



Safeguarding and Prevent Policy

Introduction

SR Apprenticeships places the highest importance on safeguarding and the safety and wellbeing of learners is paramount. This policy sets out SR Apprenticeships commitment and approach to action, in relation to its duty to safeguard and promote the wellbeing of young people and vulnerable adults.

This Policy aims to detail the framework for promoting and ensuring the safeguarding and protection of all applicants and apprentices. Safeguarding means “recognising that the needs, well-being and safety of all our applicants and apprentices are considered at all times and that actions relating to this are in line with legislation, recommendations and guidelines”. All adults who work with children and young people are accountable for the way in which they exercise authority, manage risk, use resources and safeguard children and young people.

A duty is placed on SR Apprenticeships to safeguard and promote the well-being of children and young people. This includes the need to ensure that all adults who work with children and young people are competent, confident and safe to do so.

Policy Statement

The purpose of this policy is to ensure that all apprenticeship learners are protected through the awareness, preventative and reactive action of all SR Apprenticeships staff who assist in the teaching/delivery, support and guidance of apprenticeship learners.

SR Apprenticeships takes seriously its responsibility to safeguard and promote the welfare of our apprenticeship learners; and to work together with all staff, associates, employers and external agencies to promote a multi-agency approach to safeguarding.

We understand that any of our learners may experience outcomes or barriers to their learning which may be a cause for concern. We ensure that all staff who are responsible for teaching, delivery, supporting or interacting with learners are trained to recognise behaviours, signs and symptoms of significant harm or need and will act appropriately and in the interest of the learner, when required. This policy covers the legislative requirements and recommendations pertaining to the protection of children, young people and adults at risk in the UK, in accordance with statutory guidance on safeguarding and promoting the welfare of learners in education.

The Safeguarding Policy of SR Apprenticeships reflects the importance of safeguarding and promoting the welfare of children (those under the age of 18), young and vulnerable adults. SR Apprenticeships will carry out its responsibilities under all relevant legislation, regulations and formal guidance for the protection of children and vulnerable adults.

This Policy is based on the guidance issued by the Department of Education to include:

- The Children Acts, 1989, provides the legal framework for the protection of people under 18 in the UK, specifically sections 17 & 47
- Statutory guidance on making arrangements to safeguarding and promote the welfare of people under 18 in the UK under section 11 of the Children Act, 2004
- Section 93 of the Education and Inspections Act, 1996, guidance on the use of reasonable force and section 26 of the Equality Act, 2010
- Education Act 2002 and 2011
- Working Together to Safeguard Children (March 2015)
- Keeping Children Safe in Education (2018)
- Safeguarding Children and Vulnerable Groups Act (2006)
- Safeguarding Children and Safer Recruitment in Education (2007)
- Counter Terrorism and Security Act 2015
- Multi-Agency child protection procedures and practice guidelines.

Policy Scope

This policy deals with the protection of children and vulnerable adults. Children are those under 18 years of age and will include those aged 16 - 18 on Apprenticeship courses.

SR Apprenticeships:

- Believes that all staff, particularly those working with apprenticeship learners, have a collective and individual duty to provide a caring, safe and supportive environment that positively promotes the health and wellbeing of each individual learner along with their social, physical and moral development
- Recognises that all staff, have a responsibility to protect our apprenticeship learners from harm whilst ensuring a consistent learner-centred approach to assessing and supporting, based on a clear understanding of learners' individual needs.

This policy statement applies to all staff who are responsible for teaching, supporting or interacting with apprentices, and is aligned to the Safeguarding Framework and Reporting Procedure and supporting documentation.

Safeguarding

Safeguarding is defined as the protection of learners and the promotion of their welfare.

Safeguarding comprises four main aims:

1. Protection from maltreatment or significant harm
2. Preventing impairment of health or development
3. Ensuring all learners have the opportunity to experience circumstances consistent of safe and effective care
4. Taking action to enable people to achieve the best outcomes

Working Together to Safeguard Children, 2013 defines maltreatment as; 'Inflicting harm or failing to prevent harm'

The Children Act, 1989, 2004 defines harm as; 'Ill-treatment or the impairment of health or development'

Significant can be defined as; 'Compared to the health and development of another with that which could be reasonably expected of a similar person (child, young person, adult or learner)'

SR Apprenticeships understands that there are numerous recognised barriers to learning and categories of significant harm or maltreatment which a learner may experience, such as:

- Harassment and bullying
- Forced marriage
- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect
- Domestic violence
- Financial abuse
- Institutional abuse
- Discriminatory abuse

SR Apprenticeships:

- Adopts an inclusive approach to safeguarding. We understand the importance of recognising the signs and symptoms of potential maltreatment or significant harm and how to report and refer a concern
- Recognises that a learner who is abused, experiences bullying or is witness to violence may feel alone, frightened and confused. We understand our responsibility to provide a stable, encouraging and safe environment
- Accepts that experiencing harm may significantly affect the behaviour of a learner, ranging from what is perceived to be normal to aggressive or withdrawn. Additional information on safeguarding and detailed definitions of the above categories can be found in the Safeguarding and Prevent Framework and reporting procedure.

Prevent

Following statutory guidance issued under Section 29 of the Counter-terrorism and Security Act 2015, a duty is placed upon SR Apprenticeships in exercising our undertakings to have 'due regard to the need to prevent people (staff, learners and associates) from being drawn into terrorism'.

In complying with the Prevent Duty, we aim to demonstrate an awareness and understanding of the risk of radicalisation within SR Apprenticeships. This risk may vary greatly and can change rapidly, but no area within SR Apprenticeships is entirely risk free.

There are three themes for consideration:

- Effective leadership
- Working in partnership
- Appropriate capabilities.

This is set out in our Prevent procedure and Risk Assessment.

An important part of Prevent, is also the promotion of British values. These are the norms that shape our society and which are enshrined in law, through legislation such as the Equality Act 2010.

British values are described as:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance for those with different faiths and beliefs, and no faith/belief.

Learners are encouraged to explore British Values as part of their apprenticeship programme, and contextualised within their programme of study.

What is Extremism?

The Government has defined extremism as "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs". This also includes calls for the death of members of the British armed forces.

