

PREVENT POLICY

Designated Lead: Trincia Evans

Reserve: Jamie Manicom

INTRODUCTION TO PREVENT East Essex Vocational Training

The government's strategy for countering terrorism CONTEST strategy is split into 4 areas: Pursue, Protect, Prepare & Prevent. All institutions are obliged to comply with the Prevent Duty under the Counter Terrorism Act 2015.

The Prevent strategic objective is to stop people from becoming or supporting terrorists or radicalisation and challenge all forms of terrorism, including the influence from far-right extremist groups. The Prevent duty is to protect people from all streams of extremist activity and not solely aimed at one specific group.

The Prevent strategy has 3 key objectives and will specifically:

- 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 & support.
- Work with sectors and institutions where there is a risk of radicalisation which we need to address.

Within the Home Office Prevent Duty guidance document, it sets out very clear expectations and responsibilities of board members, leaders, managers and staff. Some of these are detailed below –

Prevent is part of safeguarding learners and all providers have a duty to safeguard their learners from all aspects of abuse, exploitation and radicalisation. The Prevent Duty is intended to safeguard providers, learners & staff from being exposed to exploitation or radicalisation and to support the discussion and understanding of complex and controversial issues.

This policy is written with reference to the Prevent Duty contained within Section 26 of the Counter Terrorism and Security Act 2015, and the specific Prevent Duty Guidance for Further Education Institutions in England and Wales:

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

<https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-further-education-institutions-in-england-and-wales>

RELATED LEGISLATION

- The Young people Act 1989
- The Young people Act 2004
- Working Together to Safeguard Young people 2018
- What to do if you are worried a child is being abused 2015
- Keeping Young people Safe in Education (KCSIE) September 2020
- Protection of Freedoms Act 2012

- Care Act 2014
- Keeping Learners Safe 2015
- Safeguarding Young people: Working Together Under the Young people Act 2004 a Disqualification under the Childcare Act 2006 (2018)
- Counter Terrorism and Security Act 2015
- Prevent Duty Guidance for England and Wales (2015)
- Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism 2015
- Multi-agency guidance on FGM (2016)
- Modern Slavery Act (2015)
- Information sharing advice for practitioners providing safeguarding services (2018);
- Young people missing in Education (2016)
- Child sexual exploitation: definition and a guide for practitioners, local leaders and decision makers working to protect young people from child sexual exploitation (2017)
- Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety (UKCCIS), 2016);
- Sexual violence and sexual harassment between young people in schools and colleges (2018)
- General Data Protection Act (2018)

RELATED POLICIES, PROCEDURES, AND TEMPLATES

- Safer Recruitment Policy
- DBS Policy

SAFEGUARDING POLICY OBJECTIVES

The objectives of Safeguarding are to help keep all learners safe through:

1. The provision of a safe and healthy environment for learners in which to learn effectively.
2. Delivering an appropriate safeguarding curriculum through tutorial and learning programmes and regular reviews.
3. Ensuring Human Resources policies and procedures contain effective safeguarding measures.
4. Appropriately meeting the needs of vulnerable learners (those at risk of not achieving due to negative external factors or non-academic issues such as homelessness, cared for, care leavers or anyone that has required a risk assessment.)
5. Providing staff with safeguarding training consistent with their responsibilities.
6. Having appropriate measures in place to challenge and minimise the impact of bullying and harassment.
7. Dealing effectively with concerns relating to the protection of children and adults at risk, including having due regard to the need to prevent people from being drawn into terrorism.
8. Providing an effective referral mechanism for reporting and support, both internal and external to the company.



Prevent duty is a significant part of our overall safeguarding responsibility, with key accountabilities outlined below:

DIRECTORS RESPONSIBILITIES UNDER THE PREVENT DUTY

To establish and nurture a culture which upholds core values of shared responsibility and wellbeing for all learners, staff and visitors, which also promotes respect, equality and diversity and understanding. This will be achieved through:

- Promoting core values of respect, equality and diversity, democratic society, learner voice and participation.
- Building staff and student understanding of the issues and confidence to deal with them.
- Deepening engagement with local communities
- Actively working with local schools, local authorities, police and other agencies.

The Directors will:

- Actively engage with employers, stakeholders, partners, including the police & Prevent coordinators.
- Undertake appropriate training and development in Prevent Duty.
- Nominate a Prevent member who will oversee the duty and safeguarding.
- Exemplify British Values (see later in this document for definitions of these) in their conduct.
- Implementation and practice of the Prevent Duty is a limiting grade for providers.
- Set the strategy for Prevent.
- Ensure robust procedures are in place to ensure all staff and learners are aware of the Prevent Duty and that we are not inadvertently funding extremist organisations.
- Ensure compliance with the requirements of the Equalities Act 2010 in ensuring that their organisation challenges discrimination and expects learners to comply with this legislation also
- Ensure that we challenge racism, Islamophobia, tackle hate & prejudice-based bullying, harassment and intimidation as part of their commitment to exemplification of British Values.
- Appreciate the sensitivity of the subject and the need to approach the issues carefully with all learners and communities.
- Responsible for ensuring that the Duty and its requirements are communicated to all levels of the organisation – management, teaching staff, support staff, and learners.

Leaders and Managers also have responsibilities under the Prevent Duty. They must ensure:

- They have active engagement with local partners & support groups and regular contact with Prevent Coordinators.
- Clear, visible policies and procedures for managing whistleblowing & complaints.
- Policies are in place for learners using IT equipment safely, legally and securely.
- Prevent activity complements the organisation's safeguarding and equality policies and covers welfare & safety of learners & staff.
- A risk assessment is carried out to address the organisation's implementation of Prevent.



- Robust procedures for managing staff and associates; and their awareness and implementation of Prevent.
- Appropriate training of all staff in Prevent.
- That Apprenticeship employers and work placement providers have an awareness of their role as employers and offer support and online training as required.
- Staff exemplify British Values in their management, teaching and through general behaviours in the organization.
- That opportunities within curriculum are used to promote British Values to learners
- Robust procedures for sharing information internally and externally about vulnerable individuals.
- Have clear Prevent referral process with single point of contacts which are known to all staff and learners.
- Pastoral care is at the heart of the provision and sufficient pastoral care is available to all learners who are vulnerable or being exploited.

PREVENT & BRITISH VALUES

To comply with the Prevent Duty, providers are expected to exemplify British Values in their management, teaching practice & general behaviours. British Values are defined as –

- Rule of Law
- Individual Liberty
- Mutual respect & tolerance of those from other backgrounds, religions, beliefs,
- Democracy
- Compliance with the Equality Act & those protected by it

The protected characteristics in the Equality Act are –

- Age
- Gender reassignment
- Disability
- Marriage & civil partnership
- Pregnancy & maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Tutors will be expected to understand & embed British Values into all of our delivery journeys to ensure learners are aware of them, can evidence & exemplify them & understand what it means to be a successful learner and take part in life in a modern, British society.



Learners will also be required to understand how to keep themselves protected from risks associated with radicalisation, extremism, forms of abuse, grooming, bullying & staying safe online.

EEVT are also expected to work with employers to ensure learners are not exposed to risks associated with any of the above and adequate awareness of Prevent & British Values has taken place with workplace mentors, line managers or HR.

