



Learn Digital. Lead Digital

# Safeguarding and PREVENT Policy

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## 1 Purpose

Althaus are committed to promoting Safeguarding and PREVENT across our organisation and creating a culture of vigilant awareness and continued education. We aim to promote a provision in which everyone feels educated, confident and aware as to how to implement the following:

The aim of the policy is to ensure

- Recruit all staff safely
- Understand what Safeguarding and PREVENT is
- What constitutes a Safeguarding and PREVENT concern.
- How and when to report a Safeguarding and PREVENT concern.

Any individual should feel secure that they could raise any issues or concerns about the safety or welfare of children and adults at risk and know that they will be listened to and taken seriously. This will be achieved by maintaining an ethos of safeguarding and prevent by demonstrating zero tolerance of abuse and other harmful behaviours, promoting the welfare of children, adults at risk and protecting staff.

As part of our safeguarding and prevent ethos, we encourage all individuals to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Althaus digital ensures that partisan political views are not promoted in the teaching of any subject in althaus and where political issues are presented, reasonably practicable steps will be taken to offer a balanced presentation of opposing views.

Under duties imposed as part of the Prevent Duty Guidance 2015, althaus digital will ensure that situations are suitably risk assessed, staff will work in partnership with other agencies, that all staff are suitably trained and that IT policies will ensure that all individuals are safe from terrorist and extremist material when accessing the internet on site.

## 2 Who must comply with this policy?

This policy applies to all staff, including senior managers, paid staff, volunteers, sessional workers, agency staff, learners/apprentices, employers and anyone working on behalf of/with althaus.

## 3 Who is responsible for this policy?

Althaus digital has a Designated Safeguarding and prevent Lead (DSL) and a deputy lead who are responsible for the development and practice of safeguarding and prevent within althaus.

| Designated Safeguarding Lead |              | Deputy Safeguarding Lead |           |
|------------------------------|--------------|--------------------------|-----------|
| Name:                        | David Wastie | Christopher Poole        | Kate Gall |

|            |                            |                            |                           |
|------------|----------------------------|----------------------------|---------------------------|
| Telephone: | 07946 200882               | 07946 200909               | 07946 200889              |
| Email:     | david@althausdigital.co.uk | chris@althausdigital.co.uk | kate@althausdigital.co.uk |

Althaus digital understands that to fulfil its responsibility to safeguard children and adults at risk, all employees and volunteers are required to undertake mandatory training and appropriately share any concerns that are identified or disclosed.

Althaus digital will immediately refer an individual if there are concerns about his/her welfare, possible abuse or neglect to the appropriate agency where he/she resides. A Safeguarding and prevent Report Form (Appendix A) will also be completed and sent to the DSL immediately and a written record of the referral will be forwarded to the relevant agency within 48 hours.

The DSL will also ensure that:

- Written records of concerns about a child or adult at risk are retained securely.
- All such records are stored confidentially in a safeguarding and prevent file within a locked cabinet or drawer. The safeguarding and prevent records are to be kept separate from individual student records.
- Ensure that staff receive regular updates and mandatory training for safeguarding and prevent, particularly as part of staff induction, and receive refresher training as required.
- Internal procedures for reporting safeguarding and prevent referrals to the Board are followed.

#### 4 Safer Recruitment

All staff and learners/apprentices working with althaus digital will have been through the safer recruitment process ensuring all prior checks have been carried out. Further details can be found in the 'Safer Recruitment Policy'

#### 5 What is PREVENT?

PREVENT - Preventing Extremism and Radicalisation

The Prevent Duty (The Counter-Terrorism and Security Act June 2015) requires althaus, and all others in the education sector, have "due regard to the need to prevent people from being drawn into terrorism", supporting terrorism or being drawn into non-violent extremism.

The aim of PREVENT is to safeguard vulnerable individuals (both adults and children) who may be at risk of potentially becoming involved in terrorist activities.

Guidance is issued under Section 29 of the Act:

- 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

It is all our legal responsibility under the Prevent Duty to make sure that:

- You have undertaken training in the Prevent Duty as identified by your management
- You are aware of when it is appropriate to refer concerns about learners/apprentices to the Prevent officer, (our Designated Safeguarding Lead)
- You exemplify British values of "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs" into your work.

