

Safeguarding and Prevent Policy

Aspire Education



Director	Jason Murphy	December 2017	
Publication Date	Aspire Board of Directors	February 2023	V9JPEMBERTON
Review Date	Aspire Board of Directors	Sep 2023	

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Introduction

Aspire Education Academy is committed to ensuring the safety and wellbeing of all learners, staff and associated persons involved with Aspire Education Academy. It is everyone's responsibility to report any concerns they see or any concerns they have themselves whether associated with Aspire Education Academy or not. Protection from abuse, extremism and radicalisation is paramount and is the duty of care for everyone.

Aspire Education Academy work with Local Authorities and Safeguarding Partnerships throughout the country to ensure and maintain the safety and wellbeing of learners. Aspire Education Academy deliver courses throughout England and as such liaise when and where appropriate with Local Authorities and additional external professionals.

All staff within Aspire Education Academy have appropriate DBS checks completed in line with safer recruitment policies and procedures. All delivery staff and staff who have direct contact with learners will have an Enhanced DBS check prior to supporting learners.

All external partners are expected to follow the safeguarding policies and procedures outlined within this document and to have a thorough understanding of the policy and all procedures prior to working in partnership with Aspire Education Academy. All external partners who may have unsupervised access to learners will evidence an Enhanced DBS prior to supporting any learners.

Learners are monitored throughout each course with support given by the Business Development Manager at the Awareness Session stage of enrolment, followed by Tutor support during the course programme. Learners who have vulnerabilities and identified risk factors have a 'Learner Support Plan' implemented on Day One of the course that will support their individual needs and requirements to ensure they progress and develop within their course.

We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for learners and so should be addressed as a safeguarding concern. We also recognise that if we fail to challenge extremist views we are failing to protect our learners and to promote equality and diversity

Definition

Young Person protection relates to any young person (under 18) who may suffer from, or may be at risk of mental or physical injury, radicalised to support terrorism, neglect, and emotional or sexual abuse.

Safeguarding Adults at Risk of Harm relates to any adult (18 and over) who:

- Has needs for care and support (whether or not the local authority is meeting any of those needs) and;
- Is experiencing, or is at risk of, abuse or neglect; and;
- As a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of, abuse or neglect.

At Aspire we recognise that adults at risk represent a sub-section of our adult learners.

Recognition

Recognising safeguarding concerns is of the utmost importance and having a knowledge of identifying signs and symptoms of abuse, radicalisation and extremism is key to supporting the welfare of learners.

Identifiable signs and symptoms can be physical, emotional, social and psychological.

- Physical signs such as bruises, cuts, scratches, burns, scalds.
- Behavioural changes that can be identified within the course programme such as reduction in quality of work, negative attitudes towards learning, verbally and/or physically aggressive, lack of focus on work.
- Emotional signs and symptoms such as changes in emotions within the course either within the same day or over a period of days.
- Sudden and unexplained access to money and/or expensive possessions.
- Secretive for no apparent reason and the need to be excused from class to take excessive telephone calls.
- Evidence of neglect.

Designated Person for Learner Protection

The Designated Safeguarding Lead for Aspire Education Academy is James Pemberton (Head of Care, Support & Wellbeing, Head of Safeguarding, Health & Safety Lead).

In addition, there are three Regional Safeguarding Champions who focus on the following regions:

- North of England
- South of England

All safeguarding concerns and disclosures must be reported to one of the Safeguarding Team at the earliest opportunity. In the event of an emergency and the immediate safety of a person is at risk, then the emergency services must be contacted.

Name	Role	Location	Contact Details
James Pemberton	Designated Safeguarding Lead	National	james.pemberton@aspireeducationacademy.co.uk Safeguarding Contact: +44(0)7447 128 894
Name	Role	Location	Contact Details
Emma Waller	Safeguarding Champion	South East	Emma.waller@aspireeducationacademy.co.uk Safeguarding Contact: +44(0)7476113475
Name	Role	Location	Contact Details
Emma Nield Taylor	Safeguarding Champion	North West	Emma.nield-taylor@aspireeducationacademy.co.uk Safeguarding Contact: +44(0)7472825653
Name	Role	Location	Contact Details
Lauren Smith	Safeguarding Champion	North	Lauren.smith@aspireeducationacademy.co.uk Safeguarding Contact: +44(0)7483113405

The role of the Designated Safeguarding Lead and the Safeguarding Champions are:

- To receive safeguarding concerns and disclosures and to log all information accurately and clearly.
- The Designated Safeguarding Lead will liaise with external professionals where appropriate such as Local Safeguarding Partnerships, Local Authority Designated Officers, Local Police Forces, Regional Prevent Coordinators.
- The Safeguarding Team will support all learners through the duration of their course and if required offer additional support post course in respect of

signposting to appropriate networks, external professional communication and full closure of safeguarding cases.

- The Safeguarding team will develop resources to help learners and staff in their ongoing progress and development within safeguarding subjects.
- The Designated Safeguarding Lead will deliver annual mandatory safeguarding training. In addition the Designated Safeguarding Lead will deliver additional training sessions throughout the year to develop staff's understanding of core safeguarding subjects.
- Ensure all involved with Aspire Education Academy have a sound knowledge and understanding of safeguarding policies and processes.

Safer Recruitment Procedure

All information regarding safer recruitment works in line with Aspire Education Academy's Recruitment policy and procedure and is informed by the latest version of Keeping Children Safe in Education.

The Role of Individual Staff/Volunteers

It is the responsibility of each member of staff/volunteer to have a sound understanding of safeguarding signs and symptoms and to report any concerns as soon as possible. If a staff member has any doubt in their mind, then the Safeguarding Team must be contacted in order to discuss the concern/issue.

The Safeguarding Champions roles and responsibilities are to liaise with staff within their region and to communicate any concerns that have not already been directed to the Designated Safeguarding Lead.