EEVT and other training providers must have an open culture which allows freedom of speech and exploration of issues that affect learners locally, nationally and internationally. Providers are to operate a safe place for learners to communicate, but provide challenge where views or discussions become offensive, extreme or upsetting to others.

EEVT will provide a curriculum that promotes knowledge, skills and understanding to build the resilience of learners, by undermining extremist ideology and supporting the learner voice. This will be achieved through:

- Embedding equality, diversity and inclusion, wellbeing and community cohesion
- Promoting wider skills development such as social and emotional aspects of modern life
- A curriculum adapted to recognise local needs, challenge extremist narratives and promote universal rights through engaging with young people and adults; and building resilience.
- Encouraging active citizenship/participation and learner voice.

EEVT will ensure that staff are confident to take preventative and responsive steps, working with partner professionals, families and communities. This will be achieved through:

- Establishing strong and effective student support services
- Listening to what is happening in our organisation and the wider community.
- Implementing anti-bullying strategies and challenging discriminatory behaviour
- Helping learners and staff know how to access support at EEVT and or through community partners.
- Supporting “at risk” learners through safeguarding and crime prevention processes
- Focusing on narrowing the attainment gap for all learners

EEVT will ensure that we have capability to managing risks and respond to events. We will ensure that the organisation monitors risks and is ready to deal appropriately with issues that may arise.

We will do this by:

- Understanding the nature of the threat from violent extremism and how this may impact directly or indirectly on the organization.
- Understanding and managing potential risks within EEVT and from external influences
- Responding appropriately to events in local, national or international news that may impact on learners and communities.
- Ensuring measures are in place to minimise the potential for acts of violent extremist within the organisation.
- Ensuring plans are in place to respond appropriately to a threat or incident within the organization.
- Developing effective ICT security and responsible user policies

STATEMENT OF POLICY

SUPPORTING LEARNERS

Pastoral support, welfare and Safeguarding procedures are thorough and identify learners who are at risk of radicalisation through the tutorials process and through general day to day communications between teaching and support staff.

Learners receive training and education to raise their awareness of the risks of radicalisation, including grooming and exploitation, via the tutorial programme during Induction and across the academic year.

GUEST SPEAKERS AND EVENTS

EEVT believes that guest speakers can enrich our education programmes and other areas of our business by adding depth and breadth on a range of subjects. This can especially help to prepare our learners and all young people we engage with for life in modern Britain and to further extend their employability and vocational skills.

In relation to this, it is EEVT's policy that guest speakers should:

- o follow the same signing in procedures as other visitors.
- o not be left alone with learners, young people, young people or vulnerable adults unless they have a current DBS which we have had sight of and logged.
- o have their views countered and balanced by our employees, self-employed contractors or volunteers should they have any extreme views, whether political or religious.

STAFF RECRUITMENT

PRE-EMPLOYMENT CHECKS

All staff have Right to Work in the UK ID checks; DBS checks are carried where relevant to their role.

We are registered with criminal record check provider. Their comprehensive service is registered with both the Disclosure and Barring Service (DBS) and Disclosure Scotland.

There are two types of check available from the DBS. The default check will be the standard, except for people that are identified as requiring an enhanced check.

- Standard – contains details of all spent and unspent convictions, cautions, reprimands and warnings held on the Police National Computer (PNC) that are not 'protected'. Protected convictions and cautions are normally old and minor; they are filtered by the DBS so they are not disclosed, and they must not be taken into account by employers. The filtering rules and the list of offences that will never be filtered are now available for you to view on the DBS's web pages.
- Enhanced – contains the same information as the standard check but also any relevant and proportionate information held by the local police forces. In addition, where the role is eligible, registered bodies can request a check on whether a person is barred from working with young people or adults in regulated activity (particular types of work with young people and adults).

Following the DBS application, it is the requirement of EEVT that required staff will subscribe to the DBS Update Service. EEVT will reimburse the annual fee for this service via the staff expenses claim process for the duration of their employment with EEVT. With the individual's permission, routine status checks will be carried out on an annual basis.

PORTABILITY



DBS checks are not portable. Any DBS check that has not been carried out by EEVT will not be accepted as meeting our requirements for a post-holder.

Exceptions to this are as follows:

- Where an individual has subscribed to the DBS Update Service – this means that their DBS check will be kept up-to-date and they can take this with them from role to role, where the same level and type of check is needed. With the individual's permission, representatives from EEVT will be able to go online to do a free, instant check (known as a status check) to confirm that their DBS Certificate is still up to date.
- Where a DBS check or basic disclosure has been carried out within the last 12 months by EEVT for a post with comparable duties – individual cases will need to be discussed with the group's Designated Safeguarding Officer's agreement provided that another check is not required.

DISCLOSURE OF A CRIMINAL RECORD

Where a criminal conviction is disclosed by an applicant or through a DBS check/basic disclosure, EEVT's Designated Safeguarding Lead and HR will assess and discuss using current guidelines and policy.

Possible outcomes include amended duties, redeployment, withdrawal of an offer of employment or, where the individual started work before the relevant screening check was completed, dismissal.

STAFF TRAINING

All new members of staff are made aware of this policy and are given time to read it during their induction period. Where relevant to their role, staff will receive the appropriate level of training which includes Safeguarding training and Prevent training in respect of the Counter Terrorism and Security Act 2015. Other examples may include the UK Governments free online course Workshop to Raise Awareness of Prevent (WRAP).

All staff will be trained in the appropriate response to a disclosure and the correct procedure for dealing with concerns. Staff will work proactively to protect people from abuse and neglect and prevent people being placed in an abusive situation.

Ongoing support will also be provided to make sure that staff are informed and confident to take appropriate preventative and responsive steps. Information, advice and guidance for staff will be available and regularly updated through briefings at staff meetings and training interventions.

eLearning Modules

- All staff are required to successfully complete Safeguarding and Prevent eLearning modules every year, while new members of staff will receive this training as part of their induction.

Face to Face Training

- In addition to the eLearning modules, those who work in a regulated activity, will be required to undergo face to face training at a local level.
- This face-to-face training will be carried out by safeguarding leads and will be appropriate to each specific business area.
- Regular safeguarding updates will also be provided to support the face-to-face training, with a special focus on a bi-monthly basis.

RISK ASSESSMENTS



EEVT maintains a thorough risk assessment in relation to Prevent, which considers all types of provision, location of provision, learners and staff and includes reviews of policies and procedures, estate management, commercial activity and lettings and relationships with external organisations.

- EEVT has clear complaints and whistleblowing policies which are accessible via the company website and internal intranet.
- Where a risk is identified, the first course of action is to seek immediate mitigation of the risk and seek advice from relevant sources such as the regional Prevent Co-Ordinator, local Police, and the local authority.

Initiating the Risk Assessment Process

Organisations are required under health and safety legislation to protect people as far as is 'reasonably practicable'. In particular, the Management of Health and Safety at Work Regulations 1999 require organisations to assess the risks in their workplaces and to put plans in place to control the risks.

The Young people & Vulnerable Adults Safeguarding & Prevent risk assessment process will be initiated by the following circumstances (although other situations may trigger this procedure if deemed appropriate by the department):

- Recruitment to a new or existing post which involves working with young people and/or vulnerable adults.
- The commencement of new activities or events involving or potentially involving young people and/or vulnerable adults.
- Changes being made to activities or events involving or potentially involving young people and/or vulnerable adults.

