

Safeguarding and PREVENT Policy

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1. POLICY STATEMENT

1.1 Exalt Training is committed to safeguarding all children, young people and vulnerable adults that undertake learning with us. Exalt Training believe that all children, young people and vulnerable adults have an equal right to protection from abuse, regardless of their age, race, religion, ability, gender, language, background or sexual identity and consider the welfare of the child, young person or vulnerable adult paramount.

1.2 Exalt Training incorporates protecting vulnerable individuals from being radicalised or exposed to extremist views and a process for escalation where radicalisation is suspected, has been identified. Exalt Training’s application of the Prevent Duty recognises that this applies to all individuals, including staff members, not just children, young people or vulnerable adults.

2. REASON FOR THE POLICY

2.1 Exalt Training will take every reasonable step to ensure that children, young people and vulnerable adults are kept safe and secure so that they can learn and thrive. All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately, as per our policy and internal procedures.

2.2 Exalt Training recognises that safeguarding against radicalisation and extremism is no different to safeguarding against other vulnerability issues that individuals may face.

3. POLICY OBJECTIVES

3.1 This Policy is intended to establish and maintain an ethos where all learners feel secure and are encouraged to talk, are listened to and know that there are adults within Exalt Training whom they can approach if they are worried or are in difficulty.

3.2 Exalt Training will include in the curriculum and beyond, activities and opportunities which equip learners with the skills they need to stay safe from abuse, including online, and to know to who they can turn to for help.

3.3 Exalt Training will ensure every effort is made to establish effective working relationships with parents/carers, social workers and colleagues. Referrals and signposting to external agencies are handled with sensitivity.

3.4 Exalt Training will operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, young people and vulnerable adults, including; identity, right to work, DBS criminal record and

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enhanced checks (where required), barred list (and overseas where needed), references, and prohibition from teaching. This is continued throughout employment.

4. POLICY

4.1 Safeguarding for all staff and learners

Exalt Training will maintain thorough knowledge of safeguarding matters and ensure this policy and accompanying procedures and guidance are regularly reviewed for compliance with relevant legislation.

All points of contact for anyone needing to report a safeguarding concern will be made available and Exalt Training will act on reported concerns as appropriate. This may include making a referral to an external agency and we will monitor the effectiveness and implementation of this policy. Records relating to actual or alleged abuse or neglect are stored away from 'normal' student or staff records.

Our culture will promote safeguarding, reducing the potential for harm to be caused or threatened. Exalt Training will collate summaries of safeguarding concerns raised and outcomes, where known.

Within the induction procedures learners will be introduced to their rights and responsibilities with regards to Safeguarding and Prevent. All new employees will be introduced to their rights and responsibilities with regards to Safeguarding and Prevent via online induction modules. All staff, including those who are subcontractors, will undertake suitable training commensurate with their role in the organisation. Staff will receive Safeguarding and Prevent updates annually.

The Safeguarding Policy will be reviewed on an annual basis to ensure it covers any changes in legislation and remains suitable for the needs of the organisation. The Designated Safeguarding Team will meet quarterly to discuss Safeguarding and Prevent issues and processes, identify and address themes and standardise practice. Support will be provided by the Board of Governors to ensure the effectiveness of the Safeguarding and Prevent Policy in terms of learner awareness and understanding. This will also be monitored via sampling of learner journey records (induction, reviews, etc.), observation of teaching, learning and support and analysis of Safeguarding records.

4.2 Legislation

The Education Act 2002

Governing bodies and local authorities associated with further education to ensure that their processes are carried out with a view to safeguarding and promoting the welfare of children, young people and adults at risk. Guidance as stated by the Secretary of State must be regarded in considering what necessary arrangements are to be made to ensure risks are minimised.

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Safeguarding Vulnerable Groups Act 2006

The Disclosure and Barring Service (DBS) has been introduced to help employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children.

Protection of Freedoms Act (2012) Part 5 - Safeguarding Vulnerable Groups, Criminal Records etc.

Covers the reduction in the scope of the definition of regulated activity, new services provided by the DBS, and disregarding convictions and cautions.

Mental Capacity Act (2005)

Mental Capacity under the Act means being able to make your own decisions. The Mental Capacity Act and its Code of Conduct contain a set of rules, procedures and guidance. The Act applies in full to those aged 18 or over, the entire Act except making Power of Attorney or Making a Will applies to 16- and 17-year-olds.

The Care Act 2014

The law requires that safeguarding adults be the responsibility of all. The Care Act 2014 ensures that safeguarding vulnerable adults means protecting a person’s right to live in safety, free from abuse and neglect. It is the responsibility for all to ensure that the learning environment provides a safe and secure environment to learn, develop and provide support for promote personal resilience.

Keeping Children Safe in Education (2021)

The safeguarding statutory responsibilities of schools and colleges and further education. This outlines the relevant legislation; the responsibilities of Governing Bodies and Executives; safer recruitment practices and vetting checks; dealing with allegations of abuse or misconduct against staff or external staff, dealing with all level concerns; and also, checklists, flowcharts and examples. All concerns against a member of staff should be recorded in writing and investigated. Concerns should be analysed to identify if further actions are needed. It is recommended that information should be retained for the course of employment and not included in references unless it relates to information normally included in the reference unless it has met the threshold for referral to Local Authority Designated Officer and may impact the role.

Working Together to Safeguard Children (2015) and (2016) and (2018)

Guidance on the roles and responsibilities of agencies working together to safeguard children/young people. This includes providing offer of early help when additional needs of children are identified and contributing to multi-disciplinary team plans to provide additional support to children subject to child protection plans. Safeguarding arrangements take into account the procedures and practices of the local authority as part of the multi-disciplinary safeguarding procedures set up by the Local Safeguarding Children Board (LSCB).

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4.3 Categories of Potential Safeguarding Concerns

Abuse of Trust: under the Sexual Offenders Act 2003 it is an offence for a person over 18 to have a sexual relationship with a young person under 18 where that person is in a position of trust in respect of that young person, even if the relationship is consensual. This includes teaching and a range of support staff within educational establishments.

Bullying (including cyberbullying) - Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. **Online Abuse** can be referred as any type of abuse that happens on the web, whether through social networks, playing games online or using mobile phones. Reports can be raised through Child Exploitation and Online Protection command (CEOP) [CEOP Safety Centre](#)

Child Sexual Exploitation: this occurs in situations and relationships in which young people receive something as a result of engaging in sexual activities. These can be in the form of gifts or increased status. Children (and adults) can be exploited by adults or peers. There is a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status and access to economic or other resources.

Child trafficking: this is a type of abuse where children are recruited, moved or transported and then exploited, forced to work or sold by means of threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of position of vulnerability or of the giving or receiving of payments or benefits to achieve consent of a person having control over another person, for the purpose of exploitation.

Child criminal exploitation – County Lines: Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs, groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. The key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs.