No staff member must investigate any disclosures or concerns. This is the responsibility of the relevant statutory agencies. Each staff member must listen carefully to the concern/disclosure and gather factual, legible and accurate information in order to pass on to the Designated Safeguarding Lead who can then take the appropriate action depending on the individual case and without delay.

Confidentiality

All concerns and disclosures must be dealt with by a member of staff in a professional and sensitive manner. While confidentiality is vitally important, confidentiality must not be guaranteed in order to protect and safeguard an individual. Confidentiality within safeguarding is based on a 'need to know' basis. Breaches of confidentiality within the parameters of safeguarding guidelines may result in serious consequences such as the impeding of investigations by statutory bodies.

Prayer and Faith Facilities

Course venues are booked and vetted by the Business Development Managers. Prayer and faith facilities are identified during the booking process, with separate rooms made available for prayer and faith requirements. All information is passed to the course Tutor who in turn disseminates the information as to where prayer and faith facilities are located on Day 1 of the course.

Safeguarding Procedure

A safeguarding concern can be identified in several ways.

- A verbal disclosure by a learner to a member of staff.
 - A noticed change in physical and/or emotional behaviour by a staff member.
 - Trigger words or comments that may arouse concern.
 - A concern reported by another learner.
 - An anonymous report using the online Whisper platform.
1. Concerns and disclosures must be referred to the Safeguarding Department as soon as is possible. It is crucial that concerns and disclosures are reported as early as possible so that support to the learner can be given in an efficient manner. The Designated Safeguarding Lead will then communicate with the relevant external professionals as required.
 2. All information must be documented clearly and accurately and in as much detail as possible. All information must be factual with no opinions or judgements included. All details must then be documented on a Safeguarding Incident Report form and submitted to the Designated Safeguarding Lead.
 3. If an individual discloses a safeguarding concern the following process must take place; ***(a) the individual must be listened to carefully; (b) the staff member must not make any promises during the disclosure; (c) the staff member must reassure the individual so that the individual understands that everything possible will be done to maintain the safety and wellbeing of the individual; (d) the staff member must never use leading questioning techniques; (e) open questions to gather factual information must only be used during the disclosure and in no way must this line of questioning be in an investigative manner but to gather sufficient information to make a referral; (f) do not show emotions during the disclosure.***
 4. All information will be treated with the utmost respect and confidentiality maintained within the 'need to know basis' remit and in line with GDPR

regulations. Written records will be stored within the Central Safeguarding Register and Incident Management Logs section of the Safeguarding OneNote and SharePoint. Access to the Safeguarding OneNote and SharePoint is limited, with access authorised to the following people;

- Designated Safeguarding Lead
 - Safeguarding Champions
 - Head of HR
 - Directors
5. The organisation ethos in respect of Safeguarding is “if in doubt, tell the Safeguarding Team.”
 6. Allegations regarding a staff member will be reported to the Designated Safeguarding Lead. The Designated Safeguarding Lead will contact the Local Authority Designated Officer (LADO) and a plan of action will be developed.
 7. Allegations regarding a member of the Board of Directors will be discussed with the nominated Governor who supports with safeguarding governance. The Local Authority will also be contacted if such a disclosure happened within the Board of Directors.
 8. Allegations against a governor will be discussed with the Local Authority. If the allegation is substantiated then the organisation will follow all processes for removing the governor from his/her position.

EMERGENCY CONTACT DETAILS

Aspire Education Academy

Designated Safeguarding Lead- James Pemberton 07447128894

james.pemberton@aspireeducationacademy.co.uk

safeguarding@aspireeducationacademy.co.uk

Safeguarding Champion (North)-Emma Nield-Taylor 07472825653

Safeguarding Champion (North)-Lauren Smith 07483113405

Safeguarding Champion (South)-Emma Waller 07746113475

Whisper Online Anonymous Reporting Platform 07860021323

(SAF1 +
message)

<https://swgfl.org.uk/whisper/saf1>

Liverpool

Liverpool Adult Safeguarding Board 0151 2333800

Liverpool Careline 0151 233 3700

North-West FE Prevent Co-ordinator-Nigel Lund

nigel.lund@education.gov.uk

Prevent Education Officer-Joanna Fitzsimmons

Joanna.fitzsimmons@liverpool.gov.uk

Useful Contacts

Website: www.samaritans.org

Telephone: 020 8394 8300

Email: jo@samaritans.org

UK Helpline: 08457 90 90 90

Local GP Finder: www.nhs.uk/ServiceDirectories/pages/serviceSearch.aspx

Website: www.bacp.co.uk

Email: bacp@bacp.co.uk

Website: www.aest.org.uk

Website: www.nspcc.org.uk
 Telephone: 0808 800 5000
 TEXTPHONE: 0800 056 0566
 Email: help@nspcc.org.uk

Website: www.kidscape.org.uk Helpline: 08451 205 204
 Website: www.ChildLine.org.uk ChildLine: 0800 1111
 Website: www.voiceuk.org Telephone: 0845 122 8695
 Website: www.bullying.co.uk/ Email: help@bullying.co.uk
 Website: [www.direct.gov.uk/en/EducationAnd Learning/AdultLearning/index.htm](http://www.direct.gov.uk/en/EducationAndLearning/AdultLearning/index.htm)

Website: www.mind.org.uk
 Telephone: 020 8519 2122 or 0845 766 0163
 Email: contact@mind.org.uk

Website: www.elderabuse.org.uk

Website: www.cruse.org.uk
 Telephone: 0844 477 9400 (helpline)
 Email: info@cruse.org.uk or helpline@cruse.org.uk

Young Person's Free Helpline: 0808 808 1677

Website: www.suzylamplugh.org Telephone: 020 7091 0014
 Email: info@suzylamplugh.org

Website: www.ncdv.org.uk/ Telephone: 0800 970 2070
 Email: office@ncdv.org.uk

Website: www.relate.org.uk Telephone: 0845 456 1310 or 01788 573241
 Email: enquiries@relate.org.uk