Once it has been identified that the risk assessment process should be initiated, it is vital that the person responsible for the relevant recruitment campaign, activity or event includes completion of this within the planning process and ensures that it is completed.

Identifying required checks

Once the key duties and responsibilities of the activity are determined, one of the required actions must be to identify which checks, if any, are required prior to the individual working with young people and/or vulnerable adults.

In addition, the department must consider if any required checks should be treated as essential before employment (that is, that the new employee recruited to the role should not be able to start work until the check is completed).

REVIEW

This policy will be reviewed on an annual basis or following changes to Government updates and statutory guidance in relation to Covid-19 and company risk assessment policies and processes.

KEY CONTACTS

Jamie Manicom, Business Development and Strategic Director

80 Tottenham Road

De Beauvoir School The Annex

Hackney, London N1 4BZ

Tel: 020 8064 1577

Trinicia Evans, Head of Employability and Education

80 Tottenham Road

De Beauvoir School The Annex

Hackney, London N1 4BZ

Tel: 020 8064 1577

Signed:



Jamie Manicom, Business Development and Strategic Director

Addendum - 7 July 2021

Information: publication of 2021 Keeping Children Safe in Education (KCSIE)

The ESFA has [published revised drafts of statutory guidance: Keeping children safe in education 2021](#) and the [Sexual violence and sexual harassment between children in schools and colleges advice](#) which provides schools and colleges with more detailed advice to support Part five of KCSIE.

This is for information only, neither document comes into force until 1 September 2021. Until then, KCSIE 2020 and the Sexual violence and sexual harassment advice 2018 remain in force.

We know this is later than previous years but we delayed the publication of these documents this year to allow us to reflect on the [Ofsted review of sexual abuse in schools and colleges](#) and its recommendations, which has helped us to further strengthen the guidance.

The guidance is clear that there should be a zero-tolerance approach to sexual violence and sexual harassment and that schools and colleges should take a “it can happen here” attitude, being clear abuse could be happening even where it is not being reported.

The [government response to KSCIE 2021 consultation](#) is available on GOV.UK.

APPENDIX A

Useful Links & Resources

Call the national police Prevent advice line 0800 011 3764, in confidence, to share your concerns with our specially trained Prevent officers. The advice line is open 9:00am – 5:00pm every day.

- **Government advice of Safeguarding Young people:**
<https://www.gov.uk/topic/schools-colleges-young-peoples-services/safeguarding-young-people>
- **Working Together to Safeguard Young people March 2015:**
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/592101/Working_Together_to_Safeguard_Young_people_20170213.pdf
- **Keeping Young people Safe in Education September 2020:**
<https://www.gov.uk/government/publications/keeping-young-people-safe-in-education--2>
- **HM Government Prevent Duty Guidance:**
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417943/Prevent_Duty_Guidance_England_Wales.pdf



- **Online general awareness training module on Channel (a programme focusing on providing support at an early stage to people identified as vulnerable to being drawn into terrorism):** http://course.ncalt.com/Channel_General_Awareness/01/index.html
- **CONTEST**
<https://www.gov.uk/crime-justice-and-law/counter-terrorism>
- [Report Terrorism \(gov.uk\)](#) - where you can report terrorist online content
- [Prevent Tragedies](#) - Created due to increasing concern about the numbers of people who are putting themselves at risk by travelling to Syria and other conflict zones and to help the numbers of families that have been torn apart by fear when their loved ones travel
- [Get Safe Online](#) - internet safety advice on all types of potential safeguarding issues, including terrorism
- [360 Safe](#) - Award winning E-safety review tool
- [National Counter Terrorism Security Office](#) - The National Counter Terrorism Security Office (NaCTSO) is a police unit that supports the 'protect and prepare' strands of the government's counter terrorism strategy.
- WRAP training course <https://www.jisc.ac.uk/training/workshop-to-raise-awareness-of-prevent-wrap>

APPENDIX B

The Procedure

Dealing with reported suspicions and allegations

Concerns for the safety and wellbeing of young people and vulnerable adults could arise in a variety of ways and in a range of situations. For example, a child/vulnerable adult may report or show signs of abuse, someone may hint that a child/vulnerable adult is at risk or that a colleague is an abuser, or someone may witness abuse.

According to the Department for Education and Skills, there are eight main types of abuse, which are outlined above. It is not always easy to recognise a situation where abuse may occur or has taken place and employees are not experts at such recognition. However, each person has a responsibility to act if they have any concerns about someone's behaviour towards a child or vulnerable adult. It is important that the recipient of any complaint or accusation that a child or vulnerable adult has been or is being abused listens carefully without making or implying any judgment as to the truth of the complaint or accusation.

To ensure that all of the details of an allegation are captured for any future investigation, a detailed record should always be made at the time of the matter being raised.



It is impossible to promise complete confidentiality when a concern is raised, or an accusation made. This is because EEVT owes a duty of care to anyone employed by them and their associates/contractors in relevant positions, and that cannot be fulfilled unless EEVT takes action on the basis of information that may have been provided in confidence. The duty of confidentiality must be weighed against the duty of care, in case of potential or actual harm of an individual. However, at all stages, only those people who need to be made aware of an incident or concern, whether internal or external, should be informed.

Where an individual suspects or is informed that a child or vulnerable adult has been, is being or could be harmed as a result of taking place in an activity/event or through contact with anyone employed by EEVT and their associates/contractors in relevant positions, it is not the responsibility of that person to decide whether abuse has taken place. Instead, the individual aware of these suspicions or allegations must make immediate contact with the Designated Safeguarding Lead for guidance and assistance on the action that must be taken. Staff who are worried about sharing concerns about abuse are encouraged to speak with an appropriate agency for further advice (for example, the NSPCC Child Protection Helpline on 0808 800 5000 or Childline on 0800 1111).

Where a complaint of abuse is reported, the Designated Safeguarding Lead will carefully consider the information available and decide on the appropriate course of action. Such situations may require contact with the relevant external agencies (including social services and the police) for them to investigate the matter and determine any necessary action. This may include invoking EEVT's employee disciplinary procedures.

In emergency circumstances (for example, where there is certain immediate and significant danger to an individual or a criminal act has been witnessed), staff should make referrals to the police, social services or other appropriate authorities themselves prior to consulting with the group's Designated Safeguarding Lead. In such cases, a criminal investigation may follow.

EEVT has a duty to refer an individual to the DBS if they have been removed from working in regulated activity with young people and/or adults because they caused harm to young people/adults or posed a risk of causing harm. The duty to refer is absolute and overrides any concerns about data protection.

All cases for possible referral must be raised with the Designated Safeguarding Lead in the first instance as soon as harm or a risk of harm is identified. The Designated Safeguarding Lead should complete the DBS referral form found on the DBS's web pages.

The completed form must then be provided to the Director Jamie Manicom for review and a final decision on whether the referral is required.

APPENDIX C

Code of Practice

When working with young people and/or vulnerable adults, staff, trainers, assessors and associates are expected to take account of the guidance below in the way that they conduct themselves.

