



Academy 1 Sports Ltd

Safeguarding & Prevent Policy

SECTION A

Policy statement

We all have a statutory duty to safeguard and promote the welfare of our learners and to maintain a professional attitude of *it could happen here* where safeguarding is concerned.

Academy 1 Sports Ltd is committed to safeguarding learners and promoting children's welfare and expects all staff, governors, volunteers, and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to **act without delay** to protect learners by reporting anything that might suggest a child (or adult) is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. Academy 1 Sports Ltd seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

***'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who meets children, and their families and carers have a role to play in safeguarding children. To fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, always, what is in the best interests of the child.'* (Keeping Children Safe in Education 2022)**

All staff are encouraged to report any concerns that they have and **not see these as insignificant**. On occasions, a referral is justified by a **single incident** such as an injury or disclosure of abuse. More often however, **concerns accumulate over a period** and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, **it is crucial that staff record and pass on concerns** in accordance with this policy to allow the Designated Safeguarding Lead to build up a picture and access support for the child at the earliest opportunity.

We maintain a professional attitude of **'it could happen here'** where safeguarding is concerned. When there are concerns about the welfare of a learner, staff members will always act in the best interests of the learner. This policy has been developed in-conjunction with our culture of prevention, protection and support and will be linked with all our policies e.g., anti-bullying, online safety, health and safety, anti-radicalisation. We will continue to maintain an ethos where learners feel secure, are encouraged to talk, are listened to, and feel safe. Learners at Academy 1 Sports Ltd are encouraged to talk freely with any staff member at Academy 1 Sports



Ltd if they are worried or concerned about something. This includes any learners we are responsible for under sub-contracting arrangements.

Policy purpose

The purpose of this policy is to clarify Academy 1 Sports Ltd role in the safeguarding and protection of children and young people and adults at risk and to promote their welfare. The purpose is to bring about better outcomes for all learners by facilitating open communication channels and clear accountability in interagency working arrangements. By implementing the policy, it will help all learners achieve the below outcomes:

- Are committed – developing a robust culture of vigilance.
- Build resilience – raising awareness of safeguarding and child protection issues, and equipping children & young people (and adults) with the language and skills to keep themselves safe.
- Establish a safe environment – in which children & young people (and adults) can work and learn and develop within an ethos of openness and are taught to treat each other with respect, to feel safe, to have a voice and are listened to.
- Support vulnerable learners – supporting learners who have been abused, have witnessed violence towards others or may be vulnerable to abuse.
- Prevent unsuitable people – from working with children & young people by ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with our children. And to maintain an active vigilance thereafter.
- Make a positive contribution – know and understand how to ensure those around our learners and in their care are safeguarded and how to report if there are concerns.

This policy applies to the entire Academy 1 Sports Ltd caseload including all young people aged 13-18 and vulnerable adults, who form part of our statutory responsibilities, specifically those young people who have a physical, sensory, or learning disability. Throughout this document the generic phrase learners will be used where possible. Where the phrase “Child” or “Child Protection Procedure” applies, these will also apply to adults at risk. We recognise that any learner could potentially be a victim of abuse.

The aim is to follow the procedures set out by Essex Safeguarding Children Board, Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2022 by:



- Knowing that safeguarding and promoting the welfare of learners is everyone's responsibility, and the voice of the learner is evident
- Protecting our learners from maltreatment.
- Establishing a safe environment in which our learners can learn and develop within an ethos of openness.
- Preventing impairment of our learner's health or development.
- Ensuring young people at Academy 1 Sports Ltd grow up in circumstances consistent with the provisions of safe and effective care.
- Offering learners, a balanced curriculum including PHSE, healthy relationship education, online safety, sexting.
- Offering learners, a balanced curriculum through online activities, enabling them to enhance their safeguarding skills and knowledge whilst understanding the risks.
- Understanding that no single professional can have the full picture of a learner's needs and circumstances. Everyone who meets children, and their family has a role to play in identifying concerns, sharing information, and taking prompt action.
- Undertaking the role to enable learners at Academy 1 Sports Ltd to have best outcomes.
- Ensuring as a provider we have a clear understanding of our staff's knowledge and understanding and embedding safeguarding through clear systems of communication and Continuous Professional Development (CPD) so that safeguarding is a robust element of our provision.

This policy provides guidance to all adults working within the business, whether paid or voluntary or directly employed by Academy 1 Sports Ltd or a third party.

- This policy is available within the policies section on our SharePoint system.
- We also inform learners about this policy when they enrol in learning.
- This policy will be reviewed on an annual basis or sooner should legislation/guidance change.
- This policy sets out how Academy 1 Sports Ltd discharges its statutory responsibilities relating to safeguarding and promoting the welfare of learners. Our policy applies to all staff; paid and unpaid.
- The policy is provided to all staff (including freelance, temporary staff and volunteers) at induction, alongside our Staff code of conduct. In addition, all staff are provided with Part One & Annex A of Keeping Children Safe in Education.
- All new staff receive a safeguarding induction with the Safeguarding Designated Lead and all staff must complete the necessary mandatory training.

We will promote this policy by:

- Initial communication with learners and employers explaining the policies we have in place, highlight the Designated Safeguarding Lead and how to report a concern.



- Policies are accessible via the learner’s electronic portfolio system with signature recognition by the learner to confirm they have read and agree with the policy
- A copy of the Safeguarding policy is provided to all staff, learners, and employers on the induction process.
- Safeguarding policy is accessible via our SharePoint system.
- Safeguarding concerns are easily raised via our digital safeguarding platform ‘My Concerns,’ all cases are tracked via this portal which are date and time stamped. Cases are then signposted to the relevant support mechanisms.
- The introduction of Safeguarding ‘Topic of months’ for skills coaches to deliver at sessions with learners.
- Discussion of Safeguarding with learners during learner progress reviews.