Website: www.thesite.org
 Website: www.talktofrank.com
 Tel: 0800 77 66 00
 (in 120 languages)
 TEXTPHONE: 0800 917 8765

Website: www.stonewall.org.uk

Website: www.thinkuknow.co.uk Telephone: +44 (0)870 000 3344 Email
enquiries@ceop.gov.uk
 Website: www.carers.org
 Email: info@carers.org

Website: www.youngminds.org.uk/
 Telephone: 0808 802 5544 or 0207 089 5050
 Email: ymenquiries@youngminds.org.uk

Website: www.dyslexiaaction.org.uk/
Telephone: 0300 303 8840
Email: supportus@dyslexiaaction.org.uk

Website: www.asmentoring.co.uk/
Email: enquiries@asmentoring.co.uk

Website: www.gov.uk/access-to-work/overview
Telephone: 0345 268 8489

Email: atwosu.london@dwp.gsi.gov.uk

Website: www.autism.org.uk/
Telephone: 0207 833 2299 or 0808 800 4104
Email: nas@nas.org.uk

Website: www.patoss-dyslexia.org/
Telephone: 01386 712 650

Website: www.renardassociates.co.uk
Telephone: 07825686851

Website: www.nationaldomesticviolencehelpline.org.uk/
Telephone: 0808 200 0247

Website: [//rapecrisis.org.uk/](http://rapecrisis.org.uk/)
Email: rcewinfo@rapecrisis.org.uk

Website: [//staysafeonline.org/](http://staysafeonline.org/)

Website: www.crisis.org.uk/
Telephone: 0300 636 1967
Email: enquiries@crisis.org.uk

Website: [//england.shelter.org.uk/](http://england.shelter.org.uk/)
Telephone: 0808 800 4444
Email: info@shelter.org.uk

Website: www.citizensadvice.org.uk/

Website: www.stepchange.org/
Telephone: 08001381000

Website: www.moneyadviceservice.org.uk
Telephone: 0300 500 5000

Website: [//ceop.police.uk/safety-centre/](http://ceop.police.uk/safety-centre/)
Telephone: 0870 000 3344
Website: www.bpas.org/

Telephone: 03457 304030
Email: clientservices@bpas.org

Website: www.themix.org.uk/
Telephone: 0808 8084994

Website: www.dressforsuccessgl.org
Telephone: 0203 773 7279
Email: info@dressforsuccessgl.org

Website: www.smartworks.org.uk/
Telephone: 0208 962 6586 or 0207 288 1770
Email: london@smartworks.org.uk

Website: www.suitedbootedcentre.org.uk/
Telephone: 07808 531654
Email: info@suitedbootedcentre.org.uk

Website: www.drinkaware.co.uk/
Telephone: 0207 766 9900
Email: contact@drinkaware.co.uk

Website: www.actiononaddiction.org.uk
Telephone: 0300 330 0659

Urgent Referrals: Phone 999 where there is immediate risk of injury or security or medical assistance is required.

Appendix 1-Definitions of Child/Vulnerable Adult Abuse

Abuse, including neglect, is a form of maltreatment of a child or adult at risk (often called a vulnerable adult). In relation to adults the terminology 'serious harm' is frequently used within the guidance rather than 'significant harm' which is a term from the Children Act 1989 and 2004. Someone may abuse a child or vulnerable adult by inflicting harm, or by failing to act to prevent harm. Children and vulnerable adults may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example via the internet. They may also be abused by an adult or adults, or by another child or children.

Working Together to Safeguard Children 2018 defines four types of abuse; physical, emotional, sexual and neglect. Vulnerable groups may also be subjected to these forms of abuse therefore the wording from Working Together to Safeguard Children 2018 has been slightly altered to reflect this fact. Adults may also be subjected to financial, discriminatory and institutional abuse and colleagues should be familiar with indicators for all forms of abuse.

Physical Abuse

Physical Abuse is the causing of injury to a person by one or more of the following.

Physical Abuse: this may involve	Signs: this may include
<ul style="list-style-type: none"> • Hitting • Shaking • Throwing • Poisoning • Burning or Scalding • Drowning • Suffocating or otherwise causing Physical Harm <p>Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately indicates illness in a child, young person or vulnerable adult</p>	<ul style="list-style-type: none"> • Unexplained bruises, marks or injuries on any part of the body • Frequent visits to the GP or A&E • An injury consistent with the explanation offered • Fear of parents or carers being approached for an explanation • Aggressive behaviour or severe temper outbursts • Flinching when approached • Reluctance to get changed or wearing long sleeves in hot weather • Depression • Withdrawal behaviour or other behaviour change

	<ul style="list-style-type: none"> • Running away from home/residential care • Distrust of adults, particularly those with whom a close relationship would normally be expected
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Emotional Abuse

Emotional abuse is the persistent maltreatment of a child or vulnerable adult such as to cause severe and persistent adverse effects on the child's or vulnerable adult's emotional development.

Emotional Abuse: this may involve	Signs: this may include
<ul style="list-style-type: none"> • Conveying to the child or vulnerable adult that they are worthless and unloved • That they are inadequate, or valued only insofar as they meet the needs of another person • Not giving the child or vulnerable adult opportunities to express their views • Deliberately silencing them • Making fun of what they say or how they communicate • Age or developmentally inappropriate expectations being imposed on the child or vulnerable adult • Interactions that are beyond the developmental capability • Overprotection and limitation of exploration and learning • Preventing the child or vulnerable adult participating in normal social interaction 	<ul style="list-style-type: none"> • A failure to thrive or grow • Sudden speech disorders • Developmental delay, either in terms of physical or emotional progresses • Behavioural change • Being unable to play or socialise with others • Fear of making mistakes • Self-harm • Fear of parent or carer being approached regarding their behaviour • Confusion • Use of inappropriate language, possession of violent, extremist literature, behavioural changes, the expression of extremist views, advocating violent actions and means, association with known extremists, seeking to recruit others

- Seeing or hearing the ill-treatment of another child or vulnerable adult
- Serious bullying (including cyber bullying)
- Causing children or vulnerable adults frequently to feel frightened or in danger
- Exploitation or corruption of children or vulnerable adults
- Voyeurism
- Upskirting

Some level of emotional abuse is involved in all types of maltreatment of a child or vulnerable adult though it may occur alone.