- Consider the wellbeing and safety of event participants in advance through proper planning and development of safe methods of working/activities;
- Wherever possible, work in an open environment with young people where they can be seen by others;
- Avoid unnecessary physical contact;
- Avoid taking a child or vulnerable adult alone in a car on journeys, however short;

- Avoid taking a child or vulnerable adult to the toilet, unless another adult is present, or another adult is aware (this may include a parent, group leader or other responsible person);
- In a situation where you are alone with a child or vulnerable adult, make sure that others can clearly observe you;
- Set expectations of the standards of behaviour required from participants in an activity/event and encourage them to accept responsibility for their own performance and behaviour;
- Ask participants in an activity/event to take reasonable steps to ensure their own safety and that of others, and to report any inappropriate behaviour they experience/witness or any concerns that they may have;
- Avoid showing favouritism towards particular participants;
- Report incidents of alleged abuse to the Designated Safeguarding Lead and ensure that any allegations are recorded;
- Report any concerns about poor practice to the Designated Safeguarding Lead;
- Report any accidents to the designated person in the department for recording and investigation where required;
- Avoid personal relationships with a child or vulnerable adult;
- It is not appropriate for staff to have a physically or emotionally intimate relationship with a young person under the age of 18. Particular attention is drawn to the provisions of the Sexual Offences Act 2003 which created a new criminal offence of abuse of “a position of trust”;
- Staff, trainers, assessors and associates should remember that inappropriate behaviour can also occur over the telephone, email, social media or internet;
- Only EEVT’s official social media should be used for engaging with the wider community. Inappropriate or abusive comments should be removed swiftly, and abusive individuals blocked/reported to the social media concerned. Facebook instant chat and other similar functions should not be used to interact with young people or vulnerable adults. Wherever possible, communication should be only public pages and avoid colloquial language/abbreviations which may be misinterpreted (e.g., LOL);
- Do not make suggestive or inappropriate remarks to or about a child or vulnerable adult, even in fun, as this could be misinterpreted;
- Participate in training available to you to support you in your work with young people and vulnerable adults;
- First aid treatment should be given with more than one adult present unless a delay would be life-threatening;
- Do not take young people or vulnerable adults to your home;
- Maintain confidentiality about sensitive information;
- Where it is necessary for staff, trainers, assessors and associates to take photographs or video images of young people or vulnerable adults, written consent must be obtained (from parents/guardians in the case of young people) before these images are taken in order to comply with the Data Protection Act 1998. Personal details and photos which clearly identify an individual must only be published where they (or their parent/guardian) have given specific agreement.

APPENDIX D

Prevent National Referral Form

REFERRAL PROCESS

By sending this form you consent for it to arrive with both your dedicated Local Authority safeguarding team & Prevent policing team for a joint assessment. Wherever possible we aim to give you feedback on your referral, please be aware, however, that this is not always possible due to data-protection & other case sensitivities.

Once you have completed this form, please email it to: prevent@cityoflondon.police.uk

If you have any questions whilst filling in the form, please call: 101 and ask for the Prevent Team. Advice can also be obtained by emailing prevent@cityoflondon.police.uk, calling on 0800 789 321 or anonymously on 020 7601 2442.

INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS

Forename(s):	First Name(s)
Surname:	Last Name
Date of Birth (DD/MM/YYYY):	D.O.B.
Approx. Age (if DoB unknown):	Please Enter
Gender:	Please Describe
Known Address(es):	Identify which address is the Individual's current residence
Nationality / Citizenship:	Stated nationality / citizenship documentation (if any)
Immigration / Asylum Status:	Immigration status? Refugee status? Asylum claimant? Please describe.
Primary Language:	Does the Individual speak / understand English? What is the Individual's first language?
Contact Number(s):	Telephone Number(s)
Email Address(es):	Email Address(es)
Any Other Family Details:	Family makeup? Who lives with the Individual? Anything relevant.

DESCRIBE CONCERNS

In as much detail as possible, please describe the specific concern(s) relevant to Prevent.

Please Describe

FOR EXAMPLE:

- How / why did the Individual come to your organisation's notice in this instance?
- Does it involve a specific event? What happened? Is it a combination of factors? Describe them.
- Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How?
- Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact?
- Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information?
- Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly?
- Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider *any* extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures.
- Please describe any other concerns you may have that are not mentioned here.

COMPLEX NEEDS

Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?

RELEVANT DATES	
Date the concern first came to light:	When were the concerns first identified?
Date referral made to Prevent:	Date this form was completed & sent off?
FOR EXAMPLE: <ul style="list-style-type: none"> • Victim of crime, abuse or bullying. • Work, financial or housing problems. • Citizenship, asylum or immigration issues. • Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings. • On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency. • Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories. • Educational issues, developmental or behavioural difficulties, mental ill health (see Safeguarding Considerations below). • Please describe any other need or potential vulnerability you think may be present but which is not mentioned here. 	
OTHER INFORMATION	Please provide any further information you think may be relevant, e.g. social media details, military service number, other agencies or professionals working with the Individual, etc..
Please Describe	



PERSON WHO FIRST IDENTIFIED THE CONCERNS	
Do they wish to remain anonymous?	Yes / No
Forename:	Referrers First Name(s)
Surname:	Referrers Last Name
Professional Role & Organisation:	Referrers Role / Organisation
Relationship to Individual:	Referrers Relationship To The Individual
Contact Telephone Number:	Referrers Telephone Number
Email Address:	Referrers Email Address
PERSON MAKING THIS REFERRAL (if different from above)	
Forename:	Contact First Name(s)
Surname:	Contact Last Name
Professional Role & Organisation:	Contact Role & Organisation
Relationship to Individual:	Contact Relationship to the Individual
Contact Telephone Number:	Contact Telephone Number
Email Address:	Contact Email Address
REFERRER'S ORGANISATIONAL PREVENT CONTACT (if different from above)	
Forename:	Referrers First Name(s)
Surname:	Referrers Last Name
Professional Role & Organisation:	Referrers Role / Organisation
Relationship to Individual:	Referrers Relationship To The Individual
Contact Telephone Number:	Referrers Telephone Number
Email Address:	Referrers Email Address

SAFEGUARDING CONSIDERATIONS	
Does the Individual have any stated or diagnosed disabilities, disorders or mental health issues?	Yes / No
Please describe, stating whether the concern has been diagnosed.	

Have you discussed this Individual with your organisations Safeguarding / Prevent lead?	Yes / No
What was the result of the discussion?	
Have you informed the Individual that you are making this referral?	Yes / No
What was the response?	
Have you taken any direct action with the Individual since receiving this information?	Yes / No
What was the action & the result?	
Have you discussed your concerns around the Individual with any other agencies?	Yes / No
What was the result of the discussion?	

INDIVIDUAL'S EMPLOYMENT / EDUCATION DETAILS	
Current Occupation & Employer:	Current Occupation(s) & Employer(s)
Previous Occupation(s) & Employer(s):	Previous Occupation(s) & Employer(s)
Current School / Provider / College / University:	Current Educational Establishment(s)
Previous School / Provider / College / University:	Previous Educational Establishment(s)

THANK YOU
<p>Thank you for taking the time to make this referral. Information you provide is valuable and will always be assessed.</p> <p>If there is no Prevent concern but other safeguarding issues are present, this information will be sent to the relevant team or agency to provide the correct support for the individual(s) concerned.</p>

SAFEGUARDING POLICY

Designated Safeguarding Lead: Trinicia Evans

Reserve: Jamie Manicom

STATEMENT OF PURPOSE

East Essex Vocational Training (EEVT) fully recognises its responsibility for the protection of children and adults at risk and for safeguarding and promoting welfare to all learners and staff. EEVT is committed to providing a secure environment for learners, and staff where learners feel safe and are kept safe. All staff at EEVT are aware and have explained that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for learners or not.

