

QUALIA ACADEMY SAFEGUARDING AND PREVENT POLICY

1. SAFEGUARDING AND PREVENT POLICY STATEMENT

Qualia Academy is committed to ensuring that every learner is happy, safe and secure. We want our apprentices to have the utmost confidence that our employees and associates are trustworthy, responsible and that their safety and wellbeing is a priority.

Senior Managers are aware of their obligations under Health, Safety and Welfare of apprentices and are determined to prevent unsuitable individuals working with any apprentices, especially vulnerable groups. Qualia Academy is committed to the safeguarding and well-being of all of our apprentices and fully recognises its responsibilities for protecting vulnerable groups. Our policy applies to all staff, apprentices, contractors, visitors and volunteers working on behalf of or in conjunction with Qualia Academy.

Each member of staff, apprentices, contractors, visitors and volunteers are required to read this policy and familiarise themselves with it. Any confusion or need for clarification will need to be discussed with Kirsty Watson - 07854581587

There are five main elements to our policy:

- Ensuring we operate safer recruitment practices in accordance with the legislative document Safer Recruitment and Safeguarding Children in Education (2020 update)
- Raising awareness of safeguarding throughout the organisation and ensuring that staff are equipped with the appropriate skills and knowledge to support apprentices effectively and help keep them safe
- Raising awareness of safeguarding to all of our apprentices and ensuring that the apprentices who are most vulnerable are equipped with the skills and knowledge needed to keep them safe
- Developing and implementing procedures for identifying and reporting cases or suspected cases of abuse
- Establishing safe environments in which vulnerable groups can learn and develop

We recognise that because of the day to day contact with apprentices, our staff are well placed to observe the outward signs of abuse. Qualia Academy will therefore;

- Establish and maintain an environment where apprentices feel secure, are encouraged to talk and are listened to
- Ensure apprentices know that there are designated staff within Qualia Academy whom they can approach if they are concerned or worried
- Include opportunities within our ongoing assessment process and classroom delivery for apprentices to develop the skills they need to recognise and stay safe from abuse

Qualia Academy recognises its responsibility with regard to the safeguarding of young and vulnerable apprentices from abuse and from inappropriate and inadequate care and is committed to responding in all cases where there is concern.

We operate using in compliance of KCSIE (2020), Safeguarding Vulnerable Groups (2006) acts and the following primary rules apply:

The 5 R's of Safeguarding

- Recognise - Signs of abuse and neglect or changes in behaviour
- Respond - know how to deal with a concern or disclosure
- Record - Full record of dates, times, witnesses etc.

- Report - send report to DSL or Prime
- Refer - to specialist-social services or police.

Your Designated Safeguarding Lead, County Lines and Prevent Lead is
Kirsty Watson
Deputy Safeguarding Lead

Contact number is 07854581587 or (01484) 861287
Email: safeguarding@qualia-academy.co.uk

If you have any concerns regarding yourself, others or staff please call or email within 2 hours of a disclosure. You will receive a response within the aim of a 12 hours period

2. SCOPE AND EXEMPTIONS

We will comply with the eight enforceable data protection principles by making sure that personal data is:

- fairly and lawfully processed
- processed for limited purposes
- adequate, relevant and not excessive
- accurate and kept up to date
- not kept longer than necessary
- processed in accordance with the individual's rights
- secure

Data is not transferred to countries outside the European Economic area unless the country to which the data is to be transferred has adequate protection for the individuals.

The Designated Person for Safeguarding at Qualia Academy is: Kirsty Watson
07854581587 and Deputy Safeguarding Lead is Shabnum Sadiq (01484) 861287

This policy is written to encompass children, young people and vulnerable adults. Whilst the types of abuse maybe different the process is managed in the same way.

3. DEFINITIONS

The Act uses the term 'personal data'. For information held by Qualia Academy, personal data essentially means any recorded information held by us and from which a living individual can be identified. It will include a variety of information including names, addresses, telephone numbers, photographs of people and other personal details. It will include any expression of opinion about a living individual or any indication of our intentions about that individual.

4. POLICY DETAIL

Qualia Academy believes:

- That all children, young people and vulnerable adults have the right to grow and develop in a safe and caring environment, which includes the right to protection from all types of abuse.
- Children and young people have the right to expect adults in positions of responsibility to do everything possible to protect these rights.

We believe, therefore, that regardless of whether or not we are in loco parentis we have a duty of care to:

- Apprentices and learners (including school children) who take part in any activity organised by Qualia Academy.
- Staff, including volunteers, who are asked to take part in any of these activities.
- Parents/guardians and carers of the apprentices that are placed in our care.

