

Policy for the Safeguarding of Children and Adults at Risk



Crackerjack Training

Last Reviewed: July 2021

Next Review: July 2022

(Or sooner if guidance or legislation changes)

Managing Director Signature: *Frank Baker*



Education & Skills
Funding Agency



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1. Introduction and promotion of the Policy

Crackerjack Training has a statutory and moral duty to ensure that the company functions with a view to safeguarding and promoting the welfare of young people and adults at risk receiving education and training at Crackerjack. Crackerjack Training is committed to ensuring a safe and supportive environment.

Throughout this policy and associated procedures, reference is made to children. Children include everyone under the age of 18. For those who have a learning disability this is extended to 25 years. The broad definition of an adult at risk is ‘a person who is 18 years of age or over, and who is or maybe in need of community Care Services by reason of mental or other disability, age or illness and who is unable to take care of him/herself, or unable to protect him/herself against significant harm or serious exploitation.

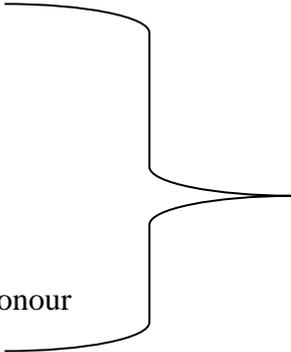
We promote the Safeguarding Policy and the principles of Safeguarding at every opportunity. Our Safeguarding Policy is promoted on the Crackerjack Training website [Microsoft Word – Safeguarding Policy \(2\) \(crackerjacktraining.co.uk\)](https://www.crackerjacktraining.co.uk) is shared with new staff on appointment, and is discussed as part of our induction processes for staff, apprentices and other learners.

1.1 Crackerjack Training is committed to safeguarding and promoting the welfare of apprentices and learners. We believe that apprentices and learners;

- Have the right to be protected from harm
- Apprentices and learners need to be safe and feel safe at Crackerjack Training
- Apprentices and learners need support which matched their individual needs.
- Apprentices and learners have the right to speak freely and voice their values and beliefs
- Apprentices and learners must be encouraged to respect each other’s values and where possible support each other.

1.2 Our intention is to safeguard apprentices and learners from a wide variety of potential concerns including:

- Physical abuse
- Neglect
- Sexual abuse
- Emotional abuse
- Peer on peer abuse
- Child sexual violence and sexual harassment
- Trauma informed practice
- Female Genital Mutilation (FGM) – At the risk of honour
- County Lines
- Inappropriate relationships
- Extremism and radicalisation
- Grooming
- Domestic violence
- Inappropriate parenting
- Bullying, cyber bullying
- Self harm, risky behaviour
- Unsafe activities and environment
- Accidents
- Crime
- Mental Health



See Appendix A

- Gangs and youth violence
- Drugs
- Exploitation including financial abuse, sexual exploitation, forced marriage immigration issues
- Homelessness and unsuitable housing
- Discrimination due to race, sexuality, faith, gender and disability etc

1.3 The main categories of people covered by the definition of adults at risk include people;

- Who have a learning disability
- Who have physical or sensory impairments
- Who have a mental illness including dementia
- Who are considered to be vulnerable and who may experience abuse due to problems with drugs (or vulnerable due to other circumstances such as being an asylum seeker)

1.4 Crackerjack Training will fulfil their local and national responsibilities as laid out in the following documents;

- Working Together to Safeguard Children 2018
- Keeping Children safe in Education: Statutory Guidance for School and Colleges DFE 2016
- Keeping Children Safe in Education 2021
- Sexual Violence & Sexual Harassment between Children in Schools/Colleges 2021
- The procedures of Birmingham Safeguarding Children's Board
- Education Act 2002
- The Care Act 2014
- Mental Health Capacity Act 2005

1.5 This safeguarding Policy is part of a suite of policies at Crackerjack Training and should be considered alongside several other key policies including:

- The Prevent Duty Strategy
- Health & Safety Policy
- Equality Diversity Policy
- Bullying and Harassment Policy
- Whistleblowing Policy
- Safer Recruitment Policy
- Complaints Policy

2 **Aim**

Crackerjack Training, aim to have fully inclusive and integrated 'safer' practices that applies to all apprentices and learners and staff to create a safer environment for all. Crackerjack therefore is committed to the highest standards in protecting and safeguarding all apprentices and learners. As part of our promotion of safeguarding Apprentices & Learners undergo an induction to this Safeguarding Policy.

Crackerjack will ensure that arrangements are in place for all reasonable measures to be taken to minimise the risks of harm to the welfare of apprentices and learners. All appropriate actions to be taken to address concerns about the welfare of apprentices and learners working to agreed local policies and procedures in full partnership with other local agencies. All persons working at Crackerjack Training to be made aware of this policy. This policy ensures that new staff are inducted to Crackerjack Training.

The working together to Safeguard Children 2018 defines safeguarding as ‘the process of protecting a child or adult at risk from abuse or neglect, preventing impairment of their health and development and ensuring they have provision of a safe and effective environment which promotes optimum life chances’. It is recognised that some apprentices and learners may be the victims of neglect, physical, sexual abuse, internet grooming, financial abuse or emotional abuse.

In order to protect apprentices and learners Crackerjack Training aims to:

- Create an atmosphere where all apprentices and learners feel secure, valued and listened to
- Recognise signs and symptoms of abuse or neglect
- Respond quickly and effectively to cases of suspected abuse or neglect
- Monitor and support apprentices and learners at risk
- Use the curriculum to raise the learner’s awareness, build confidence and skills.
- Work closely with parent/carers and support external agencies
- Ensure that all adults within Crackerjack who have access to apprentices and learners have been checked as to their suitability for employment.

Crackerjack Training will support all apprentices and learners by:

- Supporting at risk apprentices and learners through safeguarding and crime prevention policies/process
- Encouraging self-esteem and appropriate self-assertiveness whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within Crackerjack
- Liaising and working together with all other support services and those agencies involved in the safeguarding of young people and adults at risk
- Notifying Social Care Services via the approved mechanisms as soon as there is a significant concern.

3 Designated Person

Designated staff with responsibility for safeguarding young people and adults at risk – Crackerjack has identified the following member of staff as having responsibility for safeguarding concern.