Domestic Violence: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse may involve, but is not limited to psychological, physical, sexual, financial and emotional impacts.

“Coercive or controlling behaviour is a core part of domestic violence. Coercive behaviour can include acts of assault, threats, humiliation and intimidation, harming, punishing, or frightening the person, isolating the person from sources of support, exploitation of resources or money, preventing the person from escaping abuse and regulating everyday behaviour.”

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Fabricated or Induced Illness - the fabrication of signs and symptoms in others including that of past medical history, falsification of hospital charts and records and specimens of bodily fluids. May also include falsification of letters and documents, and induction of illness by a variety of means.

Faith Abuse - forms of child abuse linked to faith or belief. Examples of this include spirit possession, demons/the devil acting through children, the evil eye or djinns (known in some Islamic faith contexts) and dakini (in Hindu context) and ritual or multiple murders where the killing of children is believed to bring supernatural benefits, or the use of their body parts is believed to produce ‘magical’ remedies.

Female Genital Mutilation - FGM comprises all procedures involving the partial or total removal of the female external genitalia or other injury to the female genital organs for non-medical reasons. FGM is illegal in the UK, and it is also illegal to remove a child to another country for the purposes of performing FGM. Where a child is under 18, it is mandatory that cases of FGM must be reported to the police. So-call Honour based abuse in children must be reported (see Contacts and Professional Guidance).

Forced Marriage: a forced marriage is a marriage in which one or both spouses do not (or in the case of some adults with learning or physical disabilities, cannot) consent to the marriage and duress is involved.

Gangs (and Youth Violence): crime and violence are a core part of the identity of gangs, although delinquent peer groups can also lead to increased antisocial behaviour and youth offending. Although some group gatherings can lead to increased antisocial behaviour and youth offending, these activities should not be confused with serious violence in a gang.

Homelessness: Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Mental Health - mental health issues such as depression and anxiety may leave the individual vulnerable to self-harm and suicidal thoughts as well as being exposed to other factors, highlighted above, that may cause a concern for their safety. Exalt Training recognises safeguarding issues can manifest themselves via peer-on-peer abuse and that learners sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

Misuse of substances: the misuse of drugs such as alcohol, tobacco, illegal drugs, medicines, new psychoactive substances (legal highs) and volatile substances.

Modern Day Slavery - the Modern-Day Slavery Act 2015 was specifically introduced to address Slavery and Human Trafficking in the 21st century.

The Act ensures that:-

- Victims receive the protection and support they deserve
- A statutory defence for victims of modern slavery so that they are not inappropriately criminalised

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- Gives courts new powers to order perpetrators of slavery and trafficking to pay Reparation Orders to their victims
- Provides child advocates to support child victims of trafficking
- Extends specific measures so that all victims of modern slavery can be supported through the criminal justice process
- Provides statutory guidance on victim identification and victim services, including an enabling power to put the relevant processes on a statutory basis. Introducing protections for victims of abuse on an overseas domestic workers visa

What is a Modern-day Slave? - modern forms of slavery can include debt bondage, where a person is forced to work for free to pay off a debt, child slavery, forced marriage, domestic servitude and forced labour, where victims are made to work through violence and intimidation.

Neglect or Acts of Omission: this includes the persistent failure to meet a child, young person or vulnerable adult’s basic physical and/or psycho-social needs, and which are likely to result in a serious impairment of the individual’s health or development. This may include failing to provide adequate food, shelter and clothing, or educational services and/or neglect of, or unresponsiveness to, a child, young person or vulnerable adult’s basic emotional need.

Peer-on Peer abuse: can happen both inside and outside of the Square Meter Group. All staff must recognise the indicators and signs of peer-on-peer abuse and know how to identify it and respond to reports. Peer on peer abuse can include bullying, abuse in intimate relationships, sexual violence, harassment, non-consensual sharing of nudes, causing someone to engage in sexual activity, up skirting, initiation/ hazing types of violence and rituals.

Physical abuse: such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.

Sexting: the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet.

Sexual (harassment and violence): such as rape, sexual assault, sexual comments or sexual acts occurring through force or enticement and which a child, young person or vulnerable adult could not have consented to, or to which they were pressurised into consenting. The activities may involve physical contact, including penetrative or non-penetrative acts such as masturbation, kissing and touching outside of clothing. They may include non-contact activities such as involving the child, young person or vulnerable adult in looking at, or in the production of, pornographic material, watching sexual activities or encouraging them to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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Teenage Relationship Abuse: may include emotional abuse (e.g., name calling, insults, isolation from friends, controlling what you wear and where you go, constant checking up), physical abuse (hitting, punching, pushing, biting, kicking, using weapons), sexual abuse (forcing sex, unwanted kissing or touching, being made to watch pornography against will, pressure to not use contraception) or financial abuse (taking/controlling money, coercion to buy the abuser things, forcing the abused to work or not work).

Up skirting :which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm (this is now a criminal offence)

4.4 Indicators of Harm

Exalt Training will ensure staff will receive appropriate training to be able to recognise the signs of harm and to respond effectively where an individual makes a disclosure to them.

Staff should also be aware of the measures to take if there is a suspicion that another member of staff is involved negatively, in anyway in harming another individual.

Whilst it is recognised that no list of signs can be exhaustive, some potential indicators are listed below. There may be a combination of these, or they may be identified in isolation.

- Bruises and injuries with which the explanation given seems inconsistent
- Possible indicators of neglect, such as inadequate clothing, poor growth, hunger, poor hygiene
- Possible indicators of emotional harm, such as excessive dependence, attention seeking, self -harm
- Possible indicators of sexual harm, such as signs of bruises, scratches, bite mark, or behavioural signs such as precocity, withdrawal or inappropriate sexual behaviour
- Agitated or anxious behaviour
- Excessive nervousness
- Inappropriate or improper clothing
- Unhygienic or unkempt appearance
- Signs of discomfort or pain
- Frequent and increased absences
- Uncharacteristic changes in appearance or behaviour
- Reluctant to go home or leave delivery locations

4.5 The Prevent Duty

The threat to the UK from international terrorism is substantial. The terrorist threats that we now face is more diverse than ever before, dispersed across a wider geographical area and often in countries without effective governance. We therefore face an unpredictable situation. Whilst it remains rare for learners to become involved in extremist activity, any learner can be exposed to extremist influences or prejudice views, via the internet, from an early age. Early intervention is a preferable way of tackling extremism. Exalt Training is

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committed to safeguarding and the promotion of British values, we will ensure that all staff have the confidence to recognise the signs that a learner or colleague is at risk of radicalisation. Exalt Training recognises that its responsibility to the Prevent Duty is not limited to children, young people and vulnerable adults, or to those learning through Government funded programmes but that all learners and staff fall within the remit of this aspect of the Safeguarding & Prevent policy.