To ensure the Safeguarding of these individuals Qualia Academy will commit to the following:

- Have suitably trained staff in place, all of whom have undergone an enhanced check by the Disclosures and Barring Service to assess their suitability for working with children and young people (within the remit of the Government and DBS check guidance).
- All staff have read and understand, at least part 1 of the government guidance on keeping children safe in education.
- Have mandatory safeguarding training (and refresher training) in place for all staff, along with a signposting list for easy access to expert advice and guidance. Training will include, but not be limited to, the following:
 - Prevent Home Office Training
 - Equality and Diversity Training
 - Safeguarding Training
 - Channel Awareness Training
 - Wrap Training
- Ensure that training will take place with a combination of internal and external method, with the outcome being monitored
- Will ensure that updates, information, training and events are available on SharePoint, through the curriculum and through the Qualia Academy for the public, staff and apprentices.
- Management will undertake CPD, networking events and relevant training to

cascade changes to the team

- Review and update policies and procedures when major changes take place or annually.
- Ensure staff have reviewed the policies and have access to them for future reference
- Additional training will take place for the DSL and Deputy DSL, with refreshes taking place in accordance to the local authority and Government guidance.
- Ensure all staff, including volunteers, are aware of their responsibilities in respect of safeguarding.
- Ensure safer recruitment policies are in place to ensure the safety of staff and apprentices, trainees and community learners. Inclusive and not limited to obtaining the relevant DBS checks for all members of the Qualia Academy team.
- Ensure risk assessments for Prevent, Safeguarding, County Lines and Modern Day Slavery incidents or individuals are in place and up to date
- Provide policies and procedures, with reporting facilities, for incidents or concerns, being available only being accessed by the named persons. Are up to date and concise information for reporting in a timely and appropriate manor is available
- Carry out internal investigations plus implement monitoring plans and involve external agencies in a timely manner
- Ensure Safeguarding, Prevent, EDI, British Values, Sustainability and Healthy Relationships are promoted throughout the centre, work environment and in learning for all
- Ensure all employers, placements, activities and premises (including those on lease/loan) are adequately insured and provide a safe and healthy learning environment free of hazards.
- Require all staff to agree to abide by the company's Code of Conduct, Equality & Diversity, Harassment & Bullying, Whistleblowing and safeguarding policies at all times.
- Have a "zero tolerance" policy to all forms of abuse, intimidation and bullying (physical or emotional).
- Strictly forbid all staff, children and young people to consume alcohol or drugs whilst undertaking any activity regardless of age or consent.
- Information Sharing – whilst respecting privacy and data protection, Qualia Academy cannot promise confidentiality in all circumstances. If we discover anything that we believe parents/guardians/social services/carers should be informed of we will do so, believing it to be in the best interest of the individual.

We expect the following from our staff, contractors and visitors:

- To read our policies and procedures, then abide by them
- To have read [KCSIE](#) and be familiar with the [Safeguarding Vulnerable Groups Act](#)
- To contact Kirsty Watson or Shabnum Sadiq if they have any queries
- To complete training and ensure that they attend refresh training
- To respect themselves and others, while working together to create a safe learning environment
- To report any concerns in a clear, objective, concise and timely manner

We have a single central record, in accordance with Kirklees Councils guidance for schools, where we record details of mandatory training, DBS, RTW plus ID checks and risk assessment information. This is for employees, contractors, visitors and agency staff of Qualia Academy.

We expect the following from our apprentices:

- Complete internal Safeguarding and Prevent training in induction
- Complete Prevent ETF Side by Side within 4 weeks of signing on program
- Participate in discussions to embed the learning around Prevent and British Values
- Monitoring of our apprentices

We expect and will implement the following for our guest speakers:

We expect and will implement the following for our 3rd party service providers (external to Qualia Academy):

- Read and adhere to our Safeguarding and Prevent policies and procedures
- To report any safeguarding, Prevent, County Lines or e-safety concerns to our DSL or deputy DSL Kirsty Watson 07854581587 and Deputy Safeguarding Lead is Shabnum Sadiq (01484) 861287
- Are familiar with [KCSIE](#) and be familiar with the [Safeguarding Vulnerable Groups Act](#)
- Complete Home Office prevent training (V2.4)
- Complete WRAP training (V2.4)
- Are attended by a member of the Qualia Academy team, that has been enhanced DBS checked at all times when working with apprentices that are undertaking regulated activities

5. SAFEGUARDING - VULNERABLE ADULTS

Definition of a Vulnerable Adult:

- A person aged 18 years and over who is or maybe in need of community care services by reason of mental or other disability, age or illness.