Fiona Baker – Managing Director / Designated Lead for Safeguarding and Prevent
01214542043 / 07966 269612

Donna Johal – Senior Operations Manager / Designated Deputy for Safeguarding and Prevent
01214542043 / 07837807017

3.1 Our designated safeguarding lead, Fiona Baker has lead responsibility, management oversight and accountability for child protection

3.2 The role of the designated person

The Designated person is responsible for:

- Overseeing the referral of cases of suspected abuse or allegations to the relevant investigating agencies
- Providing advice and support to other staff on issues relating to safeguarding issues and child protection
- Safeguarding information will be dealt with in a confidential manner. Staff will be informed of relevant details when the designated person feels their having knowledge of a situation will improve their ability to deal with the learner.

- Maintaining a proper record of any safeguarding referral, complaint or concern (even where that concern does not lead to a referral). Safeguarding records will be stored securely in a locked fireproof cabinet away from academic records.
- Ensuring that parents/carers of apprentices and learners within Crackerjack Training are aware of Crackerjack Trainings Safeguarding policy
- Liaising with Birmingham Safeguarding Children's Board and other appropriate services
- Liaising with employers and training organisations that receive apprentices and learners from Crackerjack Training on long term placements to ensure that appropriate safeguards are put in place
- Ensuring that staff receive training in safeguarding and child protection issues and are aware of Crackerjacks procedures
- The designated person will receive refresher training annually and will keep up to date with developments in safeguarding and child protection issues. The designated person will ensure all staff are updated every two years.

4 Recruitment and selection procedures (This procedure should be read in conjunction with Crackerjack Trainings recruitment and selection policy.)

4.1 Crackerjack Training pays full regard to Keeping Children Safe in Education DFE Sept 2016

- Crackerjack Training must ensure that they have in place safe recruitment policies and practice, including enhanced Disclosure and Barring Checks (DBS) for all staff including all teaching agency staff.
- It is an offence to knowingly employ a person who has been barred by the Disclosure and Barring Service from working in a post which involves caring for, or treating children and adults at risk.
- Crackerjack Training ensures that they verify the identity of its employees
- Crackerjack Training will ensure that professional, academic and vocational qualifications are verified with the awarding bodies.
- Crackerjack Training will obtain references for each employee from previous employers.
- Crackerjack Training will ensure that all staff undertakes appropriate training to enable them to carry out their responsibilities effectively and keep this up to date by providing refresher training at regular intervals.
- Appropriate whistle blowing procedures and a culture that enables issues about Safeguarding and the welfare of children and young people and adults at risk to be addressed, are in place at Crackerjack Training

5 Staff Role in the Prevention of Abuse

Crackerjack Training has a culture of vigilance, we train staff in Safeguarding and Prevent and how to use and implement this policy. The Designated Lead for Safeguarding and Deputy regularly share updates with staff and organise training sessions. Staff demonstrate a commitment to the safeguarding of all learners.

It is recognised that staff working at Crackerjack Training who have become involved with a learner who has suffered harm, or appears to be likely to suffer harm may find the situation stressful or upsetting.

Crackerjack Training will support such staff by providing an opportunity to talk through their anxieties with the Designated Person and to seek further support as appropriate.

All staff are able to access confidential support and counselling through the Crackerjack arrangements.

5.1 The role of all Staff and other persons at Crackerjack Training Limited

All staff have a duty to safeguard apprentices and learners.

This policy outlines how staff can meet this duty and they need to be:

- Crackerjack Training has developed a real staff commitment to safeguarding by ensuring that staff receive training in safeguarding, child protection issues and are aware of Crackerjacks procedures.
- Trained and aware of potential indicators of abuse and neglect
- PREVENT – How to effectively promote British Values, spot the signs of radicalisation and know who to report concerns to
- Open to hearing concerns from apprentices and learners and others, without seeking to investigate these concerns
- Informed on how to report any concerns to the Designated Person for safeguarding and child protection concerns
- Informed on how to report any concerns relating to staff to the designated person

5.2 Crackerjack Training aims to create the opportunity and environment for apprentices and learners to be able to talk about their concerns staff should:

Always

- Report as soon as there is a concern
- Record information verbatim using the actual words of the learner
- Note dates, times, who was present, positions in the room, anything factual that you may observe about the individuals appearance
- Pass these notes to the Designated Person

Never

- Ask leading questions
- Ask the learner to write down their account
- Investigate with, or without, others
- Take photographs of marks
- Attempt any medical judgement
- Arrange a medical examination
- Tape/video record an interview
- Ask a learner to remove any clothing. Staff should always be aware of their own vulnerability at this point and should take steps to minimise risk to themselves whilst supporting the learner
- Never liaise with apprentices and learners on social networking sites e.g. Facebook other than through the Crackerjack Facebook page.

It is recognised that all matters relating to safeguarding and child protection are confidential. The Designated Person will disclose any information about a learner to other members of staff on a need to know basis only.

6 Apprentices and Learners as Teachers

It is also the policy of Crackerjack Training to embed policies and procedures regarding child protection into the teaching and learning of childcare qualifications. Crackerjack Training consider this a vital part of ensuring that any area of child welfare, including day nurseries, schools, social services etc., can rely on competent, knowledgeable apprentices and learners, who may eventually become staff and those with a supervisory responsibility within settings.

It is embedded into the teaching of all Crackerjack Training apprentices and learners that:

Any abuse they may feel or suspect is occurring in a setting is reported to the correct person, promptly and professionally. This person should be a manager or supervisor **in the setting** and NOT a Crackerjack Training tutor, although we do offer advice from an outlook point of view, should a learner desire this. Apprentices and learners understand what constitutes 'abuse' and are clear about the indicators of non-accidental injuries to children and behavioural indicators of abuse.

Apprentices and learners are made aware that safeguarding of children is everyone's responsibility and that any disclosure of abuse must be dealt with by informing the appropriate person and not necessarily subject to the normal 'rules' of confidentiality of information, where a child is suspected of being the victim of, or in danger, of harm. **Abuse is not a secret!**

Crackerjack Training follows the procedures set out by the Birmingham Safeguarding Board.