What are British Values?

British values are defined as "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs". Training providers are expected to encourage young people to respect other people with particular regard to the protected characteristics set out in the Equality Act 2010.

Responsibilities of Staff

All staff have a responsibility to:

- Undertake training bi-annually which is formally recorded by the HR Team
- Be aware of when it is appropriate to refer concerns to the Designated Safeguarding Manager
- Exemplify British values of "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs" into their day to day work ethic and practice
- Read the Equality Act 2010 Policy

SR Apprenticeships responsibilities

All staff have a responsibility to follow the guidance laid out in this policy and related documents, and to respond to any concerns using the specified procedures. We expect all staff to promote good practice by being excellent role models, contribute to discussions about safeguarding and the Prevent Duty positively and to be actively involved in promoting best practice. Staff responsibilities for Safeguarding and Prevent are explicitly defined in their job descriptions.

- SR Apprenticeships will carry out its responsibilities under all relevant legislation, regulations and formal guidance for the protection of children and vulnerable adults
- Support the development of every apprentice in ways which will foster security, confidence and independence
- Provide an environment in which apprentices feel safe, valued and respected
- Implement preventative safeguarding measures to help raise awareness of safeguarding and protect apprentices from maltreatment or harm
- Ensure that employers are aware of their safeguarding obligations, through guidance and training
- Maintain open channels of communication with each employer. Apprentices may act very differently depending on their environment and may feel more comfortable discussing sensitive issues with different people
- Ensure that safe recruitment measures are implemented for staff working in regulated activity with learners, specifically those under 18
- Employ designated members of staff responsible for raising awareness of safeguarding and Prevent, providing specialist support to staff, learners and clients when necessary
- Support all staff affected by their experiences of safeguarding concerns and protect learners by encouraging staff to share concerns using the confidential safeguarding@sr-apprenticeships.co.uk email address or by contacting the Designated Safeguarding Officer.

SR Apprenticeships Board

- An appropriate Safeguarding and Prevent Duty policy is in place
- Sufficient resources including time, funding, training supervision and support, are allocated to ensure that the policy can be implemented effectively
- The policy is subject to annual monitoring and review
- One board member has particular responsibility for overseeing Safeguarding and Prevent Duty issues demonstrating a clear line of accountability at the most senior level
- SR Apprenticeships recognises its responsibility to implement, maintain and regularly review the procedures that are designed to prevent or notify suspected abuse.

Management Team

- Implementing the Safeguarding and Prevent Policy
- Monitoring, reviewing and updating the Safeguarding and Prevent Policy
- Monitoring the work of and supporting the Designated Lead Safeguarding Officer.
- To deter potential, unsuitable individuals from applying to SR Apprenticeships by demonstrating our attentiveness and vigilance in relation to safeguarding through our website and job advertisements
- To reject at interview stage anyone where we have doubts about suitability

Designated Lead Safeguarding Officer, Deputy Safeguarding Officer, Lead Liaison Officer, and Prevent Lead

The responsibilities of the Lead Safeguarding Officers, Lead Liaison Officer and Prevent Lead include:

- Promoting good practice in relation to Safeguarding and Prevent
- To promote awareness to staff of the need to safeguard children and to recognise that safeguarding is everyone's responsibility
- Developing and maintaining effective links with relevant external agencies, including the sharing of information.
- Providing support and advice to staff who share a concern or disclosure about a learner and maintaining appropriate records of concerns, incidents or disclosures on a secure central risk register
- Immediately investigating significant concerns and referring to the local Safeguarding Children's Board or Adult Safeguarding Board when necessary
- SR Apprenticeships will monitor all those that fall into the under 18 or vulnerable category through a regular welfare call and this is logged on a learner welfare tracker spreadsheet
- Oversight of the creation and maintenance of a secure, confidential, single central file to record staff DBS certificate details, safe recruitment details, emergency contact information and learner data for apprenticeship programmes
- Oversight of the delivery and review of SR Apprenticeships staff training in safeguarding and Prevent
- Oversight and delivery of the Prevent management procedure and risk self-assessment
- Ensuring that all non-confidential documentation relating to the Apprenticeship Safeguarding Policy and procedures is made available to all staff, learners and employers and the safeguarding referral procedure is made available to every learner-facing member of staff.
- To provide guidelines for staff in handling matters relating to actual or suspected child abuse
- To ensure staff act professionally

Staff responsibility

All staff have a duty to safeguard and promote the welfare of our applicants and apprentices. We all have a statutory and moral duty to protect children and young people. If anyone hears, or becomes aware of anything that leads them to believe that the safety or welfare of any child or young person is at risk due to neglect, physical, emotional or sexual abuse, they MUST pass on the information to the DSM. Additionally, staff have a duty to:

- Understand and fulfil their safeguarding responsibilities as outlined in this policy statement, the Safeguarding Framework and Reporting Procedure, and any supporting documents
- SR Apprenticeships will advise all employers of the existence of the SR Apprenticeships Safeguarding Policy and Procedures, and the fact that this may require cases to be referred to the investigative agencies in the interests of the child
- Ensure that all learner data is kept confidential in line with Data Protection Policy (GDPR)
- Report any safeguarding concerns or disclosures immediately to the Designated Lead Safeguarding Officer, using the email: safeguarding@sr-apprenticeships.co.uk in line with the reporting concerns procedure and supporting guidance
- Maintain strict confidentiality with learners in line with this policy and guidance from the Designated Lead Safeguarding Officer
- Engage in safeguarding and Prevent training and complete safeguarding assessments and qualifications as required

- Act on the basis that the welfare of the learner is of paramount concern and, if in doubt, to immediately seek advice from the Designated Lead Safeguarding Officer
- Be alert to signs of abuse as well as other children in need issues
- Be prepared to contribute to whatever actions are needed to safeguard the applicant or apprentice
- Read at least Part 1 of KCSIE September, 2018 and any updates communicated – confirming understanding in writing
- Abide by the Sexual Offences Act 2003
- Refrain from physical contact – children and young people should only be touched in ways that are appropriate to our professional or agreed role and responsibilities
- Treat children and young people with dignity and respect even in those circumstances where difficult or challenging behaviour is observed
- Advise a colleague if 1:1 working is required
- Discuss and raise awareness of issues, supported by a monthly welfare newsletter
- Signpost learners to the ETF side-by side course to develop their own understanding and value

The Designated Lead Safeguarding Officer is: Gemma Brown. Any concerns should be reported to her at safeguarding@sr-apprenticeships.co.uk.