The revised interagency guidance is based on:

The Education and Training (Welfare of Children) Act 2021 – passed 29/01/2021

[Education and Training \(Welfare of Children\) Act 2021 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2021/1)

Keeping Children Safe in Education – updated 01/09/2022

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/106569/Keeping-Children-Safe-in-Education-2022.pdf)

Inspecting Safeguarding in Early Years Education and Skills Settings – updated 02/09/2019

[Inspecting safeguarding in early years, education and skills - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/81442/Inspecting-safeguarding-in-early-years-education-and-skills-2019.pdf)

Review of sexual abuse in schools and colleges – published 10/06/2021

[Review of sexual abuse in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/98442/Review-of-sexual-abuse-in-schools-and-colleges-2021.pdf)

Prevent Duty Guidance – updated 12/05/2021

[Revised Prevent duty guidance: for England and Wales - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/95442/Prevent-Duty-Guidance-2021.pdf)



Work-based learning National Guidance – DfE – Prevent

Counter-Terrorism and Security Act 2015

[Counter-Terrorism and Security Act 2015 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2015/22)

Equality Act 2010

[Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/equality-act-2010)

Protection of Freedoms Act 2012

[Protection of Freedoms Act 2012 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2012/27)

Vetting and Barring Scheme Guidance

[Disclosure and Barring Service - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/disclosure-and-barring-service)

Education Act 2011

[Education Act 2011 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2011/25)

Every Child Matters 2004 updated 2007

[Every child matters - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/every-child-matters)

Children Act 2004

[Children Act 2004 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2004/31)

Working Together to Safeguard Children 2018

[Working Together to Safeguard Children 2018 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/681226/Working-Together-to-Safeguard-Children-2018.pdf)

Human Rights Act 2010

[Human Rights Act 1998 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1998/42)

GDPR Regulations 2018

[Data Protection Act 2018 \(legislation.gov.uk\)](https://www.legislation.gov.uk/uksi/2018/1168)

The Care Act 2014

[Care Act 2014 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2014/18)

Modern Slavery Act 2015

[Modern Slavery Act 2015 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2015/30)

Female Genital Mutilation (FGM)

[Female Genital Mutilation Act 2003 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2003/24)



All staff working with learners must be able to identify when someone may be likely to suffer significant harm through abuse or neglect and how to act upon concerns by referring them to Children's or adults Social Care. In addition, all staff must ensure that learners are supported with e- safety and are aware of threats surrounding this.

For children or young people only:

We will work closely with the Essex Safeguarding Children's Board who will help and support us in instances relating to abuse. For anyone wanting to contact the local safeguarding children's board, the contact details are: 0345 603 7627, it is worth noting that all regions will have their own local numbers. <https://www.escb.co.uk/>

All agencies and their staff should be aware of internal arrangements consistent with the child and vulnerable adult's protection procedures (Section B), and the roles of key staff within the organisation.

Roles, Responsibilities and Structure

All staff delivering services in children and young people have a responsibility under the Keeping Children Safe in Education 2022– updated 1/09/2022 [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/106533/Keeping-children-safe-in-education-2022.pdf) to safeguard and promote the welfare of children.

We also have an ethical and moral duty to protect those adults that could become vulnerable or who are vulnerable to abuse due to the nature of the sectors we deliver education within.

Academy 1 Sports Ltd's staff have a legal responsibility for the identification and reporting of individual abuse and for safeguarding the welfare of children, young people, and adults at risk.

All staff have a responsibility for taking any report/incident relating to safeguarding, sexual violence, or harassment by a learner in confidence and responsibly, taking immediate and swift action to refer to the DSL.

Advice and support should be sought from the Head of Safeguarding, especially about consent and referral issues. If the Head of Safeguarding is not available or is unable to provide the required information, staff should contact the designated person lead for their sector for support.



Safeguarding Designated Person(s) (Cacey Collins, Helen Smith, Emma Sherwood, Craig Marriott)

Cacey Collins is the first contact, Helen Smith is second contact, Emma or Craig in the absence of both or if the situation specifically requires assistance from a male member of the team due to the nature of the issue or if the issue is a sensitive one due to connections with Cacey Collins.

- Overall responsibility for Individual Protection issues in Academy 1 Sports Ltd, making sure they are maintained, monitored, and evaluated.
- Responsible for keeping central confidential files.
- Contactable out of hours in exceptional circumstances.
- Responsible for ensuring Safeguarding and Individual Protection procedures and policies are kept up to date.
- Responsible for contributing to Serious Case Reviews and implementing any resulting action plans.
- Responsible for referrals to outside agencies.

Head Safeguarding & Prevent Officer (Cacey Collins)

Should you have concerns in relation to radicalisation they should immediately be referred to the Prevent Lead. The Prevent Lead is responsible for making any further referrals thereon (i.e. Channel).

Provide information on counselling if required for staff members affected by abuse or disclosure of abuse.

Designated Safeguarding Lead for Study Programme (Craig Marriott)

In the absence of the Head Safeguarding Officer, the deputy will be the main point of contact.