Contact Details:

Emergency Duty Team: 0121 675 4806

**Marie Foster, Safeguarding Officer EMAIL: Marie.foster@birmingham.gov.uk
TEL: 0121 303 6754**

Ofsted: 0300 123 1231 or email enquiries@ofsted.gov.uk

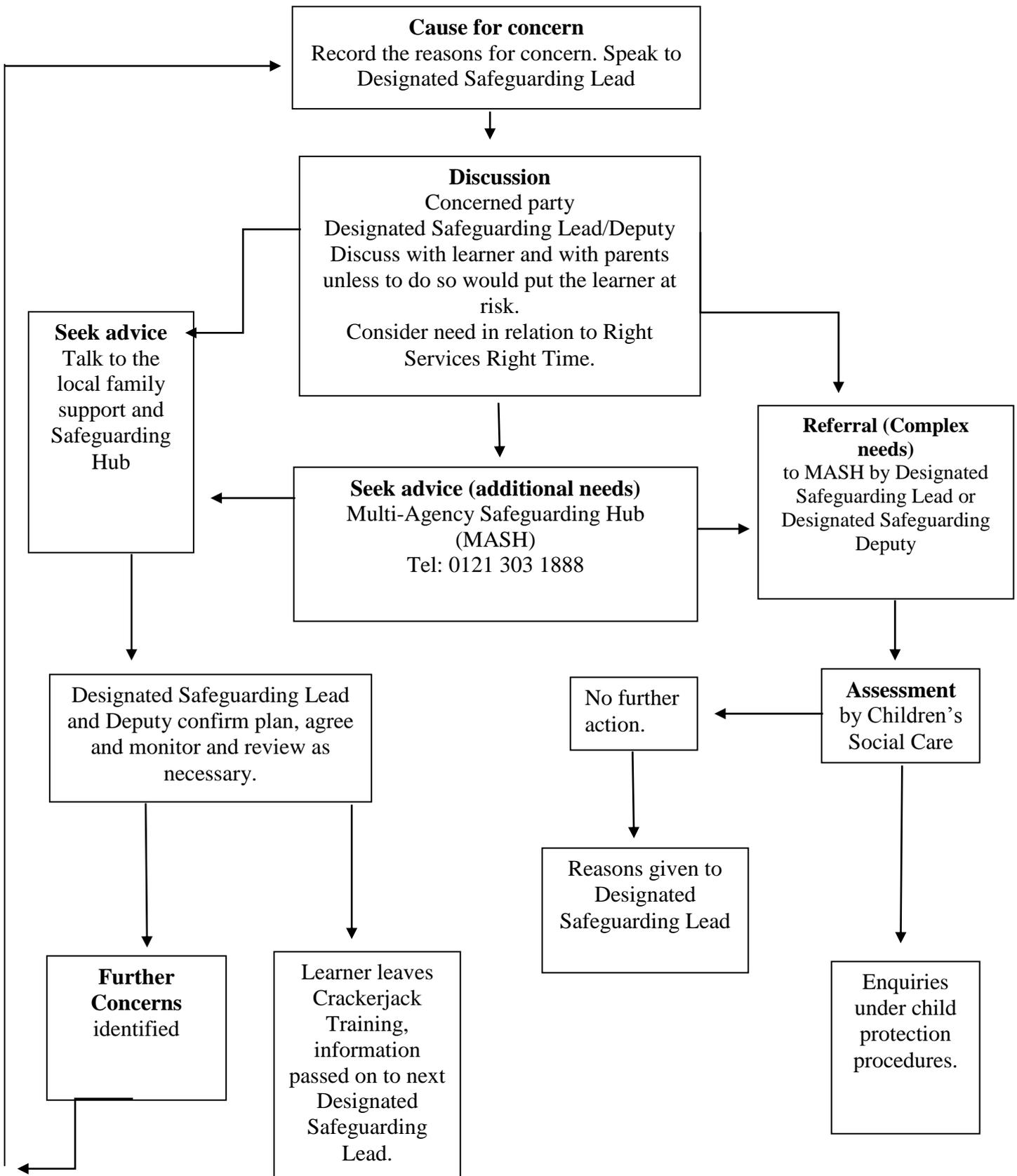
**Multi-Agency Safeguarding Hub (MASH): 0121 303 1888 or email
ehst@birminghamchildrenstrust.co.uk**

**Children's Advice & Support Service (CASS) on 0121 303 1888 or via secure
email; CASS@birminghamchildrenstrust.co.uk**

Outside hours, please call the Emergency Duty Team on 0121 675 4806

National Counter Terrorism Security Office: 0800 789 321

6.1 Responding to Concerns about a Apprentice/Learner



7 Parents

Crackerjack Training liaises with parents on a regular basis, to inform them of apprentices and learners progress and any causes for concern. Crackerjack Training realises the need to protect its staff from allegations of abuse and feels that through a strong parent – tutor network this can be enabled.

8 Multi-Agency Work

8.1 Crackerjack Training works in partnership with other agencies in the best interests of the apprentices and learners.

8.2 Crackerjack Training liaises with apprentices and learner's social workers, attend child protection conferences, and work with support workers and mental health support for apprentices and learners.

9 Crackerjack Trainings Role in Supporting Apprentices and learners.

9.1 Crackerjack Training offers appropriate support to individual apprentices and learners who have experienced abuse.

9.2 A risk assessment is devised for the learner, this risk assessment details areas of support and who will be involved.

10 E-safety - See also a more in depth e-safety policy due to Covid-19

The use of the Internet, text messages, e-mail, video or audio to bully another learner or member of staff will not be tolerated. Bullying can be done verbally, in text or images e.g. graffiti, text messaging, e-mail or postings on websites. An e-Safety programme will be provided for all apprentices and learners on how to stay safe, social media and Cyberbullying. Crackerjack Training ensure that issues of e-Safety, including cyber-bullying, are addressed within the curriculum and a record of any cyber-bullying or inappropriate behaviour and act to deal with the perpetrators of this behaviour immediately. Apprentices and learners and staff can report offensive materials, abuse and bullying to members of staff or senior management team. The use internal filtering systems which block sites that fall into categories such as pornography, race hatred, gaming, other sites of an illegal nature. Crackerjack Training ensures that privacy and security settings are enabled on all Crackerjack Training computers and laptops. This includes the blocking of specific extremism related searches via the internet. Individual internet usage is monitored and stored by the Office Manager at all times. Data is captured of individual internet use via WatchGuard firewall, see Appendix B. Any person who is logged as accessing or trying to access websites, forums, social media groups or pages that are associated in any way with non-British values will be suspended following an investigation

11 Photos and videos

To prevent the inappropriate use of images of apprentices and learners the following is observed; notification is given to apprentices and learners and parents that Crackerjack Training, may publish photographs, video footage etc of apprentices and learners but that will ensure that images of their child may be used to only represent the organisation. Photographs published on the internet do not have full names attached and digital images and video of apprentices and learners are stored securely.