And

- Who is or maybe unable to take care of his/herself, or unable to protect his/herself against significant harm or exploitation. This may include people with a learning disability, physical disability, mental ill health, profoundly deaf, visually impaired, deaf/blind, elderly and people with HIV/AIDS.

THE RIGHTS OF AN INDIVIDUAL

All individuals have a right to live free from abuse in accordance with the principles of respect, dignity, autonomy, privacy and equity. Any adult at risk of abuse or neglect should be able to access public organisations for appropriate interventions which enable them to live a life free from violence and abuse.

It follows that all citizens should have access to relevant services for addressing issues of abuse and neglect, including the civil and criminal justice system and victim support services.

TYPES OF ABUSE

It is important to understand the types of abuse that apprentices could face:

- Physical abuse – hitting, kicking, punching, restraining, scalding, burning, shaking, poisoning, etc.
- Sexual abuse – involves forcing an individual to take part in sexual activities, including prostitution, physical contact, including penetrative or non-penetrative acts, involving individuals in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging individuals to behave in sexually inappropriate ways.
- Child sexual exploitation – where children in exploitative situations and relationships receive something such as gifts, money or affection as a result of performing sexual activities or others performing sexual activities on them.
- Cyber abuse – involves the use of information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others (Belsey 2010).
- Emotional abuse – threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks (DH, 2000).
- Financial abuse – theft, fraud, exploitation, pressure in connection with wills, property or inheritance, other misuse or misappropriation of property, possessions or benefits.

- Neglect or acts of omission – persistent failure to meet a child’s basic physical and/or psychological needs, failing to: provide adequate food, clothing and shelter; protect a child from physical and emotional harm; ensure adequate supervision; ensure access to appropriate medical care or treatment; or unresponsiveness to a child’s basic emotional needs.
- Discriminatory abuse – bullying and harassment based on the individual’s age, sex, disability, religion, race or ethnicity or sexual orientation.
- Domestic violence and bullying are recognised as additional types of abuse as they can cause immense emotional harm. However, they are not currently included in the official definitions of abuse.
- Modern slavery – Slavery and forced compulsory labour and human trafficking.
- Female Genital Mutilation – also known as female genital cutting and female circumcision, is the ritual removal of some or all of the external female genitalia.

COMMON SIGNS OF ABUSE

Physical Abuse

- Unexplained recurrent injuries or burns
- Improbable excuses or refusal to explain injuries
- Wearing clothes to cover injuries, even in hot weather
- Bald patches
- Fear of medical help or examination
- Self-destructive tendencies
- Aggression towards others
- Fear of physical contact – shrinking back if touched
- Admitting that they are punished, but the punishment is excessive (such as a child or young person being beaten every night to ‘make him/her study)
- Fear of suspected abuser being contacted

Sexual Abuse

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child or young person’s age.
- Medical problems such as chronic itching, pain in the genitals, venereal diseases
- Other extreme reactions such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia.
- Personality changes such as becoming insecure or clinging

- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a relative or family friend
- Becoming worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra -good' or perfect; overreacting to criticism

Emotional Abuse

- Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-deprecation (I'm stupid, ugly, worthless, etc.)
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain (I deserve this)
- Neurotic behaviour (rocking, hair twisting, hair/blanket sucking, self-mutilation)
- Extremes of passivity or aggression

Neglect

- Constant hunger / Emaciation
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Untreated medical problems
- No social relationships
- Compulsive scavenging
- Destructive tendencies

Sexting in Schools and Colleges

Qualia Academy are aware of and aim to respond to safeguarding issues surrounding sexting within our educational setting.

Any concerns around sexting or the sharing of youth produced sexual imagery should be recorded and reported to the designated person in line with the legal requirements and maintaining well-being of the involved parties.

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of abuse which involves children (male and female, of different ethnic origins and of different ages) receiving something in exchange for sexual activity. 'Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.' (DfE – February 2017)

The definition and further guidelines can be found in the DfE document: Child sexual exploitation -

Definition and a guide for practitioners

Who is at risk?

Child sexual exploitation can happen to any young person from any background. Although the research suggests that the females are more vulnerable to CSE, boys and young men are also victims of this type of abuse.

The characteristics common to all victims of CSE are not those of age, ethnicity or gender, rather their powerlessness and vulnerability. Victims often do not recognise that they are being exploited because they will have been groomed by their abuser(s). As a result, victims do not make informed choices to enter into, or remain involved in, sexually exploitative situations but do so from coercion, enticement, manipulation or fear. Sexual exploitation can happen face to face and it can happen online. It can also occur between young people.