The Designated Safeguarding Support, should Gemma Brown be unavailable, is: Jane Roberts,

The Board Director responsible for Safeguarding for SR Apprenticeships is: Nadine Hughes, Operations Director.

All three persons named above receive communications sent to safeguarding@sr-apprenticeships.co.uk.

Recruitment

Safe recruitment practices are followed as follows

- Job or role descriptions for all roles involving contact with young people and/or vulnerable adults contain reference to their safeguarding responsibilities
- There are person specifications for roles, which contain a statement on core competency with regard to young person/ vulnerable adult protection/ safeguarding
- Shortlisting is based on formal application processes/forms, including the submission of CVs.
- Interviews are conducted according to equality of opportunity principles and interview questions are based on the relevant job description and person specification
- DBS checks are conducted for specific roles for all staff working with young people and vulnerable adults.
- No formal job offers are made until after checks for suitability are completed (including DBS checks, two references, verification of identity and checking of qualifications). However, in exceptional and justifiable circumstances employment could begin prior to DBS clearance. In such cases, an appropriate risk assessment would be undertaken.

Disclosure and Barring Service checks

SR Apprenticeships maintains a central list of staff, with dates of when their DBS checks were made and certificate numbers. DBS re-checks are carried out every three years. Existing staff who transfer from a role which does not require a DBS check to one which involves contact with apprentices will come into scope for DBS checks. All staff who are involved in direct or remote contact with apprentices will be subject to basic DBS checks.

Support for staff

Induction for new staff

SR Apprenticeship provides an induction for all new staff, which includes a comprehensive coverage of safeguarding and Prevent issues. This includes an introduction to the Safeguarding and Prevent Duty policy and related procedures, roles and responsibilities, and how to identify and report safeguarding and Prevent Duty issues. This also applies to Board members

On-going training

All staff who are in contact with learners undertake safeguarding and Prevent Duty training at an appropriate level. In particular, teaching staff will be equipped fully with the knowledge and confidence to discuss these topics with apprentices. An appropriate level training qualification will be refreshed at least every 2 years for everyone; however knowledge and skills will be refreshed at regular intervals, at least annually.

Regular updates

Safeguarding and Prevent is a regular agenda item at team meetings, senior management meetings, board meetings and one-to-ones.

The Designated Safeguarding Lead will update colleagues with new information as it becomes available.

Monitoring and Review

This policy will be monitored through update reports presented to the Apprenticeship Senior Management Team and will be formally reviewed annually.

In addition, these policies will be reviewed by a working group of apprentices at least on an annual basis. The purpose of this review will be to provide opportunity for feedback and recommendations to support SR Apprenticeships in providing a safe and open environment for all. This review will also ensure that all apprentices are familiar with the safeguarding policies and establish if that good communication and safeguarding information is in place across the programme.

Subcontracting

Where SR Apprenticeships works with any subcontract provider the following arrangements will be maintained

- regular checking of safeguarding arrangements in partner organisations

- safeguarding is a fixed agenda item on any subcontract reporting meetings
- service level agreements include clear minimum expectations, arrangements for reporting safeguarding and Prevent issues, and non-compliance procedures.

Confidentiality

SR Apprenticeships recognises that all matters relating to safeguarding will only be shared with individuals who need to be made aware of the situation to appropriately discharge SR Apprenticeships responsibilities and duty of care.

All staff must be aware that they have a responsibility to immediately disclose information which, if not shared, may compromise a learner's safety or welfare. All staff will be fully supported by the Designated Safeguarding Lead.

Staff must always endeavour to share our intention to report a concern or refer to the safeguarding referral procedure, with parents/carers of young learners and the learner themselves in all cases unless to do so would put the learner at greater risk of harm

Staff must not discuss the case with anyone other than those involved in the case. If staff have any concerns about the progress of the case or have any other concerns these must be discussed with the Designated Safeguarding Lead.

Welfare and Pastoral Support

All learners have a named tutor/assessor who provides first line support with any learning-related or personal difficulties. In most instances, these can be resolved through liaison with the apprentice and their workplace manager. In some instances, the Tutor Team Leader may provide additional support and guidance to the learner and tutor. Where welfare or personal concerns develop into Safeguarding or Prevent Duty Concerns, the usual reporting procedure should be followed and the matter raised with the Designated Safeguarding Lead.

Employers

Employers of apprentices are required to comply with SR Apprenticeships Safeguarding and Prevent Duty Policy and related procedures, as stated within employer agreements.

This policy serves to make employers aware and acknowledge that SR Apprenticeships has a statutory duty to safeguard and promote the welfare of individuals under the age of 18 years old and vulnerable adults over the age of eighteen (18) years old pursuant to the Children Act 2004 and the Safeguarding Vulnerable Groups Act 2006.

All employers of apprentices have an obligation to ensure that their employees, contractors and agents comply with the requirements of the Children Act 2004 and the Safeguarding Vulnerable Groups Act 2006 to the extent that they apply to the employer; and to confidentially report to the Designated Safeguarding Lead, any concerns relating to an apprentice or other learner enrolled with SR Apprenticeships, or an employee or associate of SR Apprenticeships.