12 Guest Speakers and Visitors'

Guest Speakers will be assessed via a risk assessment process to identify which level of check is required. Crackerjack Training requires that all ad hoc guests and speakers who come onto the premises must have a basic online background check on the individual, a DBS check and references obtained, where appropriate. If they visit on an infrequent basis, such checks may not be necessary, however, such guests or speaker must be supervised by a member of Crackerjack Training staff at all times.

All guest speaker, visitors and contractors must register with reception and sign into the visitors' book and wear a visitors' lanyard at all times while on the premises. The nature of the visitors' business will need to be considered and sufficient controls put into place where required.

Crackerjack Training takes seriously its responsibility to exclude those promoting extremist views that support or are conducive of terrorism. Outside speakers who are deemed to have extremist views will not be invited into Crackerjack Training.

Crackerjack Training may ask to see the content of speakers' material prior to the event, including an outline of the topics to be discussed and sight of any presentation, footage to be broadcast etc.

All guest speakers will be supervised by a member of Crackerjack Training staff, who are expected to interject or stop an event if they feel that the speaker is promoting extremist views or inequality in any form.

N.B See Appendix C for Risk Assessment and Booking form.

13 Responding to Staff Allegations

All safeguarding and child protection concerns relating to staff must be reported directly to Fiona Baker – Managing Director. In some cases it may be necessary for the staff member to be suspended whilst an investigation is carried out. It must be recognised that any decision to suspend a member of staff is without prejudice and on full pay.

14 Whistleblowing Policy

All staff should be aware of their duty to raise concerns where they exist about the attitude or action of colleagues using the whistleblowing policy;

You're a whistleblower if you're a worker and you report certain types of wrongdoing. This will usually be something you've seen at work – though not always.

14.1 Complaints that count as Whistleblowing

You are protected by law if you report any of the following:

- A criminal offence, eg fraud
- Someone's health and safety is in danger
- Risk or actual damage to the environment
- A miscarriage of justice
- The company is breaking the law, eg doesn't have the right insurance
- You believe someone is covering up wrongdoing

14.2 Complaints that don't count as Whistleblowing

Personal grievances (eg bullying, harassment, discrimination) aren't covered by whistleblowing law, unless your particular case is in the public interest.

Please refer to the grievance procedure in the Staff Handbook on how to report grievances and further information.

14.3 Raising a concern

Any complaints or concerns should be reported to Fiona Baker or the Senior Manager team as soon as possible, giving as much information and can be done so anonymously. You can give your name but request confidentiality – the person or body you tell should make every effort to protect your identity.

Your employer will listen to your concerns and decide if any action is needed. You may be asked for further information.

You won't have a say in how your concern is dealt with.

Your employer or prescribed person can keep you informed about the action they've taken, but they can't give you much detail if they have to keep the confidence of other people.

If you report your concern to the media, in most cases you will lose your whistleblowing law rights.

14.4 Allegations concerning Child Protection issues

If a member of staff raises concerns regarding a child protection issue they must urgently report to the Lead Safeguarding Officer Fiona Baker, or in her absence Donna Johal.

14.5 How Crackerjack Training will Respond

The person investigating the concern will:

- Look into the allegation – seeking evidence and interviewing where necessary
- If appropriate, for concerns of criminal behaviour refer the matter to the police
- If appropriate, for concerns of child protection, refer the matter to LADO and/or MASH

If the person investigating the concern needs to talk to you, you are permitted to be accompanied by a professional association representative or a fellow member of staff not involved in the area of work to which the concern relates.

14.6 If you're not satisfied with how your employer dealt with your concern

If you believe your concern wasn't taken seriously or the wrongdoing is still going on, tell someone else. Contact the Advisory, Conciliation and Arbitration Service (ACAS), or the whistleblowing charity Public Concern at Work for more guidance.

15 Safeguarding Apprentices and learners who are Vulnerable to Extremism

15.1 Since 2010, when the Government published the Prevent Strategy that states The British values that are expected to be embedded into the ethos of Crackerjack Training.

- Democracy
- The rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those with different faiths/ beliefs

There has been an awareness of the specific need to safeguard young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer the vulnerable to future radicalisation.

15.2 Crackerjack Training values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Both apprentices and learners and tutors have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued.

15.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Crackerjack Training is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

15.4 Crackerjack Training seeks to protect young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

16 Mental Health

16.1 Defining Mental Health

The primary focus is upon the needs of those apprentices and learners with some form of mental health difficulty, although some consideration will be given to ways in which mental wellbeing can be promoted and improved. Terminology within the area of mental health can sometimes be quite confusing because it is not always used in a consistent manner. Mental health properly used describes a sense of wellbeing; the capacity to live in a resourceful and fulfilling manner, having the resilience to deal with the challenges and obstacles which life presents. Mental health difficulties is a term that can be used to describe temporary reactions to a painful event, stress or external pressures, or symptoms of drug or alcohol use, lack of sleep or physical illness. This terminology has also been used to describe long term psychiatric conditions which may have significant effects on an individual's functioning.

It is important to note that many of us experience some of the symptoms of mental health difficulties at some points in our lives (e.g. disturbed sleep patterns, lack of motivation, anxiety etc) and indeed some are typical reactions to a range of common life events. The degree of severity is reflected by the intensity of the symptoms, their duration and the impact on the individual's capacity to function. In addition to mental health conditions such as anxiety, depression, schizophrenia, eating disorders, Obsessive Compulsive Disorder etc, certain behaviours may be indicators of mental health difficulties or may cause concern. These include deliberate self-harm and attempting suicide.