In all its forms, CSE is child abuse and should be treated as a child protection issue.

WARNING SIGNS AND VULNERABILITIES CHECKLIST (From The Office of the Children's Commissioner (2012) Interim Report – Inquiry into Child Sexual Exploitation in Groups and Gangs)

The evidence available points to several factors that can increase a child's vulnerability to being sexually exploited. The following are typical vulnerabilities in children prior to abuse:

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality)
- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour'-based violence, physical and emotional abuse and neglect)

- Recent bereavement or loss
- Gang association either through relatives, peers or intimate relationships (in cases of gang associated CSE only)
- Attending school with young people who are sexually exploited
- Learning disabilities
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families
- Friends with young people who are sexually exploited
- Homeless
- Lacking friends from the same age group
- Living in a gang neighbourhood
- Living in residential care
- Living in hostel, bed and breakfast accommodation or a foyer
- Low self-esteem or self-confidence
- Young carer

The following signs and behaviour are generally seen in children who are already being sexually exploited:

- Missing from home or care
- Physical injuries
- Drug or alcohol misuse
- Involvement in offending
- Repeat sexually-transmitted infections, pregnancy and terminations
- Absent from school
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites
- Estranged from their family
- Receipt of gifts from unknown sources
- Recruiting others into exploitative situations
- Poor mental health
- Self-harm

- Thoughts of or attempts at suicide

Evidence shows that any child displaying several vulnerabilities from the above lists should be considered to be at high risk of sexual exploitation.

The DSL is the lead person for implementing local guidance in respect of child sexual exploitation. The DSL must ensure they are aware of the guidance on Child Sexual Exploitation on the Kirklees (or the learners specific area) Safeguarding Children Procedures website.

The DSL must ensure that all staff are aware of signs and symptoms of CSE and know that these must be reported and recorded as child protection concerns. The DSL must follow the Kirklees (area specific) for dealing with issues of CSE.

County Lines

Child Criminal Exploitation – County Lines – This is where children and young people are being exploited and drawn into drug related activity by criminal gangs, groups or individuals. Typically, the gang exploits young or vulnerable people to store and/or supply drugs, move cash and to secure the use of homes belonging to vulnerable adults. There is a crossover between CSE and County Lines and young people are sometimes required to offer sex in order to pay off perceived debts. Concerns about young people being possibly involved should be passed to the DSL who will refer to the Police and Family Front Door.

Terms associated with County Lines

Here are some words/terms that are commonly used when describing County Lines activity. Someone using these words might be involved in or might know of County Lines activity.

Cuckooing

Cuckooing is when drug gangs take over the home of a vulnerable person through violence and intimidation, using it as their base for selling/manufacturing drugs.

Signs of cuckooing:

- An increase in people coming and going
- An increase in cars or bikes outside
- Litter outside
- Signs of drugs use
- You haven't seen the person who lives there recently or when you have, they have been anxious or distracted.

Going Country

This is the most popular term that describes County Lines activity. It can also mean the act of travelling to another city/town to deliver drugs or money.

Trapping

The act of selling drugs. Trapping can refer to the act of moving drugs from one town to another or the act of selling drugs in one.

Trap House

A building used as a base from where drugs are sold (or sometimes manufactured). These houses usually are occupied by someone (usually adult drug users) but sometimes young people are forced to stay in trap houses.

Trap line

This refers to when someone owns a mobile phone specifically for the purpose of running and selling of drugs.

What to do if you have concerns a young person is involved in County Lines

Follow your normal safeguarding procedures and refer to your school's DSL. The DSL will refer on to

Children's Social Care and/or the Police, if the young person is at immediate risk of harm.

Further information is available in the regional guidance of the West Midlands Child Protection Procedures.

Further guidance is available in the Home Office's publication 'County Lines: criminal exploitation of children and vulnerable adults'.

Gambling

Drug Use and abuse

Coercive Control

Voyeurism

Cyber abuse – involves the use of information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others (Belsey 2010).

Discriminatory abuse – bullying and harassment based on the individual's age, sex, disability, religion, race or ethnicity or sexual orientation.

Domestic violence and bullying are recognised as additional types of abuse as they can cause immense emotional harm. However, they are not currently included in the official definitions of abuse.

Modern slavery – Slavery and forced compulsory labour and human trafficking.

Female Genital Mutilation – also known as female genital cutting and female circumcision, is the ritual removal of some or all of the external female genitalia.