EEVT aims to create and maintain a safe environment for all learners, staff, volunteers, contractors and visitors to our training centre or delivery premises.

SCOPE

The policy applies to all staff at EEVT.

OBJECTIVES OF THE POLICY

- To promote an environment that is safe, where staff and learners treat each other with mutual respect and develop good relationships built on trust.
- To raise the awareness of all staff, teaching and non-teaching, of the need to safeguard young people and adults at risk and of their rights and responsibilities in identifying and reporting possible cases of abuse or neglect. It is not the responsibility of EEVT to investigate the abuse.
- To provide a systematic means of supporting young people and adults at risk, known or thought to be at risk of harm.
- To ensure that appropriate risk assessments are undertaken by EEVT and other managers to ensure that learners are safeguarded.
- To ensure that relevant safeguarding information about a young person or adult at risk is disseminated to appropriate staff within the centre on a 'need to know' basis.
- To ensure that partner organisations who support the delivery of our programmes have appropriate safeguarding and child protection policies and procedures in place.
- To involve learners in the decisions on safeguarding concerns and ensure they are shared with relevant agencies (e.g., LADO) when appropriate. Also, with parents of children (unless advised against this by the Local Safeguarding Board.)
- To ensure that all staff who have access to young people or adults at risk have been checked for their suitability through safer recruitment procedures.
- To ensure all staff will receive appropriate training over a period of time including an introduction at all staff inductions.
- The Directors will be responsible for the implementation of the child and adults at risk protection policy and procedures.

PREVENT

Prevent is part of a government initiative to develop a robust counter terrorism programme, CONTEST. The Prevent strategy seeks to:

- Respond to the ideological challenge of terrorism and aspects of extremism, and the threat we face from those who promote these views.
- Provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.
- Work with a wide range of sectors where there are risks of radicalisation which needs to be addressed, including education, criminal justice, faith, charities, the internet and health.

EEVT has been looking to do this prior to these requirements and refers to the following:

- Prevent Action Plan
- Safeguarding Policy and Procedure
- Wellbeing
- Safe learners Policy and Procedure
- Equality and Diversity and Equal Opportunity Policy and Procedure
- Prevent Policy and Procedure

LEGISLATION

This policy has been written to ensure our safeguarding arrangements comply with statutory requirements and current good practice, and pays particular regard to:

- Keeping Children Safe in Education (September 2020)
- The Children Act 1989
- The Children Act 2004
- UN Convention on the Rights of the Child
- Data Protection Act 1998
- Sexual Offences Act 2003
- Protection of Freedom Act 2012
- Working Together to Safeguard Children 2015 – Amended February 2017
- Equality Act 2010

DEFINITIONS

Safeguarding:

Preventative or precautionary planning and measures against potential harm or damage to someone.

Child Protection:

The policy and procedures in place to protect and/or remove a child from harm or risk of harm.

Abuse:

Any treatment that causes harm. This can include physical, sexual, emotional abuse, and/or neglect.

Child protection issue:

An issue raising a concern about harm or risk of harm to a child or young person.

**Child:**

A child is defined in law as a person under the age of 18 years.

Adult at risk:

An adult aged 18 and over who is unable to protect themselves from abuse and neglect, due to a care and support need which is permanent or temporary which is either met or not met by the local authority.

Young person:

A person aged up to 25 years old.

Staff:

'Staff' means all employees, full-time and fractional, and all agency, franchise, contract and volunteer staff working for SS group of companies.

DSO:

Designated Safeguarding Lead.

LADO:

Local Authority Designated Officer.

KEY SAFEGUARDING PRINCIPLES

- All young people have the right to be safeguarded from harm and exploitation so all complaints, allegations or suspicions must be taken seriously.
- The procedures laid out in this document must be followed whenever an allegation is made that a learner has been abused.
- Absolute promises of confidentiality should not be given as the matter may develop in such a way that these might not be able to be honoured.
- If the complaint comes directly from the learner, questions should be kept to the minimum necessary to understand what is being alleged. Leading questions must always be avoided.
- A full record of any discussions must be made immediately after any conversations with the learner and referred to the DSO that same day.
- EEVT have a responsibility to provide a safe environment and minimise risks of harm to learners' welfare

Keeping Children Safe in Education 2020

EEVT are aware of their responsibility to align their safeguarding practices with the statutory guidance Keeping Children Safe in Education 2020. All staff are issued with a copy of the document and confirmation of reading it is kept on file. All new staff that join the organisation will be issued with the document as part of their Induction, alongside the safeguarding policy and mandatory safeguarding training.

Definitions of Abuse

- Physical abuse may take many forms e.g., hitting, shaking or poisoning. It may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health.
- Emotional abuse is the persistent emotional ill treatment, such as to cause severe and persistent effects on emotional development. Some level of emotional abuse is involved in most types of ill treatment though emotional abuse may occur alone.

- Sexual abuse involves forcing or enticing someone to take part in sexual activities. This may include non-contact activities such as looking at, or in the production of pornographic materials, watching sexual activities or encouraging others to behave in sexually inappropriate ways.
- Neglect involves the persistent failure to meet someone's basic physical and/or psychological needs, likely to result in the serious impairment of their health and development. This may involve failure to ensure access to appropriate medical care or treatment. It may also include neglect of basic emotional needs.

THE CONTEXT OF ABUSE

Family Circumstances: Domestic Violence

Where there is domestic violence the implications for a learner or for younger children in the household must be considered. People from families with a history of domestic violence often have behavioural difficulties, absenteeism, ill health, bullying, and drug and alcohol misuse.

Drug and alcohol abuse

There is an increased risk of violence in families where this occurs. A young person may have to take on responsibilities for younger children in the family.

Modern Slavery

Modern slavery is the recruitment, movement, harbouring or receiving of children, women or men through the use of force, coercion, abuse of vulnerability, deception or other means for the purpose of exploitation.

Forced Marriages

Forced marriage is an entirely separate issue from arranged marriage. Forced marriage is abuse of human rights and falls within the Crown Prosecution Service definition of domestic violence. Young people at risk of a forced marriage are usually experiencing physical and/or emotional abuse at home.

Mental Health Issues

- i. Self-harming and suicidal behaviour
- ii. Self-harm, suicide threats and gestures by a young person or adult at risk must always be taken seriously and may be indicative of a serious mental or emotional disturbance. The possibility that self-harm, including a serious eating disorder has been caused or triggered by any form of abuse or chronic neglect should not be overlooked

Abuse by peer group: bullying, racism and abuse

- i. Bullying is a common form of deliberately hurtful behaviour, usually repeated over a period of time, when it is difficult for the victims to defend themselves.
- ii. It can take many forms, but the three main types are physical (e.g. hitting); verbal (e.g. threats); and emotional (e.g. isolating the individual).
- iii. It may involve physical, sexual or emotional abuse including homophobic, sexual, racial or religious harassment, or behaviour which is offensive to those with learning or physical disabilities.
- iv. Severe harm may be caused by the abusive and bullying behaviour of their peers. The damage inflicted by bullying is often underestimated and can cause considerable distress. In extreme cases it can cause significant harm, including self-harm.