This policy sets out how althaus digital will aim to:

- 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

Definitions:

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.

Terrorism

An action that endangers or causes serious violence to a person/people, causes serious damage to property or seriously interferes or disrupts an electronic system. The use of threat must be designed to influence the Government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Radicalisation

People can be drawn into violence or they can be exposed to the messages of extremist groups by many means. The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary.

## 6 What is safeguarding?

Safeguarding is described as, all agencies working with children, adults at risk and their families take all reasonable measures to ensure that the risk of harm to their welfare is minimised and where there are concerns about any of this group agencies take appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other agencies.

A child is anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or custody in the secure estate for children, does not change his or her status or entitlement to services or protection.

An adult at risk is any person age 18 or over who is, or may be in need of community care services by reason of mental/physical or learning disability/age or illness and unable to take care of them self or unable to protect themselves against significant harm or serious exploitation.

They may include, for example, people with:

- mental ill health or a mental disorder including dementia, or people on the autistic spectrum
- a physical disability
- a sensory impairment
- a learning disability
- who are frail and who are experiencing a temporary illness

## 7 Raising Awareness, training, and engagement

It is essential that all our staff, learners and employers are aware and are educated about the risks in relations to safeguarding and PREVENT. To support this, we have outlined below the ways in which we communicate, educate, get feedback and re-enforce this awareness:

### Staff

- Enhanced DBS required as part of safer recruitment
- Induction (Policy understanding and EduCare training, with yearly refreshers, 3 months sign off)
- Round Table meetings (bi-weekly meeting, for all staff at Althaus, sharing updates/local and regional issues are discussed)
- Operations Meetings (bi-weekly meetings for all delivery staff)
- Standardisation Meetings (quarterly meeting)
- Awareness of DSO's
- 121's (to discuss trends and themes)
- Safeguarding board (meets monthly)

### Learners

- Initial Assessment to gauge understanding
  - Informed who the DSO's/DSL is
- Induction – specific modules to support
  - Who to go to if you have a concern (DSO's/DSL)
- Progress Reviews
  - Safeguarding and PREVENT questions are asked and questioning to re-enforce who to go to and what to do, if you have a concern
- Live Sessions

- Skills Hub (Self Care Corner (this module is made up of a plethora of relevant topics, e.g. homelessness, addition, radicalisation, etc..) Policies, Safeguarding and prevent Awareness Modules)
- Awareness of DSO's (this is also a regular notification on both Bud and Skills Hub systems)

#### Employers

- Sign Up Process
- Skills Hub (Policies)

Althaus encourages a full adherence to fundamental British values, this is best demonstrated through freedom of speech amongst staff. Wherever this was to show signs of extreme narratives this would be addressed by the individual line managers.

In addition, our delivery team reinforce freedom of speech within the live sessions and progress reviews as part of our commitment to fundamental British values. However, staff are sure to highlight and challenge extreme views where these cross over the acceptable threshold and support this with one-to-one conversations to address what is deemed to be acceptable in a tolerant society.

#### Safeguarding Board

We have in place a dedicated safeguarding board that meets on a monthly basis. This Board consists of the DSL, all DSO's, representatives from the delivery team, learner engagement team and the HR team (for Safer Recruitment purposes). The role of our Safeguarding board is to go over all the key areas in relation to Safeguarding and Prevent, to ensure our provision is providing the highest levels of responsibility and best practice. As part of the agenda, policy is reviewed, local and national topical issues are discussed with a view to ensuring all important policy changes/latest events/learning are discussed at our round table meetings, giving all staff the opportunity to have input and provide feedback.

## 8 Reporting Safeguarding and Prevent Concerns/Incidents

All staff receive an appropriate level of training to provide a shared understanding of the tasks, processes, principles, and roles and responsibilities for safeguarding children and promoting their welfare. Where a safeguarding and prevent incident occurs, or an individual has a safeguarding and prevent concern, the following procedure must be enacted:

- Recognise the signs of abuse.
- Respond and react accordingly.
- Record the facts of the disclosure.
- Report the disclosure to DSL immediately. All written reports must be forwarded to the DSL within 2 hours of the suspicion arising.