LEARNER ENTITLEMENTS

In order to promote a healthy and a safe environment, our apprentices will be entitled to the following:

- The right to make a disclosure to any member of staff and know that the disclosure will be dealt with quickly and sensitively.
- To learn in an environment free from bullying or harassment.
- To be made aware of some of the basic principles of safer learning and safeguarding relevant to the programme that the learner is completing.
- To be made aware of how to access support on personal health and safety issues either within Qualia Academy or from outside agencies.
- To be provided with up to date information around personal safety issues.

- The opportunity to comment and feedback on the extent to which Qualia Academy and their courses promote and maintain well-being and personal safety.
- Learn about interpersonal and communication skills that promote and establish a welcoming, safe and respectful environment.

6. SAFER RECRUITMENT

The organisation will comply with best practice in the recruitment and training of its staff. All staff will undergo the appropriate vetting and barring checks for their role and we will ensure that all staff have undertaken mandatory safeguarding training appropriate for their job role. Staff will understand the principles of safe working practices and will not put themselves in situations that compromise themselves or apprentices. For example when using mobile phones to gather evidence for assessment, ensuring images, videos etc., are deleted after use. All electronic devices should be password protected in line with the ICT policy.

TRAINING

Qualia Academy has a duty to promote safeguarding issues and measures to staff and partners and ensure they:

- Recognise their responsibilities and report any concerns about suspicious poor practice of possible abuse.
- Undertake annual training on safeguarding appropriate to their responsibilities to raise awareness of current issues and legislation.

SAFER RECRUITMENT

Safer recruitment is central to the safeguarding of children, and vulnerable adults in our communities. All organisations employing staff or volunteers to work with children or vulnerable adults in regulated activity have a duty to safeguard and promote their welfare by ensuring that they adopt safe recruitment and selection procedures which prevent unsuitable persons from gaining access to children and vulnerable adults.

Qualia Academy will ensure that all colleagues working within a regulated activity environment will have an enhanced DBS check undertaken.

Qualia Academy will ensure that any contractor, visitor and external speakers will have had the appropriate DBS check (Their employer may provide this information) to enable them to work frequently within the regulated activity environment and where this cannot be evidenced, these individuals will be unable to work unsupervised.

Qualia Academy will ensure that the regulations and requirements of each borough is taken into consideration. With the guidance, process and reporting details being available and followed within this document, along with the local safer recruitment requirements being applied.

Any individual or member of staff that is not in regulated work, will be supervised (within hearing and vision distance) when communicating with any of our apprentices by a member of the team that has a cleared enhanced DBS check.

Qualia Academy will monitor the online DBS status of our team, with the request that their DBS is checked every year through the online system or an DBS certificate is obtained and reapplied for every 2 years, without being on the update system. If a member of the team starts and does not have their DBS on the online system. We shall run another DBS and the employee must have their DBS added to the update system.

DISCLOSURE AND BARRING SERVICE CHECKS

The Disclosure and Barring Service (DBS) is an executive agency of the Home Office and its primary purpose is to help employers make safer recruitment decisions and appointments. By conducting checks and providing details of criminal records and other relevant information, DBS helps to identify applicants who may be unsuitable for certain work and positions, especially those involving contact with children (those less than 18 years old) or adults at risk.

Depending on the type and regularity of contact with children or adults at risk involved in a particular role, employers are entitled to make appropriate types of enquiry about the applicant's criminal record and seek a disclosure through a DBS check.

Qualia Academy can undertake five types of criminal records checks depending on the role applied for:

BASIC DBS CHECK

This will be for is for any purpose, including employment. The certificate will contain details of convictions and conditional cautions that are considered to be unspent under the terms of the Rehabilitation of Offenders Act (ROA) 1974.

STANDARD DBS CHECK

This will be for positions that are included in the Rehabilitation of Offenders Act (ROA) 1974 (Exceptions) Order 1975. This type of check contains details of individual's convictions, cautions, reprimands or warnings recorded on police central records and includes both 'spent' and 'unspent' convictions that will be shown on a criminal records check.

ENHANCED DBS CHECK

This will be for positions included in both the ROA 1974 Exceptions Order and in the Police Act 1997 regulations. This type of check contains the same details as the standard check plus any information held locally by police forces that it is reasonably considered to be relevant to the post applied for.

ENHANCED DBS & BARRED LIST CHECK (CHILD)

An enhanced check with information from the DBS's child's barred list is only available for those individuals engaged in regulated activity with adults and a small number of posts as listed in the Police Act 1997 regulations.

