gives chapter page numbers, and the glossary explains key terms.

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FGM and forced marriage	3
Financial exploitation	5
Governance and Ofsted	11

Topic	Chapter or appendix
Information records	2 and 12
Mental health and self harm	7
Modern slavery and NRM	5
Online radicalisation	6 and 9
Prevent duty	9
Prevent referrals	10
Professional challenge	2 and 12
Reporting routes	2 and Appendix E
Sexual harassment and violence	4
Substance related harm	7
Suicide concerns	7
Supervision	11 and 12
Transitions and transfer	8 and 12
Workplace power	3, 4 and 5

Safeguarding is a shared professional responsibility.

A practical handbook for the people who support apprentices and shape their learning.

Safeguarding and Prevent in Apprenticeships brings together structured explanations, fictional cases and practical tools to support the recognition of concerns, thoughtful decisions and confident everyday practice.

INSIDE THE HANDBOOK

12

chapters

480

case-based MCQs with answers

24

visual models

48

fictional cases

Worked plans and reusable templates support practical team activity.

109 references support further reading and informed discussion.

For coaches, tutors, safeguarding leads, curriculum developers, designers and managers.



Kent Business College

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