


Policy Summary	This policy outlines the approach to Safeguarding and Prevent. It promotes the welfare of children and vulnerable adults. It applies to all aspects of our work and all staff, including those who self-employed.
Version Control	1.0 Initial document produced. 2.0 Reviewed and DSL details updated. References to Safer Recruitment and Selection Policy added.
Date Implemented	30-Apr-19
Owner/Contact	Designated Safeguarding Lead
Consultation	Care and Support Statutory Guidance Channel Duty guidance Prevent Duty guidance Working Together to Safeguard Children
Date of Next Review	This document covers how often each policy must be reviewed. Where the policy does not specifically outline how often it will be reviewed this will be annually. Where there is a change in the law or circumstances, the policy and documentation will be reviewed accordingly.
Links to Other Policy	Data Retention Policy Safer Recruitment and Selection Policy Staff Code of Conduct
More Information	
Signature	 Gary White, Operations Manager

1.0 Safeguarding

Abuse and neglect are forms of maltreatment and can be:

- Financial or material abuse – including theft, fraud, internet scamming, coercion in relation to an adult’s financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.
- Physical abuse – including assault, hitting, slapping, pushing, misuse of medication, restraint or inappropriate physical sanctions.
- Neglect and acts of omission – including ignoring medical, emotional or physical care needs, failure to provide access to appropriate health, care and support or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.
- Sexual abuse – including rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjection to pornography or witnessing sexual acts, indecent exposure and sexual assault, or sexual acts to which the adult has not consented or was pressured into consenting.
- Psychological or emotional abuse – including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, cyber bullying, isolation or unreasonable and unjustified withdrawal of services or supportive networks.
- Organisational abuse – including neglect or poor care practice within an organisation or specific care setting, such as a hospital or care home. It can also be in relation to care provided in your own home. This may range from one-off incidents to ongoing ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation.
- Discriminatory abuse – including forms of harassment, slurs or similar treatment because of race, gender and gender identity, age, disability, sexual orientation or religion.
- Self neglect – this covers a wide range of behaviour such as neglecting to care for your personal hygiene, health or surroundings and includes behaviour such as hoarding.
- Domestic abuse – including psychological, physical, sexual, financial, emotional, or so-called ‘honour’ based violence.
- Modern slavery – encompasses slavery, human trafficking, forced labour and domestic servitude. Trafficking and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.

Safeguarding children is defined in Working Together to Safeguard Children as:

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Safeguarding vulnerable adults is defined in the Care and Support Statutory Guidance issued under the Care Act 2014 as:

- Protecting the rights of adults to live in safety, free from abuse and neglect.
- People and organisations working together to prevent and stop both the risks and experience of abuse or neglect.
- People and organisations making sure that the adult's wellbeing is promoted including, where appropriate, taking fully into account their views, wishes, feelings and beliefs in deciding on any action.
- Recognising that adults sometimes have complex interpersonal relationships and may be ambivalent, unclear or unrealistic about their personal circumstances and therefore potential risks to their safety or well-being.

1.1 Promoting the Policy

Equals Training has a duty to ensure that all staff fulfil their responsibilities in safeguarding children, young people and vulnerable adults. We will ensure that:

- All people will be treated with respect and with courtesy by staff in an environment that is free from harassment or discrimination.
- All training rooms, facilities and equipment will comply with legislative health and safety standards and provide a safe and secure environment for learning with the appropriate support of staff.
- We will work with staff, learners and stakeholders to promote a safe and healthy culture to ensure that learners are safeguarded through the effective operation of the company's safeguarding procedures.
- The company's Safeguarding and Prevent Policy will be made available to all staff, learners and stakeholders.

Complaints and Compliments

- We will develop partnerships to proactively protect those at risk of abuse, neglect or at risk of radicalisation.
- Staff will be trained and have a clear understanding of personal safety and good safeguarding practices as well as what factors may make learners vulnerable to a range of safeguarding concerns and can recognise outward signs of abuse, or unexplained changes in behaviour or performance which may be indicative of abuse.
- All staff will be made aware of the signs of abuse and the procedures for reporting abuse.
- We will work with learners to promote their own personal health, well-being and safety including their safety online.
- We will work proactively to raise awareness of radicalisation and extremism in order to prevent people from being drawn into terrorism.
- Learners and employers will receive confidential advice, guidance and support for a range of issues that they may encounter and will be signposted to external agencies where specialist support is required.
- We will support learners to have personal resilience and be able to make informed and sensible decisions about their safety and wellbeing in an attempt to prevent them from being exploited and or abused.
- We have established and will regularly review procedures for reporting suspected abuse taking account of any new government legislation, regulations or best practice documents to ensure staff are kept fully up-to-date with their responsibilities and duties with regard to the safety and well-being.
- We will deal with any allegations of abuse by staff according to the disciplinary procedures as appropriate.

1.2 Recruitment

Equals Training carries out safe recruitment checks on everyone who works with us. All roles require a Disclosure and Barring Service (DBS) and references. Anyone interviewed for a role with our organisation will need to demonstrate an understanding of safeguarding that is relevant to that role.

For further information see *Safer Recruitment and Selection Policy*.

1.3 Expectations

Everyone working for Equals Training has a responsibility to familiarise themselves with this Safeguarding and Prevent Policy and the procedures that are outlined. They must maintain a proper focus on the safety and welfare of children and vulnerable adults in all aspects of their work.

All staff will adhere to, and sign, the Staff Code of Conduct.

1.4 Training

Equals Training are committed to ensuring that everyone who works with us understands their safeguarding responsibilities and keeps their professional knowledge up to date. During induction, staff are provided with an overview of the requirements of the policy and must sign a declaration confirming that they understand their responsibilities. Following induction, they staff must complete an online safeguarding training package within 3 months of beginning their role and at annual intervals then on.

Regular refresher training on safeguarding and prevent, including on specific areas of risk and safeguarding practice, will form part of the Continuous Professional Development (CPD) process. Additionally, all staff will be provided with the knowledge to keep themselves safe and have a detailed understanding of their responsibilities towards ensuring all learners work in a safe environment.

1.5 Acting on Safeguarding Concerns

No one working for Equals Training should investigate concerns about individual children or vulnerable adults who are, or may be, at risk. However, this does not mean that we should do nothing when we learn of a concern. We all have a responsibility to make sure that concerns about children and vulnerable adults are passed to the relevant agency that can help them without delay.

If anyone is concerned that a child or vulnerable adult is at risk of being abused or neglected, they should not ignore their suspicions and should not assume that someone else will act to protect that person. If there is concerned that a child or vulnerable adult may be at risk, or has disclosed that they are being harmed, staff will contact the Designated Safeguarding Lead (DSL).

In cases where a child or vulnerable adult is at immediate risk of harm the police will be contacted on 999.

The DSL will determine a referral to Children's Services, Adult Services or the police and record any relevant information. The external agency will conduct their own investigation with regards to their policies and guidelines.

A confidential record will be kept of all cases including the details of cases referred to the authorities or the police. Records will be stored securely, on a restricted database, with any paper information held securely by the DSL.

Personal information about learners is treated with respect and confidentiality. Consent will be sought to share personal information. However, information can be shared without consent when:

- Asking for consent will increase the risk of harm to a child or vulnerable adult.
- A delay in sharing information may increase the risk of harm to a child or vulnerable adult.

If staff are in any doubt about what to do, they should consult the DSL.

1.6 Learning and Improving

Equals Training are determined to keep improving our knowledge and understanding of how best to protect children and vulnerable adults. We will review our own practice regularly to check that we are placing the right emphasis on safeguarding in our work. We will carry out in-depth reviews of our actions in cases that raise questions about our practice that need to be examined. The main purpose of these reviews is to learn lessons about when our systems need to improve for the future.

1.7 The Use and Monitoring of IT Equipment

IT equipment provided to both staff and learners is subject to examination and monitoring by the management and/or their approved agents.

Any equipment that can search the internet is protected with appropriate filtering systems. Recognising that no filter can guarantee to be 100% effective, the filtering system manages the following content (and web search):

- Extremism that promotes terrorism and terrorist ideologies, violence or intolerance.
- Malware / Hacking that promotes the compromising of systems including anonymous browsing and other filter bypass tools as well as sites hosting malicious content.
- Pornography displays sexual acts or explicit images.
- Violence displays or promotes the use of physical force intended to hurt or kill.

Internet history and other appropriate data is retained in line with the Data Retention Policy.

Equals Training recognises that filtering systems are only ever a tool in helping to safeguard when online and that we have an obligation to consider how learners may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a balanced programme.

1.8 Further Support and Guidance

Designated Safeguarding Lead (Equals Training)

Designated Safeguarding Lead: Julie Graham

M: 07961 940536

E: julie@equalstraining.co.uk

E: safeplace@equlastraining.co.uk

Assistant Designated Safeguarding Lead (Equals Training)

Assistant Designated Safeguarding Lead: Suzanne White

M: 07887 426187

E: julie@equalstraining.co.uk

E: safeplace@equlastraining.co.uk

Address: Office 6 Bessemer Suite, Ironworks House, Warton Road, Carnforth, Lancaster, LA59EX

In the event of an emergency, including a threat to life, always call the emergency services on 999. For non-emergency calls you can contact the Police on 101 or for medical concerns the NHS on 111.

In cases where a child or vulnerable adult is at immediate risk of harm the police should be contacted on 999.

Links

[Keeping Children Safe in Education 2021](#)

[Safeguarding Adults – NHS England](#)

[Mencap Safeguarding Adults](#)

[E-Safety for Adults](#)

There are a number of very good charities who have out of hours support: NSPCC for concerns about young people 0808 800 5000, Samaritans 116123, Text 'SHOUT' 85258.

2.0 Prevent Duty

The government's CONTEST strategy for countering terrorism is divided into 4 key areas: Pursue, Protect, Prepare and Prevent. All educational institutions have a legal duty 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.

Threats to safety and security originate from a range of extremist groups. Prevent is the national Government strategy to respond to the challenge of extremism and prevent people from being drawn into terrorism. The aim of the Prevent strategy is to stop people becoming terrorists or supporting terrorism by protecting them from radicalising influences and ensure they are resilient to extreme narratives.

Channel is a key element of the Prevent strategy and is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities and statutory partners and is about safeguarding children, young people and adults from being drawn into committing terrorist related activity.

Radicalisation is the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremists will try to attract people to their cause by persuading them that their view of the world is the correct view and encouraging them to act to change the world to fit these extremist views.

Extremism is where someone holds views that are intolerant of people who are of a different ethnicity, culture, religion, gender or sexual identity. It also includes calls for the death of members of the armed forces, both in this country and abroad. Extremists may try to force their views on others and in some cases, may believe that these views can justify the use of violence in order to achieve certain aims.

Such views go against the principles of democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs on which Britain's society is based.

2.1 Recruitment

Equals Training carries out safe recruitment checks on everyone who works with us. All staff must complete an online Prevent e-learning training package within 3 months of beginning their role, and at yearly intervals then on. This is introductory training and provides a foundation on which to develop further knowledge around the

risks of radicalisation and the roles involved in supporting those at risk. Anyone interviewed for a role with our organisation will need to demonstrate an understanding of Prevent that is relevant to that role.

For further information see Safer Recruitment and Selection Policy.

2.2 Expectations

Everyone working for Equals Training has a responsibility to familiarise themselves with this Safeguarding and Prevent Policy and the procedures that are outlined. They must maintain a proper focus on radicalisation and extremism in all aspects of their work.

Managers maintain relationships with staff and are in a prime position to recognise any vulnerabilities or changes their behaviour. Training and support will encourage confidence in professional judgement and advice will be available, via the DSL, if there is cause for concern.

2.3 Training

Equals Training are committed to ensuring that everyone who works with us understands their prevent responsibilities and keeps their professional knowledge up to date. All staff must complete an online prevent training package within 3 months of beginning their role, and at yearly intervals then on. Regular refresher training on safeguarding and prevent will form part of the Continuous Professional Development (CPD) process. Additionally, all staff and learners should understand the process and policies in place when vulnerability has been identified and be aware of referral systems, including the Channel programme.

2.4 Teaching and Learning Approaches

Equals Training will all strive to eradicate the myths and assumptions that can lead to some people becoming alienated and disempowered. We will provide programmes which promotes British Values to build the resilience of apprentices, learners and our trainers by undermining extremist ideology and supporting the learner voice.

This will be achieved through:

- Embedding British Values, equality, diversity and inclusion, wellbeing and community cohesion.
- Promoting wider skill development such as social and emotional aspects of learning.
- Teaching and learning strategies which explore controversial issues in a way which promotes critical analysis and pro social values.
- Breaking down segregation and supporting dialogue between those with different cultures.

Complaints and Compliments

- Facilitating access to further support, guidance and pastoral care
- Vetting guest speakers while maintaining an open dialogue.

Equals Training will ensure that all of our teaching approaches help our learners build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.

Trainers will know their learners well and are in a prime position to recognise any vulnerabilities or changes in their behaviour. There is no such thing as a 'typical extremist' and those who become involved in extremist actions can come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

This will be supported through:

- Establishing strong and effective apprentice and learner support services.
- Implementing anti-bullying strategies and challenging discriminatory behaviour.
- Helping apprentices, learners and staff know how to access support within the organisation and/or through community partners.
- Supporting those at risk through safeguarding and crime prevention processes.

Learners may become susceptible to radicalisation through a range of social, personal and environmental factors. It is known that violent extremists exploit vulnerabilities in individuals to divide them and their families and communities. It is vital that staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- a. Identity Crisis – the learner is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- b. Personal Crisis – the learner may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.

Complaints and Compliments

- c. Personal Circumstances – migration; local community tensions; and events affecting the learner’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- d. Unmet Aspirations – the learner may have perceptions of injustice; a feeling of failure; rejection of civic life.
- e. Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration.
- f. Learning Support Needs – learners may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

This list is not exhaustive, nor does it mean that all people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- a. Being in contact with extremist recruiters.
- b. Accessing violent extremist websites, especially those with a social networking element.
- c. Possessing or accessing violent extremist literature.
- d. Using extremist narratives and a global ideology to explain personal disadvantage.
- e. Justifying the use of violence to solve societal issues.
- f. Joining or seeking to join extremist organisations.
- g. Significant changes to appearance and/or behaviour.
- h. Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Training, guidance and support will encourage trust and confidence in professional judgement and advice will be available, via the DSL, if there is cause for concern.

2.5 Acting on Prevent Concerns

Prevent is recognised as a 'safeguarding' issue and will be treated in the same way as other safeguarding processes designed to protect vulnerable people from harm or abuse. Referrals made in relation to safeguarding concerns for children and young people that may be at risk of radicalisation are made in the same way as other safeguarding concerns.

If a risk is perceived to be immediate, the information must be reported immediately to the police who will then coordinate with the relevant authorities in taking the most appropriate action to ensure the safety of the child or adult at risk.

2.6 Further Support and Guidance

Designated Safeguarding Lead (Equals Training)

Designated Safeguarding Lead: Julie Graham

M: 07961 940536

E: julie@equalstraining.co.uk

E: safeplace@equlastraining.co.uk

Assistant Designated Safeguarding Lead (Equals Training)

Assistant Designated Safeguarding Lead: Suzanne White

M: 07887 426187

E: julie@equalstraining.co.uk

E: safeplace@equlastraining.co.uk

Address: Office 3 Bessemer Suite, Ironworks House, Warton Road, Carnforth, Lancaster, LA59EX

In the event of an emergency, including a threat to life, always call the emergency services on 999. For non-emergency calls you can contact the Police on 101 or for medical concerns the NHS on 111.

Emergency Contacts and Out-of-Hours Contacts

Anti-terrorist hotline: 0800 789 321 (for concerns about possible terrorist activity).

In the event of an emergency, including a threat to life, always call the emergency services on 999.

Links

[Prevent Duty Guidance](#)

[Let's Talk About It \(Working Together to Prevent Terrorism\)](#)

[Tackling Extremism in the UK](#)

[Symbols of Right Wing Extremism](#)

[Guidance for Identifying People Vulnerable to Recruitment into Violent Extremism](#)

3.0 Review

Complaints and Compliments

The Operations Manager will keep this policy up to date, particularly as the business changes in nature and size.

When the policy has been amended, the amendment list will be updated and a new issue number distributed to all staff.