

SAFEGUARDING AND PREVENT POLICY

This policy sets out LEAP's approach, requirements and accountability to safeguarding and promoting the welfare of young learners and vulnerable adults.

Policy Overview

Our core safeguarding principles are:

- To safeguard and promote the welfare of young persons
- Safer Learners make more successful learners
- All young persons regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal right to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a young person is at risk of harm

We will endeavour to safeguard Learners by:

- Valuing them, listening to and respecting them
- Involving them in decisions which affect them
- Ensuring all concerns are made aware of and committed to the Safeguarding policy
- Providing a safe environment for Learners
- Recruiting staff safely and ensuring all necessary checks are made
- Adopting a code of conduct for all LEAP team staff
- Providing effective management through induction, support and training
- Ensuring staff understand about 'whistle blowing'
- Dealing appropriately with allegations/concerns about staff

This policy aims to:

- Provide all staff with the necessary information to enable them to meet their young person responsibilities
- To ensure consistent good practices
- To contribute to the organisation's safeguarding responsibilities
- Designated safeguarding person
- How to report concerns

Safeguarding Explained

Safeguarding aims to protect the welfare of Learners and young people from sexual, physical or emotional harm or abuse. This involves putting into place a number of measures to create a safe environment in which Learners can thrive and achieve, as well as creating a safe, transparent and professional environment for Learners and those involved in their Apprenticeship programme journey.

“The term ‘Safeguarding’ describes the broader preventive and precautionary approach to planning and procedures that are necessary to be in place to protect young persons from any potential harm or damage.”

Safeguarding involves Learners under the age of 18 and those that are considered to be vulnerable adults due to being unable to care for themselves or are considered more vulnerable to abuse due to a disability or mental health condition.

Recognising Abuse

It is the responsibility of all staff to recognise an abusive situation or the results of one. Abuse can have long term effects on a young person's health, development and well being.

There are various signs of abuse which you might spot, depending on the type of abuse.

Physical Abuse

Signs of physical abuse

- Bruises to the eyes, mouth, or ears, fingertip bruising (grasp mark)
- Unlikely reasons given for the injury or a refusal to give any explanation
- Bruises of different ages in the same place
- Outline bruises (hand prints, belts or shoes)
- Burns bites and scars or unusual shaped scars and fractures
- Fear of suspected abuser being contacted

Forms of physical abuse:

- Hitting / slapping / smacking / pushing / kicking
- Poisoning
- Burning / Scalding
- Fabricating the symptoms of or deliberately inducing illness, and/or misuse of medication
- Restraint or inappropriate sanction

Sexual Abuse

Sexual abuse involves forcing or enticing a child, young person or vulnerable adult to take part in sexual activities including prostitution (now generally referred to as sexual exploitation). The age of consent in the UK is 16, but if an Apprentice is under 18, an incident can still relate to a Safeguarding concern and should be reported.

Sexual abuse also includes involving children or young people in non-contact activities, such as looking at or producing pornographic material, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Those who want to sexually abuse young people or vulnerable adults will usually build up a relationship with the person first before abusing them.

Signs of sexual abuse:

- Direct disclosure
- Behavioural concerns: for example, depression, self-harm, suicide attempts, running away, overdoses, over or under eating.
- Sudden changes in mood and altered attitudes to particular adults
- Sexually transmitted diseases

Emotional Abuse

All abuse involves some level of emotional abuse, although it may occur on its own.

Emotional abuse can be very difficult to define or prove, but there are signs and symptoms to identify it. Signs of emotional abuse include:

- Behavioural problems such as petty crime, telling lies, being disruptive
- Low self-esteem and lack of confidence
- Aggression
- Indiscriminate attachment to others or failure to attach to a parent
- Lethargy, depression and anxiety - including loss of vitality and being withdrawn
- Developmental delay including difficulty with learning
- Self-harm or covering the evidence of self harm

Neglect

Learners that need extra care from an adult could be vulnerable to neglect. Neglect can involve all or some of the following:

- Ignoring medical or physical care needs
- Failure to provide access to appropriate health, social care or educational services
- The withholding of the necessities of life, such as medication, adequate nutrition and heating

Signs of neglect:

- Undernourished
- Dirty skin and hair
- Dirty or soiled clothing
- Inappropriate clothing for the weather
- Expressing hunger or stealing food
- Tiredness
- Not receiving appropriate medication

Financial Abuse

Financial abuse could involve an Apprentice having money, benefits or possessions taken from them by either someone they know, or don't know. This could be a family member, a peer, or a person in authority over the Learners.