Designated Safeguarding Lead for Apprenticeships (Helen Smith)

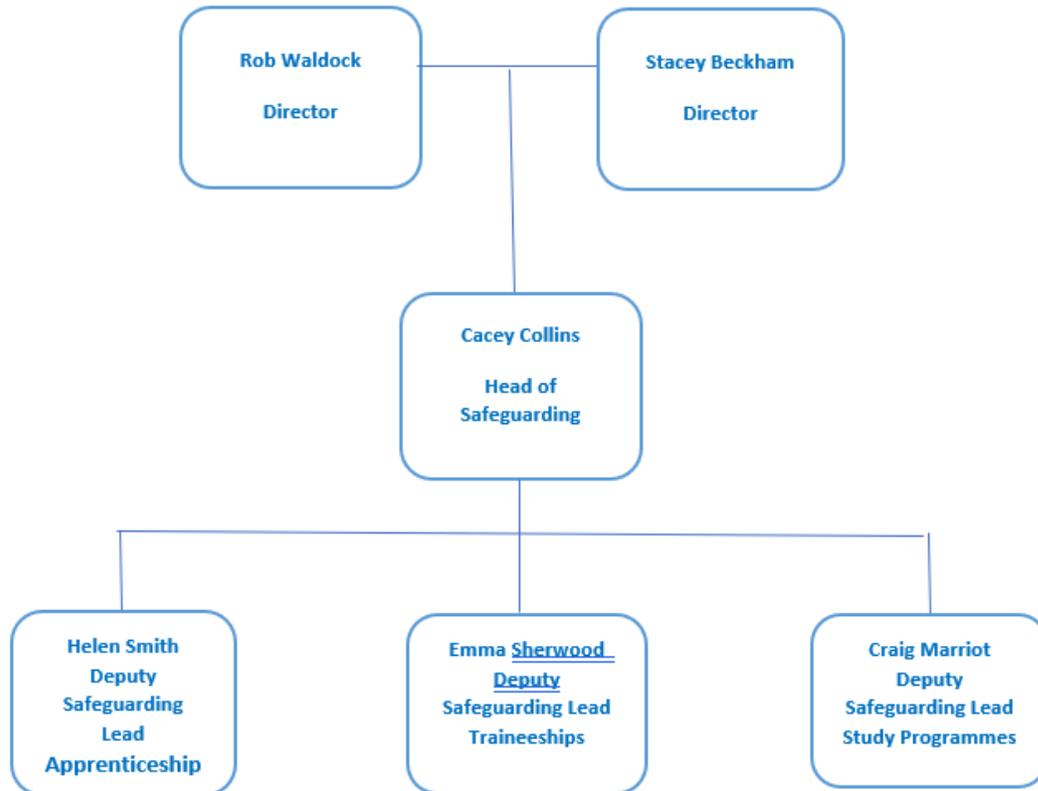
In the absence of the Head Safeguarding Officer, the deputy will be the main point of contact.

Designated Safeguarding Lead for Traineeships (Emma Sherwood)

In the absence of the Head Safeguarding Officer, the deputy will be the main point of contact.



Safeguarding Structure



Name	Contact number	Email address.
Rob Waldock	7739487332	Robwaldock@academy1group.com
Stacey Beckham	7598526707	Staceybeckham@academy1group.com
Cacey Collins	795220452	Caceycollins@academy1group.com
Helen Smith	7908493122	Helensmith@academy1group.com
Emma Sherwood	7983870552	Emmasherwood@academy1group.com
Cacey Marriot	7980716109	Caceymarriot@academy1group.com



The contact time for the Head of Safeguarding is 24 hours 7 days a week on 07595220452. The rest of the DSL are contactable between 8:30- 5:00 Monday to Friday.

Key Definitions

Safeguarding and Promoting Welfare is defined as:

- Protecting children, young people, and adults at risk from maltreatment.
- Preventing impairment of children's/adults at risk health or development.
- Ensuring that children/adults at risk are growing up in circumstances consistent with the provision of safe and effective care.
- Undertaking that role to enable those children to have optimum life chances and to enter adulthood successfully.
- Be vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our learners are safe from harm.

All staff in Academy 1 Sports Ltd have an awareness of safeguarding issues through regular training and briefings, some of which are listed below. We enable our staff to be aware that these behaviours put learners in danger. All staff are aware of the Designated Safeguarding Lead, who is the expert within our organisation and is there to support staff, sub-contractors, volunteers, and the Board further.

- Abuse.
- Bullying, including cyberbullying.
- Children and the courts.
- Children with family members in prison.
- Children missing education.
- Child missing from home or care.
- Child sexual exploitation (CSE.)
- County Lines.
- Domestic abuse.
- Drugs.
- Fabricated or induced illness.
- Faith abuse.
- Female genital mutilation (FGM).



- Forced marriage.
- Gambling Addiction.
- Gangs and youth violence.
- Gender-based violence/violence against women and girls (VAWG).
- Grooming for crime.
- Sexual Harassment Settings are to assume sexual harassment is taking place as per Ofsted review and KCSIE Part five 2022 put appropriate measures in place.
- Homelessness.
- Mental health.
- Missing children and adults' strategy.
- Modern slavery. *
- Online safety.
- Peer on peer abuse.
- Private fostering.
- Preventing radicalisation.
- Sexual violence and sexual harassment (Refer to KCSIE Part five)
[Update flow chart for incidents of sexual violence can be downloaded here](#)
- Sexting/sharing nudes or semi-nude images or video.
- Sexual or criminal exploitation.
- Trafficking.

**Modern Slavery – whilst not in scope to be subject to the Modern Slavery Act, as organisation that delivers in a sector with high recruitment needs, the risk of learners being subject to potential slavery conditions is high and therefore staff are provided with training and information to understand how to recognise the possible signs a learner may be subject to this and that it is delivered to learners as part of safeguarding training.*



Specific Definitions

E-safety is electronic safety which can be associated with websites such as Facebook, Twitter, Instagram, MSN, and any other social networking site. E-safety also applies to mobile phones also where learners should be aware of what to do should they be subject to Sexting. Learners should understand GDPR and how to protect their personal data.

