Safeguarding Policy

September 2021

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Document Approval		
Job Role	**Name**	**Date approved**
Chief Operating Officer	Gemma Beech	01/09/2020
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Managing Director	Gemma Beech	14/09/2021

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1. Introduction

UK Skills Academy (UKSA) is committed to safeguarding all apprentices that it comes into contact with. Whilst the organisation has a statutory obligation it also has a moral duty to ensure it functions in a way that safeguards and promotes the welfare of its apprentices, staff and customers.

2. Purpose and Commitment

The purpose of this policy is to outline a clear framework to protecting and safeguarding apprentices so that all staff and those working on behalf of UKSA are aware of their roles and responsibilities in identifying concerns, sharing information, and taking prompt action.

Our Commitment

- To always act in the best interests of apprentices to protect them online and offline, including when they are receiving remote education or self-isolating due to COVID-19
- Identify apprentices who may need early help, and who are at risk of harm or have been harmed. This can include, but is not limited to, neglect, abuse (including by their peers), grooming or exploitation
- Secure the help that apprentices need and, if required, refer concerns in a timely way to those who have the expertise to help
- Ensure safe recruitment and manage ongoing compliance and allegations about adults who may be a risk to apprentices

3. Scope

This policy applies to all staff, including senior managers, paid staff, volunteers and sessional workers, agency staff, apprentices, customers, service users, supply chain, contractors, or any other persons who may work on, visit or receive training on UKSA premises or at work placements.

We expect everyone to have read, understood and adhere to this policy and its related procedures.

4. Governing Legislation and Frameworks

The principle pieces of legislation and inter-agency frameworks governing this policy and procedures are:

- The Children's Act 1989 and 2004
- Mental Capacity Act 2005
- Safeguarding Disabled Children: Practice Guide 2009
- The Equality Act 2010
- The Care Act 2014
- Counter Terrorism and Security Act 2015
- Special Educational Needs and Disability Code of Practice 2015
- Prevent Duty 2015 *(guidance updated April 2021)*
- General Data Protection Regulations 2018
- Working Together to Safeguard Children 2020 *(December 2020)*
- Keeping Children Safe in Education 2021 *(September 2021)*

5. Linked Policies

- Prevent and Anti-Radicalisation Policy
- Acceptable use of ICT Policy
- E-Safety Policy
- Visiting Speakers Policy

- Whistleblowing Policy
- Code of Conduct
- Harassment and Bullying Policy
- Complaints Procedure

6. Safeguarding Children & Young people

HM Government 'Working Together to Safeguard Children (2018) inter-agency guide defines safeguarding and promoting children's welfare as:

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

A child is defined as anyone who has not reached their 18th birthday.

7. Principles to Safeguarding Children and Young people

The 'Working Together to Safeguard Children' guide also highlights effective safeguarding arrangements in every local area should be underpinned by two key principles:

- Safeguarding is everyone's responsibility – each professional and organisation should play their full part
- A child-centred approach – services should be based on a clear understanding of the needs and views of young children

8. Safeguarding Adults

Safeguarding means protecting an adult's right to live safely, free from abuse and neglect. The Care Act 2014 places specific safeguarding duties to an adult who:

- Has needs for care and support (whether or not the local authority is meeting any of those needs);
- Is experiencing, or at risk of abuse or neglect and;
- As a result of those care and support needs is unable to protect themselves from either the risk of abuse or experiencing abuse or neglect

An adult with care and support needs may be:

- An older person
- A person with physical disabilities, a learning difficulty or a sensory impairment
- Someone with mental health needs, including dementia or a personality disorder
- A person with a long-term health condition
- Someone who misuses substances or alcohol to the extent that it affects their ability to manage day-to-day living

9. Principles to Safeguarding Adults

The six principles below have been incorporated into the Care Act 2014 statutory guidance and should inform all safeguarding practice:

- **Empowerment** - people being supported and encouraged to make their own decisions and give informed consent
- **Prevention** - it is better to take action before harm occurs
- **Proportionality** - the least intrusive response appropriate to the risk presented

- **Protection** - support and representation for those in greatest need
- **Partnership** - local solutions through services working with their communities
- **Accountability** – transparency in delivering safeguarding

10. Policy Statement

UKSA believes that all individuals have an equal right to protection from abuse, regardless of their age, gender, race, religion, ability, language, background or sexual identity and consider the welfare of the individual as paramount.