Appendices

Key Principles – Statutory Framework

- The Children Act 1989 provides the legal framework for the protection of children in the UK. Under the Children Act a child is defined as any person under 18 years of age. Under Sections 27 and 47 of the Children Act 1989, SR Apprenticeships have a statutory requirement to assist the Local Authority Social Services Department acting on behalf of children in need
- The Protection of Children Act 1999 requires employers to carry out Criminal Record Checks before employees are allowed to come into contact with children and Vulnerable Adults. SR Apprenticeships is required under this legislation to apply for an enhanced disclosure from the Criminal Records Bureau for staff working with such learners.
- Working Together to Safeguard Children (2015), alongside DfES guidance Keeping Children Safe in Education (2015) is a Government Guidance document which sets out how all agencies and professionals should work together to promote children and Vulnerable Adults welfare and protect them from abuse and neglect and requires all educational staff to follow the procedures for protecting children from abuse which are established by the Area Child Protection Committee. The guidance makes clear that educational staff are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or is at risk of abuse – these procedures should cover circumstances in which a member of staff is accused or suspected of abuse.
- DfES Safeguarding Children and Safer Recruitment in Education (2007) derives from the Education Act 2002 and places the following responsibilities on all educational Organisations:
 - Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions.
 - A Designated Senior Person (DSP) should have responsibility for co-coordinating action within the QA and for liaising with other agencies.
 - Staff with designated responsibility for child and Vulnerable Adult protection should receive appropriate training.
 - Educational Organisations should be aware of and follow the procedures established by the LSCBs and, where appropriate, by the Local Education Authority or Children’s Social Care (England) /Social Services Department (Scotland).
 - Educational Organisations should have procedures, of which all staff are aware, for handling suspected cases of abuse of children, including procedures to be followed if a member of staff is accused of abuse. Circular 10/95 also states that “parents should be made aware of the (educational Organisations) safeguarding policy and the fact that this may require cases to be referred to the investigative agencies in the interests of the child.” SR Apprenticeships follows the detailed guidelines set out in Circular 10/95 in dealing with all cases of abuse or suspected abuse against children. Section 175 of the Education Act 2002 This section of the Act requires providers to safeguard and promote the welfare of child and Vulnerable Adults. SR Apprenticeships will follow any guidance issued on this section of the Act. The SR Apprenticeships Lead Safeguarding Officer will keep its policy and procedures on safeguarding under review to take account of any new Government legislation, regulations or best practice documents to ensure that staff are kept fully up to date with their responsibilities and duties with regard to the safety and well-being of children and Vulnerable Adults.
 - Section 26 of the Counter-Terrorism and Security Act 2015 the Act places a duty on certain bodies, in the exercise of their functions, to have “due regard to the need to

prevent people from being drawn into terrorism” – the Prevent Duty, alongside associated guidance social media for Online Radicalisation (July 2015).

- The Prevent strategy, published by the Government in 2011, is part of the overall counterterrorism strategy, CONTEST. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. In the Act this has simply been expressed as the need to “prevent people from being drawn into terrorism”.

The 2011 Prevent strategy has three specific strategic objectives:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it.
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support.
- Work with sectors and institutions where there are risks of radicalisation that we need to address.
- Local Safeguarding Children Boards bring together all services for children and young people in a local area to focus on improving outcomes for all children and young people. The outcomes that are most important to children and young people are:
 - Being Healthy
 - Staying safe
 - Enjoying and achieving
 - Economic wellbeing
 - Making a positive contribution

Learning outcomes: Radicalisation and Extremism

Section / main objective	Learning points
Introduction	<ul style="list-style-type: none"> • Understand what extremism means and how it differs from legitimate protests and campaigns
Targeting by extremists Understand the vulnerabilities that extremist recruiters take advantage of.	<ul style="list-style-type: none"> • Know that there is not a problem with disagreeing with the government policy or actions or trying to achieve change through peaceful and democratic means. • Know that extremists do not respect democratic methods and <u>may</u> try to achieve change using criminal methods • Know that extremists will target people who are still forming their views • Know that extremists will target people with a range of vulnerabilities and/or political views • Know the importance of individuals knowing their own emotional vulnerabilities
A radical solution	<ul style="list-style-type: none"> • Know that even extremism can feel ‘just’ when individuals engage with groomers. There is an

Understand that a key tipping point is when an individual decides that a given cause justifies illegal action.	<p>emotional reward when surrounded by people agreeing with you</p> <ul style="list-style-type: none"> • Know that when engaging with some religious and political beliefs there might be a more radical group of people rejecting democratic means and advocating criminal (extremist) acts • Know that many extremist groups sustain their identity by focussing on an exaggerated threat from other groups.
On the brink Understand the mind-set of an individual that has been radicalised and what could tip them into an extremist act or tip them away from extremism.	<ul style="list-style-type: none"> • Know that some people decide to pursue change through anti-democratic, extremist means • Know that whilst legitimate protest may involve civil disobedience, extremist behaviour goes way beyond this and generally involves significant harm to others • Know that breaking the law and taking part in extremist behaviour has negative outcomes for the individual, their family and friends • Know that learners should report concerns to the safeguarding team if they are worried that someone known to them may be involved in extremism.
Summary Learners will recall key actions that lead to radicalisation and extremist views	<ul style="list-style-type: none"> • Seeing injustice and wanting change is normal/legitimate and part of the role of an engaged citizen in a democratic society • Democratic engagement is admirable and effective, extremism is criminal, dangerous and ineffective

Learning outcomes: Staying safe online

Section / main objective	Learning points
<p>Encountering extremism</p> <p><i>Learners will be aware of where they might be targeted, how they can avoid being targeted, and how they can reject targeting when subject to it</i></p>	<ul style="list-style-type: none"> • Know that extremists use websites (and social media) to draw people to their cause. • Know that extremists target can target anyone - particularly if they seem to be seeking answers to their concerns about the world or their lives • Know that extremists cast their net widely to find those open to extremist grooming • Know that extremists may target anyone
<p>Your online friend</p> <p><i>Learners will be aware of the methods that an extremist might use to influence them.</i></p>	<ul style="list-style-type: none"> • Know that extremists will seek to develop relationships with individuals (appear to be their friend) • Know that groomers have a plan for people they groom that will not be clear to the person being groomed in the early stages of grooming. • Know that extremists will target people's vulnerabilities

	<ul style="list-style-type: none"> • Know that extremists will manipulate people so that the grooming will feel like a positive relationship • Know that extremists collect incriminating material to coerce those they are grooming • Know that extremists use the same/similar grooming methods as sexual abusers and blackmailers • Know that grooming process is incremental
<p>Do as I say</p> <p><i>Learners will be aware of how extremists may get them to become extremists themselves using online communications.</i></p>	<ul style="list-style-type: none"> • Know that extremists choose private channels because: <ul style="list-style-type: none"> ○ they want to remove the person being groomed from a wider range of views ○ they want to encourage or organise criminal activity • Know that extremists will test commitment, breaking current emotions anchors e.g. with family and friends and establish new ones within their extremist network • Know that extremists will promote misleading and false “information” • Know that extremists will play on the emotions of the individual being groomed
<p>Summary</p> <p><i>Learners will recall key actions which will help themselves and others to stay safe.</i></p>	<p><i>Learners should:</i></p> <ul style="list-style-type: none"> • Should use maximum privacy settings • Be very cautious when talking to strangers (those they do not have real-world links to). • Be extremely cautious if people learners meet online want to have private discussions. • Not reveal personal details to strangers • Not meet strangers met only online • <i>Report concerns to the safeguarding team in their college or training provider</i>

Learning outcomes: What can you trust?