Child Protection is part of safeguarding and promoting welfare. The term is used to refer to the activity that is undertaken to protect specific children who are suffering or are at risk of suffering significant harm.

Physical Abuse – may involve hitting, shaking, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to an individual. Factitious Disorder is also classed as physical abuse. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. The situation is commonly described using terms such as factitious illness by proxy or Munchausen's by proxy.

Indicators:

- Torn Frenulum.
- Blood in whites of eyes, small bruises on head, bruising on rib cage, associated with shaking.
- Burns and scolds on hands, feet, buttocks, groin.
- Cigarette burns.
- Linear marks, weal marks.
- Bruised eyes or ears.
- Multiple bruising.
- Grip/slap marks.
- Bite Marks.
- Injuries found to be at various stages.
- Unconscious Individual.
- Injuries/fractures in individuals who are not mobile.

NB This is not an exhaustive list

Emotional Abuse / Psychological abuse

Emotional and psychological abuse is the persistent emotional ill treatment of an individual which causes severe and persistent side effects on the individual's emotional development. Most forms of abuse will include psychological or emotional signs and symptoms. It may involve conveying to the individual that they are worthless or unloved, inadequate, or valued only as far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on individual. These may include interactions that



are beyond the individual's development capability as well as overprotection and limitation of exploration and learning or preventing the individual participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying causing individuals to feel frightened or in danger, or the exploitation or corruption of individual. Some level of emotional abuse is present in all types of ill treatment of an individual, though it can still occur alone.

Indicators:

- Lack of self-esteem.
- Withdrawn, aggressive behaviour, self-harm, mutilation, substance abuse and suicide attempts.
- Eating disorders.
- Degrading or humiliating punishments.
- Children who appear unused to praise or encouragement.
- Children who are rejected by parent/carer/sibling.
- Bullying.

Neglect and acts of omission

Neglect can also be a form of emotional abuse, many of the signs and symptoms will be the same as outlined above, acts of omission are when knowingly someone could be putting a child, young person or vulnerable adults at risk or they are aware of the abuse, but it is not reported. Such instances include, ignoring medical or physical care needs, failure to provide access to appropriate health and social care and withholding the necessities in life.

Indicators

See all indicators of abuse:

Sexual Abuse – involves forcing or enticing a child or young person or adults at risk to take part in sexual activities including prostitution, whether the individual is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may involve non-contact activities such as involving individuals in looking at, or in the production of sexual online images, pornographic material, or watching sexual activities, or encouraging individuals to act in sexually inappropriate ways.

Indicators:

- Inappropriate sexual knowledge or behaviour.
- Excessive sexual play and masturbation.
- Sexually transmitted diseases.
- Pregnancy – especially concealed.
- Children who witness intimate sex acts
- Self-harm/suicide attempts/substance abuse.



- Eating disorders.
- Nightmares/disturbed sleep patterns.
- Wetting, soiling/smearing excreta.
- Significant changes in behaviour/personality.
- Persistent offending, non-school attendance.

Financial or material Abuse

This may include theft, fraud, exploitation, pressure when dealing with wills or inheritance, financial transactions and claiming benefits to which they are not entitled.

Indicators:

- Loss of money from wallet or purse.
- Lack of money to buy basic items.
- Bills not been paid when money has been entrusted to a third party.
- Inadequate clothing.
- Unexplained withdrawal of cash.

Discriminatory abuse

This could include bullying and harassment based on the age, sex, disability, race, religion, ethnicity, and sexual orientation. The indicators are same as those identified in emotional abuse.

Protection of Children in Specific Circumstances

Children have a right to be protected including in the following circumstances: -

- Sexual activity of young people under the age of 18.
- Female genital mutilation.
- Protecting children from forced marriages.
- Protection from radicalisation.

Radicalisation

There are several behaviours that might indicate that an individual is at risk of being radicalised or exposed to extreme views. Such behaviours may include:

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group, or cause.
- Loss of interest in others and activities not associated with the extremist ideology, group, or cause.



- Possession of materials or symbols associated with an extremist cause.
- Attempts to introduce others to the group/cause.
- Communications with others that suggests identification with a group, cause, or ideology.
- Using names/language ranging from insulting to derogatory for members of another group.

Increase in prejudice-related incidents committed by that person – these may include:

- Physical or verbal assault.
- Provocative behaviour.
- damage to property.
- Derogatory name calling.
- Possession of prejudice-related materials.
- Prejudice related ridicule or name calling.
- Inappropriate forms of address.
- Refusal to co-operate.
- Attempts to recruit to prejudice-related organisations.
- Condoning or supporting violence towards others.

This list is in no sense intended either to be exhaustive or any more than a description of possible consistent behaviours – rather than proofs – of radicalisation.

Peer on Peer Abuse

There are four key definitions of peer-on-peer abuse:

- 1. Domestic abuse** – Young people who experience physical, emotional, sexual and/or financial abuse, and coercive control, in their intimate relationships, as well as family relationships.
- 2. Child sexual exploitation** – Those under the age of 18 who are sexually abused in the context of exploitative relationships, contexts, and situations, by a person of any age, including another young person.
- 3. Serious youth violence** – Any offence of most serious violence or weapon-enabled crime, where the victim is aged 19 or younger, e.g. wounding with intent, rape, murder and grievous bodily harm.
- 4. Harmful sexual behaviour** – Young people displaying sexual behaviours that are outside of developmentally ‘normative’ parameters.

For this guidance, the term ‘child’ refers to any young person under 18 years old. Academy 1 Sports Ltd has a separate policy for peer-on-peer abuse and sexual harassment which explains Academy 1 Sports Ltd to safeguarding learners in this area.