UKSA will take every reasonable step to ensure apprentices are protected. We will safeguard apprentices by:

- Valuing them, listening to and respecting them
- Providing a safe environment for apprentices to learn in
- Identifying apprentices who are suffering, or likely to suffer significant harm, and report concerns swiftly to relevant agencies
- Working in partnership with other relevant agencies to support multi- agency safeguarding work
- Responding effectively to any circumstances giving grounds for concern, or where formal complaints or expressions of anxiety are relayed
- Providing safeguarding training to all staff to ensure they are aware of their responsibilities and are knowledgeable of the types and signs of abuse
- Recruiting all staff safely by ensuring that all the necessary checks are made
- Regularly monitoring and evaluating how our policies, procedures and practices are working to safeguard apprentices

11. Prevent

Prevent is a key part of the Government's Counter Terrorist Strategy. It is our duty to have regard to the need to prevent apprentices from being drawn into terrorism. Preventing radicalisation remains part of our commitment to keeping apprentices safe. We see no difference between safeguarding apprentices from radicalisation than from other forms of harm.

We will ensure this through our vision, values and rule; we will uphold British values of:

- Democracy
- Rule of Law
- Individual Liberty and Respect
- Tolerance of Different Faiths, Beliefs and Lifestyles

We will also ensure that:

- Staff understand the issues of radicalisation, can recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- UKSA and its staff respond to preventing radicalisation on a day-to-day basis
- All staff conduct is consistent with preventing radicalisation
- We work with partners, including regional Prevent coordinators and Police Prevent Team and make referrals where appropriate to agencies in regard to concerns about radicalisation
- All staff address the issues involved in radicalisation

12. Private Fostering

Private fostering is when a child under 16 (under the age of 18 if disabled) is cared for by someone who is not their parent or a *close relative. Private fostering is a private arrangement entered by a parent and another individual for a period of more than 28 days. It sits outside current statutory arrangements and prospective private foster carers are not vetted by children's social care agencies *Appendix A – Definition of a Close Relative

UKSA will ensure all its employees, supply chain, and contractors are aware of our responsibility to inform children services if we become aware that an individual has arranged or been involved in arranging a private fostering arrangement of children. This is to ensure that all essential welfare checks for the child / children are completed plus other support services like benefits, parenting and support advice are offered, and bringing families in crisis back together.

13. Safeguarding Allegations Against an Employee

In incidences where an allegation has been made about the conduct of a member of staff towards an apprentice, this is to be reported immediately to the Designated Safeguarding Lead (DSL). This may include, but not limited to:

- Behaved in a way that has harmed, or may have harmed an apprentice
- Possibly committed a criminal offence against, or related to, an apprentice
- Behaved towards an apprentice in a way that indicated that they may be unsuitable to work with children or adults
- An association with anyone who poses a risk to apprentices; or
- Where there are any suspected domestic abuse concerns where an apprentice may be involved

14. Recording and Information Sharing

All safeguarding concerns, decisions and actions will be recorded promptly and saved securely. This includes retaining a copy of a referral and evidence of prompt completion of any agreed actions to protect an apprentice.

Information sharing decisions will be recorded whether or not the decision is taken to share. Reasons to share should also include what information has been shared and to whom.

Consideration must be given about what information to share and the impact of disclosing information on the individual or any third party. Any information shared must be proportionate to the need and level of risk. It must also be accurate, relevant, and adequate to the purpose of sharing the information.

From the outset of identifying safeguarding concerns we will be open and transparent with the apprentice about why, what, how and with whom information will, or could be shared. We will also seek their agreement to share information, unless it is unsafe or inappropriate to do so.

All information should be shared in a timely manner to reduce the risk of harm, and in an appropriate and secure way.

15. Accountability / Implementation

UKSA's Director of Quality and Safeguarding holds the overarching accountability for the organisation's safeguarding arrangements.

A Senior Executive / Director holds the Safeguarding Board lead with strategic responsibility for safeguarding across UKSA. They ensure any organisational blocks to meeting legislative, policy and compliance process requirements are reported to the Board to address.