4.6 Preventing Extremism

The Office for Security and Counter Terrorism defines the key measures for reducing the risks of terrorism in its ‘CONTEST’ strategy, which is based on 4 pillars:

- Pursue – to stop the terrorist attacks
- Prevent – to stop the people becoming terrorists or supporting terrorism
- Protect – to strengthen our protection against terrorist attacks
- Prepare –to mitigate the impact of a terrorist attack

Exalt Training will:

- Raise awareness to all learners of the threat from violent extremist groups and the risks, and Exalt Training’s responsibility to minimise this in their organisation
- Provide information about what can cause violent extremism, about preventative actions taking place locally and nationally and where we can get additional information and advice
- Help learners to understand the positive contribution they can make to empower themselves to create communities that are more resilient to extremism, and protect the wellbeing of particular learners or groups who may be vulnerable to being drawn into violent extremist activity
- Provide advice on managing risks and responding to incidents
- Promote fundamental British Values at every opportunity throughout programmes and other activities
- Challenge segregation, promoting cohesion and building learner resilience with the aim of our learners and staff contributing actively to wider society.
- Operate a clear and consistent anti-bullying approach which challenges harassment and discriminating and enables learners and staff to feel safe and supported.
- Provide support, advice and guidance for learners and staff who may be at risk. This may include referral to Channel, the process by which multi agency support is provided to individuals who are at risk of being drawn into terrorism
- Ensure that staff, learners and employers are aware of their roles and responsibilities in preventing radicalisation and extremism
- Carry out an annual risk assessment in relation to the Prevent Duty with the aim of evaluating where and how learners or staff may be at risk of being drawn into terrorism. This will include reviewing policies regarding the delivery of learning, student welfare, equality and diversity, and the safety and welfare of customers and staff
- Ensure that there is a shared understanding amongst staff and learners as to the risks posed within the training environment by extremist’s behaviour by raising awareness through training and information sharing

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- Take steps to mitigate the risk posed to individuals vulnerable to extremism where it is identified
- Referrals to the Channel programme will be made on a case-by-case basis and with consideration being made to the need for a multi-agency approach in advance of any referrals. All such referrals will ultimately be made by the DSO or DSL.

4.7 Indicators of Radicalisation

Potential signs of radicalisation include:

- An individual's views become increasingly extreme regarding another section of society or government policy
- An individual is observed downloading, viewing or sharing extremist propaganda from the web
- An individual becoming withdrawn and focused on one ideology
- An individual becoming increasingly intolerant of more moderate views
- An individual may change their appearance, their health may suffer (including mental health), and they may become isolated from family, friends, peers or social groups.
- An individual expresses a desire/intent to take part in or support extremist activity
- **Incel** - are self-defined 'involuntary celibates' who believe that they are unable to form sexual relationships with women due to a combination of their looks and their perception of societal structures. The incel ideology differs from many other (extremist) ideologies or communities. While issues like isolation, loneliness and mental health, and dealing with bullying can also be underlying concerns in other ideologies, they are very much present at the forefront of the incel community/ideology. They feel they did not choose their identity but were forced into it.

4.8 External Speakers and Events

Exalt Training will ensure that any external speaker's views being expressed, or likely to be expressed, do not constitute extremist views that risk drawing people into terrorism or are shared by terrorist groups. It is the responsibility of the host to ensure that any external speaker's content, planned to be delivered either verbally, by presentation or other materials are reviewed prior to the event to check that it is suitable and that it will not promote extremist views in any way. Where a potential risk of this is identified the host should make the DSO aware and this will then be reviewed further by a panel of senior managers to ensure a balance of legal duties in terms of both ensuring freedom of speech and also protecting student and staff welfare. Where the panel is in any doubt that the risk cannot be fully mitigated, Exalt Training will exercise caution and the event will not be allowed to proceed. (***Please see Appendix 9.7 for Prevent Risk Assessment and Action Plan***)

4.9 Guidelines to follow when receiving a disclosure

In order to ensure any disclosure is dealt with effectively, the 5 Rs should be considered. **Recognise** The ability to recognise behaviour that may indicate abuse is of fundamental importance. Signs and symptoms of abuse of young people or vulnerable adults may include direct disclosure. All relevant staff will be trained to understand signs of possible abuse and know how, where and to whom to report concerns.

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Respond An appropriate response is vital. No report or concern about possible abuse should ever be ignored and they should ensure:

- They do not lead or probe with questions
- Remain calm and demonstrate interest and concern while investigating
- Tell the learner that they you may need to disclose information to others to ensure any risk to them or others is minimal and do not agree to any off the record disclosures

Reassure them that they have done the correct thing in reporting their concerns and that it will be dealt with in a sensitive and appropriate way, ensuring any information is suitably restricted

Record any disclosures on the Safeguarding and Prevent Form. Safeguarding and Prevent concerns should be reported within 2 hours to the DSO or the DSL. Once concerns have been reported, responsibility for taking any further action resides with the DSO or DSL dealing with the report.

DSO and DSLs will be trained to ensure disclosures, incidents or concerns and the subsequent investigation and assessment are accurately recorded, updated and monitored.

The Information will be stored securely, confidentially and only accessible to those who need access to support with the concern.

Refer the decision to refer a complaint or allegation lies with the DSO or DSL dealing with the disclosure, having gathered and examined all relevant information. Investigations may involve questioning colleagues, learners, carers, parents, assessors and the complainant, as relevant and necessary. DSO and DSL will have access to organisations and websites in order to seek guidance and help for learners and a directory of relevant support agencies is contained within this document. The DSO or DSL dealing with the disclosure will decide what action to take.

5. DEFINITIONS

5.1 Abuse: Abuse” relates to the mistreatment of an individual’s human and civil rights by any other person or persons and may consist of single or repeated acts. Incidents of abuse can be either to one person or more than one person at a time. Abuse and/or harmful behaviours can be either deliberate or the result of negligence, ignorance, lack of training, knowledge or understanding. Somebody may abuse or neglect an individual by inflicting harm or by failing to prevent harm. Staff should reassure victims of abuse that they are being taken seriously and will be supported.

5.2 Safeguarding - The term ‘Safeguarding’ describes the broader preventative and precautionary approach to planning and procedures that are necessary to be in place to protect children and young people from any potential harm or damage. Safeguarding is more than having background check policies and procedures in place, it means having a culture of vigilance where all staff know their responsibilities and act accordingly and all learners are aware of what they can expect and know what to do if they have concerns. It is

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about providing a deep commitment to place the learner at the centre of our concerns and to build policies, practices and procedures around the learner for them to succeed.

5.3 Child - Anyone under the age of 18 is defined as a child.

5.4 Vulnerable Adult - A person who is aged 18 years of age or over is defined as vulnerable if they are at risk of harm, abuse or manipulation (including radicalisation) as a result of either their social or personal situation.