Section / main objective	Learning points
<p>Exploring interests</p> <p><i>Understand that all sources of information are written with an agenda. Be able to evaluate sources as to how strongly they might be presenting an extremist agenda.</i></p>	<ul style="list-style-type: none"> • Know that everything learners read and hear is, to some extent, reflecting someone else's point of view • Understand that mainstream media in the UK have a variety of viewpoints • Understand that some media outlets provide platforms for a variety of viewpoints including more extreme views • Know that many specialist news sites are likely to have a strongly held agenda and not offer alternative viewpoints • Recognise emotional manipulation within factual material • Know that some sources will put up information that is completely false
<p>Entering the debate</p> <p><i>Be aware of common gaps in the logic of those justifying extremism</i></p>	<ul style="list-style-type: none"> • Know some tricks used by extremists to 'win' arguments – e.g. strawman, false cause • Recognise how emotional manipulation is used in discussion. • Be aware of the impact on others (family and friends) of extremist beliefs and actions
<p>Who's in control?</p> <p><i>Know of specific strategies that extremist might adopt to justify radical action.</i></p>	<ul style="list-style-type: none"> • Know that extremists use private discussions to avoid the scrutiny of a public forum • Know that extremists are not friends, they are aiming to radicalise through grooming • Recognise emotional manipulation
<p>Summary</p>	<ul style="list-style-type: none"> • Look for whole picture not just one point of view • Check information/evidence which is given • Be aware of manipulation techniques which are used

Learning outcomes: British values

Section / main objective	Learning points
<p>Introduction</p> <p><i>Understand that the British values are values common to</i></p>	<ul style="list-style-type: none"> • British Values underpin British society enabling those with different views/beliefs live and work together successfully and peacefully • There are four British Values and these are widely accepted due to their enabling nature

<p><i>all in Britain that underpin our society.</i></p>	<ul style="list-style-type: none"> • We can share British values even though we may enact them differently - through different political or religious commitments • How this impacts on learners' everyday life
<p>Democracy</p> <p><i>Understand that people who make decisions for us are democratically accountable - and that this accountability brings legitimacy.</i></p>	<ul style="list-style-type: none"> • The UK has a representative democracy - we elect MPs to pass laws on our behalf. • Even the government has to abide by these laws - if they want to change them they have to win a vote in parliament. • We also have democracy at other levels - regional parliaments and assemblies, elected mayors and councils. This ensures that the people making decisions on behalf of everyone are regularly held accountable. • Part of the democratic process in the UK includes campaigning for change e.g. through pressure groups, trade unions • Democratic accountability provides legitimacy to the decisions being made. • British Values are enabling – if people want to change things then they can engage with democratic process • How does this impact on learners' everyday lives?
<p>Rule of Law</p> <p><i>Understand that the rule of law enables society to function better. For the most part, the rule of law is working, invisibly, to provide you with a better life.</i></p>	<ul style="list-style-type: none"> • Society works better when everyone lives by the same rules. • The rules are made by Parliament but an independent body - the judiciary - is responsible for seeing that they are upheld. • British Values are enabling - it is the rule of law, protecting our safety and giving us certainty about how others can act, that enables us to succeed. • How this impacts on learners' everyday life
<p>Individual liberty</p> <p><i>Understand that we have a lot of - but not absolute - freedom. This includes freedom to question how the country is run.</i></p>	<ul style="list-style-type: none"> • In the UK we enjoy a relatively high level of liberty (historically / internationally) • Although we take freedoms for granted, UK liberty has been achieved through years of democracy (from a start-point of very little liberty for ordinary citizens and a total lack of democracy) • There are limits on liberty - these remain because one person's liberty can adversely impact others. • British Values are enabling - consider the things that learners are at liberty to do and some things that they are not at liberty to do. • How this impacts on learners' everyday life
<p>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</p> <p><i>Understand that Britain - as a diverse nation - needs citizens</i></p>	<ul style="list-style-type: none"> • <i>British society contains a wide mix of people of different faiths and beliefs (including those who have no faith).</i> • <i>Having a different faith (or none) does not stop British people sharing values (particularly fundamental ones)</i> • <i>Mutual respect and tolerance goes beyond the minimum standards (legal protections)</i>

<p><i>to share mutual respect and tolerance for those with different faiths and beliefs and for those without faith. Be clear that people all faiths adhere to Fundamental British Values.</i></p>	<ul style="list-style-type: none"> • <i>British Values are enabling - Consider how a position of mutual respect and tolerance allows people to live full and happy lives</i> • <i>How this impacts on learners' everyday life</i>
<p>Equality Duty</p>	<ul style="list-style-type: none"> • What does the Equality duty cover? • Public bodies are bound by the Equality duty • How this impacts on learners 'everyday lives

Safeguarding Procedures

These procedures should be read in conjunction with the Department for Education and Skills document 'What to do if you're worried a child is being abused' March 2015.

- Purpose

The purpose of these guidelines is to ensure that the rights of children and vulnerable adults are protected through staff awareness of the issues and the following of the statutory and local guidelines in the reporting of concerns. It is the responsibility of all staff working within SR Apprenticeships to record and report Child Protection concerns, i.e. where they believe a child has been or is at risk of abuse, neglect or significant harm. This responsibility extends to all staff and not just those specifically working with under 18s.
- Definition of terms

The Safeguarding Policy describes the support and protection procedures for all learners under the age of 18, or vulnerable learners over this age, who may be “at risk” of abuse.