- v. Initiation or hazing type violence occurs in a range of group situations such as gangs, sport teams. The initiation rites can range from relatively benign pranks to protracted patterns of behaviour that rise to the level of abuse or criminal misconduct.

RESPONSIBILITY

Employees, self-employed and volunteers

- All employees are required to familiarise themselves with this policy and procedure and follow this at all times
- If you have concerns about the welfare of a child, young person or vulnerable adult and believe that they may be at risk of, you must share that concern confidentially with a local safeguarding lead immediately
- Any information shared should always be accurate, up to date and shared appropriately and securely with only the person or people who need to know and limited to information relevant for the purpose. If you have any doubts about when to share safeguarding information, discuss the situation with a safeguarding lead
- Everyone must complete their required Safeguarding Awareness and Prevent Training to help increase their knowledge of safeguarding and prevent issues
- Everyone working in a regulated activity must read and familiarise themselves with the statutory guidance Keeping Children Safe in Education (September 2020)
- If you feel that you could benefit from further training on safeguarding or child protection, then please contact your Safeguarding Lead

Line Managers

- Support and encourage the completion of required Safeguarding Awareness and Prevent Training
- Ensure all direct reports working in a regulated activity have read and familiarised themselves with Part 1 of the statutory guidance Keeping Children Safe in Education (September 2020)
- Adopt EEVT's culture of vigilance and lead by example

Senior Management Team

- The Senior Management Team are responsible for understanding the nature of the threat and the risks of extremism and radicalisation within EEVT
- They will ensure that EEVT effectively manage risks and is able to deal appropriately with issues of radicalisation and extremism by:
 - o creating an ethos which upholds core values of shared responsibility and wellbeing for all, while promoting respect, equality and diversity and understanding
 - o adopting stringent and transparent safeguarding/prevent duty practices which recognise, support and protect individuals who might be susceptible to radicalisation
 - o sharing information about safeguarding/prevent duty and good practice with other key stakeholders and external agencies
 - o providing training opportunities for staff and volunteers to enable them to continually update their safeguarding and prevent knowledge
 - o sharing information and concerns with agencies who need to know and ensuring we involve

learners, parents, staff and others in an appropriate way

- o providing effective management for staff and volunteers through supervision, support and training
- o ensuring plans are in place to minimise the potential for acts of violent extremism.

Designated Safeguarding / Prevent Lead

- The designated lead Trinicia Evans is the single point of contact for Safeguarding and Prevent, to support the Senior Management Team to fulfil their responsibilities and to ensure that:
 - o this policy is implemented across the organisation
 - o any concerns are shared with the relevant organisations in order to minimise the risk of people becoming involved in terrorism
 - o appropriate training is in place that is relevant and regularly reviewed and updated
 - o develop and work with partners and support networks to ensure up to date information and resources are received, acted on and cascaded
 - o practices are reported on for the Senior Management Team and the Board of Trustees on a quarterly basis
 - o reviews the implementation and effectiveness of the policy on an annual basis
 - o Take lead responsibility for managing child protection issues and cases in their centre, operation or team.
 - o Provide advice and support to other staff, making referrals to and liaising with external parties as necessary, such as the local authority and other agencies, like the DBS or Police.
 - o Be aware of the Local Safeguarding Children's Board (LSCB) and Safeguarding Adults Board (SAB) be familiar with local referral procedures.
 - o Ensure that appropriate information is available at the time of a referral and that the referral is confirmed in writing, under confidential cover as quickly as possible (e.g. within a working day).
 - o Liaise with the local designated officer over safeguarding issues and in all cases where allegations relate to an employee or member of staff.
 - o Keep the Safeguarding & Prevent Risk Register updated at all times with all concerns, no matter how major or minor the concern
 - o Deal with the aftermath of an incident in the organisation.
 - o Attend regular training and networking events relating to safeguarding issues.
 - o Ensure the effective and consistent communication and embedding of safeguarding policies within their operation/team.
 - o Ensure that learners/service users and their parents/guardians/carers know where to go if they need support or have concerns about the behaviour of an employee, contractor or volunteer.
 - o Provide regular briefings and updates at staff meetings to ensure that all staff are kept up to date and regularly reminded of their responsibilities.
 - o Have an awareness of vulnerable service users within their operation.
 - o Ensure that all staff know how to raise concerns about people who are vulnerable or at risk of abuse

and neglect.

- Ensure that all staff know how to assess the risk of children being drawn into terrorism and understand how to identify individual children who may be at risk of radicalisation and what to do to support them.

HR Department

- The HR department monitors and records the DBS process for employees, casuals, volunteers and self-employed contractors
- The HR department also ensures that Safeguarding and Prevent training is provided and completion is monitored
- The HR department provides advice and guidance to managers on safeguarding issues in relation to recruitment, employees and volunteers

Training and Learning Staff

- Teaching and learning staff will be involved in the delivery of a learning and apprenticeship curriculum which promotes knowledge, skills and understanding to build the resilience of learners, promote British values and enable them to challenge extremist views. This will include:
 - embedding equality, diversity and inclusion, wellbeing and community cohesion
 - promoting wider skill development such as social and emotional aspects of learning and the strengthening of critical thinking skills
 - recognising local needs, challenging extremist narratives, stereotypes and anti-social behaviour and by promoting universal rights
 - encouraging active citizenship and participation
 - promoting values of openness and respect and facilitating opportunities to contribute, challenge and debate
 - responding appropriately to events in local, national or international news that may impact on learners and communities making sure that learners are supported and listened to and are helped to access support internally and/ or through community partner.

SAFER RECRUITMENT PROCEDURES

EEVT takes appropriate measures to ensure the appointment of new staff is in line with a safer recruitment practice which includes scrutinising applicants, verifying identity and qualifications, obtaining professional and character references, checking previous employment history and ensuring they have the health and physical capacity for the job. EEVT must ensure that they have the relevant DBS checks in place for all front-line trainers and personnel who come into contact with young adults under the age of 18. EEVT will see evidence of these checks as part of the safer recruitment process.

A designated member of EEVT involved with the recruitment of staff will undergo specific training on the safer recruitment procedures. All new staff will be inducted into the company which will include a briefing on safeguarding procedures. Training on safeguarding current practice must be completed within 2 weeks of starting with the organisation and must be updated every 2 years. A central record of this training will monitor compliance with this.

PROMOTING SAFEGUARDING AND THE WELFARE OF LEARNERS



The safeguarding agenda involves the protection of children and adults at risk but also requires providers to promote and encourage the welfare of learners as a preventative measure to harm. This is achieved at EEVT by:

- A culture of vigilance that is taken seriously by senior managers and included within meeting agendas
- Safeguarding training is included within staff and learner inductions and reinforced in both handbooks
- Embed into the curriculum including relevant focus topics such as; online safety, lone working, self-care and stress management, fraudulent activity and scams, harassment at work, financial abuse, the prevent agenda and health and safety.
- Embed into the curriculum the promotion of equality and diversity and British Values to reinforce the acceptance of a diverse community and following the expectations of a British citizen.

USE OF EXTERNAL AGENCIES AND SPEAKERS

At EEVT we encourage the use of external agencies or speakers to enrich the experiences of our learners; however, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our learners.

Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, our values and ethos. EEVT will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to learners are consistent with the ethos of the Company and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise learners through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are matched to the needs of learners
- Activities are carefully evaluated by EEVT to ensure that they are effective

We recognise, however, that the ethos of our Company and learning is to encourage learners to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this. Therefore, by delivering a broad and balanced tutorial programme, augmented by the use of external sources where appropriate, we will strive to ensure our learners recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help learners develop the critical thinking skills needed to engage in informed debate.