Enhanced DBS & barred list check (child) An enhanced check with information from the DBS's children and adults barred list is only available for those individuals engaged in regulated activity with both vulnerable groups including children and a small number of posts as listed in the Police Act regulations.

ENHANCED DBS & BARRED LIST CHECK (ADULT)

An enhanced check with information from the DBS's adults barred list is only available for those individuals engaged in regulated activity with adults and a small number of posts as listed in the Police Act 1997 regulations.

Enhanced DBS & barred list check (adult) An enhanced check with information from the DBS's children and adults barred list is only available for those individuals engaged in regulated activity with both vulnerable groups including children and a small number of posts as listed in the Police Act regulations.

Dependent on your role and in accordance with the guidance on the [Gov site for DBS checks](#), you will be subject to a DBS check when working for Qualia Academy.

7. E- Safety

This aligns with the E-safety policy and procedure – Full Policy available on SharePoint and in the delivery room plus office at The Media Centre.

Our online safeguarding lead is Kirsty Watson – 07854581587 safeguarding@qualia-adacemy.co.uk

This Online Safety policy recognises the commitment of our Qualia Academy to keeping staff and learners safe online and acknowledges its part in the Qualia Academy's overall safeguarding policies and procedures. It shows our commitment to meeting the requirement to keep learners safe when using technology. We believe the whole Qualia Academy community can benefit from the opportunities provided by the internet and other technologies used in everyday life. The Online Safety Policy supports this by identifying the risks and the steps we are taking to avoid them. 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
- Contact: being subjected to harmful online interaction with other users
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm (DfE Keeping Children Safe in Education 2018)

This policy shows our commitment to developing a set of safe and responsible behaviours that will enable us to reduce the risks whilst continuing to benefit from the opportunities. We wish to ensure that all members of the Qualia Academy community are aware that unlawful or unsafe behaviour is unacceptable and that, where necessary disciplinary or legal action will be taken. We aim to minimise the risk of misplaced or malicious allegations being made against adults who work with learners.

Our expectations for responsible and appropriate conduct are set out in our Acceptable Use Policies (AUP) which we expect all staff and learners to follow.

As part of our commitment to online safety we also recognise our obligation to implement a range of security measures to protect the Qualia Academy network and facilities from attack, compromise and inappropriate use and to protect Qualia Academy data and other information assets from loss or inappropriate use.

What happens with a referral?

Upon the event of an online safeguarding breach (in line with E-safety policy and procedure) a referral through our e-safety guarding report document is to be submitted to our online safeguarding lead within a minimum of 2 hours after disclosure. This will then be responded to within 12 hours. The safeguarding lead will then risk assess, evaluate and forward to the relevant individuals inside and outside of Qualia.

8. PREVENT

Another aspect of safeguarding is the PREVENT duty, which requires the Education sector to have "due regard to the need to prevent people from being drawn into terrorism", supporting terrorism or being drawn into non-violent extremism.

COUNTER-TERRORISM AND SECURITY ACT

Sect 26 CTS Act places a duty on certain bodies (specified authorities) to have "due regard to the need to prevent people from being drawn into terrorism".

Guidance is issued under Section 29 of the Act:

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

PURPOSE OF PREVENT

- Prevent aims to safeguard vulnerable individuals (both adults and children) who may be at risk of potentially becoming involved in terrorist activities.
- It also aims to support institutions, such as schools, colleges and universities where this may happen.
- All frontline staff have a responsibility to report any instances where they think they have identified a Safeguarding issue to their Safeguarding Officer

RESPONSIBILITIES

All provider staff have a legal responsibility under the Prevent Duty to make sure that:

- They have undertaken training in the Prevent Duty as identified by their management
- They are aware of when it is appropriate to refer concerns about learners to the Prevent officer, usually the provider's Safeguarding officer
- They exemplify British values of "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs" into their practice

THE PREVENT STRATEGY WILL SPECIFICALLY

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

there are risks of radicalisation which we need to address

WHAT IS CONTEST?

CONTEST is the Government's Counter Terrorism Strategy, published in July 2006 and refreshed in June 2018. The aim of the strategy is 'to reduce the risk from international terrorism, so that people can go about their lives freely and with confidence.'

CONTEST HAS FOUR STRANDS, OFTEN KNOWN AS THE FOUR PS. THE AIMS OF THE 4 PS ARE:

- PREVENT - TO STOP PEOPLE BECOMING TERRORISTS OR SUPPORTING VIOLENT EXTREMISM
- PURSUE - TO STOP TERRORIST ATTACKS THROUGH DISRUPTION, INVESTIGATION AND DETECTION
- PREPARE - WHERE AN ATTACK CANNOT BE STOPPED, TO MITIGATE ITS IMPACT
- PROTECT - TO STRENGTHEN AGAINST TERRORIST ATTACK, INCLUDING BORDERS, UTILITIES, TRANSPORT INFRASTRUCTURE AND CROWDEDPLACES

WHAT IS EXTREMISM?