Sexual Abuse

Sexual Abuse: this may involve	Signs: this may include
<ul style="list-style-type: none"> • Forcing or enticing a child/ren or vulnerable adult/s to take part in sexual activities, not necessarily involving a high level of violence, whether the child or vulnerable adult is aware of what is happening • Physical contact including assault by penetration (for example rape or oral sex) • Non-penetrative acts such as masturbation • Kissing • Rubbing and Touching outside of clothing • They may also include non-contact activities, such as involving children or vulnerable adults in looking at, or in the production of, pornographic material or watching sexual activities 	<ul style="list-style-type: none"> • Pain or itching in the genital/anal areas • Bruising or bleeding near genital/anal areas • Sexually transmitted diseases • Vaginal discharge or infection • Stomach pains • Discomfort when walking or sitting down • Pregnancy • Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn • Fear of being left with a specific person or group of people • Nightmares • Leaving home • Sexual knowledge which is beyond their age or developmental age

<ul style="list-style-type: none"> • Encouraging children to behave in sexually inappropriate ways • Grooming a child in preparation for abuse (including via the internet) • Voyeurism inclusive of upskirting <p>Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.</p>	<ul style="list-style-type: none"> • Sexual drawings or language • Bedwetting • Saying they have secrets they cannot tell anyone about • Self-harm or mutilation, sometimes leading to suicide attempts • Eating problems such as overeating or anorexia
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Neglect

This is the persistent failure to meet a child's or vulnerable adults basic physical and or psychological needs, likely to result in the serious impairment of the child's or vulnerable adult's health or development.

Abuse by Neglect: this may involve	Signs: this may include
<ul style="list-style-type: none"> • Neglect may occur during pregnancy because of material substance abuse • A parent or carer failing to provide adequate food, clothing and shelter • Exclusion from home or abandonment • Failure to protect a child or vulnerable adult from physical harm or danger failure • To ensure adequate supervision • Failure to use adequate care takers • Failure to ensure access to appropriate medical care or treatment • Neglect of, or unresponsiveness to a child's or vulnerable adult's basic emotional needs 	<ul style="list-style-type: none"> • A constant hunger, sometimes stealing food from others • Dirty or smelly • Loss of weight, or being constantly underweight • Inappropriate dress for the weather • Complaining of being tired all the time • Not requesting medical assistance and failing to attend appointments • Having few friends • Worsening health conditions • Pressure sores • Mentioning their being left alone or unsupervised

	<ul style="list-style-type: none"> • Sore or extreme nappy rash • Skin infections • Mentioning their being left alone or unsupervised • Sore or extreme nappy rash • Lack of response to stimuli or contact • Poor skin condition(s) • Frozen watchfulness • Anxiety • Distressed • Child moves away from parent under stress • Little or no distress when separated from primary carer • Inappropriate emotional responses • Language delay
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Financial Abuse

Financial Abuse: this may involve	Signs: this may include
<ul style="list-style-type: none"> • Being overcharged for services • Being tricked into receiving goods or services that they do not want or need • Inappropriate use, exploitation, or misappropriation of property and or utilities • Theft • Deception • Fraud 	<ul style="list-style-type: none"> • Lack of basic requirements e.g. food, clothes or shelter • Inability to pay bills • Unexplained withdrawals from accounts • Inconsistency between standard of living and income • Reluctance to take up assistance which is needed

<ul style="list-style-type: none"> • Explanation or pressure relating to wills 	<ul style="list-style-type: none"> • Unusual interest by family or other people in the persons assets • Recent changes in deeds • Power of Attorney obtained when person lacks capacity to make the decision.
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Institutional Abuse

Institutional Abuse: this may involve	Signs: this may include
<ul style="list-style-type: none"> • Service users required to fit in excessively to the routine of the service • More than one individual are neglected • Everyone is treated in the same way • Other forms of abuse on an institutional scale. 	<ul style="list-style-type: none"> • Inflexible daily routines, e.g. set bedtimes and or deliberate waking • Dirty clothing and bed linen • Lack of personal clothing and possessions • Inappropriate use of nursing and medical procedures • Lack of individualised care plans and failure to comply with care plans • Inappropriate use of power, control, restriction and confinement • Failure to access health care, dentistry services, etc. • Inappropriate use of medication • Misuse of residents' finances or communal finances • Dangerous moving or handling practices • Failure to record incidents or concerns.

Preventing Extremism and Radicalisation Introduction

In 2010, the Government published the Prevent Strategy. This raised an awareness of the specific need to safeguard children, young people and families from violent

extremism.

Extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

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.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Learners may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that colleagues can recognise those vulnerabilities.

Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to British Fundamental values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Online Extremism within Prevent duty refers to conspiracy theories and right wing extremism. Fake news and conspiracy theories are a significant concern and are commonplace within social media and the internet. The spread of disinformation grows rapidly to create anxieties, concerns and extremist views within those who read and follow such content.

This is a vocal or active opposition to democracy, the rule of **LAW**, individual **FREEDOM** and mutual **RESPECT** and **TOLERANCE** of different faiths and beliefs

Responding to Suspicions of Radicalisation and Extremism

We are alert to changes in a learner's behaviour or attitude which could indicate that they need help or protection.

- When any colleague has concerns that a learner may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Safeguarding Lead for investigation and action.
- Disclosure records are held by the Designated Safeguarding Lead and stored on a secure server.
- Colleagues take care not to influence the outcome either through the way they speak to or question children/vulnerable adults.
- We will continue to welcome the learner whilst investigations are being made. The learner may choose to withdraw from learning activities whilst investigations take place.
- We follow the procedures as set by the Safeguarding Partners in relation to the

delivery of services' and designated roles and tasks in supporting the learner, family, and employer subsequent to any investigation.