Modern Slavery

Modern slavery is the recruitment, movement, harbouring or receiving of children, women, or men through the use of force, coercion, abuse of vulnerability, deception, or other means for the purpose of exploitation. Individuals may be trafficked into, out of or within the UK, and they may be trafficked for several reasons including sexual exploitation, forced labour, domestic servitude and organ harvesting.

Recognising Abuse – General Considerations

All staff should be alert to signs that an individual may be at risk of significant harm, regardless of age, sex, culture, religion, and social class, as individual abuse occurs regardless of these factors.

Identification of individual abuse may be difficult; it normally requires both medical and social assessment.

Different types of individual abuse could be present at the same time, e.g., an individual who is being sexually abused may be physically abused. Staff need to be alert to signs of other types of abuse.

Always listen carefully to the individual – pay particular attention to any spontaneous statement. In the case of an individual with limited language, pay attention to their signing, behaviour, or play. Be aware of body language and scribbling/doodling.

Any delay in seeking medical assistance, or none being sought at all for an ill individual could be an indicator of abuse.

Beware if the explanation of an accident is vague, lacking in detail, is inconsistent to the injury or varies with each telling.

Take note of the appropriateness of the response of parents/carers.

Observe a child's interaction with parent particularly wariness, fear, or watchfulness.

Any history or unexplained illness/injuries requires the most scrutiny.

Beware if there are indicators of a history of domestic violence. Violence towards adults may also indicate violence towards children and can itself be emotionally abusive.

Individuals who are being abused often do not disclose, for a variety of reasons, so in our professional capacity we must be vigilant to possible signals.



Be always aware that Academy 1 Sports Ltd is responsible for reporting incidents of suspected abuse and not investigating them.

Significant Harm

The term 'significant harm' is important as it is the point at which Children's Social Care have a statutory duty to put in motion Section 47 enquiries under the 1989 Children Act. **It is the duty of CHILDREN'S SOCIAL CARE to determine whether the child is at risk of significant harm, not Academy 1 Sports Ltd.** However, we need to understand what it means to inform our referral procedures.

There are no absolute criteria for deciding what constitutes significant harm. It requires judgment based on the nature of the abuse, and the effects of that abuse on the individual.

To help us decide how severe the harm is the following factors should be considered:

- The degree and extent of the abuse and neglect.
- The duration and frequency of the abuse and neglect.
- The extent of pre-meditation.
- The degree of threat or coercion.

Raising and Recording concerns, Sharing of Information, and Consent Issues Raising Concerns

Staff can raise a concern by either completing a report form or sending onto the DSL. Alternatively, staff can directly input the information regarding a concern onto 'My Concerns' platform. All staff have their own individual login which allows them to raise and record their own concern. The system then sends a message to the DSL who will then take responsibility for the concern and action accordingly. This process is relayed to all employees on induction and covered in weekly 1-2-1 meetings.



Recording Information

In the climate of 'working together' with other agencies, young people, adults and families, information will have to be shared, so it is important that our records are always kept up to date.

It is important that the safeguarding platform 'My Concerns' is updated as and when information is received, and with any action taken in following these procedures. As with other information recorded on the safeguarding platform, we need to bear in mind that a young person or adult can request their records, so until official 'consent' has been sought we need to be sensitive as to what we record. It is the Designated Persons responsibility to maintain the platform and keep all records.

'My Concerns' is an encrypted platform which complies with the use of GDPR. Recording safeguarding concerns and incidents in a carefully secure, structured, and considered way. All staff have a login where they can raise a concern on the platform with the basic details. Once a concern is raised this is then passed onto the Designated Safeguarding Leads who then act accordingly.

This system enables the safeguarding team to identify emerging risks, issues, and trends. The safeguarding team will then provide interventions. Concerns are graded on levels between 1-4 depended on the severity of the risk to the individual. All entries are date and timed stamped for auditing purposes. Reports are easily accessible, and cases can be closed via the system.

Sharing Information

Important statutory duties in relation to adults at risk and children in need cannot be met without **effective** and **appropriate** sharing of information. For agencies to work together to the benefit of individuals, they must be able to share relevant information.

This includes a referral to Children's Social Care or CQC but could simply be sharing information between supporting agencies regarding a young person or adult at risk, for example, before a referral is made.

However, sharing of information should take place according to the principles of good practice and on a need-to-know basis. When a request for information is made, we need to be clear about **why** the information is needed and the **way** it is going to be used.

The General Data Protection Act places a duty on organisations and individuals with regards to processing personal information fairly and lawfully. As a provider we **adhere to data**



protection, yet we do not allow this to stand in our way in the need to promote the welfare and protect the safety of our learners.

Seeking Consent for Making a Referral or Sharing Information

Prior to information being shared with other agencies, or a referral being made, consent should normally be sought from the young person and/or from one parent/carer with agreed parental responsibility.

However, there are certain important circumstances where consent should not be sought. These are:

- If this would put the child or young person at greater risk of significant harm.
- Interfere with criminal enquiries.
- Raise concern about the safety of staff.
- Reasons not to seek consent must be recorded on the records and written on the referral form.

As a 16-19 service we will come across the situation where a young person is sufficiently mature enough to understand choices and their consequences, and will not give consent for referral, especially if they believe it will make their situation worse. This is a particularly difficult situation. You will have to use your judgment as to whether it is appropriate and lawful to refer without consent. Advice must be sought from your team manager and Children's Social Care. You must inform the young person if you decide to refer.

A parent's or young person's lack of agreement should not prevent you from making a referral. If they do not agree, and you decide you need to refer, then you must inform them accordingly.

The Designated Person is responsible for making any referrals.

Support for Staff

Although staff should be aware of their responsibilities and procedures for individual protection issues, appropriate support should be sought to help throughout that process.