THE GOVERNMENT HAS DEFINED EXTREMISM AS "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". THIS ALSO INCLUDES CALLS FOR THE DEATH OF MEMBERS OF THE BRITISH ARMEDFORCES.

WHAT IS TERRORISM?

An action that endangers or causes serious violence to a person / people, causes serious damage to property or seriously interferes or disrupts an electronic system. The use of threat must be designed to influence the Government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause

WHAT IS RADICALISATION?

People can be drawn into violence or they can be exposed to the messages of extremist groups by many means. The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified. Potential indicators include:

- Use of inappropriate language
- Possession of violent extremist literature
- Behavioural changes

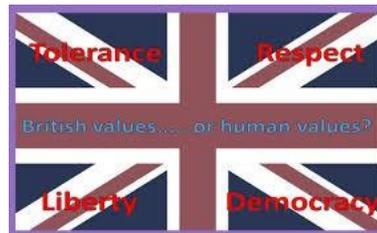
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

The Government has defined extremism as "vocal or active opposition to fundamental British Values", which include:

- Individual liberty
- Rule of law
- Democracy
- Mutual respect and tolerance of different faiths and beliefs.

This includes not discriminating against those with protected characteristics (Equality Act 2010), namely:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation



9. CHANNEL

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.

Qualia Academy recognises the accepted governmental definition of extremism as: '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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

Qualia Academy does not tolerate extremist views of any kind, whether from internal sources such as apprentices, staff or board members, or external sources such as employers, external agencies or individuals. (Prevent Duty 2015). Any prejudice, discrimination or extremist views, including derogatory language, displayed by apprentices, staff or partner organisations will always be challenged and where appropriate dealt with in line with this policy.

As part of wider safeguarding responsibilities Qualia Academy staff will be alert to:

- Disclosures by apprentices of their exposure to the extremist actions, views or materials of others.
- Apprentices voicing opinions drawn from extremist ideologies and narratives.
- Attempts to impose extremist views or practices on others.
- Apprentices accessing extremist material online, including through social networking sites.
- Disclosures from partner agencies and employers of a learner's exposure to the extremist actions, views or materials of others.

Qualia Academy will closely follow any locally agreed procedure as set out by the Local Authority and / or agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

To report an incident contact Kirsty Watson safeguarding@qualia-academy.co.uk or call 07854581587

Internal staff are to refer to Kirsty Watson safeguarding@qualia-academy.co.uk in writing using our reporting a Prevent incident form on SharePoint.

This will be processed within a 24 hour period

[How do we work towards Preventing a potential incident?](#)

All staff, learners and apprentices will be involved in the following:

Training provided by staff at the academy, Government websites and touched upon to reflect on learning

10 mins hot topics will cover Prevent as a mandatory topic

Prevent – Run, Hide, Tell posters in the academy

Consideration of how the Prevent duty message can be distributed through their work place and within their work place

Employers will be given the Prevent policy, information and assisted to apply into their safeguarding documentation.

Vulnerability and risk indicators

Prevent in West and North Yorkshire identifies and tackles all forms of extremism (violent, non-violent, Islamist and right wing) and aims to prevent radicalisation by identifying risk at the earliest possible stage by safeguarding individuals through regional Channel panels before risk establishes itself at a more severe and or harmful level.

The regional Channel Panel recognises that the radicalisation process can be complex and that there is no single factor or indicator to identify an individual at risk of radicalisation. There are no academically proven checklists that exist that will accurately identify a person who is becoming radicalised and may go on at a later time to commit acts of terrorism.

A single comment or one off statement does not necessarily mean that an individual is at risk of radicalisation and those involved in extremism can come from a range of backgrounds and experiences.

The Channel process ensures that referrals made to Prevent are appropriate before they are discussed at the Channel panel and it is hoped that the information contained within this document will provide referrers with more support around the suitability of their prevent related concern.

Freedom of Speech/Expression

Requirements of the Act and Academic Freedom

The Education (No 2) Act 1986 (the "Act") requires every individual concerned in the government of any further education institution to take such steps as are reasonably practicable to ensure that freedom of speech and expression within the law is secured for students and employees of the institution and for visiting speakers.