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Prevent Coordinator.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

Prevent Co-Ordinator Contact Details

<u>Contact Name</u>	<u>Local Authority</u>	<u>Contact Details</u>
Moner Ahmed	Liverpool Regional Prevent Coordinator	Moner.ahmed@liverpool.gov.uk 0151 2337015 07738100441
Chris Rowell	Head of FE and HE Regional Delivery Network	Chris.rowell@education.gov.uk 07384872518
Jennie Fisher	London Prevent Co-Ordinator	jennie.fisher@education.gov.uk
Dave Layton-Scott	Eastern Prevent Co-Ordinator	David.layton-scott@education.gov.uk 07834452155
Alamgir Sheriyar	South East and West Midlands Prevent Co-Ordinator	Alamgir.sheriyar@education.gov.uk 07468714372
Cheri Fayers	South West Prevent Co-Ordinator	Cheri.fayers@education.gov.uk
Chris Sybenga	North East and Yorkshire Prevent Co-Ordinator	Chris.sybenga@education.gov.uk 07384456640
Somerset Police Prevent Referral Team	Somerset	01179 455536 channelsw@avonandsomerset.pnn.police.uk
Sam Slack	East Midlands Prevent Co-Ordinator	E: Sam.slack@education.gov.uk 07384452156
Nigel Lund	North West FE & HE Regional Prevent Co-Ordinator	E: nigel.lund@education.gov.uk 07384452146

Samiya Butt	Manchester Prevent Co-Ordinator	E: s.butt@manchester.gov.uk 0161 8569305
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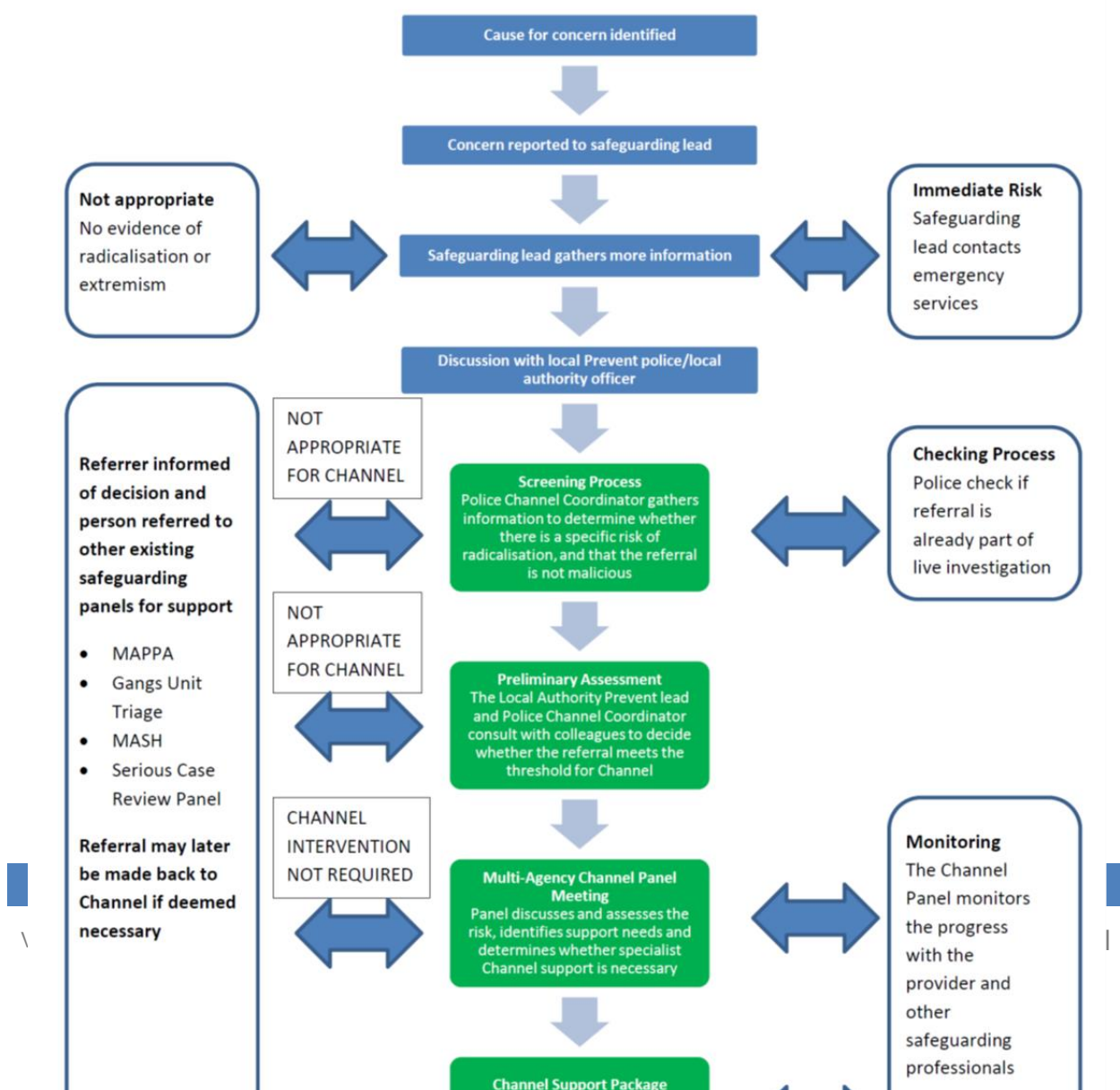
Channel

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the regional Police Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals.
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity.
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages.

Channel Referral Process



Criminal Exploitation (County Lines)

County Lines Criminal Activity –refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas and market and seaside towns.