- Refer (to the emergency services, through the Channel process or Social Services or through the Channel process) in situations where an individual may be at risk of immediate harm – and ensure that the information is reported to Safeguarding and prevent Representative and National Safeguarding and prevent Advisor as soon as possible after the referral, always within 48 hours.

## Recognise

Signs of abuse can be recognised as contrast to the individual's usual behaviour or observed from a change in their physical appearance as mentioned below:

- Physical: this could include lack of personal hygiene, self-harm, substance or drug abuse, noticeable signs of bruising or flinching when being touched, developed a speech disorder or learning difficulty that cannot be attributed to a physical or psychological cause
- Behavioural: this could include sudden changes in a person's character, lack of confidence, low self-esteem, withdrawn or being aggressive or angry for no reason, becoming anxious or tearful.

The information above is by no means exhaustive, and an individual may not wish to disclose something that they perceive as "normal".

## Respond

People are often reluctant to talk about abuse. Many perpetrators may tell people to keep the abuse a secret and frighten them with unpleasant consequences. Listed below are some ways as to respond to issues or concerns:

- Stay calm and listen carefully to what is being said
- Reassure the person that they have done the right thing by telling you, but not that everything will be okay (sometimes things get worse before they get better)
- Find an appropriate early opportunity to explain that it is likely the information will need to be shared with others, but that this will be on a need to know basis
- Allow the person to continue at his/her own pace - asking questions for clarification only; try to ask "tell me, explain to me, describe to me" so as to avoid leading for a particular answer. Tell them what you will do next and with whom the information will be shared
- Do not delay in discussing your concerns and if necessary, passing this information on. If you feel that anyone is at immediate risk, please take any reasonable steps within your role to protect any person from immediate harm, for example:
- Call an ambulance or a GP if someone needs medical attention

- Call the emergency services/police if a crime is taking place or has taken place
- Inform the DSL as soon as possible/within 48 hours
- Separate the alleged perpetrator and victim, but only if it is safe to do so. If you are suspicious but no disclosure has taken place, discuss your concerns with the DSL. If a person approaches you to make allegations of inappropriate behaviour or misconduct against a member of staff:
- Contact your line manager and DSL
- Follow the guidelines in section 12 Managing Allegations against Staff
- Do not question the person making the allegation or investigate the matter yourself

### Record

A Safeguarding and prevent Report Form, Appendix A, must be completed. Where a Safeguarding and prevent Report Form is not readily available, please ensure that the following information is noted:

- Your details
- Name of those involved
- Date of incident(s)/disclosure/suspicion
- Details of incident(s)/disclosure/suspicion
- Background information
- Actions taken

Whilst you can record observations, do not interpret or give opinion as this may bias the information provided and jeopardise any future investigation into the allegation.

The Safeguarding and prevent Report Form should be kept securely and forwarded to the DSL.

### Report

Any issues or concerns, allegations or suspicions relating to safeguarding and prevent must be taken seriously and reported to the DSL.

If the DSL is not available, please contact the Chief Executive Officer (CEO).

### Refer

Where required, the DSL will refer or support you with guidance on next steps and/or signposting the relevant external agency.

- Any referrals to Social Services, through the Channel process, or other external agency must also be notified to the DSL.

- Any violent incidents must be notified to the CEO who is our Principal Health and Safety Officer.
- Should there be a disagreement between the staff member and the DSL or manager about the need to make a referral, a direct referral made to the relevant social services department by the employee who has the concern.
- Any concerns about an individual who is part of a programme that is externally linked (e.g. a school, college or University etc.) should be relayed to the external institutions designated safeguarding and prevent representative also.

## 9 Confidentiality

The safety and well-being of the individual at risk is paramount. Staff may have access to confidential information about individuals in order to undertake their everyday responsibilities. In some circumstances, staff may be given highly sensitive or private information. They should never use confidential or personal information about an individual or his/her family for their own or others' advantage. Information must never be used to intimidate, humiliate, or embarrass an individual.

- The DSL will disclose personal information about an individual to other staff on a need to know basis only. The DSL will make a judgement in each individual case about who needs and has a right to access particular information.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and adults at risk, in consultation with the DSL.
- All safeguarding and prevent records are subject to Freedom of Information Act 2012 and Data Protection Act 2018. If there is any doubt as to the rights of any party to access information, we may seek legal advice prior to releasing any information.
- Althaus complies with the requirements of the Data Protection Act 2018 the DPA does not prevent staff from sharing information where this is necessary to protect the safety and well-being of the individual.
- All staff must be aware that they cannot promise a child or adult at risk confidentiality which might compromise the safety or well-being of the individual or that of another.