Functional Directors must ensure service specific procedures are implemented and reviewed to ensure compliance with this policy and our statutory obligations. Directors must also ensure safeguarding roles within their functions of responsibility are supported by the provision of sufficient time, funding, and support to fulfil our apprentice's safeguarding responsibilities effectively.

The Director of Quality and Safeguarding will hold accountability for UKSA's safeguarding policy and must ensure policies are contemporary with legislative requirements and that processes across UKSA are supporting swift and effective practices.

A Director will be identified as safeguarding lead to oversee the management of safeguarding allegations and the safer recruitment of staff**.**

All line managers, are responsible for following through the related safeguarding procedures and ensuring their staff have the sufficient training and support.

Whilst all apprentices must be informed of UKSA's safeguarding policy and complaints procedures, line managers must ensure that any apprentices with special educational needs and disabilities, next of kin or advocate and employment placements, are also all informed of these policies, and in a format they understand.

16. Training

All UKSA employees are required to undertake children and adult safeguarding and Prevent training relevant to their role. This is facilitated via the Education and Training Foundation (ETF) and is mandatory for all staff and must be completed within the first month of joining UKSA. Safeguarding training will be repeated as required and whenever changing legislation and responsibilities requires it. All operational staff and safeguarding leads must attend / complete at least one safeguarding training event every two years.

Information is provided to all employees in order to raise awareness of safeguarding and commitment to this policy. This is done through staff meetings, standardisation, UKSA's SharePoint repository and regular policy update webinars.

Specialist safeguarding roles will attend appropriate training to support them in fulfilling their duties, for example, as a DSL. Where required this training will be sourced externally.

Staff review meetings (1:1's) will include reviewing of safeguarding practice to ensure every staff member reflects on the quality of their practice, receives appropriate support and attends the required training.

17. Safer Recruitment

UKSA have in place safer recruitment practices to ensure those recruited are the best candidates for the role and are suitable to work with apprentices.

UKSA will also adhere to safer recruitment procedures to utilise sessional, volunteers and agency workers. This includes undertaking the appropriate level of vetting and referencing.

18. ICT Usage and Links to Safeguarding and Prevent

UKSA permits reasonable personal use of computing facilities. Staff should be careful not to misuse these facilities, for instance by:

- Causing wilful damage
- Removing equipment - UKSA provides facilities for the benefit of everyone, removing equipment means others cannot work and study

- Hacking – attempting to access systems or information within or outside of UKSA without authority, or encouraging others to do so
- Using the Internet in a way which is contrary to the rules laid down by UKSA
- Sending communications (email, etc.) which constitute bullying or harassment, as defined in the Harassment and Bullying Policy
- Causing high volumes of traffic on the internet
- Impersonation of others, e.g. sending an email which does not appear to come from the named individual

UKSA prohibit the use of the company network for any illegal, defamatory, indecent purpose.

It is the intention of UKSA to implement safeguards to support apprentices and staff to manage and identify risks independently and to seek advice and guidance in an appropriate and timely manner. We believe that this can be achieved through a combination of security measures, training and guidance along with the implementation of associated policies.

An e-safety incident is considered to have occurred when an apprentice, staff member or Governor instigates, or is the victim of, an activity which utilizes ICT to endanger the personal safety, mental well-being, or financial well-being of another individual.

Activities which will be considered e-safety incidents include, but are not limited to, the use of ICT to access, view, copy or download illegal content, or materials, including, but not limited to:

- Child pornography
- Materials inciting racial hatred or violence
- Materials that are deemed to be in connection with radicalisation or will place apprentices at risk of radicalisation
- Access, view, copy or download inappropriate content, or materials, as defined by UKSA's Acceptable Use of ICT policy
- Bully or harass an individual or group (Cyber Bullying)
- Commit fraud or identify theft
- Undertake any activities which would be in violation of the Child Protection, Protection of Vulnerable Adults or Anti-Bullying policies
- Any other incident where it can be reasonably considered that the personal safety, mental well-being or financial health of an individual has been endangered by the use of ICT

The Prevent Duty

UKSA have due regard to the need to prevent people from being drawn into terrorism and observes the Prevent duty which has three specific objectives;

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- Work with sectors and institutions where there are risks of radicalisation that we need to address

Accidental breaches of these rules can sometimes occur. If there is a worry that such a breach has taken place, or if a concern regarding terrorist material or possible extremist activity requires reporting, please contact;

- IT Director Adam Vause av@expressit.group
- Managing Director / DSL Gemma Beech gemmab@uk-skillsacademy.co.uk
- Director of Quality and Safeguarding / DSL Peter Dignam peterd@uk-skillsacademy.co.uk

Email and Internet Usage

Email accounts are automatically assigned to UKSA staff. Staff may make reasonable personal use of computing facilities provided as long as this does not interfere with the functioning of the company network or cause any difficulty or distress to others.