CONFIDENTIALITY AND STORAGE OF SAFEGUARDING REPORTS

All staff must maintain confidentiality about safeguarding cases and are shared internally on a need-to-know basis. Learners must be informed that any disclosures or concerns that are raised cannot be kept secret and may have to be referred to the Designated Safeguarding Lead and external agencies. The safeguarding report (appendix 1) must be completed fully and accurately, using word for word information wherever possible. This must be saved using a password protection and emailed within the same day to the Designated Safeguarding Lead. The DSO will keep a central record of all safeguarding reports that are in a lockable cabinet or restricted access online folder that complies with GDPR. Active cases will be regularly reviewed and updated as necessary for each individual circumstance and closed cases will be signed off by the DSO and archived.

WHISTLE BLOWING

Whistle blowing protects all staff, contractors and learners from fear of victimisation or discrimination when

raising serious concerns. It is intended to enable a safe environment to encourage discussions rather than allowing these to be overlooked or discussed externally. Anyone who raises a genuine concern will have significant legal protection under the Employment Rights Act 1996 – Part IVA, Part V and Part X and the Public Interest Disclosure Act 1998. The concern should be raised with the Directors who will conduct any internal investigations in line with the organisation's procedures.

MANAGING ALLEGATIONS AGAINST STAFF

Any suspicion, allegation or actual abuse of a learner by a member of staff must be reported to the Designated Safeguarding Lead as soon as possible and in any case that same day of the initial concern arising. The member of staff raising the concern should follow the standard safeguarding process and complete the report form.

The Designated Safeguarding Lead shall:

- Take such steps, as they consider necessary to ensure the safety of the learner in question and any other person who is considered at risk.
- Immediately notify the Directors who will follow procedures to inform the member of staff that they may be suspended on full pay pending an investigation. The length of any suspension will be in line with organisational policies and will be as short as possible while ensuring the safety of the learner.
- Report the matter to the Local Authority Safeguarding Board and if necessary, the DBS.
- Any investigation relating to a member of staff will follow organisational procedure
- Once the outcome is determined the Directors will take action in line with its disciplinary policies if necessary.

LONE WORKING

EEVT recognises it has a responsibility for the health, safety and welfare of all workers including contractors and those who are self-employed. The specific risks involved with lone working are assessed in consultation with employees and recorded in an annual risk assessment. Actions to reduce and control the risks will include as a minimum:

- Managers at EEVT use a system that clearly identifies where all employees are located on each day, contact details, times of sessions, list of learners in the group
- Employees are accompanied to any new venues on the first day of delivery by another member of EEVT
- The venue is aware of the employee's visit, number of learners expected and have contact details of managers at EEVT
- The employee and on duty Designated Safeguarding Lead have each other's contact details
- The employee is aware of the domestic and health and safety arrangements at the venue
- High risk learners are assessed, and team teaching/coaching is considered
- Vulnerable employees such as those with disabilities, medical conditions, pregnancy or English as a second language will require further measures put in place
- The staff induction and handbook include expectations and procedures for lone workers



- Managers at EEVT will periodically monitor lone workers through visits, observations and other contact via phone, text and email

MANAGING INFORMATION

Information will be gathered, recorded and stored in accordance with the following policies:

- GDPR / Data Protection Policy
- Confidentiality Policy

All staff must be aware that they have a professional duty to share information with other agencies in order to safeguard children and vulnerable adults. The public interest in safeguarding children and vulnerable adults may override confidentiality interests. However, information will be shared on a need-to-know basis only, as judged by the designated senior manager.

All staff must be aware that they cannot promise service users or their families/ carers that they will keep secrets.

COMPLAINTS

If staff or learners have a complaint about this safeguarding policy, they should refer to the organisation's complaints policy.

If a member of staff or learner feels the organisation or other external agencies are not handling a safeguarding concern appropriately, they should contact the Local Authority Safeguarding Board.

MONITORING AND REVIEW OF THE POLICY

EEVT will review its policies and procedures to ensure that they comply with the relevant legislation. The Safeguarding Policy will be reviewed annually and updated in line with legal or statutory requirements or to remedy any deficiencies or weakness in regard to child and adults at risk protection arrangements that are identified without delay.

This policy will be reviewed on an annual basis or following changes to Government updates and statutory guidance in relation to COVID-19 and company risk assessment policies and processes.

KEY CONTACTS

Jamie Manicom, Business Development and Strategic Director

80 Tottenham Road

De Beauvoir School The Annex

Hackney, London N1 4BZ

Tel: 020 8064 1577

Trinicia Evans, Head of Employability and Education

80 Tottenham Road

De Beauvoir School The Annex

Hackney, London N1 4BZ

Tel: 020 8064 1577

Signed:



Jamie Manicom, Business Development Director.

Addendum - 7 July 2021

Information: publication of 2021 Keeping Children Safe in Education (KCSIE)

The ESFA has [published revised drafts of statutory guidance: Keeping children safe in education 2021](#) and the [Sexual violence and sexual harassment between children in schools and colleges advice](#) which provides schools and colleges with more detailed advice to support Part five of KCSIE.

This is for information only, neither document comes into force until 1 September 2021. Until then, KCSIE 2020 and the Sexual violence and sexual harassment advice 2018 remain in force.

We know this is later than previous years but we delayed the publication of these documents this year to allow us to reflect on the [Ofsted review of sexual abuse in schools and colleges](#) and its recommendations, which has helped us to further strengthen the guidance.