Gangs

Gang membership is often a result of peer pressure to which particularly vulnerable young people and adults may be more susceptible. If you are concerned that an Apprentice (young person or vulnerable adult) is involved in gang activity you should discuss this with your designated Safeguarding Officer.

Online Bullying OR Harassment

As there are now many ways to communicate via the internet, staff need to be aware of the different types of communication which could potentially lead to a young person being bullied.

Technology allows the user to bully anonymously or from an unknown location, 24 hours a day, 7 days a week. No place, not even a bedroom, provides sanctuary from the intrusion of a threatening text message or an abusive email.

Cyber-bullying leaves no physical scars so it is, perhaps, less evident to a Manager or colleague, but it is highly intrusive and the hurt it causes can be very severe. Young people are particularly adept at adapting to new technology, an area that can often seem a closed world to adults. Speak to the Safeguarding Officer if you suspect that an Apprentice is being bullied or harassed online.

A policy is in place to cover Online security and Google use to help prevent unwanted attention (link above).

Designated Safeguarding Officer

The designated Safeguarding Officer is the point of contact for all staff to go to for advice if they are concerned about a young or vulnerable person. They are responsible for promoting a safe environment for young people.

Safeguarding referrals to the relevant authority will be made on the basis of identified and considered risk.

Their responsibilities include:

- Undertake relevant training in safeguarding procedures and ensure their knowledge is kept up to date, including DSL / SL Training refreshers every 2 years.
- Acting as a point of contact for those who have safeguarding concerns, receiving information and recording those concerns;
- Acting upon concerns as appropriate in the circumstances for example by making external referrals for example to social services or police;
- Monitoring the implementation of this policy and procedure
- Provide information to governors and leadership teams to manage risks.

Acting on safeguarding concerns

We all have a responsibility to make sure that concerns about young persons and vulnerable adults are raised as concerns and dealt with appropriately. If anyone is concerned that a young person or vulnerable adult is at risk of being abused or neglected, they should not ignore their suspicions and should not assume that someone else will take action to protect that person.

In the first instance you should speak to your line manager or member of the LEAP Team.

Safeguarding concerns should be reported to the Designated Safeguarding Officer using appropriate referrals form. If you wish to discuss a referral before completing the form you may contact the Designated Safeguarding Officer by phone, or discuss with your line Manager or Apprenticeship Manager. It is better to refer to any safeguarding concerns and enable a risk assessment to take place, than not to make one because you are not yet certain.

Training & Safer Recruitment

The LEAP team is committed to ensure that everyone understands their safeguarding responsibilities and keeps their knowledge up to date.

- All members of the LEAP team are required to complete mandatory online training - ETF (Education and Training Foundation) Side by Side that covers Radicalisation & Extremism, Staying Safe Online, Who can you Trust? And British Values within the first month of taking their post with a refresher due every 2 years.
- The Home Office PREVENT training is required to be completed within the first 3 months of taking their post with a refresher every 3 years. Refreshers help to keep our team members' knowledge up to date.
- The team will also complete the ETF Safeguarding in the Further Education (FE) and Training Sector within the first 6 months of joining the team with a refresher every 3 years. This has replaced the L2 Certificate in Safeguarding, Prevent and British Values held already by some team members.
- All training records will be kept up to date and to highlight when refreshers are due.

All Managers that have an Apprentice are required to attend an initial progress review held within the first 2 weeks of the Apprentice joining the programme. This initial session includes information and discussions around their responsibilities towards safeguarding young people and vulnerable adults and the safeguarding referral processes we have in place. To enhance this further safeguarding, prevent and British values are continued to be discussed as part of ongoing progress reviews scheduled every 3 months.

In addition, any Manager that has an Apprentice under the age of 18 will go through mandatory online training - ETF (Education and Training Foundation) Side by Side modules Radicalisation & Extremism and Staying Safe Online to highlight their responsibilities towards the young person / Apprentice.

Communications promoting Safeguarding and Prevent will be regularly shared with all stakeholders using our social community platform encouraging sharing of best practice and case studies.