The senior designated person will help in more complex or serious cases.

Children's Social Care, or other designated 'contacts' can be contacted for advice as appropriate.

(See contact name and addresses)



Support for learners

Learners are made aware of their Designated Safeguarding Lead on their first point of contact, including their role and the advice and guidance they can provide. Learners are introduced to the Designated Safeguarding Lead and are made aware of the relevant contact details prior to enrolment, they are given information relating to how report a concern.

Learners are made aware of third-party organisations such as the NSPCC and the Local Authority Designated Officer.

Contact details for the Designated Safeguarding Lead are found on the bottom of all staff email addresses which learners can easily access.

Training

Effective training is the key to carrying out our responsibilities of promoting and safeguarding children, young people, and vulnerable adults. Staff need to be trained on how to identify an individual in need, and what subsequent action to take.

Training takes place on a variety of levels and will depend upon the needs of the staff concerned.

All staff have a duty to update their CPD in relation to safeguarding on an annual basis. This is monitored through electronic staff training records.

Safeguarding will be addressed and updated at each skills coach and staff meetings, which will inform, and update staff CPD. Staff are required to complete the necessary safeguarding training on an annual basis.

Mandatory training is delivered on an annual basis. This is delivered by the Designated Safeguarding Lead and includes training on the 'My Concerns' platform. The training session includes reporting of concerns, how to raise concerns, how to identify safeguarding issues and next steps.



Monitoring

This Policy will be reviewed annually and/or in accordance with legislative updates. It was last reviewed on 16th January 2023 and will be reviewed next on 16th January 2024.

Signed: 

Printed Name: Darren Blackburn

Role: HM Manager

Date: 16/01/2023



SECTION B



Dealing with a Disclosure of Abuse

When a learner tells me about abuse, they have suffered, what should I remember?

- Stay calm.
- Do not communicate shock, anger, or embarrassment.
- Reassure the learner. Tell her/him you are pleased that s/he is speaking to you
- Never agree or promise to keep it a secret. Assure her/him that you will try to help but let the learner know that you will have to tell other people to do this. State who this will be and why.
- Tell her/him that you believe them.
- Tell the learner that it is not her/his fault
- Encourage the learner to talk but do not ask "leading questions" or press for information
- Use the acronym **T.E.D**: **T**ell me. **E**xplain. **D**escribe
- Listen and remember.
- Check that you have understood correctly what the learner is trying to tell you
- Communicate that s/he has a right to be safe and protected
- It is inappropriate to make any comments about the alleged offender
- Be aware that the learner may retract what s/he has told you. It is essential to record in writing, all you have heard, though not necessarily at the time of disclosure.
- At the end of the conversation, tell the learner again who you are going to tell and why that person or those people need to know
- As soon as you can afterwards, make a detailed record of the conversation using the learner's own language. Include any questions you may have asked. Do not add any opinions or interpretations. (Dates, times, names mentioned and to whom the information was passed need to be clearly recorded)
- Email the written information to the Safeguarding Designated person, titled. "Urgent – Safeguarding" in the subject line to caceycollins@academy1group.com
- If the disclosure relates to a physical injury do not photograph the injury, but record in writing as much detail as possible



PROCEDURE FOR DISCLOSURE OF ABUSE BY CLIENT

ALL SITUATIONS

- (1) The guidance process should normally be kept confidential, and the privacy of our clients respected. However, there are limitations to this confidentiality and clients need to be made aware of this. If a client reveals something which leads you to believe they were at risk of, or have already suffered significant harm, then you cannot keep this confidential, and the client needs to be aware of this.
- (2) If during any contact with a client it appears, they may be about to disclose an issue in relation to Individual Protection, ensure you remind clients of the limits of confidentiality.
- (3) If the client continues to disclose to you, use your training/experience to listen and note all significant detail of the discussion. Submit to Cacey Collins (CaceyCollins@academy1group.com) Designated Person.
- (4) If it is a child, enquire, sensitively, if there are other siblings in the household, as the living situation needs to be included when referring to Children's/adults Social Care.
- (5) Confirm with the client that you will have to record this information, manually and on the safeguarding log and that you may have to share this with other colleagues and agencies and will involve a referral to Children's/adults Social Care.



PROCEDURE FOR CONCERNS RAISED BY SOMEONE OTHER THAN INDIVIDUAL THEMSELVES AND YOU

(1) If the person concerned is a colleague within ACADEMY 1 SPORTS LTD refer them to these procedures and the Safeguarding DP, Cacey Collins.

(2) If the person concerned is a colleague within another institution refer them to their own line manager and their Protection procedures.

(3) If the person concerned is a parent/carer or member of the public refer them to CHILDREN'S SOCIAL CARE for advice.



PROCEDURE TO BE FOLLOWED IF YOU RECEIVE AN ALLEGATION AGAINST A MEMBER OF ACADEMY 1 SPORTS LTD STAFF

- (1) From time-to-time children/adults at risk may allege that a member of staff has abused them.
- (2) The procedure for dealing with such allegations is contained in the Company's disciplinary procedures. Such an allegation will be treated as a potential case of gross misconduct.
- (3) If you receive an allegation either by the young person or another person you must refer the matter to the appropriate Designated Person or the HR Manager.
- (4) The member of staff may not be automatically suspended, but we have a duty to make preliminary enquiries before a referral to CHILDREN'S SOCIAL CARE (Children only). These must not interfere with possible investigations and a referral should be made if there is any doubt.
- (5) If another agency receives an allegation against a member of ACADEMY 1 SPORTS LTD staff, they should contact the appropriate Designated Person or HR Manager direct.
- (6) If a member of ACADEMY 1 SPORTS LTD's staff receives an allegation against a member of another agency, staff should in the first instance discuss this with your Line Manager.
- (7) If an allegation is made against the Line Manager, then refer direct to either the HR Manager or the appropriate Designated Person.
- (8) Follow guidelines in personal safety policy on lone working and good professional practice when working in a one-to-one situation. Apply your experience and judgment when dealing with interactions with clients, to minimise the possibility of allegations occurring.