Because electronic communications can sometimes go astray, highly confidential or sensitive information should not be transmitted via e-mail unless it is encrypted.

When composing and sending emails, the following guidelines should be observed:

- Always display courtesy when writing and sending messages
- Emails can be produced in a Court of Law, so consider if the content is appropriate before sending one
- Defamatory statements should never be written in email messages
- Before forwarding an email, consider carefully whether the originator of the message would be happy for you to do this

19. Children and Young Persons (15 to 18 year olds) on UKSA premises

Thorough risk assessments must be undertaken to ensure that when young people (15-18 year olds) are attending UKSA premises they are safe, supported and their presence is managed to minimise the risk of vulnerability.

Due to health and safety and wider safeguarding requirements, children under the age of 16 years who are not participating within a programme should not be brought onto UKSA premises. This also includes the children of UKSA staff.

20. Definition of Abuse and Neglect

Abuse may be defined as *"any act, or failure to act, which results in a breach of a vulnerable person's human rights, civil liberties, physical and mental integrity, dignity or general wellbeing whether intended or through negligence, including sexual relationships or financial transaction to which the person does not or cannot validly consent, or which are deliberately exploitative. Abuse may take many forms"* (Council of Europe 2005)

The World Health Organisation defines child abuse and child maltreatment as *"all forms of physical and or emotional ill treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship responsibility, trust or power"*.

Child neglect is the persistent failure to meet a child's basic physical and or psychological needs likely to result in the serious impairment of the child's health and development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home and abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); ensure access to appropriate medical care or treatment. It may also include neglect of; or being unresponsive to, a child's basic emotional needs.

Adult neglect occurs when a person deliberately withholds, or fails to provide, appropri1ate and adequate care and support needed by another adult. It may be through a lack of knowledge or awareness, or through a decision not to act when they know the adult in their care needs help. It may impair the health or well-being of an adult. Possible signs are, having pain or discomfort, being very hungry, thirsty or untidy, failing health.

21. Types of Abuse and Neglect

- **Physical abuse** such as hitting, slapping, pushing, misuse of medication, restraint, hair pulling.
- **Physical harm** may also be caused when a parent or carer pretends the symptoms of, or deliberately causes ill health to a child whom they are looking after. This is known as fabricated or induced illness by a carer.
- **Inadvertent physical abuse** arising from poor support or care e.g., bruising from poor moving and handling is classified as 'neglect'
- **Restraint** - using force or threatening to use force to make a person do something they are resisting, or where a person's freedom of movement is restricted
- **Sexual abuse** – includes rape, indecent exposure inappropriate looking or touching, sexual teasing or innuendo, harassment and subjection to sexual pornography or witnessing sexual acts.
- **Domestic abuse** – violence or abuse by someone who is or has been an intimate partner or family member regardless of gender or sexuality. It includes 'honour' based violence, stalking behaviours, emotional, sexual, financial, psychological and physical abuse.
- **Psychological abuse** – emotional abuse, threats of harm or abandonment, humiliation, deprivation of contact from others, verbal abuse, cyber bullying, blaming and controlling.
- **Financial or material abuse** – coercion, theft, and fraud, possessions or benefits.
- **Discriminatory abuse** – verbal abuse, unequal treatment, inappropriate use of language, slurs, treating a person in a way that is inappropriate to their age and / or culture background, deliberate exclusion.
- **Organisational abuse** – neglect and poor care practice
- **Neglect and acts of omission** – failure to provide access to appropriate needs, care and support or educational services, ignoring medical, emotional or physical care needs.
- **Self-neglect** - either unable or unwilling to provide adequate care for themselves, or obtain necessary care to meet their needs, declining essential support.