## 10 IT Security

At althaus, the majority of the live sessions and progress reviews are carried out online, using a range of in-house systems and some third-party platforms. To ensure the safety and the security of all learners, we have ensured that strong security measures are in place to mitigate any risk to learners.

For a further breakdown, please refer to the Remote IT Security Policy.

### Monitoring of internal IT systems

At althaus it is extremely important to also safeguard our staff. To do so, all laptops have Bitdefender installed to facilitate the restriction of content accessed by staff. This system is controlled by our IT manager, who would also be notified if anyone was trying to access dangerous or inappropriate web pages.

For email screening, as part of our Microsoft 365 account, we are protected against spam, malware and known threats with Exchange online protection.

### Information Sharing

There may be some circumstances where the welfare or safety of an individual may take precedence over confidentiality. Interagency working and sharing of information is an integral part of safeguarding and prevent.

The overriding objective must be to safeguard the child or adult at risk.

- Remember that the Data Protection Act 2018 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately.
- Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
- Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
- Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
- Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
- Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

## 11 Managing allegations against staff

All staff should take care not to place themselves in a vulnerable position with a child or adult at risk and be aware of appropriate professional conduct. It is always advisable for interviews or work with individual adults at risk, or parents to be conducted in a visible arena in view of other adults.

- We may occasionally receive complaints or allegations against a member of staff, but it is important that a fair and balanced approach should be taken to ensure that both the complainant and the staff member are safeguarded.
- If such an allegation is made, the staff member receiving the information must take the issue seriously and should immediately inform their line manager, who will then immediately discuss the content of the allegation with the DSL and CEO.
- If the allegation made to a staff member concerns their own line manager, the person receiving the allegation must immediately inform the DSL and/or CEO, without notifying their manager.
- It is important that no further action is taken in respect of gathering statements from others or interviewing until directed by the DSL and CEO.

Where it is subsequently found that an allegation was made with intentional malice, the DSL will determine an appropriate course of action. This may include disciplinary action against the accuser, acceptance of a written apology (subject to agreement about future behaviour) or other such sanctions as are deemed appropriate.

## 12 Local Authority Child Protection Contact Details

### Derby and Derbyshire Safeguarding Children Partnership

184 Kedleston Road,  
Derby,  
DE22 1GT  
[ddscp@derby.gov.uk](mailto:ddscp@derby.gov.uk)

As Althaus is a national provider, all learners/apprentices that are accessing a programme with Althaus have a Local Authority Designated Officer sourced and stored centrally via our LADO directory.

Due to the majority of learners, we have on programme being Derbyshire based, we have actively engaged with our regional prevent coordinator for the East Midlands - Sam Slack

Name - Sam Slack  
Email - [sam.slack@education.gov.uk](mailto:sam.slack@education.gov.uk)  
Telephone - 07384 452 156

In addition to this, we also have the regional prevent coordinators to cover specific localised areas where applicable.