SECTION C

Details required where possible when reporting concerns to the DP via email.

Name of learner, and employer (where there is an employer).

Where possible, the learners unique reference number is helpful to ensure learners are not confused with those of a similar name.

Date

Details of what has been disclosed and by whom.

When the alleged incident/s have taken place

What action, if any, has been taken to date

What advice the learner has been given to date

Online Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

Content: being exposed to illegal, inappropriate, or harmful material; for example, pornography, fake news, racist or radical and extremist views.

Contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and

Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images, or online bullying.



Working in partnership

We continue to work closely with our local safeguarding partners and local agencies.

Linked Policies

- Prevent
- Child Protection
- Equality and Diversity
- Recruitment & Retention



Prevent Policy

Policy Introduction

Academy 1 Sports Ltd have a legal duty to uphold the Prevent Duty and promote the welfare of our learners and to maintain a professional attitude of *it could happen here* where prevent is concerned.

Academy 1 Sports Ltd have a duty of care to protect apprentices from radicalising influences and extreme narratives. We help protect apprentices by:

- The Promotion of British Values. All staff and learners are provided with training via our online portal. This is revisited on learner reviews progress reviews.
- Creating a welcoming and inclusive environment in which apprentices feel free to undertake open minded debate. Learners will partake in debate sessions from the first initial induction covering Prevent, Safeguarding and British Values. Learners attended progress reviews where they are encouraged to discuss topics around Prevent.
- Breaking down barriers between apprentices for example ethnicity and diverse backgrounds. Skills coaches will cover a variety of topics opening debates and case studies where apprentices have the opportunity to reflect and discuss local influences relating to prevent and how to overcome or report and concerns.
- Dispelling stereotypes through respect and understanding that every apprentice is different. Academy 1 Sports Ltd an all-inclusive organisation and promote this daily.
- Guest speaker policy in place and guests are vetted before participating in any activities.
- Prevent risk assessment in place to monitor, manage, and deal effectively with the threat posed by any individual or group of individuals engaging in violent extremism in the name of ideology or belief.



CONTEST is the overall UK strategy for Countering Terrorism. The aim of CONTEST is to reduce the risk to the UK and its interests overseas from terrorism, so that people can go about their lives freely and with confidence. It has four work streams, of which PREVENT is one. The purpose of the Prevent Strategy is to stop people becoming terrorists or supporting terrorism.

The strategy addresses all forms of terrorism and focuses work to prevent radicalisation on three key objectives:

- Challenging ideology that supports terrorism.
- Protecting vulnerable individuals.
- Supporting sectors and institutions where there is a risk of radicalisation.

For further information see Prevent Duty Guidance for England and Wales

Channel is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children's and youth services and offender management services) the police and the local community to:

- Identify individuals at risk of being drawn into terrorism.
- Assess the nature and extent of that risk.
- Develop the most appropriate support plan for the individuals concerned.

For further information see Channel Duty Guidance for England and Wales

Definitions

These definitions are taken from the HM Government Prevent Strategy 2011.

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate on terrorist activity.

Extremism is 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. We also include in our definition of extremism calls for the death of members of the armed forces.



Information Sharing

Information sharing must be assessed on a case-by-case basis and is governed by legislation. To ensure the rights of individuals are fully protected, it is important that information sharing agreements are in place at a local level. When considering sharing personal information, the specified authority should take account of the following:

- **Necessity and proportionality:** personal information should only be shared where it is strictly necessary to the intended outcome and proportionate to it. Key to determining the necessity and proportionality of sharing information will be the professional judgement of the risks to an individual or the public.
- **Consent:** wherever possible the consent of the person concerned should be obtained before sharing any information about them.
- **Power to share:** the sharing of data by public sector bodies requires the existence of a power to do so, in addition to satisfying the requirements of the Data Protection Act 1998 and the Human Rights Act 1998; Data Protection Act and the Common Law Duty of Confidentiality: in engaging with non-public bodies, the specified authority should ensure that they are aware of their own responsibilities under the Data Protection Act and any confidentiality obligations that exist.

There may be some circumstances where specified authorities, during Prevent related work, identify someone who may already be engaged in illegal terrorist related activity. People suspected of being involved in such activity must be referred to the police. For guidance on information sharing speak with your manager in the first instance.

Channel Panel Process

The role of the multi-agency panel is to develop an appropriate support package to safeguard those at risk of being drawn into terrorism based on an assessment of their vulnerability. The panel is responsible for managing the safeguarding risk which is in line with other multi-agency panels where risk is managed, such Multi-Agency Public Protection Arrangements (MAPPA).

The panel should be chaired by the local authority Prevent lead.

Channel is not a process for gathering intelligence. It is a process for providing support to people at risk. In common with other such programmes, it does require the sharing of personal information to ensure that the full range of an individual's vulnerabilities are identified and addressed. Information sharing must be assessed on a case-by-case basis and is governed by legislation.



It is not the purpose of Channel to provide an alternative to the criminal justice system for those who have been engaged in illegal activity. Channel is about early intervention to protect and divert people away from the risk they may face before illegality relating to terrorism occurs. Therefore, in line with other safeguarding processes, being referred to Channel will not lead to an individual receiving a criminal record as a consequence of the referral, nor as a result of any support they may receive through Channel.