Any or all these types of abuse may be perpetrated as a result of deliberate intent, negligence or ignorance. More often adults with care and support needs and children are abused by someone who is known to them. An abuser may be a paid carer or volunteer, a partner, relative, friend or child, a care worker or other professional or another adult who is receiving services.

Whilst there is a strong correlation between key stalking behaviours and domestic homicides / domestic abuse, stalking also occurs outside of intimate or interfamilial relationships (Dr Jane Monckton-Smith Homicide Research Group 2017)

22. Peer-on-Peer Abuse

Apprentices can abuse their peers. Alertness to the risk of peer-on-peer abuse is paramount to preventing, identifying and responding to it. Staff must never dismiss abusive behaviours as a normal part of growing up, or "banter" and develop high thresholds before taking action. A significant proportion of sex offences are committed by teenagers, and, on occasions, committed by younger people. Peer-on-peer abuse must be taken as seriously as abuse by adults.

23. Barriers to Recognising Abuse in Apprentices with Special Educational Needs and Disabilities

Apprentices with special educational needs and disabilities are more vulnerable to abuse than that are non-disabled. Some of our apprentices may have life-long developmental difficulties, complex learning needs and autism. Due to the complexity of needs, staff must be alert of the additional barriers that exist in relation to disabled apprentices when recognising the signs, symptoms and indicators of all aspects of abuse.

Additional barriers that may exist which staff might not be consciously aware of include:

- Over identifying with the apprentice's parents / carers and being reluctant to accept that abuse or neglect is taking place
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to an apprentice's disability without further explorations
- Not being able to understand the apprentice's method of communication
- A lack of knowledge about the apprentice e.g. not knowing their usual behaviour

24. Related Areas to Safeguarding

Sexual harassment and violence and online sexual abuse between young people

Sexual violence is rape, assault by penetration, sexual assault or causing someone to engage in sexual activity without consent. Rape is intentional penetration by the perpetrator with their penis without consent and there is no reasonable belief that the victim consents. Assault by penetration is intentional sexual penetration by the perpetrator with a part of their body or anything else without consent and there is no reasonable belief that the victim consents.

Sexual assault is intentional sexual touching of the victim by the perpetrator without consent and there is no reasonable belief that the victim consents. Sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom / breasts / genitalia without consent, can still constitute sexual assault.

Intentionally causing someone to engage in sexual activity without their consent and there is no reasonable belief that they consent is also an offence. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

What is consent?

Consent is about having the freedom and capacity to choose e.g. saying yes when being pressured, coerced, threatened etc. is not consent. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

- A child under the age of 13 can never consent to any sexual activity
- The age of consent is 16
- Sexual intercourse without consent is rape

Sexual Harassment

'Unwanted conduct of a sexual nature' that can occur between apprentice's online or offline and both inside and outside of an education setting. It can include;

- Sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- Sexual "jokes" or taunting
- Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes (it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment - online sexual harassment includes non-consensual sharing of nude and semi-nude images or videos, sharing of unwanted explicit content, up-skirting, sexualised online bullying, unwanted sexual comments or messages (including on social media), sexual exploitation, coercion and threats
- Online sexual exploitation and abuse is when one person manipulates another person to get them to do something sexual - it's an ongoing cycle of emotional and psychological abuse. This can include things such as forcing or blackmailing someone into to sending sexual photos / videos of themselves online or to perform sexual acts over webcam.

Unchallenged sexual harassment creates a culture that can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Harmful Sexual Behaviour (HSB)

Harmful sexual behaviour (HSB) can occur online and / or offline and can also occur simultaneously between the two. HSB should be considered in an apprentice protection context and take into account the ages and stages of development of the apprentice's involved. Apprentice's displaying HSB have often experienced their own abuse and trauma. It is important that they are offered appropriate support.

Apprentice's sexual behaviour exists on a wide continuum, from normal and developmentally expected; to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour". The term has been widely adopted in child protection.

Forced Marriage

The tradition of arranged marriages has operated successfully within many countries and communities. A clear distinction must be made between a forced marriage and an arranged marriage. In arranged marriage's the families of both spouses take a leading role in arranging the marriage but the choice whether to accept the arrangements remains with the individuals. In forced marriages at least one party does not consent to the marriage and some element of duress is involved. Forcing someone to marry in the UK is a criminal offence.

Most cases of forced marriage involve young women and girls aged between 13 and 30 years. However, there is increasing evidence to suggest that as many as 15% of victims are male. This includes heterosexual, as well as gay, bi and transsexual men.

Child Sexual Exploitation

Sexual exploitation of apprentices and young people under 18 involves exploitative situations, contexts and relationships where they (or a third person or persons) receive 'something' e.g. food accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and / or another or others performing on them, sexual activities. Child sexual exploitation can occur using technology without the child's immediate recognition; for example, being persuaded to post sexual images on the Internet / mobile phones without immediate payment or gain.

In all cases, those exploiting the apprentice / young person have power over them by virtue of their age, gender, intellect, physical strength and / or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the apprentice or young person's limited availability of choice resulting from their social / economic and / or emotional vulnerability (National Working Group for Sexually Exploited Children and Young people (NWG) 2008).

Sexual exploitation results in apprentice's and young people suffering harm and may be supported to recover whilst others may suffer serious life-long impairments which may, on occasion, lead to their death, for example through suicide or murder.

Female Genital Mutilation (FGM)

Female genital mutilation is a collective term for procedures which include the removal of part or all of the external female genitalia for cultural or other non- therapeutic reasons. This practice is not required by any major religion and medical evidence indicates that female genital mutilation causes harm to those who are subjected to it. Girls may be circumcised or genitally mutilated illegally by doctors or traditional health workers in the UK or Ireland or sent abroad for the operation.

Female circumcision, excision or infibulation (FGM) is illegal in both Ireland and UK.

Modern Slavery / Trafficking

Modern Slavery includes exploitation in the sex industry, forced labour, domestic servitude in the home and forced criminal activity. These types of crimes are often called human trafficking. It can be perpetrated against men, women, children and apprentices, and include victims that have been brought from overseas, and vulnerable people in the UK and Ireland, being forced to work illegally against their will in many different sectors, including brothels, cannabis farms, nail bars and agriculture. Threats, use of force or other forms of coercion, abduction, abuse of power or position of vulnerability are just some of the ways perpetrators will force their victims to concede.

Honour Based Violence

Honour' based violence is a crime committed when family members of acquaintances feel that dishonour (shame) has been brought to their family or community by doing something that is not in keeping with traditional beliefs of their culture. For example; having a relationship with someone from a different culture or religion, wearing clothes or taking part in activities that might not be considered traditional within their particular culture, or wanting to leave an arranged marriage or forced marriage.

Domestic Abuse

Domestic abuse is defined as an incident or pattern of incidents of controlling, coercive or threatening behaviours, violence or abuse by someone who is or has been an intimate partner or family member regardless of gender or sexuality. It includes 'honour' based violence, emotional, sexual, financial, psychological and physical abuse.

Stalking

Stalking can be defined as a pattern of repeated unwanted behaviour that causes an individual to feel distressed, scared, and / or fear violence. It differs from harassment, in that the perpetrator will be obsessed with, or fixated on, the individual they are targeting. Such as repeatedly damaging property, watching or spying including tracking devices, contacting workplaces, colleagues, friends close to the victim, online monitoring, blackmail, making threats to hurt those close to the victim, including their children, repeatedly sending unwanted letters or gifts and sexual and physical assault.

Hate Crime

Hate crime or incidents means any incident that is perceived by the victim, or any other person to be racist, homophobic, or due to a person's religion, beliefs, gender identity or disability. Anyone can be a victim of hate crime or incidents regardless of race, age, disability, sexuality or gender. Lesbian, gay, bisexual and transgender (LGBT) individuals could face additional concerns around homophobia and gender discrimination. Individuals may be concerned that they will not be taken seriously or recognised as a victim. Abusers may also control their victims by threatening to 'out' them to friends and family or support services.

Extremism and Radicalisation

Extremism can range from incitement of social, racial or religious hatred through to advocating and justifying the use of violence to achieve fundamental change in society.

Radicalisation is the context of extremism and refers to the process by which people come to support violent extremism and in some cases, join terrorist groups. It is important to note however that having radical views is not wrong or illegal. It is when radical views cross over to incitement of hatred and justification of violence that it moves into criminality.

HM Government defines 'extremism' as a vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. The HM Government definition also includes calls for death of members of its armed forces, whether in this country or overseas.

Cyber Abuse / Sexting

Cyber bullying is facilitated through electronic technology which includes devices and equipment such as cell phones, computers and tablets. Communication tools are also utilised such as social media sites, chat and websites. Examples of cyber bullying are rumours sent via e-mail or posted on social networking sites and embarrassing pictures, videos, and fake profiles.

Apprentices who are being bullied in this way have difficulty removing themselves from this behaviour as cyber bullying can take place 24 hours a day, 7 days a week and can reach a person when he or she is alone. Messages and images can be posted anonymously and distributed quickly to a very wide audience. It can be difficult or in some cases, impossible to trace the source. It is also extremely difficult to delete inappropriate or harassing messages, texts or pictures once they have been posted or sent.

Gangs

A gang is defined as a relatively durable group who have collective identity and meet frequently. They are predominately street-based groups of young people who see themselves (and are seen by others) as discernible groups, engaging in criminal activity and violence which can be integral to the group's activity laying claim over territory (this is not just geographical territory but also includes illegal economy) and in conflict with other similar gangs.

The risk posed to young people involved in gangs are being exposed to violence, weapons, drugs and sexual exploitation.

Evidence suggests that gangs are predominately male with an average age of 20 years. They have extensive criminal histories with the average age of the first conviction being at 15 years old. However, there is a reported increase in female members in gangs. There is often pressure for girls to associate with young boys in gangs to 'link' with gang members to attain status for their own protection and perhaps benefit from a criminal lifestyle. Sexual exploitation and abuse is a risk for girls. For example, rape by gang members as a form of retaliation or as an act of violence is said to occur quite frequently in some areas and reports to police are rare due to fear of intimidation.

Bullying

Whilst there is no legal definition of bullying it is often described as repeated behaviour which is intended to hurt someone either emotionally or physically and is often aimed as certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability. It can happen anywhere, including school, university and in the work place. Bullying can take many forms including, name calling, damaging belongings, making things up to get someone into trouble, threats, intimidation, stealing money, posting insulting messages, or rumours on the internet etc.

Mate Crime

This term is understood to refer to the befriending of people who are perceived by perpetrators to be vulnerable, for the purpose of taking advantage of,
exploiting and /or abusing them. The relationship is likely to be of some duration and, if left unchecked, may lead to a pattern of repeat and worsening abuse. Mate crimes are likely to happen in private, often in the victim's homes.

It can also occur via social media, where victims are financially or sexually exploited after being befriended online. Whilst this crime can affect many people, individuals with learning disabilities, mental health, older people and those with substance abuse issues are all at greater risk.
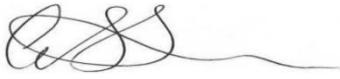
Gemma Beech
Managing Director

Peter Dignam
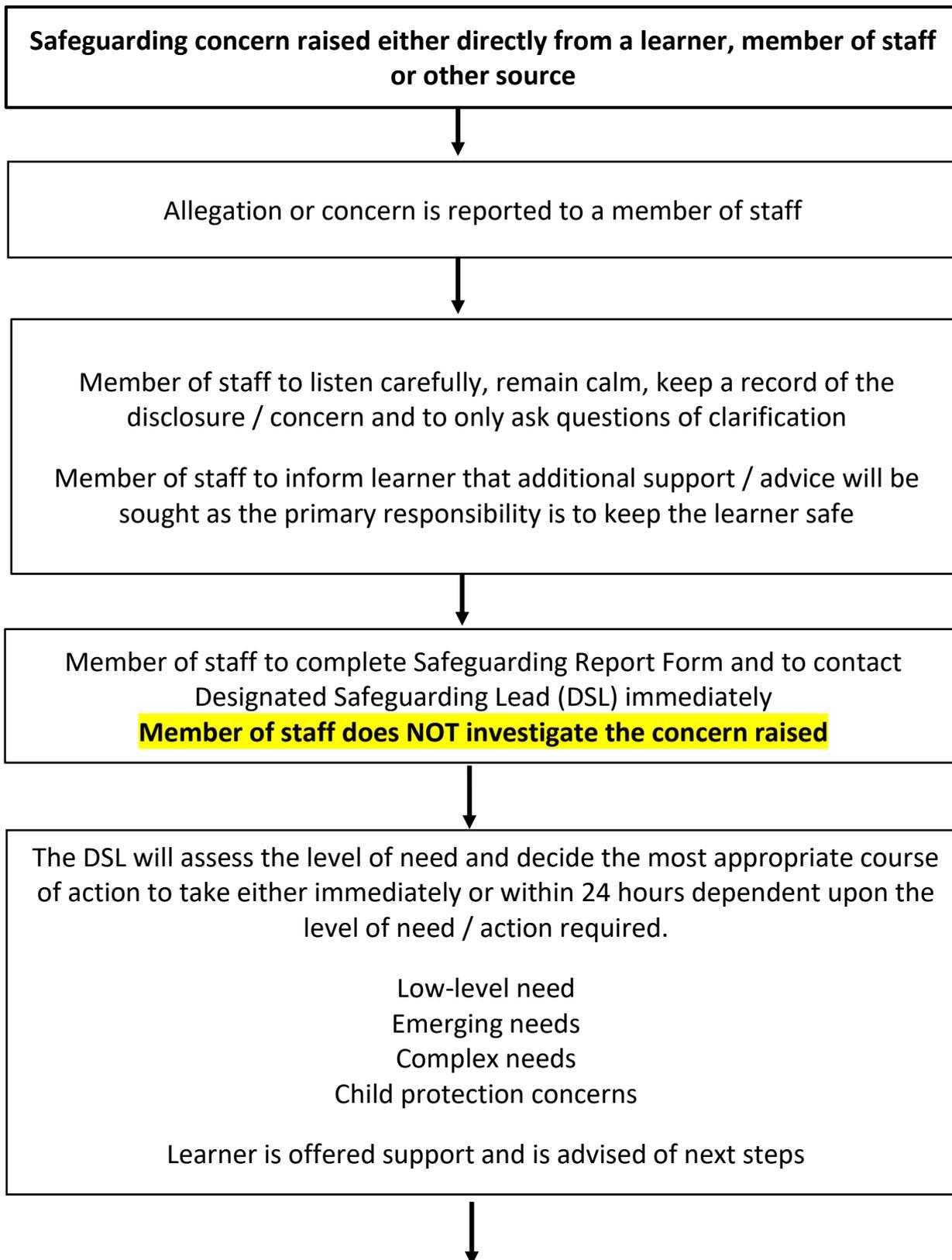**Director of Quality and Safeguarding**

Appendix A

Definition of a 'Close Relative' – Private Fostering

Private fostering is when a child under 16 (under the age of 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between parent and carer for a period of 28 days or more. Close relatives are defined as step-parents, grandparents, brothers or sisters, uncles or aunts (whether half or full blood, marriage / affinity). A cohabitee of the mother or father would not qualify as a close relative, neither would extended family such as great aunts or uncles
or parent's cousins.

Legal Obligations

Privately fostered children are safeguarded by the Children Act associate regulations. It is an offence not to notify the local council of a private fostering arrangement. Professionals in the education, health and social care fields therefore have a shared responsibility to work together to ensure that all privately fostered children are well cared for and are safeguarded from harm.

Safeguarding Reporting Process

Safeguarding concern raised either directly from a learner, member of staff or other source

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Allegation or concern is reported to a member of staff

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Member of staff to listen carefully, remain calm, keep a record of the disclosure / concern and to only ask questions of clarification

Member of staff to inform learner that additional support / advice will be sought as the primary responsibility is to keep the learner safe

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Member of staff to complete Safeguarding Report Form and to contact Designated Safeguarding Lead (DSL) immediately
Member of staff does NOT investigate the concern raised

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The DSL will assess the level of need and decide the most appropriate course of action to take either immediately or within 24 hours dependent upon the level of need / action required.

Low-level need
Emerging needs
Complex needs
Child protection concerns

Learner is offered support and is advised of next steps

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If necessary, and where appropriate, the DSL will refer the incident to an external agency (Local Safeguarding Children Partnership / Police / Social Care) for investigation.

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Learner to be kept continuously informed.

UKSA Contact List

Designated Safeguarding Leads

Gemma Beech, Chief Operating Officer – gemmab@uk-skillsacademy.co.uk

Peter Dignam, Director of Quality and Safeguarding – peterd@uk-skillsacademy.co.uk