Mental health difficulties may inhibit a learner’s ability to participate fully in education without appropriate support, be it long term mental illness or temporary, but debilitating condition or reaction,

16.2 Crackerjack Training is committed to promoting the mental health and wellbeing of all apprentices and learners and staff. (See our Learner Mental Health Policy)

16.3 Crackerjack Training has a legal responsibility for its “duty of care” to apprentices and learners and staff. The Equality Act 2010 also protects apprentices and learners with disabilities (including mental health difficulties) from discrimination.

Appendix A

1. NEGLECT

Neglect is the persistent failure to meet a young person's basic physical and/or psychological needs, likely to result in the serious impairment of their health or 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 or abandonment);
- Protect a young person from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a young person's basic emotional needs.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor School attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth and/or weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The young person is regularly not collected or received from School, or;
- The young person is left at home alone or with inappropriate carers.

2. PHYSICAL ABUSE

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;

- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

3. SEXUAL ABUSE

Sexual abuse involves forcing or enticing a young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not they are aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving young people in looking at, or in the production of, sexual images, watching sexual activities, encouraging them to behave in sexually inappropriate ways, or grooming a young person in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit act of sexual abuse, as can other young people.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming, or;
- Bruises or scratches in the genital area.

4. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a young person such as to cause severe and persistent adverse effects on their emotional development. It may involve conveying young people that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the young person opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on young people. These may include interactions that are beyond their developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the young person participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing young people frequently to feel frightened or in danger, or the exploitation or corruption of young people. Some level of emotional abuse is involved in all types of maltreatment

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The young person consistently describes him/herself in very negative ways –as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders -anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

5. PEER ON PEER ABUSE

All staff should be aware that apprentices and learners are capable of abusing their peers, this can be through:

- Bullying (including cyber bullying)
- Abuse in intimate personal relationships between peers
- Consensual and non-consensual sharing of nudes/or videos

6. COUNTY LINES

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other phone lines. Young people are also increasingly being targeted and recruited online using social media.

Signs young people may be involved in this are

- Going missing and are living away from home
- Constantly pre-occupied or no attenders
- Involvement with drugs

7. MODERN SLAVERY

Modern Slavery encompasses human trafficking and slavery. Exploitation can take many forms including: Slavery, Sexual Exploitation, Forced Labour and Forced Criminality.

8. FORCED MARRIAGE – So called honour based abuse.

So called ‘honour’ based abuse encompasses incidents or crimes which have been committed to protect or defend the honour of the family this includes, female genital mutilation, forced marriages and practices such as, breast ironing. All forms of honour based are abuse.

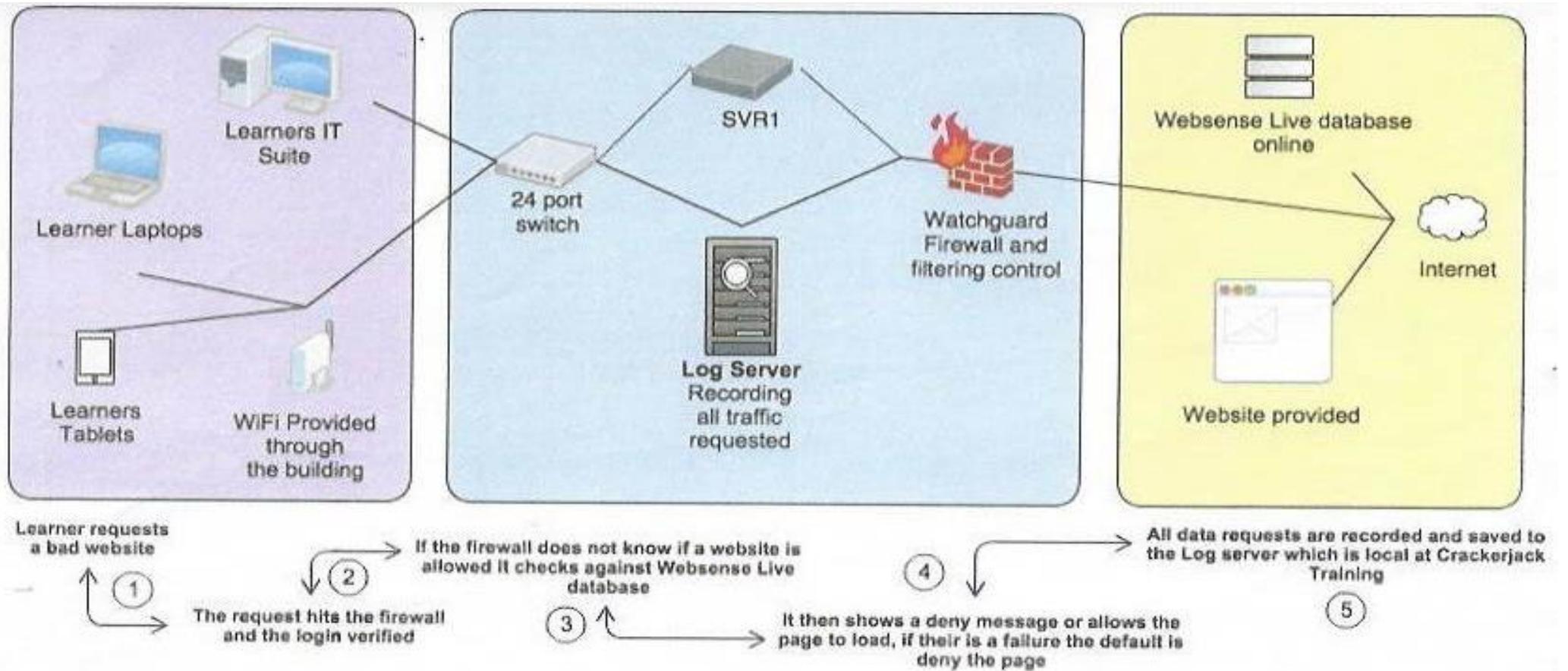
9. SEXUAL HARASSEMENT/SEXUAL VIOLENCE

Sexual harassment means unwanted conduct of a sexual nature that can occur online and offline both inside and outside of Crackerjack Training, this can include:

- Sexual jokes or taunting
- Sexual comments, telling sexual stories, making sexual remarks and remarks about clothes
- Online sexual harassment
- Physical behaviour (e.g. brushing against someone & touching someone)

Fiona Baker is responsible for Safeguarding at Crackerjack Training

Appendix B



Assessment completed and diagram designed by Chris Boehm

Appendix C

Crackerjack Training

Risk Assessment



Name of event/activity		Date of risk assessment	
Location		Person(s) exposed to risk	
Date of event/activity		Contact phone number	
Person completing risk assessment		Number of attendance	
Person responsible for activity/event		Will there be an external speaker? If yes please ensure a guest speaker form has been completed	
Type of Event?		Will there be food at the event? If so are you sourcing this externally or preparing it as a student group?	