As part of the programme structure; Safeguarding, Prevent Agenda, British Values and Equality & Diversity is embedded throughout the programme design, namely through workshop delivery, and coaching sessions.

All staff members are recruited through our recruitment procedure and are required to have a Disclosing and Barring Service (DBS) check on their criminal background (if applicable).

Prevent Agenda

Prevent is about safeguarding our Learners to keep them both safe and within the law. The Prevent Duty is not about preventing Learners from having political and religious views and concerns, but about supporting them to use those concerns or act on them in non-extremist ways.

LEAP has a legal responsibility under the Prevent Duty to make sure that:

- All team members will have undertaken training in the Prevent Duty. Prevent training for all staff, learners and governors are mandatory.
- Upskilling of staff to ensure updated CPD in this subject matter.
- Regular conversations with Apprentices to ensure they understand any local threats or concerns and actions they would need to follow if a threat or concern arose.
- We are aware of when it is appropriate to refer concerns about Apprentices to the designated Safeguarding and Prevent Lead - for example, if changes in behaviour are identified in an apprentice or employee, this could involve behaviours changes such as individual becoming withdrawn, sharing extremist views or acting in a different manner than previously.

What is the Prevent Duty

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on certain bodies, listed in Schedule 3 of the Act, to have 'due regard to the need to prevent people from being drawn into terrorism'.

The government has defined extremism in the Prevent Duty as: 'vocal or active opposition to fundamental British values'. This also includes calls for the death of members of the British armed forces. Extremism and radicalisation might include; violent Islamist groups, the extreme right wing and other causes.

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist activity.

Networking with Local Prevent Coordinators

We have an established Safeguarding and Prevent working group that is chaired by our Designated Safeguarding Lead. Each member of the working group is assigned a region in the UK and works closely with their named FE/HE Prevent Coordinator.

This relationship supports a full and robust understanding of any regional threat and risk relating to our provision by being included in updates and circulations, delivering CPD / development activities, and providing advice and support.

With the support of the Prevent Coordinators and the information received, this is populated into a [Prevent Map](#) to share with learners to make them aware of their local prevent concerns/cases. This supports facilitated conversations with the Coach and Branch Manager in understanding local risks. The Prevent Map is updated quarterly to ensure relevance and current.

Online Safety

Online safety is an essential part of safeguarding and LEAP acknowledges it's duty to ensure that all learners and staff are protected from potential harm online. Your place of work will have policies regarding **online safety**; including a Code of conduct which covers acceptable use of technology.

Team members are encouraged to model good practice when using technology and maintain a professional level of conduct in their personal use of technology, both on and off site and signpost to appropriate support internally and externally.

Identified online safety concerns should be raised and appropriate action taken by following the safeguarding policies and procedures.

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.'

LEAP encourages its Learners and Managers to respect other people with particular regard to the protected characteristics set out in the Equality Act 2010.

Managers and Leaders 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 practice.

Teaching and Learning

To provide a curriculum that promotes British Values, knowledge, skills, and understanding, to build the resilience of students by undermining extremist ideology and supporting the learner's voice.

This will be achieved through:

- Embedding British Values, equality, diversity and inclusion, well-being, and community cohesion throughout the curriculum.
- Promoting wider skills development such as social and emotional aspects of learning.
- Teaching, learning, and assessment strategies that explore controversial issues in a way that promotes critical analysis and pro-social values.
- Encouraging active citizenship and learner's voice.

All staff have a responsibility to:

- Create and support an ethos that upholds the mission, vision, and values including British values, to create an environment of respect, equality and diversity and inclusion.
- Attend Prevent training in order to have the skills to recognise those who may be vulnerable to radicalisation, involved in violent or non-violent extremism, and to know the appropriate action to take if they have concerns.
- Report any concerns around extremism or radicalisation via the safeguarding reporting channels.
- Report and remove any literature displayed around the college that could cause offence or promote extremist views.
- Support the development of staff and student understanding of the issues around extremism and radicalisation through activities such as training, awareness campaigns, and tutorials.
- Participate in engagement with local communities, schools, and external organisations as appropriate.
- Maintain confidentiality at all times.
- All coaches and staff are aware of **contextualised safeguarding** through CPD sessions and the use of a regional/ localised Prevent Map.

Any allegations against staff will be taken seriously following the LEAP Apprenticeship Appeal & Complaints procedure / policy.