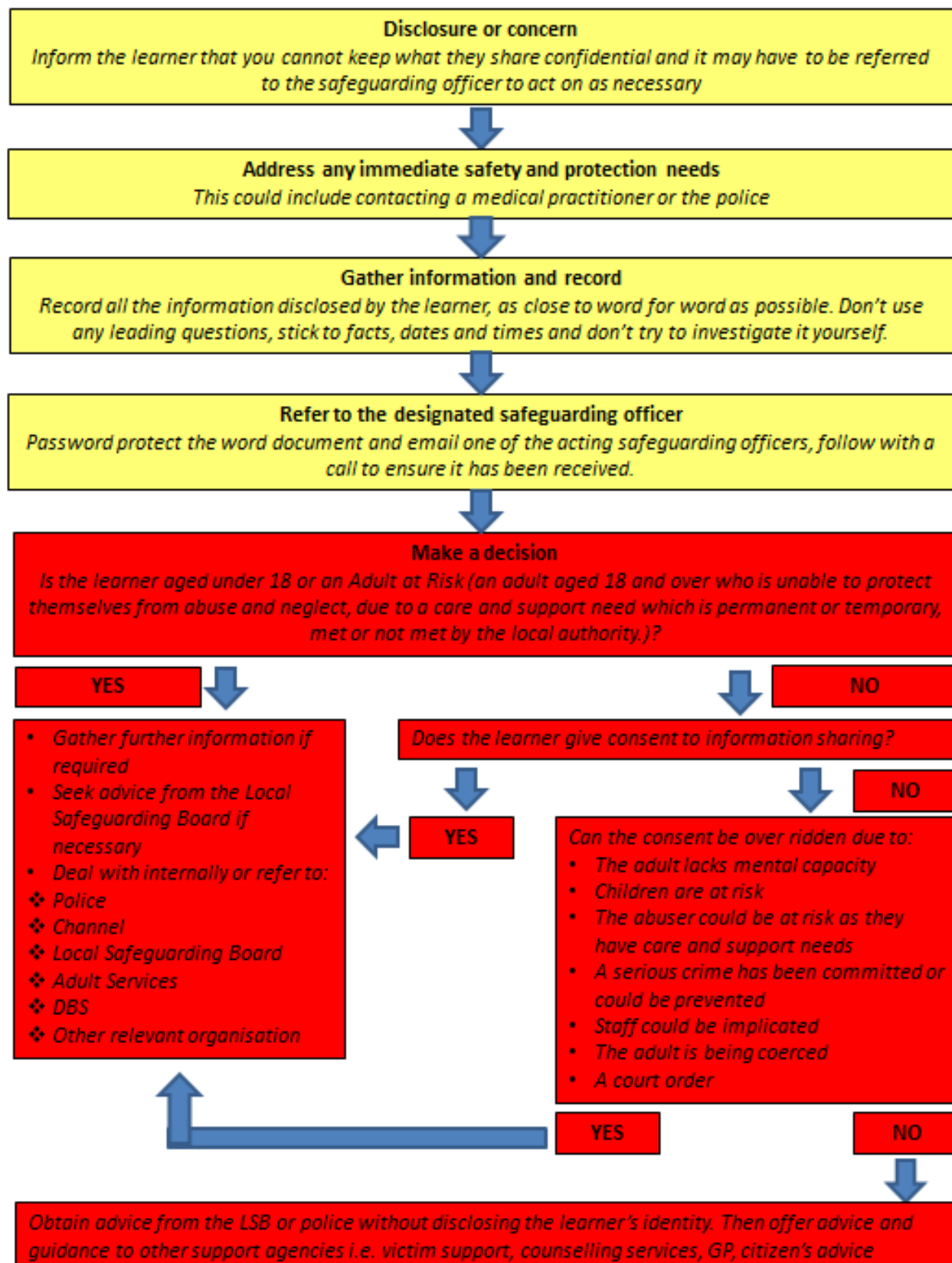
The guidance is clear that there should be a zero-tolerance approach to sexual violence and sexual harassment and that schools and colleges should take a “it can happen here” attitude, being clear abuse could be happening even where it is not being reported.



The [government response to KSCIE 2021 consultation](#) is available on GOV.UK.

REPORTING PROCEDURES FOR THE DESIGNATED SAFEGUARDING LEAD

Safeguarding Process Chart



APPENDIX A

APPROVAL OF AN EXTERNAL SPEAKER: Application Form

Event Title:			
Event Date:		Start Time:	
Name of Event Organiser:			
Event Organiser's contact details:			
	Tel:		Email:
NOTE: If more than one speaker, please complete a separate form for each speaker.			
Speakers Name:			
Is the speaker known by any other name?			
Speakers Organisation: <i>(Include full title & website URL)</i>			
Speakers contact details: <i>(Address)</i>			
	Tel:		Email:
Title of talk:			
Subject matter:			
Language the talk will be delivered in:			
Does the event have any controversial subjects?	Yes <input type="checkbox"/> No <input type="checkbox"/>		
	If yes, provide date and details:		
Arrival date:		Time:	
Departure date:		Time:	
Has the speaker spoken at EEVT previously?	Yes <input type="checkbox"/> No <input type="checkbox"/>		
	If yes, provide date and details:		
Has the speaker been refused to speak publicly or at any educational establishment before?	Yes <input type="checkbox"/> No <input type="checkbox"/>		
	If yes, provide date and details:		
Have any previous speeches by this speaker generated media interest?			
Who is the event open to?	Staff <input type="checkbox"/> Students <input type="checkbox"/> General public <input type="checkbox"/> <u>OR</u> a restricted group/society <input type="checkbox"/>		



Expected number of attendees:		How many of these are likely to be external to the company?	
Is the event being sponsored?	Yes <input type="checkbox"/> No <input type="checkbox"/>		
	If yes, provide date and details:		
How will the event be advertised?	Email <input type="checkbox"/> Social Media <input type="checkbox"/> Leaflets <input type="checkbox"/> Posters <input type="checkbox"/>		
	Other <input type="checkbox"/> No Advertising <input type="checkbox"/> If other, please provide details:		
Are there any other details that should be noted?			
<i>(Security required & informed / Marketing informed / entry by ticket only)</i>			
ORGANISER TO SIGN:		DATE:	

APPENDIX B

Safeguarding- Incident Report Forms

Please use the following two Templates to record and report an incident or disclosure. Please send it to the Designated Safeguarding Lead Trinicia Evans.

Safeguarding Incident Recording Template 1	
Your Details:	
• Name:	
• Job Role	
• Date	
• Contact Details (Phone and e-mail)	
Details of Incident / disclosure	
• Date of initial raising of concern / incident	
• Who raised the concern? <ul style="list-style-type: none"> ○ Name ○ Contact details 	
• Who is the vulnerable person <ul style="list-style-type: none"> ○ Name 	

<ul style="list-style-type: none"> ○ Age (if applicable in the case of Under 18) ○ Contact details ○ Parents contact details 	
<ul style="list-style-type: none"> • Where did the incident occur? 	
<ul style="list-style-type: none"> • When did the incident occur? <ul style="list-style-type: none"> ○ Date and time 	
<ul style="list-style-type: none"> • What happened? 	
<ul style="list-style-type: none"> • Were there witnesses? <ul style="list-style-type: none"> ○ Name ○ Age (if applicable in the case of Under 18s) ○ Contact details 	
After the incident/ disclosure	
<ul style="list-style-type: none"> • Were there any witnesses to the referral? <ul style="list-style-type: none"> ○ Name ○ Contact details 	
<ul style="list-style-type: none"> • Who have you discussed this incident with? <ul style="list-style-type: none"> ○ Name ○ Contact details 	

Please save this report securely and send it to Trinicia Evans, Designated Safeguarding Lead.

Guidance for handling a Disclosure or Concern

- Take all complaints, allegations or suspicions seriously
- Ensure the immediate safety of the person affected
- Stay calm, and offer support and reassurance to the person making the disclosure
- Do not make any promises regarding confidentiality
- Listen, keep questions to a minimum, make brief but careful notes and check the person affected agrees with them (where applicable)
- Explain what you will do.

Safeguarding Incident Recording Template 2

Detailing discussion with Multi Agency Safeguarding Hub

To be used in conjunction with Template 1

Your Details:	
• Name:	
• Job Role	
• Date	
• Contact Details (Phone and e-mail)	
Details of Incident / disclosure	Refer to Template 1
• Name of Victim	
• Date of incident	
Notes on discussion with MASH	
• What was discussed	

<ul style="list-style-type: none">• Agreed outcomes • Further action<ul style="list-style-type: none">○ By whom?	
<p>Please save this report securely and send it to Trinicia Evans, Designated Safeguarding Lead.</p>	

APPENDIX C

RISK ASSESSMENT FORM							
Name of individual:				Who has completed the risk assessment?	Date:		
Activity/Task/ Situation	What are the risks?	Who might be harmed and how?	What are you already doing?	What further action is necessary?	Action by whom	Action by when	Completed

Agreed by:

Date: