



Safeguarding Policy

James Education Ltd is committed to building a 'culture of safety' in which the learners in our care are protected from abuse, harm and radicalisation. We will respond promptly and appropriately to all incidents or concerns regarding the safety of a learner that may occur. Our safeguarding procedures comply with all relevant legislation and with guidance issued by the ESFA, DfE and Local Safeguarding Boards.

The designated Safeguarding Officers (CPO) is Sarah James, the Deputy designated Safeguarding Officers is Ulain Mireku. The CPO coordinates safeguarding issues and liaises with external agencies. The CPO will be available at all times.

Abuse and neglect

Abuse is any form of physical, emotional or sexual mistreatment or lack of care that leads to injury or harm. An individual may abuse or neglect a person directly, or by failing to protect them from harm. Some forms of abuse and neglect are listed below.

- **Emotional abuse** is the persistent emotional maltreatment so as to cause severe and persistent adverse effects on the person's emotional development. It may involve making the person feel that they are worthless, unloved, or inadequate. Some level of emotional abuse is involved in all types of maltreatment of a person, though it may occur alone.
- **Physical abuse** can involve hitting, shaking, throwing, poisoning, burning, drowning, suffocating or otherwise causing physical harm to a person. Physical harm may be also caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a person, female genital mutilation.
- **Sexual abuse** involves forcing or enticing a person to take part in sexual activities, whether or not the person is aware of what is happening.
- **Neglect** is the persistent failure to meet a person's basic physical and emotional needs. It can involve a failure to provide adequate food, clothing and shelter, to protect a person from physical and emotional harm, to ensure adequate supervision or to allow access to medical treatment.
- **Bullying**, harassment and victimisation can be physical, verbal, non-verbal and can also occur online. It is not exclusive to typical college opening hours, and can occur at any time of the day, whether in person or via cyber use, and during holiday periods. They can include behaviours such as someone being directly or indirectly targeted; being treated differently to others which impacts negatively on that person; rumours being spread; persons being purposefully excluded; inappropriate contact with fellow students whether in nature, frequency or timing of contact, which results in the person feeling unsafe or concerned

Signs of person abuse and neglect

Signs of possible abuse and neglect may include:

- significant changes in a person's behaviour
- deterioration in a person's general well-being
- unexplained bruising or marks
- comments made by a person which give cause for concern
- Inappropriate behaviour displayed by a member of staff, or any other person. For example, inappropriate sexual comments, excessive one-to-one attention beyond the requirements of their role, or inappropriate sharing of images.



If abuse is suspected or disclosed

When a person makes a disclosure to a member of staff, that member of staff will:

- reassure the person that they were not to blame and were right to speak out
- listen to the person but not question them
- give reassurance that the staff member will take action
- record the incident as soon as possible (see Logging an incident below).

If a member of staff witnesses or suspects abuse, they will record the incident straightaway.

IT security

- Accounts should be locked for 5 minutes upon 10 failed login attempts to delay any attempts to gain unauthorised access
- All devices should be protected by a unique password/login
- Apprentices, while supported in the use of IT are not permitted to access domestic social media accounts to avoid misuse.
- Passwords to be changed regularly
- Apprentices will be consistently monitored when using IT appliances
- Personal use of mobile is discouraged while accessing the training centre
- Apprentices are asked to silence mobile phones during training

Peer on Peer abuse

All staff must be aware of peer on Peer abuse, warning signs maybe:-

- One or more youth dominating others
- Bullying
- Verbal aggression
- Exclusion of a youth
- Changes in leadership
- Avoiding supervision
- Sexualised nicknames
- Teasing about sexual orientation
- Exchanges of personal items
- Testing privacy and personal boundaries

We aim to prevent and detect peer on Peer abuse by:-

- Define expectations
- Educate staff
- Monitor interactions
- Respond quickly



Extremism and radicalisation

All training and assessment centres have a legal duty to protect persons from the risk of radicalisation and being drawn into extremism. There are many reasons why a person might be vulnerable to radicalisation, including:

- feeling alienated or alone
- seeking a sense of identity or individuality
- suffering from mental health issues such as depression
- desire for adventure or wanting to be part of a larger cause
- associating with others who hold extremist beliefs

Signs of radicalisation

Signs that a person might be at risk of radicalisation include:

- changes in behaviour, for example becoming withdrawn or aggressive
- claiming that terrorist attacks and violence are justified
- viewing violent extremist material online
- possessing or sharing violent extremist material

If a member of staff suspects that a person is at risk of becoming radicalised, they will record any relevant information or observations on a **Logging a concern** form and refer the matter to the CPO.

Reporting Concerns

A key outcome of this policy is to ensure all stakeholders are aware of how to report a safeguarding incident or concern. Every staff member is trained on how to report a safeguarding concern.

Safeguarding concerns can be disclosed a number of ways;

- Disclosed by the apprentice;
- Disclosed by an employer;
- Disclosed by a staff member.

When a disclosure is made or a member of staff knows or believes that abuse is occurring, they have an obligation to report it as a matter of urgency, a written disclosure report should be submitted to the CPO as soon as possible (within the same day). Staff members must report directly to the CPO or the deputy DSL.

Our dedicated email address for safeguarding and prevent referrals will ensure confidential disclosure and is promoted to staff and apprentices at all interventions.