5.5 Harm - Harm can be caused in a number of ways and take different forms, including:

- Physical –for example, hitting another person or deliberately cutting yourself
- Psychological – for example, saying things which could hurt someone else, or which could make them feel vulnerable, alone or isolated. Making threats, trying to control another person, or humiliating someone can be psychological harm. Psychological harm can include bullying in person or online, including ‘revenge porn’.
- Financial - for example, unreasonable or excessive borrowing or stealing money or other items. Also, trying to pressure someone else into giving you money or other items because they feel sorry for you.
- Sexual – for example, trying to get someone to take part in sexual activity by using force, threats or bullying. Sexual activity requires both consents to be given and also an understanding of what is being consented to. ‘Grooming’ occurs when a person uses an emotional bond to gain the trust of a child or vulnerable adult in order to sexually abuse or exploit them, or to trade them (trafficking).
- Neglect – for example, not caring for yourself or someone you are responsible for. This could include not washing regularly, not eating, or having unsafe living conditions.

5.6 Radicalisation - The process of causing someone to adopt extreme religious, social or political views or beliefs, which undermine British Values.

5.7 Extremism - this is vocal or active opposition to fundamental British values, including:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

Also included in the definition of extremism are calls for the death of members of our armed forces, whether in this country or overseas.

6. RESPONSIBILITY

6.1 All staff that come into contact with children and vulnerable adults in their everyday work has a duty to safeguard and promote the welfare of children and vulnerable adults. Staff will be trained to understand their responsibilities and be aware of the signs of abuse

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and neglect and extremism and radicalisation so that they are able to identify cases of children/vulnerable adults who may be in need of help or protection.

Failure to comply with these responsibilities will be seen as a serious matter which may lead to disciplinary action.

Staff are expected to:

- Attend safeguarding training as required (every 3 years)
- Familiarise themselves with the Safeguarding policy and associated procedures
- Safeguard and promote the welfare of children and vulnerable adults
- Alert the Designated Safeguarding Officers if they have concerns about a child or vulnerable adult

6.2 Designated Safeguarding Officers: The Designated Safeguarding Officers have a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people and vulnerable adults. The Designated Person will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend up-dated training every two years.
- Provide support and training for staff and volunteers
- Support staff to make effective referrals to the Children and Families Services and any other agencies where there are concerns about the welfare of children and vulnerable adults.
- Keep copies of all referrals to Children and Families Services and any other agencies related to safeguarding children and young people.
- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
- Ensure that any staff with specific responsibility for safeguarding children and vulnerable adults receive the appropriate training to undertake this role.
- Manage and keep secure the Exalt Training’s safeguarding records.
- Ensure that all staff and volunteers understand and are aware of the Exalt Training’s reporting and recording procedures and are clear about what to do if they have a concern about a child or vulnerable adult.
- Liaise with the CEO and DSL about any safeguarding issues.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DfE concerning Safeguarding.

6.3 Designated Safeguarding Lead: The CEO (DSL) has overall responsibility and acts as the main source of support, advice and expertise for safeguarding.

- Advise and support the senior team in developing and establishing your organisation’s approach to safeguarding.
- Play a lead role in maintaining and reviewing Exalt Training’s plan for safeguarding.
- Coordinate the distribution of policies, procedures and safeguarding resources throughout Exalt Training.

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- Advise on training needs and development, providing training where appropriate.
- Provide safeguarding advice and support to staff and volunteers.
- Manage reported safeguarding concerns, allegations or incidents.
- Manage referrals to key safeguarding agencies (e.g., social services or police) of any incidents or allegations of abuse and harm.
- Ensure that the Safeguarding Policy is regularly reviewed and updated.

7 RELATED POLICIES

PP002	Equality and Diversity
PP003	General Data Protection Regulation (GDPR)
PP004	Safeguarding and Prevent
PP005	Initial Advice and Guidance
PP008	Learning Needs Policy
PP013	Use of Emails and other IT facilities
PP021	Health and Safety
PP023	Safer Recruitment Policy
PP025	Anti Slavery and Human Trafficking
PP026	Disciplinary Policy
PP029	Whistleblowing Policy
PP037	Staff code of Conduct
PP039	Recruitment and Selection
PP059	Additional Learning Needs
	Safeguarding Children and Vulnerable Adults handbook/guidance
	Apprentice/Learner Handbook

8 WHO WILL NEED TO KNOW ABOUT THIS POLICY

- 8.1 All staff
- 8.2 All Managers
- 8.3 All Learners
- 8.4 All Employers/Clients
- 8.5 All Visitors/Contractors

Signed

Date: 16 May 2022

Lisa Pearman - Approved

Chief Executive Officer

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9 APPENDICES

Appendix 9.1	Safeguarding Team and contacts
Appendix 9.2	Safeguarding and PREVENT Procedure
Appendix 9.3	Safeguarding and PREVENT Reporting Process
Appendix 9.4	Process for Reporting a Missing Learner
Appendix 9.5	Safeguarding guidelines for Work Placements
Appendix 9.6	Visitors and Contractors
Appendix 9.7	Contacts and Referral Agencies
Appendix 9.8	Prevent Risk Assessment
Appendix 9.9	

FORMS

S002	Safeguarding Reporting form
S009	Apprentice/trainee workplace declaration
S010	Visitor declaration and risk assessment

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Appendix 9.1

Exalt training Safeguarding Team with effect from May 2022

SENIOR DESIGNATED LEAD (Board)

Olga Bottomley – Lead Board

SENIOR DESIGNATED SAFEGUARDING LEAD

Lisa Pearman – 07889 502247 – CEO – lisa.pearman@exalt-training.com

DESIGNATED SAFEGUARDING LEAD (DSL)

Tricia Allison - 07925 531356 – tricia.allison@exalt-training.com

DEPUTY DESIGNATED SAFEGUARDING LEAD (DDSL/under 18's)

Jaci Assani – jaci.assani@exalt-training.com

DESIGNATED SAFEGUARDING OFFICER (DSO/ADULTS)

Keith Welsh – 07752 124964 – keith.welsh@exalt-training.com

DESIGNATED SAFEGUARDING OFFICER (PASTORAL/UNDER 18'S)

Claire Oliver – 07842 968095 – claire.oliver@exalt-training.com

CULTURAL SUPPORT

Fardousa Hassan – Fardousa.hassan@exalt-training.com



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General Safeguarding email address: safeguarding@exalt-training.com

Phone: [07925 531 356](tel:07925531356)