Section 2: Details of hazards and actions

Hazards	What are you doing already?	What level of risk?			What further action is necessary?			
		Severity (S)	Likelihood (L)	Risk (SxL)	Action to reduce risk?	Who?	When?	Done?

Severity	Likelihood
1 = minor injuries that are treated at the scene by a first aider	1 = unlikely
2 = injuries that require a hospital visit	2 = possible
3 = major injuries such as fractures	3 = likely
4 = permanent disability or death	4 = certain or almost certain

Office Use Only:	
Checked:	
Name:	
Position:	
Date:	
Further action required:	

Guest Speaker & Visitors Consent Form

1. Complete all boxes in **Section A**
2. Conduct a basic online background check on the guest/external speaker
3. Ensure **Section B** has been approved/signed
4. Once Guest speaker(s) arrives on site they must be supervised by a member of Crackerjack Training staff at ALL times

SECTION A

Name of person requesting meeting/speaker:		
Name of person taking responsibility for speaker (including being in attendance at the meeting/session):		
Name of outside speaker/s (only those listed will be allowed into the premises):	Organisation they represent:	
Address of organisation they represent:	Tel No. Website: Email:	
I/We wish to invite:		
To talk to (group)		
On (topic):		
DBS checked (if applicable):	Reference (if applicable):	
Date:	Start time:	Finish time:
Class Room:		
Car Parking Required: Y/N	Registration No(s):	

SECTION B

I give my consent to the above named guest speaker(s) to enter Crackerjack Training for the said meeting. Guest Speaker has been sent a copy of and agrees to abide by our values regarding equality and diversity.	
Signatures	
Organiser:	Date:
Person responsible for Guest Speaker:	Date:
Director:	Date:

Prevent Policy – Including Prevent Action Plan



Crackerjack Training

Last Reviewed: July 2021

Next Review: July 2022

(or sooner if guidance or legislation changes)

Managing Director Signature: *Frank Baker*



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The purpose of this policy is to:

- 1.1 Ensure an awareness of Prevent within Crackerjack Training
- 1.2 Crackerjack Training acknowledges that we have a legal responsibility to implement the Prevent Duty.
- 1.3 Protect apprentices, learners and staff from radicalising influence.
- 1.4 Provide a clear framework to structure and inform our response to safeguarding concerns, including a supportive referral process for those who may be susceptible to the messages of extremism
- 1.5 Embed British Values into the curriculum and ways of working
- 1.6 Recognise current practice which contributes to the Prevent agenda
- 1.7 Build apprentices, learners and staff resilience to extreme narrative.
- 1.8 Identify any vulnerabilities or worrying changes in behaviour.

'Colleges & Training Providers can play an important part in preventing terrorism. Just as they can help to educate young people about risk, colleges offer opportunities to help learners understand the risks associated with extremism and help develop the knowledge and skills to be able to challenge terrorist ideologies. Recent history shows that young people may be vulnerable to radicalisation. Staff in Further Education, working in partnership with other local agencies are well placed to identify needs and support the welfare of individual students who may be particularly vulnerable'. by ACC John Wright, National Coordinator Prevent.

2. Who does this Policy apply to?

The Prevent Policy applies to everyone working at or attending Crackerjack Training. It confers responsibilities on all governors, Crackerjack staff, apprentices/learners, agency staff and volunteers, contractors, visitors, consultants and those working under self-employed arrangements.

This Prevent Policy should be considered alongside the Safeguarding Policy, Guest Speaker Policy, Whistleblowing Policy and Equality and Diversity Policy.

The Prevent Policy is promoted on our website.

3. Policy Statement

Crackerjack Training promote a fully inclusive & integrated Prevent Policy to prevent young people from being drawn into terrorism & aspects of extremism to be given appropriate advice & support.

The aim of the Prevent Policy is to create and maintain a safe, healthy and supportive learning and working environment for our staff, apprentices/learners and visitors alike. We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for learners. We further recognise that if we fail to challenge extremist views we are failing to protect our apprentices and learners from potential harm. As such the Prevent agenda, will be addressed as a safeguarding concern.

Crackerjack Training has adopted the Prevent Duty in accordance with legislative requirements. The Prevent duty states the British Values that are in the Crackerjack Ethos:

- Democracy
- The Rule of Law
- Individual Liberty

- Mutual Respect for and tolerance of those with different faiths and beliefs and for those without faith.

However, we will endeavour to incorporate the relevant duties so as not to:

3.1 Stifle legitimate discussions, debate or apprentice/learner engagement activities in the local community; or

3.2 Stereotype, label or single out individuals based on their origins, ethnicity, faith and beliefs or any other characteristics protected under the Equality Act 2010.

4. Why do we need this Policy?

The Counter-Terrorism and Security Act 2015 introduced the Prevent Duty for post 16 education providers from 1st July 2015. Ofsted are including an assessment of its implications in their inspections. The Prevent Duty requires providers to have "due regard to the need to prevent people from being drawn into terrorism". There are local characteristics which may mean that there is a greater possibility of radicalisation by particular groups. In the West Midlands and the South West serious concern is associated with the far-right and white supremacist activity and Islamic extremism, with Animal Rights extremism also a threat in the South West.

Prevent is a strand of the Government counter terrorism strategy - CONTEST. The UK faces a range of terrorist threats. All the terrorist groups who pose a threat to us seek to radicalise and recruit people to their cause. The Prevent strategy seeks to:

4.1 Respond to the ideological challenge of terrorism and aspects of extremism, and the threat we face from those who promote these views.