- Apprentice's should be made aware a concern or incident has been disclosed to the Safeguarding Team;
- Apprentice's should be reassured that any disclosure is taken seriously, treated with appropriate confidentiality; appropriate support will be put in place, the disclosure will be dealt with in a fair and timely manner;
- They will be informed of any actions taken and outcomes of the actions.



Recording

All information about the suspected abuse or disclosure, or concern about radicalisation, will be recorded on the **Logging a concern** form as soon as possible after the event. The record should include:

- date of the disclosure, or the incident, or the observation causing concern
- date and time at which the record was made
- name and date of birth of the person involved
- a factual report of what happened. If recording a disclosure, you must use the person's own words
- name, signature and job title of the person making the record.

Investigating

The record will be given to the CPO who will decide on the appropriate course of action.

For concerns about **person abuse**, the CPO will contact Social Care. The CPO will follow up all referrals to Social Care in writing within 48 hours. If a member of staff thinks that the incident has not been dealt with properly, they may contact Social Care directly.

Additional support

Our business is committed to being at the forefront of safeguarding and prevent agenda, therefore further support and guidance is accessible via the regional prevent coordinator at DfE. The CPO has a duty to share and promote the additional guidance throughout the provision.

Our Safeguarding Team is on hand to provide one to one ongoing additional support where required.

Promoting awareness among staff & learners

We are able to promote awareness of personal abuse and the risk of radicalisation through its staff training. We ensure that:

- the designated CPO has relevant experience and receives appropriate training in safeguarding and the Prevent Duty, and is aware of the Channel Programme and how to access it
- safe recruitment practices are followed for all new staff
- all staff and learners have a copy of this Safeguarding Person policy, understand its contents and are vigilant to signs of abuse, neglect or radicalisation
- all staff and learners are aware of their statutory duties with regard to the disclosure or discovery of person abuse, and concerns about radicalisation
- all staff and learners receive basic safeguarding training which is reviewed annually.
- Full relevant training to be reviewed every 2 years for staff
- all staff and learners receive basic training in the Prevent Duty
- Staff are familiar with the Safeguarding File which is kept in our policy folder within the office.



James Education

10052618 / GO-5 Safeguarding & Prevent Duty Policies

Contact numbers

Lambeth MASH : 0207 926 3100

Social Care: 020 7525 3297

Social Care out of hours contact: 020 7525 5000

LADO (Local Authority Designated Officer): QAU service manager (LADO) 020 7525 0689

Police: 101 (non-emergency) or 999 (emergency)

Anti-terrorist hotline: 0800 789 321

NSPCC: 0808 800 500

Ofsted: 0300 123 1231



Prevent Duty Policy

James Education implicitly embeds the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs (2014 Early Years Foundation Stage).

In July 2015 The Counter Terrorism and Security Act places a duty on all Training Providers and Early Years providers “to have due regard to the need to prevent people from being drawn into terrorism” (the Prevent duty).

Promotion & Commitment

- All staff and learners will receive appropriate training at the start of training or employment
- Itemised agenda point for standardisation and staff meetings to confirm any issues or concerns.
- Promote the spiritual, moral, cultural, mental and physical development of all our learners
- Staff employees & learners are expressly forbidden from promoting ideological, political and radical views that could be deemed against the prevent policy.

key signs/ indicators to be aware of:

- Using inappropriate language;
- Refusing to listen to different points of view;
- Unwilling to engage with individuals that have different views, faiths or ethnic backgrounds;
- Changing friends and appearance;
- Distancing themselves from old friends and colleagues;
- No longer doing things they used to enjoy;
- Converting to a new religion;
- Being secretive;
- Sympathetic to extremist ideologies and groups.

Democracy: making decisions together

To develop self-confidence and self-awareness (Personal, Social and Emotional Development):

- Assessors will encourage all learners to see their role in the bigger picture, encouraging learners to know their views count, value each other’s views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, learners sharing views on what their educational needs are.
- Assessors support the decisions that learners make and provide teaching opportunities that involve turn-taking, sharing and collaboration. Learners are given opportunities to develop enquiring minds in an atmosphere where questions are valued.



Rule of law: understanding rules matter (Personal Social and Emotional development)

As part of the focus on managing feelings and behaviour:

- Staff ensure that learners understand their own and others' behaviour and its consequences and learn to distinguish right from wrong.
- Staff collaborate with Learners to create rules and the codes of behaviour expected from all when training towards qualifications.

Individual liberty: freedom for all

To develop self-confidence & self-awareness and people & communities (Personal Social and Emotional development and Understanding the World):

- Learners are encouraged to develop a positive sense of themselves. Staff will provide opportunities for Learners to develop their self-knowledge, self-esteem and increase their confidence in their own abilities.
- Staff encourage a range of experiences that allow Learners to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example being able to speak up during classes.

Mutual respect and tolerance: treat others as you want to be treated

As part of the focus on people & communities, managing feelings & behaviour and making relationships

- All staff will create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued. Where Learners are engaged with the wider community.
- Staff will ensure that all learners acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff will encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staff will promote diverse attitudes and challenge stereotypes. Reflecting and valuing the diversity of each learners' experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.



What to do if you have a concern

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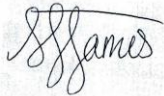
James Education will not:

- actively promote intolerance of other faiths, cultures and races
- fail to challenge gender stereotypes and routinely segregate males & females
- isolate learners from their wider community
- fail to challenge behaviours (whether of staff or learners) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs



James Education

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| This policy was adapted by: Sarah James | Date: January 2022 |
| To be reviewed annually: next review December 2022 | Signed:  |