 - The definition of a “child” “Child” is defined as all young people under the age of 18, in accordance with the 1989 Children Act.
 - The definition of a “Vulnerable Adult” “Vulnerable Adult” is defined as, “a person who is, or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation”.

Categories of Abuse

Children can be potentially abused within the family, community, and in work by employees (including those employed to promote their welfare and protect them from abuse), volunteers, visitors, and fellow students. Expert and professional organisations are best placed to provide up-to date guidance and practical support on specific safeguarding issues and the Designated Safeguarding Lead will liaise with appropriate external agencies. Issues that may arise that staff should be aware of and look out for are:

- Physical Abuse: may involve hitting, shaking, throwing, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child and vulnerable adult. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately

causes ill health to a child and vulnerable adult who they are looking after. This is commonly described using terms such as 'fictitious illness by proxy' or 'Munchausen's syndrome by proxy'.

- Emotional Abuse: is the persistent emotional ill-treatment of a child or vulnerable adult such as to cause severe and persistent effects on the child and vulnerable adult's emotional development. It may involve conveying to children or vulnerable adults that they are worthless and unloved, inadequate, or valued only so far as they meet the needs of another person. It may involve age or developmentally inappropriate expectations being imposed in children and vulnerable adults. It may involve causing children or vulnerable adults frequently to feel frightened or in danger, or the exploitation or corruption of children and vulnerable adults. Some level of emotional abuse is involved in all types of ill treatment of a child or vulnerable adult, though it may occur alone.
- Sexual Abuse: involves forcing or enticing a child or vulnerable adult to take part in sexual activities, whether or not the child or vulnerable adult is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape) or non-penetrative acts. They may include non-contact activities, such as involving children or vulnerable adults in looking at, or in the production of, pornographic materials or watching sexual activities, or encouraging children or vulnerable adults to behave in sexually inappropriate ways.
- Neglect: is the persistent failure to meet the child's or vulnerable adult's basic physical and/or psychological needs, likely to result in the serious impairment of the child or vulnerable adults health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failure to protect a child or vulnerable adults from physical harm or danger, or failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child or vulnerable adult's basic emotional needs.
- Significant Harm: Some children or vulnerable adults may be in need because they are suffering or likely to suffer significant harm. The Children Act V section 47 (1) introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interest of the children.
- Financial Abuse Some children and vulnerable adults may be abused or exploited financially including fraud and extortion.

Additional forms of abuse:

In addition, Keeping safe in Education identifies that there are wider safeguarding issues that should be considered and acted upon. The statutory guidance lists sixteen specific issues and provides further links to information on all these areas. The specific areas are:

- Child Sexual Exploitation
- Domestic Violence
- Fabricated or induced illness
- Female Genital Mutilation (FGM)
- Gangs and Youth Violence, county lines
- Mental Health
- Radicalisation
- Teenage Relationship Abuse
- Drugs
- Faith Abuse
- Forced Marriage

- Gender-based violence
- Private Fostering
- Sexting
- Trafficking

Safeguarding Designated Senior Person (DSP)

All training organisations and providers are required to have a designated member of staff, who is assigned to act upon child and vulnerable adult protection concerns.

At SR Apprenticeships this person is called the Designated Lead Safeguarding Officer and they are responsible for co-ordinating action within SR Apprenticeships and liaising with other agencies. The SR Apprenticeships Designated Safeguarding Senior Person is Gemma Brown.

The Designated Lead Safeguarding Officer and Deputy Lead Safeguarding Officer for safeguarding are required to know:

- how to identify the signs and symptoms of abuse and when to make a referral
- the local Child and Vulnerable Adult protection procedures and the DSPs role within them
- the role and responsibilities of the investigating agencies and how to liaise with them
- the requirements of record keeping
- the conduct of a child protection conference and how the DSM or other members of staff can make an appropriate contribution to it.

If a safeguarding concern relates to an apprentice employed by SR Apprenticeships, the agreed approach is for Gemma Brown to manage these cases specifically.

Designated Safeguarding Lead

The Managing Director of SR Apprenticeships is responsible for safeguarding. The nominated Designated Safeguarding Lead is Gemma Brown, and Jane Roberts is the Deputy Designated Safeguarding Lead. In their absence, Nadine Hughes, Operations Director, assumes responsibility. Both the Designated Safeguarding Lead and Deputy Designated Safeguarding Officer and Operations Director have been fully trained for the demands of the role in child protection, inter-agency working, participation in any case conferences, supporting children in need, record keeping and promoting a culture of listening to children and young people. SR Apprenticeships will ensure all staff that routinely has contact with children and young people are trained and receive refresher training regularly in line with advice from the LSCB. Contact details for Designated Safeguarding Lead and Deputy Designated Safeguarding Lead as follows:

Gemma Brown, Designated Safeguarding Lead, safeguarding@sr-apprenticeships.co.uk
07745601940

Jane Roberts, Deputy Designated Safeguarding Lead, safeguarding@sr-apprenticeships.co.uk
07745601940

Nadine Hughes, Operations Director, Nadine.hughes@sr-apprenticeships.co.uk , 07833 583 163

SR Apprenticeships Head Office, 32 Mile End Road, Colwick, Nottingham, NG4 2DW, enquiries@sr-apprenticeships.co.uk telephone 01949 20976

When to Take Action & How

Once you suspect or know of any abuse of any child or vulnerable adult, you should immediately inform the Designated Lead Safeguarding Officer in person or by telephone. Even if you have only heard rumours of abuse, or you have a suspicion but do not have firm evidence, you should still contact the Designated Lead Safeguarding Officer to discuss your concerns.

It is important to understand that your responsibilities extend to suspicion of abuse in any area of the child or vulnerable adult's life, not just in the SR Apprenticeships learning environment.

You must also contact Designated Lead Safeguarding Officer if you know or suspect that a member of staff or student has a previous history of abuse of children and/or vulnerable adults.

If you become aware of any allegations against a member of staff this must always be escalated to the Designated Lead Safeguarding Officer. If the Designated Lead Safeguarding Officer is not immediately available, you should then contact the Deputy Lead Safeguarding Officer or the Operations Director. You must not try to investigate the matter on your own. Staff are not equipped or qualified to do so. Contact details for the Designated Lead Safeguarding Officer can be found on the emails and flow chart referral forms sent to staff and on the SR Apprenticeships website.

If, following your initial contact with the Designated Lead Safeguarding Officer, it is decided that the matter should be taken further; a written report must be prepared. A written report is essential to prevent any misrepresentation of your findings, and should be sent to the Designated Lead Safeguarding Officer within 24 hours of the suspicion arising. The report should be factual and should not include opinions or personal interpretations of the facts presented. The report should contain as much detail as possible, including any apparent physical signs of abuse or other circumstances which led to your suspicions, or the account given to you of abuse by the child or vulnerable adult concerned, as accurately as you are able to record it. The report should be signed, dated and a copy stored in a secure place. If you are unsure about what to write, you can get advice from the Designated Lead Safeguarding Officer and a template is available.

SAFEGUARDING REFERRAL FORM

Learner name:		Date of birth:	
Company and Location:		Line Manager name:	
Name and position of person completing form (please print)			
Date of Incident /concern: (DD MM YY)			
Incident / concern (who what where when)* Please be factual			
Any other relevant information (witnesses, immediate action taken)* Please be factual			
Signature: <small>if not sending by email</small>		Date form completed (DD MM YY):	
Action taken (including reasons for decisions) and Outcomes* (NB – this section is only to be completed by DSL)			
Signature of DSL		Date (DD MM YY)	
Signature of Lead DSL (if appropriate)		Date (DD MM YY)	

*Continue on a separate sheet if necessary

If a child or vulnerable adult comes to you with a report of apparent abuse, you should listen carefully to the child or vulnerable adult, using the following guidelines. When listening to a child or vulnerable adult staff must:

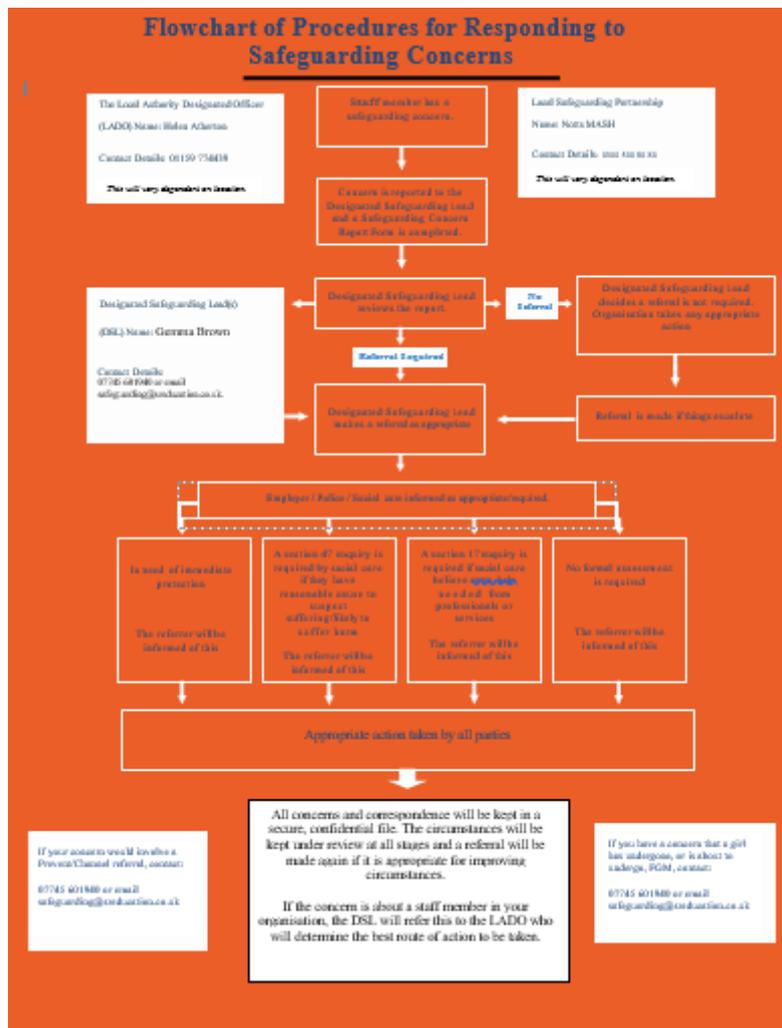
- Allow the child or vulnerable adult to speak without interruption
- Remember the TED principles (Tell me, Explain to me, Describe to me)
- Make accurate notes including age, time, date, place and people who are present as well as what was said/disclosed – the nature of any injuries, if applicable, should also be included
- Never trivialise or exaggerate the issue
- Never make suggestions
- Never coach or lead the child or vulnerable adult in any way
- Reassure the child or vulnerable adult, let them know you are glad they have spoken up and that they are right to do so
- Always ask enough questions to clarify your understanding, do not probe or interrogate – no matter how well you know the child or vulnerable adult – spare them having to repeat themselves over and over.
- Be honest – let the child or vulnerable adult know that you cannot keep this a secret; you will need to tell someone else.
- Try to remain calm – remember this is not an easy thing for them to do.

- Do not show your emotions – if you show anger, disgust or disbelief, they may stop talking. This may be because they feel they are upsetting you or they may feel your negative feelings are directed towards them
- Let the child or vulnerable adult know that you are taking the matter very seriously
- Make the child or vulnerable adult feel secure and safe without causing them any further anxiety.

At the earliest opportunity involve the Designated Lead Safeguarding Officer.

The Designated Lead Safeguarding Officer will be responsible for liaising with external agencies and recording essential information about each case and for collecting reports and notes as appropriate.

Any detailed information about a case will be confined to the Designated Lead Safeguarding Officer, (if not involved in the allegations) and the Apprenticeship Director and any external agencies the Designated Lead Safeguarding Officer determines to engage. The Manager(s) and staff reporting the allegations will be kept informed of the progress of the case on a 'need to know' basis.



What Happens Next?