Staff will be made aware if children with missing episodes who may have been trafficked for the purpose of transporting drugs. Staff members who suspect a child may be vulnerable to, or involved in this activity will immediately report all concerns to the DSL.

Indicators that someone may be involved in County Lines activity include the following:

- Persistently going missing or being found out of their usual area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts or phone calls
- Relationships with controlling or older individuals in the groups
- Leaving home without explanations
- Evidence of physical injury or assault that cannot be explained
- Carrying weapons
- Sudden decline in academic results
- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state
- Parental reports of concern

Serious Violent Crime & Gang Involvement – Young people are at risk of being coerced, groomed and manipulated into being involved in serious violent crime, inclusive of knife crime and gang involvement. Young people living or having associations within inner city suburbs and evidence risk factors and signs and symptoms highlighted within the “County Lines” section are at significant risk of gang membership. Gang involvement will involve serious violent crime including knife crime. Gang membership isn’t just within inner city suburbs as detailed within County Lines. Small towns and villages, especially those within coastal areas and on main railway networks are also just as at risk. Denominators also include areas with high unemployment, poverty and/or towns and villages that are central or in the middle of several major cities. The DSL will be notified at the earliest opportunity so that the Safeguarding Team can communicate with the appropriate authorities and professionals such as Childline and NSPCC helplines. This would be via the Safeguarding Team. All cases will be thoroughly investigated with the local authorities and police being notified based on the evidence gathered by the Safeguarding Teams.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative

acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Female Genital Mutilation (FGM)

Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

FGM is when a female's genitals are deliberately altered or removed for non-medical reasons. It's also known as 'female circumcision' or 'cutting', but has many other names.

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

Peer on Peer Abuse (child on child)

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy). It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear as to the school’s or college’s policy and procedures with regards to peer on peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

Voyeurism

The practice of gaining sexual pleasure from watching others when they are naked or engaged in sexual activity. This in particular relates to the highly intrusive practice of 'upskirting' where people look and/or take photographs or videos of under a person's clothing without their knowledge or consent.

Harmful Sexual Behaviours

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. But it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Serious Violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having

experienced child maltreatment and having been involved in offending, such as theft or robbery.

Modern Day Slavery

Encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.

Honour Based Abuse

It is important to remember that many children and vulnerable adults are a part of a family. Some families have certain values and beliefs that can cause harm to a child or vulnerable adult. An example of this can include strong beliefs or a sense of honour or shame that can prevent people from seeking or accepting the help they need. A strong cultural or religious belief in the sanctity of marriage may dissuade people from leaving their partners, even if they are violent. In addition, many religions and cultures have strong beliefs around sex outside marriage, making it very hard for young, unmarried, pregnant women to get the help they need. Differences in culture or religion between partners, or between parents and children, may also make it more difficult for individuals to understand and support each other. Where one partner perceives their faith and heritage to be superior to, or more important than, their partner's it can lead to a power imbalance and an erosion of the other partner's self-esteem. In extreme cases children who are perceived as "disobedient" or "different" are believed to be possessed by a spirit controlling their behaviour. The children can be physically and emotionally abused to exorcise the spirit.

Domestic Abuse

Domestic abuse can be and is any of the forms of abuse detailed above or a combination of the listed forms of abuse.

Domestic Abuse can be manifested in the form of physical, emotional, psychological, sexual abuse.

In addition to the forms of abuse mentioned, domestic abuse will include a coercive and controlling element to it from a person's partner or family member within a home environment that is very difficult to escape from.

Domestic abuse makes the victim feel as though there no way out, with an inability to live independently without the control of the abuser.

This is especially the case during the Covid-19 pandemic and after-effects of the pandemic in respect of lockdown restrictions where opportunities for domestic abuse have significantly increased.

Homelessness

The DSL and Safeguarding Champions will be aware of the contact details and referral routes in the Local Housing Authority so that concerns over homelessness can be raised as early as possible. Indicators that an individual or family may be at risk of homelessness including the following:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because “they have to”
- Breakdown of family relationships

Bullying

Bullying can include a variety of behaviours from one individual/ group to another individual/ group such as name calling, offensive language, coercion, hitting, pushing, theft or damage to belongings, cyber, spreading harmful messages, hate crime or mate crime which is befriending someone with the intent to exploit them in some way.

External Speakers and Events

We ensure that any external speakers are appropriately vetted before any public speaking or events are arranged. We ensure that all stakeholders remain free from any extremist or inappropriate material to avoid influence or exposure. Liaison takes place with the Regional Prevent Co-ordinator to pass on any concerns regarding speakers and to access details for vetted, reputable speakers. In the event of any concerns raised regarding external speakers, this will be passed on immediately to the Regional Prevent Co-ordinator to ensure this does not continue in other agencies.

Teaching Approaches

We promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We teach and encourage learners to respect one another and to respect and tolerate difference.

We all strive to eradicate the myths and assumptions that can lead to some people becoming alienated and disempowered, especially where the narrow approaches

they may experience elsewhere may make it harder for them to challenge or question these radical influences.

In our provision this will be achieved by good teaching. We will ensure that all of our teaching approaches help our learners build resilience to extremism and give learners a positive sense of identity through the development of critical thinking skills. We will:

- make a connection with learners through good teaching design and a learner centred approach that builds trust;
- facilitate a 'safe space' for dialogue, and
- equip our learners with the appropriate skills, knowledge, understanding and awareness for resilience that prepares them well for their next step.

This approach will be embedded within the ethos so that learners know and understand what safe and acceptable behaviour is in the context of developing responsible, respectful and active citizens who are able to play their part and know how to become involved in public life..