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

| Agency                 | Derby  | Derbyshire  |
|------------------------|--|---|
| Children's Social Care | <p><b>All enquiries should be directed to the Initial Response Team</b><br/> <b>Tel:</b> 01332 641 172<br/> (during normal working days between 9am and 5pm)</p> <p>Non-urgent referrals via the <b>Derby Children's Social Care Online Referral System</b></p> <p><b>Note:</b> all telephone referrals to be followed up within 48 hours via <b>Derby Children's Social Care Online Referral System</b></p> <p><b>At all other times contact Careline to discuss any concerns - see below for contact details.</b></p> <p><b>Local Authority Designated Officer (LADO)</b><br/> c/o Children's Quality Assurance, People Services<br/> The Council House<br/> Corporation Street<br/> Derby<br/> DE1 2FS</p> <p><b>Tel:</b> 01332 642 376 or via secure E-mail to:<br/> <b><a href="mailto:cypsafeguarding@derby.gov.uk">cypsafeguarding@derby.gov.uk</a></b></p> | <p><b>All concerns regarding immediate child protection should be made by telephone to:</b></p> <p><b>Starting Point</b><br/> <b>Tel:</b> 01629 533 190<br/> <b>Fax:</b> 01629 533 295<br/> <b>Minicom:</b> 01629 533 240</p> <p><b>All requests for support should be made to Starting Point online at:</b><br/> <b><a href="https://www.derbyshire.gov.uk/social-health/children-and-families/support-for-families/starting-point-referral-form/starting-point-request-for-support-form.aspx">https://www.derbyshire.gov.uk/social-health/children-and-families/support-for-families/starting-point-referral-form/starting-point-request-for-support-form.aspx</a></b></p> <p>Starting Point E-mail:<br/> <b><a href="mailto:starting.point@derbyshire.gov.uk">starting.point@derbyshire.gov.uk</a></b></p> <p><b>Local Authority Designated Officer (LADO)</b><br/> Godkin House<br/> Park Road<br/> Ripley<br/> Derbyshire<br/> DE5 3EF</p> <p><b>Referral Forms via E-mail to:</b><br/> <b><a href="mailto:Professional.Allegations@derbyshire.gov.uk">Professional.Allegations@derbyshire.gov.uk</a></b></p> <p><b>Tel (for queries or support):</b> 01629 533190</p> |
| Out of Hours           | <p><b>Careline</b><br/> <b>Tel:</b> 01332 786 968<br/> <b>Minicom:</b> 01332 785 642<br/> <b>Via secure e-mail to:</b> <b><a href="mailto:DCCCarelinesecure@derby.gov.uk">DCCCarelinesecure@derby.gov.uk</a></b></p>   | <p><b>Call Derbyshire</b><br/> <b>Tel:</b> 01629 532 600<br/> <b>Fax:</b> 01629 585 669<br/> <b>Minicom:</b> 01629 585 400</p>  |

## 13 Appendix A – Definitions

### Sexual Abuse

Child: Forcing or enticing a child, not necessarily involving a high level of violence to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside the clothing. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Adult at risk: Sexual abuse is the direct or indirect involvement of the adult at risk in sexual activity or relationships, which they:

- Do not want or have not consented to
- Cannot understand and lack the mental capacity to be able to give consent to
- Have been coerced into because the other person is in a position of trust, power or authority (for example a care worker)

### Neglect

Child: The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health and development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing, and shelter including exclusion from home or abandonment
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caregivers), or ensure
  - access to appropriate medical care or treatment
- it may also include the neglect of, or unresponsiveness to, a child's basic emotional needs.

Adult at risk: Neglect and acts of omission, including ignoring medical or physical care needs, failure to provide access to appropriate health, care and support or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.

## Physical Abuse

May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating, or otherwise causing physical harm to a child or adult at risk.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

## Emotional Abuse

Child: The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children they are worthless or unloved, inadequate; or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say and how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of others. It may involve serious bullying (including cyberbullying), causing children to frequently feel frightened or in danger; or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Adult at risk: Psychological abuse, including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or unreasonable and unjustified withdrawal of services or supportive networks.

## Sexual Exploitation

Sexual exploitation of children under 18 involves exploitative situations, contexts and relationships where they receive 'something' as a result of them performing, and/or other people performing on them, sexual activities. It can occur through the use of technology without the child's immediate recognition. In all cases those exploiting children have power over them by virtue of age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised mainly by the child's limited availability of choice resulting from their vulnerability.

In an adult at risk, sexual exploitation is either opportunistically or premeditated, unfairly manipulating someone for profit or personal gain.

## Radicalisation & Extremism

As detailed above, The Counter Terrorism and Security Act, which received Royal Assent on 12th February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent individuals from being drawn into terrorism ("the Prevent Duty").

If there are concerns that an individual is becoming radicalised and/or involved in an organisation which could ultimately harm the individual and the community this needs to be reported to the DSL immediately.

All staff are required to undertake mandatory training which provides staff with information on how to identify and refer a concern.

As part of wider safeguarding and prevent responsibilities staff will be alert to:

- Disclosures by individuals of their exposure to the extremist actions, views or materials of others outside of organisation, such as in their homes or community groups, especially where individuals have not actively sought these out.
- Graffiti symbols, writing or artwork promoting extremist messages or images.
- Individuals accessing extremist material online, including through social networking sites.
- Individuals voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Intolerance of difference.
- Attempts to impose extremist views or practices on others.
- Anti-Western or anti-British views.

#### Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

There is a range of potential indicators that a child may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child.

Victims of FGM are likely to come from a community that is known to practise 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.

Staff have a responsibility to follow local safeguarding and prevent procedures, using existing national and local protocols for multiagency liaison with police and other relevant agencies. Care and sensitivity should be shown to adults at risk who have been subject to FGM and further support should be sought where required. As this differs from region to region if in doubt you should contact the DSL.

#### Forced Marriage

In forced marriage, one or both spouses do not consent to the marriage or consent is extracted under duress. Duress includes both physical and emotional pressure.

A clear distinction must be made between a forced marriage and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in choosing the marriage partner but the choice whether or not to accept the arrangement remains with the child. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistleblowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours.

#### Additional Forms of Abuse

- **Discriminatory:** Including forms of harassment, bullying, slurs, isolation, neglect, denial of access to services or similar treatment; because of race, gender and gender identity, age, disability, religion or because someone is lesbian, gay, bisexual or transgender. This includes racism, sexism, ageism, homophobia or any other form of hate incident or crime.
- **Domestic abuse or violence:** Includes an incident or a pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse, by someone who is, or has been, an intimate partner or family member regardless of gender or sexual orientation. This includes psychological/emotional, physical, sexual, financial abuse; so called 'honour' based violence, forced marriage or Female Genital Mutilation (FGM).
- **Financial or material:** Including theft, fraud, internet scamming, exploitation, coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.
- **Modern 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.
- **Organisational (sometimes referred to as institutional):** Including neglect and poor care practice within an institution or specific care setting such as a hospital or care home, for example, or in relation to care provided in a person's own home. This may range from one off incidents to on-going ill treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation.
- **Self-neglect:** Includes a person neglecting to care for their personal hygiene; health or surroundings; or an inability to provide essential food; clothing; shelter or medical care necessary to maintain their physical and mental health; emotional wellbeing and general safety. It includes behaviour such as hoarding.
- **Peer to Peer abuse:** Peer-on-peer is abuse that happens between children of a similar age or stage of development. It can happen between any number of children and can affect any age group (Department for Education (DfE), 2021a). It can be harmful to the children who display it as well as those who experience it.

## What is Grooming?

Grooming is a word to describe people befriending children and adults at risk to take advantage of them for sexual preferences

Grooming is also used by extremist groups to radicalise individuals in to supporting and potentially committing terrorist attacks

You will probably associate grooming with children, and predominantly this is what you will hear and see in the media on the subject, but it does also affect adults at risk

### Sexual online grooming

- Sexual online grooming is when people form relationships with children pretending to be their friend, using social media platforms to do so
- The person carrying out the online grooming will try to establish the likelihood of the child telling someone. They will also find out as much as they can on the child's family and social networks
- Online groomers will tend to use chatrooms, which are focussed on children. There are countless teen chat rooms on the internet
- Those carrying out the grooming will pretend to be a child themselves, similar in age to the person they are grooming. They will even change their gender to make it easier to befriend the person they are grooming
- Grooming online is anonymous and children find it easier to trust an online 'friend' than someone they have met 'face to face'

### How to spot if a child is being groomed online?

- Hiding screens or switching screens when you come near the computer
- A desire to spend more and more time on the internet
- Being secretive about who they are talking to online and what sites they visit
- Possessing items – electronic devices or phones – you haven't given the
- Using sexual language, you wouldn't expect them to know
- Becoming emotionally volatile

### Grooming – In Person

Groomers will hide their true intentions and may spend a long time gaining a child or adults at risk trust

They may try to gain the trust of the whole family to allow them to be left alone with a child or adult at risk

Groomers may deliberately try to work with children or adults at risk and gain the trust of their colleagues

Children or adults at risk may not speak out about their situation because they

- Feel ashamed
- Feel guilty
- Are unaware that they are being abused
- Believe they are in a relationship with a 'boyfriend' or 'girlfriend'

### What is Cyberbullying?

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behaviour.