Assessing Vulnerability

Channel assesses vulnerability using a consistently applied vulnerability assessment framework built around three dimensions:

- Engagement with a group, cause, or ideology.
- Intent to cause harm.
- Capability to cause harm.

The dimensions are considered separately as experience has shown that it is possible to be engaged without intending to cause harm and that it is possible to intend to cause harm without being particularly engaged. Experience has also shown that it is possible to desist (stop intending to cause harm) without fully disengaging (remaining sympathetic to the cause); though losing sympathy with the cause (disengaging) will invariably result in desistance (loss of intent).

The three dimensions are assessed by considering 22 factors that can contribute to vulnerability (13 associated with engagement, 6 that relate to intent and 3 for capability). These factors taken together form a rounded view of the vulnerability of an individual that will inform decisions on whether an individual needs support and what kind of support package may be appropriate. These factors can also be added to and are not considered an exhaustive list. By undertaking regular vulnerability assessments, the progress that is being made in supporting an individual can be tracked through changes in the assessment.

Identifying Vulnerable People

Completing a full assessment for all 22 factors requires thorough knowledge of the individual that may not be available at the point of the initial referral (see Vulnerable to Radicalisation (VTR) Referral Form at Annex A). However, there are several behaviours and other indicators that may indicate the presence of these factors.

Example indicators that an individual is engaged with an extremist group, cause or ideology include:



- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Their day-to-day behaviour becoming increasingly centred around an extremist ideology, group, or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group, or cause.
- Possession of material or symbols associated with an extremist cause (e.g., The swastika for far-right groups);
- Attempts to recruit others to the group/cause/ideology.
- Communications with others that suggest identification with a group/cause/ideology.

Example indicators that an individual has an intention to use violence or other illegal means include:

- Clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills.
- Using insulting or derogatory names or labels for another group.
- Speaking about the imminence of harm from the other group and the importance of action now.
- Expressing attitudes that justify offending on behalf of the group, cause, or ideology; •
Condoning or supporting violence or harm towards others.
- Plotting or conspiring with others.

Example indicators that an individual can contribute directly or indirectly to an act of terrorism include:

- Having a history of violence.
- Being criminally versatile and using criminal networks to support extremist goals.
- Having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology, or construction); or
- Having technical expertise that can be deployed (e.g., IT skills, knowledge of chemicals, military training, or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.



Consent

People who are vulnerable to violent extremism or radicalisation are more likely to be reached by supportive services if issues of consent are managed with sensitivity and an informed understanding of the issues.

Before making a referral, practitioners should respond as we would to all concerns, by clarifying the information.

For children this will ordinarily involve talking to the child/young person and their family (unless the family is implicated in potential extremism), and to other professionals working with the child/young person. Any referral should be made with the young person/family's knowledge and consent, unless to do so would place the child/young person at risk of harm.

For adults (over 18 years old) practitioners should seek the consent of the person who may be at risk of extremism or radicalisation before acting or sharing information. In some cases, where a person refuses consent, information can still lawfully be shared if it is in the public interest to do so. This may include protecting someone from serious harm or preventing crime and disorder.

When there are grounds to doubt the capacity of those aged 16 and over steps need to be taken to provide support to enable them to give informed consent to be referred to the Channel Panel, please refer to the Mental Capacity Act 2005 for further information.

As a voluntary programme, no Social Care work can take place without the agreement and engagement of the service user.



Any practitioner who is in doubt about whether they should share information, or whether they have consent either to share information or conduct a piece of work, should consult the above guidance, or consult their prevent Lead. Advice on information sharing can also be sought from the Information Governance Team in their Authority. Any worker who believes a crime is being committed, or planned, or is aware of any terrorist activity, should contact the Police Prevent team without delay.

In assessing the risk, consideration should be given to:

- The risk the individual faces of being drawn into terrorism; and
- The risk the individual poses to society.

In some cases, a Channel referral will exit the process at this stage and be signposted to those support services most appropriate to their needs. If there are concerns that the person is suffering or likely to suffer significant harm, a referral to Children's or Adult Social Care must be made, this will be discussed and determined who will raise this before the case exits the process. If there are no concerns or minimal risk but the person requires additional support, a referral may be made for Common Assessment Framework and Early Help.

Raising Concerns

Learners/apprentices should notify a staff member if they identify a safeguarding concern. Staff can raise a Prevent concern by completing a report form and sending this on to the DSL. Alternatively, staff can directly input the information regarding a concern onto 'My Concerns' platform. All staff have their own individual login which allows them to raise and record their own concern. The system then sends a message to the Prevent lead who will then take responsibility for the concern and action accordingly. This process is relayed to all employees on induction and covered in weekly 1-2-1 meetings.

Training

Staff need to be trained on how to identify an individual in need, and what subsequent action to take. Training takes place on a variety of levels and will depend upon the needs of the staff concerned.

Mandatory training is compulsory, this is delivered by the Deputy Safeguarding Lead for Apprenticeship is the organisation Prevent Train the Trainer who will conduct internal staff training.

The training session includes Prevent duty expectations and the aims of Prevent, behaviour indicators to Radicalisations, help and support and what to do if you have a concern including Channel.



All staff have a duty to update their CPD in relation to Prevent on an annual basis. This is monitored through electronic staff training records.

Consolidation of training

It is a mandatory requirement that all employees and learners read the prevent policy and attend the training sessions on an annual basis. Employees and learners are expected to adhere to the policy and stay up to date with any changes via updates sent out by the Designated Prevent Lead.

Monitoring

This Policy will be reviewed annually and/or in accordance with legislative updates. It was last reviewed on 16th January 2023 and will be reviewed 16th January 2024.

Signed: 

Printed Name: Darren Blackburn

Role: HR Manager

Date: 16/01/2023