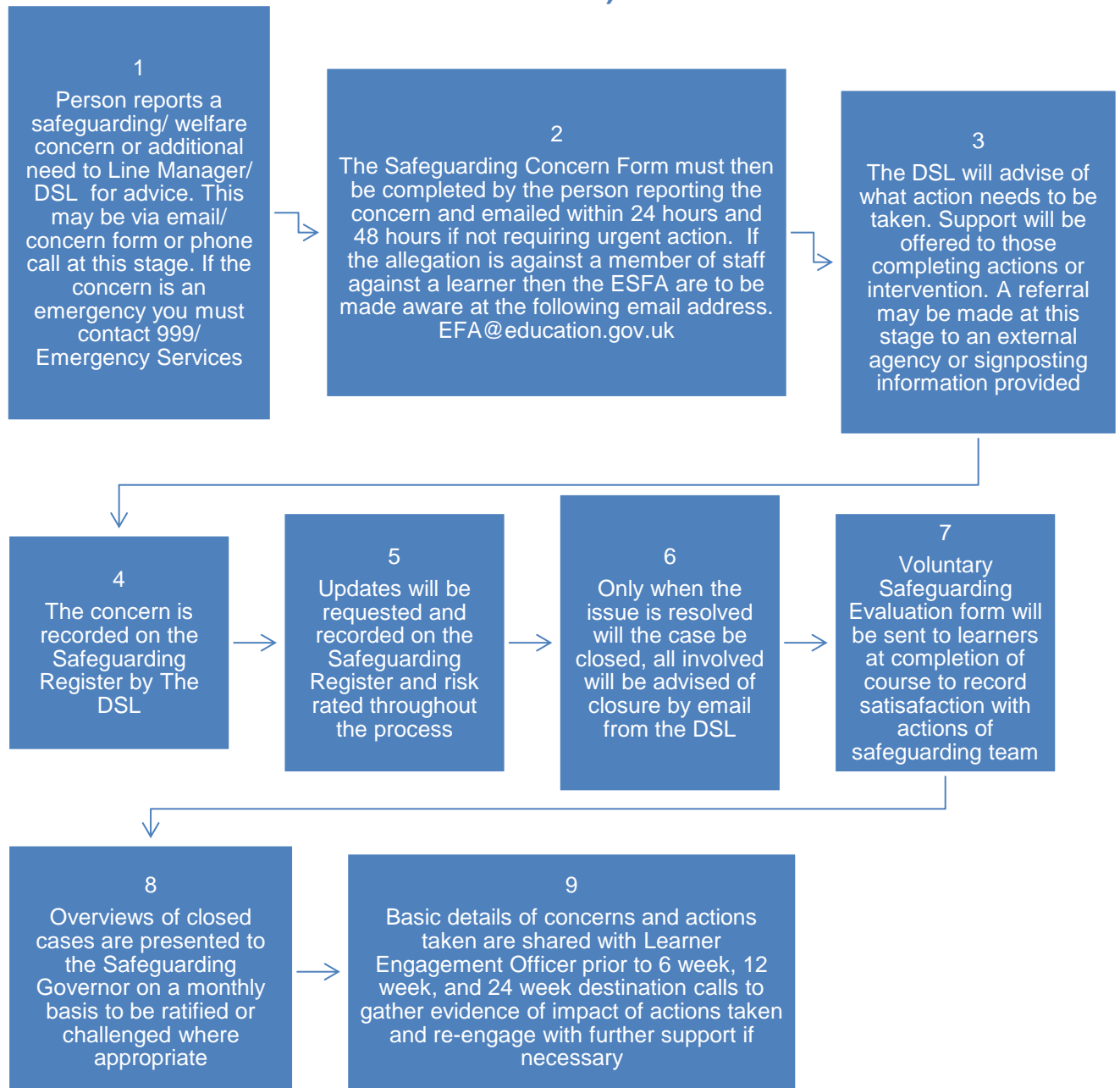
Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution.

E-Safety

The safe and responsible use of technology, is sometimes presented as primarily a child or vulnerable adult protection issue. While children, young people and vulnerable adults do need support to keep themselves safe online the risks associated with the use of technology. Increasingly adults are victims of online scams and fraud and we aim to ensure that learners know how best to protect themselves and their information when working on line. Examples include the mismanagement of personal data, risks of financial scams, identity theft, cyber bullying, grooming, and radicalisation.

Appendix 2-Safeguarding Flow Chart

Safeguarding and Prevent Reporting Process Flowchart (Children, Vulnerable Adults and Prevent Concerns)



Appendix 3-Safeguarding Incident Form

The Aspire Safeguarding Incident Form has been produced on Microsoft Forms and each completion is automatically added to the LIVE Safeguarding Central Register, held on SharePoint and viewable only by:

- Designated Safeguarding Lead
- Safeguarding Champions
- Head of HR
- Directors

The LIVE Safeguarding Central Register form must contain the following information before it can be submitted:

1. Name of person raising concern
2. Name of person concern is about
3. Gender if person concern is about
4. Status/age of person concern is about
5. Date of concern / incident
6. Time of incident
7. Category of issue (safeguarding/prevent)
8. Type of issue (abuse, alcohol or drugs, bullying and harassment, county lines, extremism and radicalisation, finance and cost of living, honour-based violence, housing and homelessness, mental health, modern slavery, neglect, self-harm, sexual exploitation, welfare and safety, other)
9. Funding College
10. Site/Location
11. Have you informed the person you are concerned about that you are raising a safeguarding concern? (yes/no)
12. Details of concern (Remember - include factual details ONLY, not opinions. Record any words used EXACTLY, using quotation marks)

This section to be filled in by the designated worker	
External Agencies Contacted (Date & Time)	
POLICE Yes/No	If Yes – Which Station & Officer: Contact Number: Details of Advice Received:
Social Workers ASSESSMENT TEAM: Yes/No	Name: Contact Number: Details of Advice Received:

CHILD/YP/VA PROTECTION ADVISOR Yes/No	Name: Contact Number: Details of Advice Received:
LOCAL AUTHORITY Yes/No	Name: Contact Number: Details of Advice Received:

Reporting Person

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- Remember to maintain confidentiality on a need to know basis only if it will protect the Child/Vulnerable Adult or Young Person.
- Do not discuss this incident with anyone other than those who need to know.

Appendix 4-Safeguarding Code of Conduct

- We believe that a child or vulnerable adult should never experience abuse of any kind.
- We promote the welfare of all children and vulnerable adults and to keep them safe.
- We are committed to practice in a way that protects them.
- We will protect learners from radicalisation and extremism, by responding swiftly where learners are vulnerable to these issues.
- We protect children and vulnerable adults who receive our services. This includes the children of adults who use our services and any siblings of learners.
- We will provide colleagues and volunteers with regular updates and annual training on Safeguarding and Prevent using resources provided by the Education and Training Foundation, North West Prevent Co-Ordinator, annual updates of KCSIE .
- We will record and check the details of all visitors to all our premises.
- Promote British Fundamental values, including freedom of speech, rights to be safe and listened to, by creating an environment that encourages young people and vulnerable adults to raise any concerns.
- Encourage learners to develop a sense of autonomy and independence in their learning and development.
- Enable young people/vulnerable adults to have the self- confidence and the vocabulary to resist inappropriate approaches.
- Work with employers to build their understanding of and commitment to the principles of safeguarding and prevent duty.
- Liaise with other statutory agencies to ensure legislative procedures are current.
- Provide a safe environment for debating controversial issues
- Promote British Fundamental Values, alongside learners spiritual, moral, social and cultural development
- Allow learners time to explore sensitive and controversial issues
- Provide learners with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing

- Equip learners to explore political and social issues critically, weigh evidence, debate, and make reasoned judgements
- Teach learners about how democracy, government and law making/enforcement occur
- Teach learners about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK Resources.
- Pre-placement Health and Safety checks of employer's premises and health and safety management arrangements are complete, including insurance details, young person risk assessments, lone working policies etc.
- Employers are made aware of relevant Aspire Education policies
- The requirements for DBS checks are assessed and the relevant processes undertaken where required.
- The DSL is responsible for ensuring the child and vulnerable adult policy is available publicly and to parents and carers and that parents and carers are aware that suspected abuse referrals may be made and Aspire Education's role in this.
- The DSL will alert the DBS where a person has been dismissed or left due to risk to or harm that they presented or may have presented to a child or vulnerable adult.
- The DSL will alert the Police – where a crime may have been committed.
- DSL foster strong links with the Safeguarding Partners (LSCB/LSABs) and Designated Local Authority Person.
- Refer all cases of suspected abuse to the local authority children's social care agency or in the case of a vulnerable adult to the local authority adult's social care.
- Liaise with senior management to inform them of issues especially on-going enquiries and police investigations.
- DSL will maintain a proper record of any safeguarding referral, complaint or concern – even where that concern does not lead to a referral.
- DSL act as a source of advice, support and expertise to colleagues on matters of safety and safeguarding.
- Liaise with relevant agencies following a referral to ensure it has been dealt with effectively and identify whether a resolution has been achieved DSL ensures that Aspire Education works with employers and other training organisations that provide apprenticeships and or work placements for children or vulnerable adults from Aspire Education to ensure that appropriate safeguards are in place.
- The individual responsible for HR and Training with support from the Managing Director ensures that all colleagues, volunteers and delivery partners receive training in safeguarding children and vulnerable adults, are aware of Aspire Education's procedures for safeguarding children and vulnerable adults and that refresher training takes place annually.
- The DSL provides information on a monthly basis to the MD and SMT setting out how Aspire Education has discharged its duties. The DSL is also responsible for reporting deficiencies in procedure or policy identified by the Safeguarding Partner (LSCB) at the earliest opportunity.
- If the DSL is absent from the business the Safeguarding Champions will be responsible for undertaking DSL duties.
- Understand the assessment process for providing early help and intervention,

through locally agreed common and shared assessment process
Safeguarding Partners (local safeguarding boards).

- Have working knowledge of each local safeguarding board children's and adults.
- Develop colleague awareness of policies and processes.
- Alert to specific children in need, SEN, Young Carers and "Looked after child."
- Keep detailed, accurate, secure written records of concerns and referrals.
- Ensure open and listening culture.
- Understand Prevent Duty, providing advice and support to colleagues.
- Ensure Policies & Procedures are known.
- Designated Safeguarding Lead role, are shared with all colleagues.
- Safeguarding learners wellbeing and maintain public trust in the teaching profession as part of their professional duties
- Provide a safe environment in which learners can learn
- Act in accordance with Aspire Education procedures with the aim of eliminating unlawful discrimination, harassment and victimisation including those in relation to peer-on-peer abuse
- Maintain an attitude of "it could happen here" where safeguarding is concerned
- Be aware of the signs of abuse and neglect
- Be aware of the early help process and understand their role in it
- Act as the lead professional in understanding an early help assessment, where necessary
- Be aware of, and understand the process for making referrals to MASH (CSCS) as well as for making statutory assessments under The Childrens Act 2004 and their role in these assessments
- Make a clear MASH (CSCS) and/or the police immediately. If at any point there is a risk of immediate serious harm to a learner
- Be aware of and understand the procedure to follow in the event that a learner confides they are being abused or neglected
- Support Social Workers in making decisions about individual learners in collaboration with the LDSO
- Maintain appropriate levels of confidentiality when dealing with individual cases and always act in the best interest of the learner
- Follow Aspire Educations procedures for and approach to preventing radicalisation as outlined in this policy

Sub-Contractors & External Speakers Checklist

Guest Speaker & External Professional Checklist

Checklist	Action/Evidence	Date	DSL Signature
Has an in date Enhanced DBS been evidenced? (If not, a Risk Assessment must be completed to ensure that the person is not unsupervised with learners)			
What company does the person represent?			
Has the company been contacted to confirm representation?			
Has a discussion been completed between speaker and the DSL?			
Have all content material been vetted?			
Who has referred/promoted the speaker and why?			
What are the expected outcomes for learners?			
Has the speaker's social media been vetted?			