The most common places where cyberbullying occurs are:

- Social Media, such as Facebook, Instagram, Snapchat, and Twitter
- SMS (Short Message Service) also known as Text Message sent through devices
- Instant Message (via devices, email provider services, apps, and social media messaging features)
- Email

Who is most at risk?

- Children using social media
- Unsupervised Adults at risk are particularly at risk if they are using social media, as they may be more emotionally and mentally susceptible to the abuse

### Special Concerns

With the prevalence of social media and digital forums, comments, photos, posts, and content shared by individuals can often be viewed by strangers as well as acquaintances. The content an individual shares online – both their personal content as well as any negative, mean, or hurtful content – creates a kind of permanent public record of their views, activities, and behaviour. This public record can be thought of as an online reputation, which may be accessible to schools, employers, colleges, clubs, and others who may be researching an individual now or in the future. Cyberbullying can harm the online reputations of everyone involved – not just the person being bullied, but those doing the bullying or participating in it. Cyberbullying has unique concerns in that it can be:

Persistent – Digital devices offer an ability to immediately and continuously communicate 24 hours a day, so it can be difficult for children experiencing cyberbullying to find relief.

**Permanent** – Most information communicated electronically is permanent and public, if not reported and removed. A negative online reputation, including for those who bully, can impact college admissions, employment, and other areas of life.

**Hard to Notice** – Because teachers and parents may not overhear or see cyberbullying taking place, it is harder to recognise.

Some of the most common cyberbullying tactics include:

- Posting comments or rumours about someone online that are mean, hurtful, or embarrassing.
- Threatening to hurt someone or telling them to kill themselves.
- Posting a mean or hurtful picture or video.
- Pretending to be someone else online in order to solicit or post personal or false information about someone else.
- Posting mean or hateful names, comments, or content about any race, religion, ethnicity, or other personal characteristics online.
- Creating a mean or hurtful webpage about someone.
- Doxing, an abbreviated form of the word documents, is a form of online harassment used to exact revenge and to threaten and destroy the privacy of individuals by making their personal information public, including addresses, social security, credit card and phone numbers, links to social media accounts, and other private data.

### Definitions

**Cyberstalking**- Continuously harassing and denigration including threats of physical harm.

**Denigration**- Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.

**Exclusion** - Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.

**Flaming** - Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged

**Harassment** - Repeatedly sending malicious messages to someone online.

**Impersonation** - Tricking someone into revealing personal information then sharing it with others.


**Outing** - Sharing secrets about someone online including private information, pictures, and videos.

14 Appendix B: Safeguarding and PREVENT Reporting Form

|   |           |
|---|-----------|
| Name of Individual:   |           |
| Reported by:  | Employer: |
| Completed by:   | Date:     |
| Does the individual know you will discuss with the DSL?   | YES / NO  |
| If "no" please state reason:  |           |
| <p>State what is said, or what you observed that caused suspicion. Include date, and time of event. Where reporting what someone has said to you, try to use as close to their exact words as you can. Are there any protected characteristics?</p> |           |
| Reporter Signature:   | Date:     |
| Completed By Signature:   | Date:     |

|   |  |
|---|--|
| To be completed by the Designated Safeguarding and prevent Lead |  |
| State what action was taken and when:                           |  |
|   |  |
| Name:   |  |
| Signature:  |  |
| Date:   |  |

### Policy Management

|                  |   |            |              |                   |     |
|------------------|---|------------|--------------|-------------------|-----|
| Policy Name      | Safeguarding and prevent and Prevent Policy                                       |            |              | Policy no.        | 1.1 |
| Effective Date   | 01.09.2020  | Owner      | David Wastie | Version no.       | 8   |
| Date of revision | 08.03.2022  | Revised by | David Wastie |                   |     |
| Signed off       |  |            | Name / Role  | Pete Buller / CEO |     |
| Date Review Due: | 26.03.2023  |            |              |                   |     |

| Version History |             |               |  |              |
|-----------------|-------------|---------------|--|--------------|
| Version         | Approved by | Revision Date | Description of change  | Author       |
| 7               | Pete Buller | 04.02.2022    | New policy management practice   | Chris Poole  |
| 8               | Pete Buller | 26.03.2023    | Policy Updated to included peer to peer abuse, shorter time frames for written documentation upon a referral and general updates throughout. | David Wastie |
|                 |             |               |  |              |
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