APPENDIX 9.2

SAFEGUARDING AND PREVENT PROCEDURE

- If you believe that a member of staff or learner is at substantial risk of immediate harm, you should call the emergency services on 999. The receiving, reporting and responding to Safeguarding and Prevent incidents by staff will follow the same procedure. Any suspicion, allegation or actual abuse of a young person or vulnerable adult by a member of Exalt Training’s staff or its subcontractors must be reported immediately and directly to either the DSO or DSL. In their absence it should be reported to another member of the Senior Leadership Team, who will then lead with the investigation and subsequent actions supported by a DSO.
- Where Exalt Training or one of its subcontractors refer a safeguarding concern related to sexual violence to Local Authority/children’s social care/adult social care and/or the police, or an allegation of abuse is made against any member of staff to the DSO or DSL, Exalt Training will also inform the Education and Skills Funding Agency as soon as practicable, providing a high level summary of the nature of the incident.
- **Responding to a disclosure, concern or incident.**

The learner is under 18 years of age

- Follow the 5 Rs, Recognise, Respond, Report, Record and Refer procedure
- Keep questions to a minimum and explain what you need to do next
- Explain that you will need to pass the information on in order to reduce any risk to them or others
- Report the concerns to the DSO/DSL using the form and dedicated inbox at the very first opportunity and within 2 hours so that the required review and assessment can take place, including the referral to an external agency if deemed necessary.
- All details and actions taken will be updated and recorded by the relevant DSO and DSL on the report form and monitored through the Safeguarding Log.

The person is an adult

- Unlike young people, adults have a right to insist upon confidentiality unless the circumstances mean the disclosure or concern needs to be reported
- This will be the case if this they are vulnerable or if there is reason to believe that the adult has been or is being harmed or abused.
- Once the DSO or DSL has been made aware of a situation, they need to ascertain whether the young person or vulnerable adult is at risk of actual or potential harm or abuse or whether there are sufficient grounds to suspect abuse or potential radicalisation.

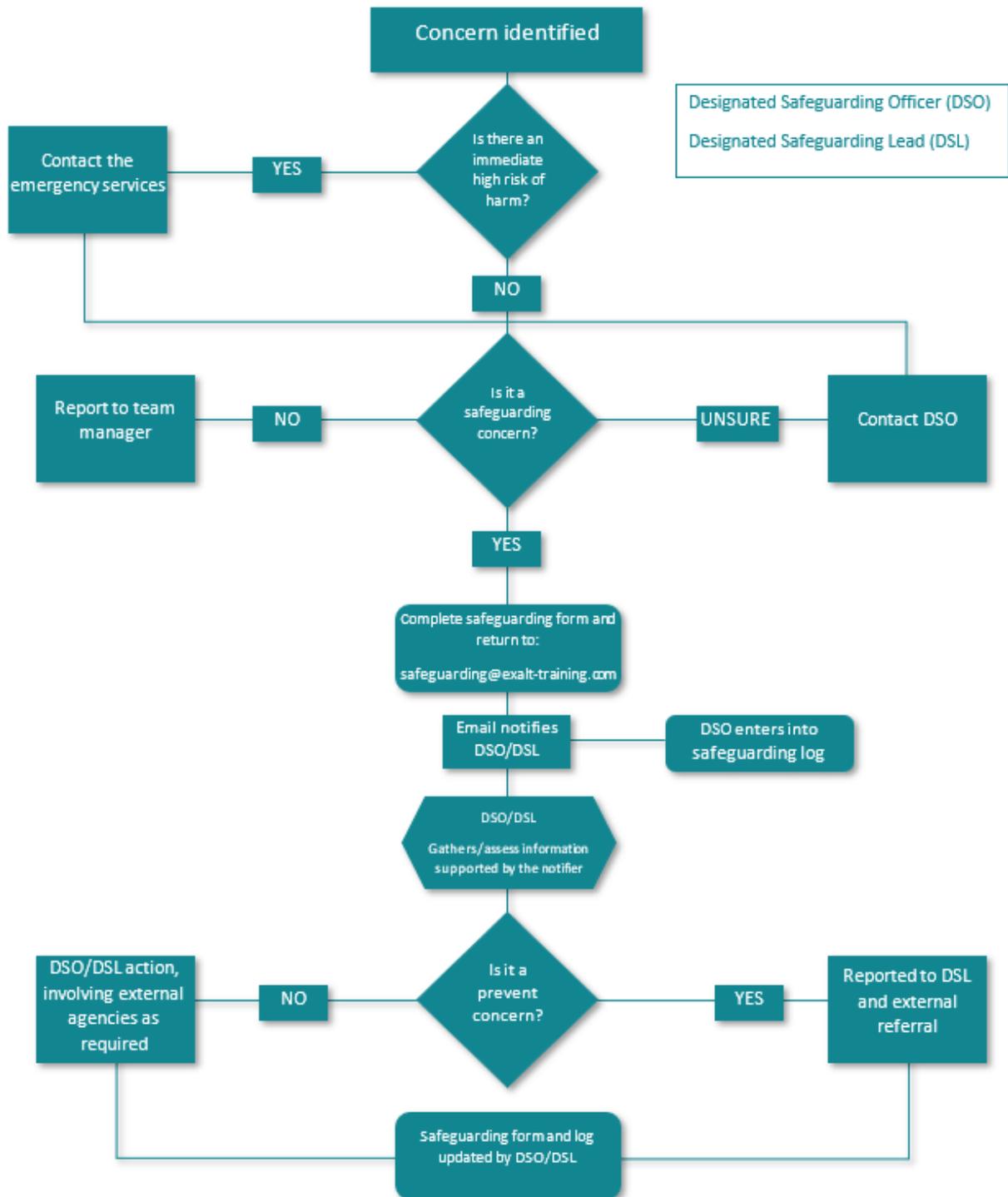
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- Following this, the DSO or DSL may decide that further action is necessary and will refer it on to an external agency or that the situation can be monitored within Exalt Training.
- In the event of a decision being made to escalate a Prevent incident to Channel, this should only be carried out by the DSO or DSL
- In their absence, a member of the Senior Leadership Team should be made aware of the concern and complete any agreed referral.

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APPENDIX 9.3

SAFEGUARDING AND PREVENT REPORTING PROCESS



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APPENDIX 9.4

PROCESS FOR REPORTING MISSING LEARNERS

This process is to provide the response in the event that a learner is missing. It is an essential part of our responsibility to ensure that learner safety is a focus in our Duty of Care. It enables us to:

- Ensure that attendance and punctuality promote a safer learning environment
- Safeguards learners

Definition of Missing:

“Anyone whose whereabouts is unknown whatever the circumstances of disappearances they will be considered missing until located and their wellbeing established” (*Ref: The association of chief police officers (ACPO)*).

When discovering a missing learner: Inform your line manager should:

- Find learner/employer contact details and contact directly if possible.
- Liaise with the DSL to identify any possible safeguarding concerns and ensure appropriate contact is made.

If this is not possible (if no contact can be made), the manager should:

- Ascertain when the learner was last seen (keep a note of any witness statements including names and course details)
- Establish if anyone knows where the learner intended to go (if on-site learning)
- Contact the parent/carer as appropriate (there should not be a long gap – parents/carers do not want to hear that their son/daughter has been missing for several hours) and give the facts:
- If learner disappears from online learning i.e.; Zoom/Teams, endeavour to contact the learner via phone/text.

If there is cause for concern and in consultation with the parent/carer (where required for under 18’s):

- Report to police or relevant authority (collect and record incident number)
- Ask the parent/carer to stay in touch if they hear anything
- Maintain contact with parent/carer until the learner is found (parents/carers need to know that we are doing everything in our power to find the learner).
- Report incident to CEO.
- Provide a written report for the learner file (be aware of confidentiality and data protection).

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Sharing of sensitive information

If there is a concern about a learner’s safety or well-being it may be necessary to share information with other agencies. The safety and well-being of the child must be the primary considerations when making such a decision.

Sharing of information must be in line with confidentiality, data protection and human rights legislation and guidance. Information shared will need to be carefully recorded. In most circumstances consent from a parent/carer/learner would need to be gained to share information; however, there are some circumstances in which sharing information without consent will be normally justified. These are:

- When there is evidence or reasonable cause to believe that an individual (child or adult) is suffering, or is at risk of suffering significant harm; or
- To prevent, detect or support the prosecution of serious crime.

Useful Contacts:

If you believe a learner is at immediate risk this should be reported without delay to the police service; for emergencies ring 999.

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APPENDIX 9.5

SAFEGUARDING PROCESS FOR WORK PLACEMENTS

Exalt-Training Ltd will organise work placements and, therefore must ensure that policies and procedures are in place to protect children and young people from harm. It is important that the mentor/employer of the learner is aware of the procedures in place to ensure the safety of the young person.

Any young person under the age of 18 is considered, in the eyes of the law, as a child and is protected within the laws and guidelines (Working Together to Safeguard Children 2013).

Although Incidents of child abuse are not common, any child aged between the ages of 0 and 18 must be considered as vulnerable to abuse whether this is in the home, in school or college, in the workplace or in some other place.

Child abuse can take many forms, but it is categorised under 4 main themes:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

It is important that young people are protected from harm.

PROCEDURE

TRAINEESHIPS

1. All complaints, allegations or suspicions of abuse must be taken seriously.
2. If an allegation is made that a learner has been abused or if there is a suspicion that a learner has been abused this should be reported to the DSL at Exalt-Training Ltd immediately.
3. Promises of confidentiality should not be given as the matter may develop in such a way that these cannot be honoured.
4. If the complainant is the learner, questions should be kept to the minimum necessary to understand what is being alleged and leading questions should be avoided. The use of leading questions can cause problems for the subsequent investigation and any following court proceedings.

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5. A full record shall be made as soon as possible of the nature of the allegation and any other relevant information including:
 - the date
 - the time
 - the place where the alleged abuse happened
 - your name and the names of others present
 - the name of the complainant and, where different, the name of the student who has allegedly been abused
 - the nature of the alleged abuse
 - a description of any injuries observed
 - the account which has been given of the allegation that should be signed and dated by the person completing the report

Please note: Some learners with learning disabilities may need different treatment to others e.g. in the way their physical/mental condition might mask possible abuse.

APPRENTICES

- Workplace providers will receive a copy of the Safeguarding Policy and Procedure and information relating to their responsibility for safeguarding.
- Placement Officers/Skills Coaches will carry out all risk assessments and include safeguarding discussions as part of workplace reviews with apprentices.
- Apprentices will receive information relating to safe practice in the workplace and safeguarding contact details.
- Work placements will sign and return the safeguarding declaration to Exalt Training Ltd
- All reports of Safeguarding concerns are to be followed as per Appendix 9.2

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APPENDIX 9.6

VISITORS AND CONTRACTORS

Exalt-Training is committed to apprentices, learners and staff right to learn and teach in an environment that is safe. Our responsibility to our apprentices/learners is to ensure that they can access information and that the information is aligned to our ethos and values of Exalt-Training and fundamental British Values.

The PREVENT guidance requires that clear procedures for ensuring that any visitor or contractor, whether invited by staff or learners, are suitable and appropriately supervised. This process is to ensure that risk of exposure to radicalisation is reduced and protection to such exposure is maintained.

The procedure is:

- All visitors and contractors are to have a nominated point of contact during any face to face or online delivery (the Organiser).
- All requests for outside speakers require the prior approval of the head of the curriculum/sector area or Designated Safeguarding Officer/Lead. This will include checking of current DBS at least 5 days prior to the visit. Copies of DBS will be held on our Central Register (Brighthr) for a minimum of 12 months by our HR Officer.
- Visitors/contractors are always accompanied at offices or online and are not left unsupervised with learners at any point. The exception will be for regular guests who have undertaken and induction and DBS check.
- Obtaining an outline of what is being delivered (presentation, resources) in advance of any visit.
- Conduct research on the person/organisation to establish whether they have demonstrated extreme views/actions. Refusal can be made based on links to extreme groups or involvements and the decision for any refusal will be made in person/organisation in writing.
- Visiting speakers must sign the 'Agreement and Guidelines for Visiting Speakers' form as acceptance of Exalt-training's terms and conditions.
- A risk assessment completed in relation to the Prevent Duty.
- Maintain a formal register of all visitors and contractors.
- Conduct post-event evaluation of how the visit/online delivery met the needs of our learners.

This Appendix links to the following:

- Equality and Diversity Policy
- Central DBS register on Brighthr

All completed Visitor and Contractor Agreement and Guidelines (SG010) and presentation material must be approved and submitted to safeguarding@exalt-training.com at least 5 working days prior to the visit.

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APPENDIX 9.7

CONTACTS AND REFERRAL AGENCIES

Professional and expert guidance as well as support on specific safeguarding issues can be accessed via the www.gov.uk website as follows:

- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- sexting
- teenage relationship abuse
- trafficking

In addition to the above, information can be found on the NSPCC website www.nspcc.org.uk

If you are worried that a child, young person or adult is at risk of abuse, harm or neglect, please call **999** and ask for the police. They will put you in touch with the safeguarding professionals in the area where the incident is said to have taken place. This may include the local Multi-Agency Safeguarding Hub (MASH).

If a member of the Safeguarding team cannot be contacted (for example out of hours) NSPCC, Childline or the local Safeguarding team in your area provide safeguarding advice and support service.

NSPCC 24 hours 7 days per week – Telephone: 0808 800 5000 www.nspcc.org.uk

Childline 24 hours 7 days per week – Telephone: 0800 1111 www.childline.org.uk

Samaritans 24 hours 7 days per week – Telephone: 116123 (free) www.samaritans.org

Citizens Advice www.citizensadvice.org.uk

Alcoholics Anonymous - 0800 9177650 help@aamail.org

Domestic Abuse 24 hour 7 days a week – 08082000247 www.nationaldahelpline.org.uk

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Links to your Local Safeguarding Children Partnerships/Boards/Committees England

[The Barking and Dagenham Safeguarding Children Partnership](#)
[Barnet Safeguarding Children Partnership](#)
[Berkshire West safeguarding Children Partnership](#)
[Barnsley Safeguarding Children Partnership](#)
[Bath and North East Somerset Local Safeguarding Children Board](#)
[Bedford Borough Council Safeguarding Children Board](#)
[Bexley Safeguarding Partnership for Children and Young People](#)
[Birmingham Safeguarding Children Partnership](#)
[Blackburn with Darwen, Blackpool and Lancashire Children's Safeguarding Assurance Partnership](#)
[Bolton Safeguarding Children Partnership](#)
[Bournemouth and Poole Local Safeguarding Children Board](#)
[Bracknell Forest Safeguarding Children Board](#)
[Bradford Safeguarding Children Board](#)
[Brent Safeguarding Partnership](#)
[The Brighton & Hove Safeguarding Children Partnership \(BHSCP\)](#)
[Keeping Bristol Safe Partnership – Children](#)
[Bromley Safeguarding Children Partnership](#)
[Buckinghamshire Safeguarding Children Partnership](#)
[Bury Integrated Safeguarding Partnership](#)
[Calderdale Safeguarding Children Board](#)
[Cambridgeshire and Peterborough Children Safeguarding Partnership Board](#)
[Camden Safeguarding Children Partnership](#)
[Central Bedfordshire Safeguarding Children Board](#)
[Cheshire East Safeguarding Children's Partnership](#)
[Cheshire West and Chester Safeguarding Children Partnership](#)
[City of London and Hackney Safeguarding Children Partnership](#)
[Cornwall and Isles of Scilly Safeguarding Children Partnership](#)
[Coventry Safeguarding Children Partnership](#)
[Croydon Local Safeguarding Children Partnership](#)
[Cumbria Local Safeguarding Children Partnership](#)
[Darlington Safeguarding Children Partnership Board \(DSCP\)](#)
[Derby and Derbyshire Safeguarding Children Partnership](#)
[Devon Children and Families Partnership \(DCFP\)](#)
[Doncaster Safeguarding Children Partnership](#)
[Dorset Safeguarding Children Board](#)
[Dudley Safeguarding People Partnership](#)
[Durham Safeguarding Children Partnership](#)
[Ealing Safeguarding Children Partnership \(ESCP\)](#)
[East Riding Safeguarding Children Partnership](#)
[East Sussex Safeguarding Children Partnership](#)
[Enfield Safeguarding Children's Partnership](#)
[Essex Safeguarding Children Board](#)
[Gateshead Local Safeguarding Children Partnership](#)

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- [Gloucestershire Safeguarding Children Board](#)
- [Greenwich Safeguarding Children Partnership](#)
- [Halton Safeguarding Children Partnership](#)
- [Local Safeguarding Children Partnership for Hammersmith & Fulham, Kensington and Chelsea and Westminster](#)
- [Hampshire Safeguarding Children Partnership](#)
- [Haringey Safeguarding Children Partnership](#)
- [Harrow Strategic Safeguarding Partnership](#)
- [Hartlepool and Stockton-on-Tees Safeguarding Children Partnership \(HSSCP\)](#)
- [Havering Safeguarding Children Board](#)
- [Herefordshire Safeguarding Children Partnership](#)
- [Hertfordshire Safeguarding Children Partnership \(HSCP\).](#)
- [Hillingdon Local Safeguarding Children Partnership](#)
- [Hounslow Safeguarding Children Partnership](#)
- [Hull Safeguarding Children Partnership](#)
- [Isle of Wight Safeguarding Children Partnership](#)
- [Islington Safeguarding Children Board](#)
- [Kent Safeguarding Children Multi-Agency Partnership](#)
- [Kingston and Richmond Safeguarding Children Partnership](#)
- [Kirklees Safeguarding Children Partnership](#)
- [Knowsley Safeguarding Children Partnership](#)
- [Lambeth Safeguarding Children Partnership](#)
- [Leeds Safeguarding Children Partnership](#)
- [Leicester Safeguarding Children Partnership](#)
- [Leicestershire and Rutland Safeguarding Children Partnership](#)
- [Lewisham Safeguarding Children Partnership](#)
- [Lincolnshire Safeguarding Children Partnership](#)
- [Liverpool Safeguarding Children Partnership \(LSCP\)](#)
- [Luton Safeguarding Children Board](#)
- [Manchester Safeguarding Children Partnership](#)
- [Medway Safeguarding Children Partnership](#)
- [Merton Safeguarding Children Partnership](#)
- [Milton Keynes Safeguarding Children Board](#)
- [Newcastle Safeguarding Children Partnership](#)
- [Newham Local Safeguarding Children Partnership](#)
- [Norfolk Safeguarding Children Partnership](#)
- [North East Lincolnshire Local Safeguarding Children Partnership](#)
- [North Lincolnshire Children’s Multi-Agency Resilience and Safeguarding Board](#)
- [North Somerset Safeguarding Children Partnership](#)
- [North Tyneside Safeguarding Children Partnership](#)
- [North Yorkshire Safeguarding Children Partnership](#)
- [Northamptonshire Safeguarding Children Partnership](#)
- [Northumberland Safeguarding Children Partnership](#)
- [Nottingham City Safeguarding Children Partnership](#)
- [Nottinghamshire Safeguarding Children Partnership](#)
- [Oldham Local Safeguarding Children Board](#)
- [Oxfordshire Safeguarding Children Board](#)
- [Plymouth and Torbay Safeguarding Children Partnership](#)
- [Redbridge Safeguarding Children Partnership](#)
- [Rochdale Borough Safeguarding Children Partnership](#)

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[Rotherham Safeguarding Children Partnership](#)
[Salford Safeguarding Children Partnership](#)
[Sandwell Safeguarding Children Partnership](#)
[Sefton Local Safeguarding Children Board](#)
[Sheffield Safeguarding Children Partnership](#)
[Shropshire Safeguarding Children Partnership](#)
[Slough Local Safeguarding Children Partnership](#)
[Solihull Local Safeguarding Children Partnership](#)
[Somerset Local Safeguarding Children Partnership](#)
[South Gloucestershire Safeguarding Children Partnership](#)
[South Tees Safeguarding Children Partnership \(STSCP\) Middlesbrough and Redcar & Cleveland](#)
[South Tyneside Safeguarding Children Board](#)
[Southampton Local Safeguarding Children Partnership](#)
[Southend-on-Sea Local Safeguarding Children Partnership](#)
[Southwark Safeguarding Children Partnership](#)
[St. Helens Safeguarding Children Partnership](#)
[Staffordshire Safeguarding Children Board](#)
[Stockport Safeguarding Children Partnership](#)
[Stoke-on-Trent Safeguarding Children Board](#)
[Suffolk Safeguarding Children Partnership](#)
[Sunderland Safeguarding Children Partnership](#)
[Surrey Safeguarding Children Partnership](#)
[Sutton Local Safeguarding Children Partnership](#)
[Swindon Local Safeguarding Children Partnership](#)
[Tameside Safeguarding Children Partnership](#)
[Telford and Wrekin Safeguarding Children Partnership](#)
[Thurrock Local Safeguarding Children Partnership](#)
[Tower Hamlets Safeguarding Children Partnership](#)
[Trafford Strategic Safeguarding Partnership](#)
[Wakefield Safeguarding Children Partnership](#)
[Walsall Safeguarding Partnership](#)
[Waltham Forest Safeguarding Children Board](#)
[Wandsworth Safeguarding Children Partnership](#)
[Warrington Safeguarding Children Partnership](#)
[Warwickshire Safeguarding Children](#)
[West Sussex Safeguarding Children Partnership](#)
[Windsor and Maidenhead Local Safeguarding Children Board](#)
[Wigan Safeguarding Children Partnership](#)
[Wiltshire Safeguarding Vulnerable People Partnership](#)
[Wirral Safeguarding Children Partnership](#)
[Wolverhampton Working Together to Safeguarding Partnership](#)
[Worcestershire Safeguarding Children Partnership](#)
[City of York Safeguarding Children Partnership](#)

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ANNEXE 9.8

Prevent Risk Assessment:

No	Area	Details (add/adapt as necessary)	Existing ways to reduce and manage risk (suggestions)	Further actions/comments	Risk Score
1	Leadership	<ul style="list-style-type: none"> • CEO – Lisa Pearman • Tricia Allison – DSL • Jaci Assani – DDSL (Under 18s focus) • Claire Officer – DSO/Pastoral (Under18s) • Keith Welsh – DSO (Male representative and Adult) • Leaders are aware of statutory Prevent Duty • Leaders keep abreast of Counter-Terrorism Local Profile (CTLP) updates. • Leaders are aware of local and relevant Prevent risk updates 	<ul style="list-style-type: none"> • Staff understand their duty under Section 26 of the Counter Terrorism Act to have “due regard to the need to prevent people from being drawn into terrorism”. • Prevent policy is included in the overarching safeguarding and child protection policy • Prevent policy and procedures for Prevent queries/referrals are updated in safeguarding refresher meetings and training. 	<ul style="list-style-type: none"> • All Exalt Training staff know who to report concerns to. • No ideology concerns • Risks around vulnerability, online content and contextualised activity. • Build child protection policy for 31/5/2022 to include Prevent (KCSIE) 	1

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			<ul style="list-style-type: none"> • Leader keep abreast of Prevent monthly newsletter. 		
2	Partnership	<ul style="list-style-type: none"> • National police Prevent Line • Local Authority (LA) Prevent team including Prevent Education Officer (PEO). • Use of Multi-Agency Referral Form (MARF) for submitting referrals. 	<ul style="list-style-type: none"> • Safeguarding representative attend SSCB/MASH meetings/conference where possible. • Maintain contact with PEO • Links with local police teams • Keep the MARF on file. 	1. Ensure all are aware of the National Police Prevent Line	1
3	Staff Training	<p>Training delivered online – Govt Training: www.e-learning.prevent.homeoffice.gov.uk</p> <ul style="list-style-type: none"> • Prevent training by DSL/DSO in line with KCSIE • Refresher updates through safeguarding briefing slots • Whole staff are confident about <i>how</i> to refer a concern and <i>who</i> to. • Whole staff have increased knowledge in identifying genuine Prevent concerns 	<ul style="list-style-type: none"> • Raises awareness to general risks and historic cases. • DSL attend specialist Prevent SMBC/HO approved product 27/4/2022 • Prevent training delivered in a 90 minute session by PEO. • Share names and contact details of safeguarding staff to all new starters • Bespoke training available for SLT through PEO. 	www.elearning.prevent.homeoffice.gov.uk <ul style="list-style-type: none"> • Prevent training refresher and on employee/staff start – to be renewed yearly • Prevent booklet/resources distributed to staff. • Safeguarding team update monthly in meetings. • Prevent refresh captured at company conferences (Twice per year – Covid dependent) 	1

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4	IT/online safety	<ul style="list-style-type: none"> Safety filters applied Systems for logging in <p>Policies on internet for learning</p> <ul style="list-style-type: none"> IT policies 	<ul style="list-style-type: none"> Monitoring Learners have individual log-ins and passwords. Monitored by teachers and support staff, through physical observation and examination (ensuring a background on, no children present). Supervised by staff at all times E-safety policy in place Forensic monitoring detects and reports inappropriate use OT Lead is CEOP affiliated and highly skilled in online safety. Safer schools App promoted and available to all staff/learners and parents. 	<p>www.saferinternet.or.uk</p> <ul style="list-style-type: none"> Online safety offered as part of training on e-learning platform. Also delivered in Safeguarding. Searches and sites blocked. Violent, Terrorism and Extremist content and search entries flagged including wording. 	1
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5	Curriculum	<ul style="list-style-type: none"> Consider how Prevent issues might be included within the curriculum, such as Personal Development and Resilience, Mental Health and Well-being, Healthy Living, Citizenship, British Values. 	<ul style="list-style-type: none"> Safeguarding delivery sessions cover Prevent Duty which encourages learners to be confident and resilient with making positive choices around personal safety and that of others. One to one in reviews offer opportunities to discuss and embed/build knowledge. All curriculums embed safeguarding and Prevent. Links to Fundamental British Values and Human Rights. Teaching critical thinking skills and building resilience against negative influences and stereotypical medial portrayals is key. 	<ul style="list-style-type: none"> Ensure workbooks/delivery sessions are up to date 	1
6	External Speakers				

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		<ul style="list-style-type: none"> • Outside visitors/speakers 	<ul style="list-style-type: none"> • Visiting speakers and guests have to complete checklists and risk assessments and ensure that these are in place for each visit – send 5 days prior to visiting. • DBS check to be completed 	<ul style="list-style-type: none"> • Ensure risk assessments are analysed • Be prepared to take immediate action to challenge perspectives of guest speakers. Remove from event/site if required. 	1
7	Covid -19	<ul style="list-style-type: none"> • Government and trusted COVID-19 statutory and non-statutory guidance and briefs. 	<ul style="list-style-type: none"> • Prevent/Safeguarding leads are aware of the latest COVID-19 information and apply this to consider PREVENT related risks. • Consideration of; the extremist response to COVID-19, additional radicalisation risks and suggested actions for settings to take. 	<ul style="list-style-type: none"> • Social media safeguarding updates • Website, helpline and updates for apprentices on current practices. • Links provided at delivery sessions to be useful websites, reminded of safeguarding concerns procedure 	1

Risk Matrix