4.2 Provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.

4.3 Work with a wide range of sectors where there are risks of radicalisation which needs to be addressed, including education, criminal justice, faith, charities, the internet and health.

4.4 A system of threat levels have been created which represents the likelihood of an attack in the near future. The five threat levels are:

Critical - an attack is expected imminently

Severe - an attack is highly likely

Substantial - an attack is a strong possibility

Moderate - an attack is possible but not likely

Low - an attack is unlikely

The level is set by the Joint Terrorism Analysis Centre and the Security Service (MI5).

Threat levels don't have an expiry date. They can change at any time as different information becomes available to security agents.

The current threat level from international terrorism in the UK is severe, which means a terrorist attack is highly likely.

Training Providers should focus on the risks of violent extremism, which represents the greatest threat at National level, while recognising that other forms of violence and extremism can and do manifest themselves.

4.5 As a Training Provider with apprentices/learners from the 16-25 year age group, particularly young people from ethnically diverse, and socially and economically disadvantaged areas. The age and profile of our apprentices and learners make it crucial to be involved in the Prevent strategy. We have a major part to play in fostering shared values and promoting cohesion.

This strategy has five key objectives:

- To promote and reinforce shared values, to create space for free and open debate, and to listen and support the learner voice.
- To break down segregation among different student communities by supporting inter-faith and inter-cultural dialogue and understanding, and to engage all students in playing a full and active role in wider society.
- To ensure student safety and that the environment is free of bullying, harassment and discrimination.
- To provide support for students who may be at risk and provide access to appropriate sources of advice and guidance.
- To ensure that students and staff are aware of their roles and responsibilities in preventing extremism.

5. Definitions

The following are commonly agreed definitions within the Prevent agenda:

- An **ideology** is a set of beliefs
- **Radicalisation** is the process by which a person comes to support terrorism and forms of extremism that may lead to terrorism
- **Safeguarding** is the process of protecting vulnerable people, whether from crime, other forms of abuse or from being drawn into terrorism-related activity
- **Terrorism** is an action that endangers or causes serious violence, damage or disruption and is intended to influence the government or to intimidate the public and is made with the intention of advancing a political, religious or ideological.
- **Vulnerability** describes factors and characteristics associated with being susceptible to radicalisation
- **Extremism** is vocal or active opposition to fundamental *British Values*, including democracy, the rule of law, Individual and mutual respect and tolerance of different faiths and beliefs.

6. Safeguarding Ethos

Crackerjack Training is passionate about safeguarding its learners and staff. We aim to protect young people and adults at risk from all types of abuse and harm.

Crackerjack Training has a statutory and moral duty to ensure that Crackerjack Training functions with a view to safeguarding and promoting the welfare of children and adults at risk receiving education and training at Crackerjack.

The Prevent Strategy sits within the area of Safeguarding and child Protection Policies and Procedures at Crackerjack Training.

7. Risk indicators for Apprentices and Learners

Indicators of an identity crisis:

- Distancing themselves from their cultural/religious heritage;
- Uncomfortable with their place in society;
- Changing style of dress or personal experience to accord with the group;
- Conversation increasingly focussed on a particular (potentially extremist) ideology;
- Possession of materials or symbols associated with an extremist cause.

8. Leadership and values

The Managing Director, Fiona Baker is the Prevent Lead and will ensure an ethos which upholds core values of shared responsibility and wellbeing for all learners/apprentices, staff and visitors and promotes respect, equality and diversity and understanding.

This will be achieved through:

8.1 Promoting core values, equality and diversity, democratic society, learner voice and participation.

8.2 Building staff, apprentices and learners understanding of the issues and confidence to deal with them through deepening engagement with local communities and faith groups.

8.3 Training employees in implementing the policy.

8.4 Actively working with local schools, local authorities, police, Home Office including attendance at regional workshops and conferences.

9. Teaching and Learning

To provide a curriculum which promotes British Values knowledge, skills and understanding to build the resilience of apprentices and learners, by undermining extremist ideology and supporting the learner voice. This will be achieved through:

- 9.1 Embedding British Values, equality, diversity and inclusion, wellbeing and community cohesion.
- 9.2 Promoting wider skill development such as social and emotional aspects of learning.
- 9.3 A curriculum adapted to recognise local needs, challenge extremist narratives and promote universal rights.
- 9.4 Teaching and learning strategies which explore controversial issues in a way which promotes critical analysis and pro social values.
- 9.5 Use of external programmes or groups to support learning while ensuring that the input supports our goals and values.
- 9.6 Encouraging active citizenship and learner voice.

10. Student Support

To ensure that staff are confident to take preventative and responsive steps working with partner professionals, families and communities.

This will be achieved through:

- 10.1 Establishing strong and effective apprentice and learner support services.
- 10.2 Listening to what is happening within Crackerjack Training and the community.
- 10.3 Implementing anti-bullying strategies and challenging discriminatory behaviour.
- 10.4 Helping students and staff know how to access support within Crackerjack Training and/or through community partners.
- 10.5 Supporting problem solving and repair of harm.
- 10.6 Supporting at risk students through safeguarding and crime prevention policies/processes
- 10.7 Focusing on narrowing the attainment gap for all students.

11. Staff Training on Policy Implementation

Crackerjack Training is committed to training staff and giving guidance on Policy Implementation

Fiona Baker has the lead responsibility for Prevent

- Inappropriate material and behaviours
- Disclosures by learners about their exposure to extremist actions, views or materials
- Accessing extremist material online
- Parental or peer concerns
- Intolerance of difference
- Anti-Western or Anti-British views

- The impact on learner and Crackerjack Training
- Staff are made aware that they can seek advice if they have any concerns from Fiona Baker the designated Safeguarding lead or Donna Johal Deputy Safeguarding Lead.
- Prevent issues are investigated by Fiona Baker and Donna Johal - Information is collected from the learner/apprentice, through interviews/investigations of concerns and statements. Fiona Baker/Donna Johal would make the external referrals.

12. Managing Risks and Responding to Events

To ensure we monitor risks and are ready to deal appropriately with issues which arise. This will be achieved through:

12.1 Understanding the nature of the threat from extremism and how this may impact directly or indirectly on Crackerjack Training.

12.2 Understanding and managing potential risks within the organisation and from external influences.

12.3 Responding appropriately to events in local, national or international news that may impact on students and communities.

12.4 Ensuring measures are in place to minimise the potential for acts of extremism within Crackerjack Training

12.5 Enforcing effective ICT security and responsible user policies.

12.6 ICT suite, when in use, is to be supervised by a member of Crackerjack Training staff, at their discretion.

12.7 Ensuring that privacy and security settings are enabled on all Crackerjack Training computers and laptops. This includes the blocking of specific extremism related searches via the internet.

12.8 Monitoring internet usage for both staff and students daily, reporting any concerns to Fiona Baker Designated Safeguarding Lead or Donna Johal Deputy Safeguarding Lead.

13. Channel Programme

If concerns were raised about an individual apprentice or learner, the Lead Safeguarding Officer, Fiona Baker or the Deputy Safeguarding officer Donna Johal would notify West Midlands Regional Prevent Lead for Further and Higher Education Hifsa Haroon-Iqbal - Email: Hifsa.Haroon-Iqbal@EDUCATION.gov.uk or Mob: 07785 654148 and a Channel Panel made up of a range of multi-agency partners would be held. A support programme would then be tailored to the individual's needs.

Advice and Support:

Emergency Duty Team: 0121 675 4806

Marie Foster, Safeguarding Officer EMAIL: Marie.foster@birmingham.gov.uk
TEL: 0121 303 6754

Multi-Agency Safeguarding Hub (MASH): 0121 303 1888 or email
ehst@birminghamchildrenstrust.co.uk

Outside hours, please call the Emergency Duty Team on 0121 675 4806

National Counter Terrorism Security Office: 0800 789 321

Remember to:

NOTICE - CHECK - SHARE

Appendix A

What is Channel?

Channel is an early intervention multi-agency process designed to safeguard vulnerable people from being drawn into violent extremist or terrorist behaviour. Channel works in a similar way to existing safeguarding partnerships aimed at protecting vulnerable people.

Who does Channel work with?

Channel is designed to work with individuals of any age who are at risk of being exploited by extremist or terrorist ideologues. The process is shaped around the circumstances of each person and can provide support for any form of radicalisation or personal vulnerabilities.

How does Channel work?

Each Channel Panel is chaired by a local authority and brings together a range of multi-agency partners to collectively assess the risk and can decide whether a support package is needed. The group may include statutory and non-statutory partners, as well as lead safeguarding professionals. If the group feels the person would be suitable for Channel, it will look to develop a package of support that is bespoke to the person. The partnership approach ensures those with specific knowledge and expertise around the vulnerabilities of those at risk are able to work together to provide the best support.

What does Channel support look like?

Channel interventions are delivered through local partners and specialist agencies. The support may focus on a person's vulnerabilities around health, education, employment or housing, as well as specialist mentoring or faith guidance and broader diversionary activities such as sport. Each support package is tailored to the person and their particular circumstances.

How will the person be involved in this process?

A person will always be informed first if it's felt that they would benefit from Channel support. The process is voluntary and their consent would be needed before taking part in the process. This process is managed carefully by the Channel Panel.

Who can make a referral? Anyone can make a referral. Referrals come from a wide range of partners including education, health, youth offending teams, police and social services.

What happens with the referral? Referrals are first screened for suitability through a preliminary assessment by the Channel Coordinator and the local authority. If suitable, the case is then discussed at a Channel panel of relevant partners to decide if support is necessary.

Raising a concern

If you believe that someone is vulnerable to being exploited or radicalised, please use the established safeguarding or duty of care procedures within your organisation to escalate your concerns to the appropriate leads, who can raise concerns to Channel if appropriate.

Prevent Action Plan

Action	By When	By Whom	Impact of Action	Achieved Y/N	Date Achieved
The Prevent Agenda to be included within the training providers Safeguarding Policy and Procedures. To include contact details of the Prevent Officer.	Sept 2021	F.Baker D. Johal	Extremism, terrorism and radicalisation to be treated as a safeguarding issue in terms of internal reporting	Y	Aug 2021
Designated Senior Safeguarding Lead/Prevent Lead to attend seminars and to receive briefings and information as required including gangs and knife crime/county lines	Nov 2021	F.Baker D. Johal	To understand the Prevent Duty to establish the necessary policies, procedures and training throughout Crackerjack Training.		
Initial Staff Development sessions for staff to inform and provide more detail to staff of the Prevent Agenda and their responsibilities.	Ongoing as required	F.Baker D. Johal	Heighten awareness of staff to recognise early signs of extremism	Y	Ongoing for new staff
Briefing to all staff during induction to raise awareness of Prevent agenda, Crackerjack Strategy and reporting procedure.	Ongoing	F.Baker D. Johal	Heighten awareness of staff to Prevent Agenda		
Provide Governors with a sound understanding of the Prevent Duty and how they can contribute and monitor	Ongoing	F.Baker D. Johal	To provide Governors with the information and confidence to challenge managers and staff on how Crackerjack Training is fulfilling its Prevent Duty	Y	Ongoing
Ensure staff and learners are aware of reporting procedures	Sept 2021	F.Baker D. Johal	Individuals know how to report concerns		
Provide opportunity for learners discussion by inclusion of the Prevent Agenda in the themed weeks	Sept 2021	F.Baker D. Johal	Develop an open culture in respect of extremism		
Retain links with external agencies	Ongoing	F.Baker D. Johal	Up to date information to inform Crackerjack Training		
Include Prevent on Crackerjack Training wide posters	Sept 2021	F.Baker D. Johal	Provide awareness of extremism and staff contacts for learners, visitors, governors and staff		

Action	By When	By Whom	Impact of Action	Achieved Y/N	Date Achieved
Revise, in particular, staff recruitment and selection and induction procedures to ensure that prospective and new employees are aware of the Prevent Duty, Crackerjack Trainings stance and their responsibilities	Ongoing	F.Baker D. Johal	Applicants and new staff aware of Prevent within all recruitment and induction documentation and activities		
Review the Prevent Strategy and Action Plan annually	July 2022	F.Baker D. Johal	Up to date, relevant and meaningful strategy and plan in place		