Reporting Safeguarding and Prevent Concerns

LEAP has a procedure for reporting Safeguarding and Prevent concerns.

For any concerns, the following Safeguarding & PREVENT officer should be contacted:

Designated Safeguard Lead

Tony Dawson

tony.dawson@leapapprenticeships.co.uk

0791 7177 375 (for out of hours please leave a message)

Deputy Safeguard Lead

Jogita Govind

jogita.govind@leapapprenticeships.co.uk / 07768 038 904

To report online material promoting terrorism or extremism please fill out the [form](#) provided on the GOV.UK website.

If you identify a case where you suspect terrorism or extremism please contact the Designated Safeguard Lead in the first instance. For more immediate threats contact your local Police authority.

In an emergency where the individual is in immediate danger you must do anything necessary to make sure the Apprentice is safe. This could include:

- Providing the Apprentice with the correct Medical attention
- Contacting the police if required
- Where possible, consult with the Safeguarding officer

In this situation you must write down the following information:

- What you were told
- What actions did you take

If the individual is not in immediate danger you should discuss your concerns with the Safeguarding officer, this should include:

- What you have witnessed / seen
- What you have been told
- What actions have been taken

Once you have had a discussion with the Safeguarding officer:

- A 'Safeguarding Referral form' will be completed
- Documented actions relating to the Safeguarding issue and update the outcomes of any actions.
- Continuous updates and checks in to check status of referral and further actions.

An [anonymous safeguarding referral](#) form is available for anyone wanting to remain anonymous when making a referral. Any referrals received via this avenue will be treated with the utmost confidentiality by the Safeguarding team.

Managing Risks, monitoring, and Responding to Events

A Risk assessment is carried out regularly to understand where our risks apply to the learners and business. The risks identified have been addressed and mitigating measures have been put into place. Please find a copy of the Risk Assessment [here](#).

- LEAP will ensure that it monitors risks and is ready to deal appropriately with issues that arise through the following: .
- Identifying, understanding, and managing potential risks within the organisation from external influences.

- Responding appropriately to events reported via local, national or international news that may impact students and communities.
- Ensuring measures are in place to respond appropriately to a threat or incident.
- Continuously developing effective ICT security and responsible user policies.
- Ensuring compliance with related policies.
- Regular reviews are completed every quarter to ensure the SG and Prevent procedure is embedded with staff, learners, and line managers.
- Safeguarding and Prevent Policy is updated annually or if any updates are required sooner.

Data Protection, Record Retention and Storage of Information

Copies of safeguarding referrals and any other relevant documents or records relating to the incident will be securely stored with limited access to only those that required the information. This information will be retained in accordance with GDPR guidelines.

COMPLAINTS PROCEDURE

Our complaints procedure will be followed where a Learner raises a concern about poor practice of Safeguarding.

POLICY REVIEW

This Safeguarding Policy will be reviewed annually or in the event of changes in legislation, or to take into account changes in working practices which may result from incidents or allegations occurring.

Further reading, useful links, and contacts

Helplines Directory - A list of organisations to support

Gamcare - Supporting those harmed by gambling
Telephone - 0808 8020 133
www.gamcare.org.uk

Refuge - National Aid Helpline - Supporting victims of domestic abuse
Telephone - 08082000247
www.nationaldahelpline.org.uk

Mind UK - Supporting those going through mental health issues
Telephone - 0300 123 3393
www.mind.org.uk

Samaritans - For anyone who wants to talk
 Telephone - 116 123
www.samaritans.org.uk

Stepchange - Supporting those affected by financial hardship and debt issues
 Telephone - 0800 138 111
www.stepchange.org.uk

<https://actearly.uk/>

<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>

<https://www.officeforstudents.org.uk/publications/prevent-monitoring-requirements-during-the-coronavirus-covid-19-pandemic/>

Prevent for Further Education and Training – Complying with the Prevent Duty
 (preventforfeandtraining.org.uk)

[Online Radicalisation | Get Safe Online](#)

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Updates to Mandatory Team Training.

Review Date: Nov2024

Policy/Process Owner: Apprenticeship Quality Team / Tony Dawson, Lead Designated Safeguarding Officer

Signed by	Andy Rayner - Director of Apprenticeships and Early Careers
Signature	Signed on behalf of Leap Apprenticeships 