Taking into account all the information available, the Designated Lead Safeguarding Officer will decide on the next steps, which may include taking no further action. In most cases the Designated Lead Safeguarding Officer will seek advice from the Local Authority Designated Officer (LADO) and agree what further action is necessary, which may include:

- Seek further advice from The LSCB
- Undertake further investigation under the direction of the LADO or support an investigation by the LSCB
- Make a referral to the appropriate agency, as signposted.
- Report the incident to a designated Social Worker, as signposted.
- Report the matter to the police if a crime is suspected.

If a referral is made, this must be confirmed in writing to the appropriate agency within 24 hours. The Designated Lead Safeguarding Officer may consider that those involved may require counselling. Where it is felt there is a need for counselling (which could be for the child, other students, staff, parents or carers involved) the Designated Lead Safeguarding Officer will make the necessary arrangements.

Allegations against Staff

The primary concern of the organisation is to ensure the safety of the child and vulnerable adult. It is essential in all cases of suspected abuse by a member staff that action is taken quickly and professionally whatever the validity. There are occasions where a child or vulnerable adult will accuse a member of staff of physically or sexually abusing them. In some cases, this may be false or unfounded. However, in some cases the allegations may be true.

Any instance of a child or vulnerable adult being abused by a member of staff is particularly serious. On the other hand, for an innocent person to be accused of such an act is a serious ordeal which can result in long term damage to their health and career. If any member of staff suspects any other member of staff of abusing a student, it is their responsibility to bring these concerns to the Designated Lead Safeguarding Officer. On being notified of any such matter the Designated Lead Safeguarding Officer shall:

- Seek and follow advice from the LADO
- Take such steps as they consider necessary to ensure the safety of the child or vulnerable adult in question and any other child or vulnerable adult who might be at risk
- Ensure that a report of the matter is completed by the person who reported the original concern
- Put in place the steps necessary to follow the advice of the LADO

If the allegation concerns the Designated Lead Safeguarding Officer, the matter should be discussed with the Managing Director of SR Apprenticeships, in addition to following the normal safeguarding procedures highlighted in this document.

Signposting

Advice for Young People by Young People

www.coap.org.uk (coping with drug or alcohol or other difficult situations at home or with a parent)

Alternative to Samaritans (for Young People)

Get Connected is a confidential 24 hour free telephone helpline that might be a suitable

alternative to the Samaritans – www.getconnected.org.uk or 0808 808 4994

Bullying (including Cyber)

Workplace http://www.supportline.org.uk/problems/bullying_at_work.php

Cyber <http://www.nhs.uk/Livewell/Bullying/Pages/Cyberbullying.aspx> or

<http://www.saferinternet.org.uk/about/helpline>

Child Sex Exploitation <http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexualexploitation/what-is-child-sexual-exploitation/> or <http://www.stopitnow.org.uk/> or 0808 1000 900

Domestic Violence

For women: <http://www.nationaldomesticviolencehelpline.org.uk/> or 0808 2000 247

For men: http://www.mensadvice.org.uk/mens_advice.php.html or 0808 801 0327

Drug or Alcohol Abuse

Drugs - <http://www.talktofrank.com/> or call: 0300 123 6600 text: 82111

Alcohol - <https://www.drinkaware.co.uk/understand-your-drinking/is-your-drinking-a-problem/alcohol-support-services> or call: 0300 123 1110

Both - <http://www.addaction.org.uk/>

Eating Disorders

B-Eat - <https://www.b-eat.co.uk/support-services/helpline> or Adults 0345 634 1414 email help@b-eat.co.uk. Under 25's 0345 634 7650 email fyp@b-eat.co.uk

<http://www.eatingdisorderssupport.co.uk/help/links-resources>

E-Safety - <http://www.saferinternet.org.uk/about/helpline> or 0844 381 4772

Extremism, Radicalisation and Terrorism <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty> or 020 7340 7264 email: counter.extremism@education.gsi.gov.uk

Faith Abuse <http://www.equalityadvisoryservice.com/app/home> or 0808 800 0082

FGM <http://www.nhs.uk/NHSEngland/AboutNHSservices/sexual-health-services/Pages/fgmresources.aspx> or 0800 028 3550

Forced Marriage Karma Nirvana Victim Support 0800 5999 247

<https://www.gov.uk/guidance/forcedmarriage>

Forced Marriage Unit email fmunit@fco.gov.uk or 020 7008 015;

Outreach email fmunitoutreach@fco.gov.uk ; Facebook: Forced Marriage page; Twitter: @FMUnit

Gangs and Youth Violence

For concerned adults - <http://www.nspcc.org.uk/preventing-abuse/keeping-childrensafe/staying-safe-away-from-home/gangs-young-people/> or 0808 800 5000

For young people - <http://www.childline.org.uk/Pages/Home.aspx> or 0800 1111

Gender Based Violence

Solace Advice Hub email advice@solacewomensaid.org.uk or 0808 802 5565

Women and Girls Network Advice Hub email advice@wgn.org.uk or 0808 801 0660

24 Hour Domestic Violence Helpline 0808 2000 247

Living with a Family Member's Addiction to Alcohol or Drugs

<http://www.nhs.uk/Livewell/drugs/Pages/caring-for-a-drug-user.aspx> or 0300 123 6600

<http://www.adfam.org.uk>

Long Term Absence <http://fitforwork.org/employee/> or 0800 032 6235

Mental Health Problems <http://www.nhs.uk/conditions/stress-anxiety-depression/pages/mental-health-helplines.aspx>

Self-Harm or Suicidal Thoughts

Suicide <http://www.nhs.uk/conditions/Suicide/Pages/Introduction.aspx>

Self-Harm <http://www.nhs.uk/conditions/Self-injury/Pages/Introduction.aspx>

Sexting <http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/> or call: 0808 800 5000 (18 and over) 0800 1111 (under 18)

Teenage Pregnancy <http://www.nhs.uk/conditions/pregnancy-and-baby/pages/teenager-pregnant.aspx#close> or 0300 123 2930

Trafficking, Exploitation and Modern Slavery <http://www.salvationarmy.org.uk/human-trafficking> or 0300 303 8151

Title: Contingency Plan		Version	2.1
Authorised by:	G.Brown	Date Authorised	Sept 2021
Amendments by:	N. Hughes	Date of review/amend	Oct 2021
Annual check date	Sept 2022	Next full review	Sept 2022