The academy will not suppress freedom of thought and expression, provided that such thoughts and expressions do not go beyond the articulation of points of view and do not constitute incitement to riot, insurrection, racial hatred, sexual harassment or other unlawful activities and provided that, by allowing such views to be expressed, the College would not be failing in its wider legal duties (for example to promote equality of opportunity and good relations between persons of different racial groups).

What must we all do?

NOTICE

- What have you noticed? Who was involved?
- Any extreme narratives been identified, mentioned or discussed amongst students, peers or staff?
- Does the incident relate to recent local, national or international events?

- Does the incident relate to local or national news stories?
- Has the individual been involved in similar incidents
- Why do you feel the individual is vulnerable to radicalisation?
- What makes the individual at risk?
- Was it a one off comment or statement and out of context for the individual?
- Are there any other apparent vulnerabilities or concerns that make the individual at risk of radicalisation?
- Can the concern be dealt with in house or does it need wider checking

CHECK

- Have you checked your concern with your Safeguarding Lead? If you are the Safeguarding Lead have you checked with other members of your Senior Leadership Team/ management? Do they share your Prevent related concerns?
- From your checks has any other information come to light?
- Has the individual of concern been spoken to for clarity? If not, what are the reasons for this (inappropriate, safeguarding risk). Do they offer a reasonable explanation and or account?
- If under 18, have their parents been spoken to for clarity? Have they noticed a change in behaviour? Do they offer a reasonable explanation and or account?
- Are any other agencies currently or historically working with the individual or family? Have they been consulted?
- Is the concern Prevent related? Or is it more suitable under general safeguarding? (Please refer back to the Terminology section) Have there been any historical concerns? I.e. Concerns at previous school?
- Could the concern be addressed in house? Is there a genuine radicalisation risk? Do you and or the individual need additional support?
- Do you need to clarify or discuss with a member of the Prevent team

SHARE

- Having noticed the initial concern and carrying out the appropriate checks do you feel a referral is necessary? If so, all referrals should be made using the Kirklees Prevent

Referral Form

- On the referral form have you included all the relevant contact details and basic information for the individual of concern, including parent/ guardians details and any siblings if appropriate?
- Have you provided as much detail as possible in the nature of concern box? Have you provided a rounded picture of the individual? Have you detailed your actions as the referrer? Who have you consulted? What intervention, if any, have you put in place? Have you
- Made any other referrals or discussed the case with other agencies? Have you discussed with the Prevent team and been advised to make this referral?

DSL – Kirsty Watson - 07854581587

If any member of staff has any concerns regarding a learner, please discuss you these with Kirsty Watson before making a referral.

How we protect apprentices', learners and employees from radicalising influences.

Internet and IT Safety

The internet provides learners with access to a wide-range of content, some of which is harmful and may include extreme narratives. Extremists use the internet, including social media, to share their messages. The filtering systems used in our Academy blocks inappropriate content, including extremist content. A record of this can be investigated and checked.

Where staff, students or visitors find unblocked extremist content they must report it to the DSL who will in turn take action. We are aware that young learners have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance when pupils are using their phones.

Qualia Academy has achieved the Cyber Essentials Certificate and commits to keeping up to date with changes and legislation.

- We raise awareness with open and frank discussions in enrichment sessions or 10 mins hot topics.
- Ensure all learners and apprentices' have completed the Prevent training modules
- Open door policies and 24 hours phone line to support employees and learners / apprentices' with concerns.

We build the resilience of our employees and apprentices' by discussing interventions, and coping strategies when dealing with difficult situations that may occur in everyday life.

Staff Training

All academy staff must commit to Prevent training as part of their CPD. Training can be both planned and reactive. We will provide in-house updates on the Prevent Duty at least once a year.

Staff should complete the following training as a minimum;

- Safeguarding in FE
- Prevent for Practitioners
- Advancing Equality and Diversity

Further Support and guidance for staff can be access using the links below and speaking to the DSL or Deputy DSL.

Useful links to access:

<https://actearly.uk/>

<https://www.et-foundation.co.uk/supporting/support-practitioners/prevent-2/>

<http://www.courses.kirkleessafeguardingchildren.co.uk/>

<https://www.kirklees.gov.uk/beta/community-safety-partners/prevent.aspx>

<https://www.ltai.info/>

www.gov.uk/government/publications/prevent-duty-guidance

www.kirklees.gov.uk/beta/community-safety-partners/prevent.aspx

Useful numbers:

In the event of an emergency always ring the police on 999. 101 for non-emergency situations or incidents.

Kirklees Prevent Hub: 01924 483747: Prevent Co-ordinator: 01484 221000

Bradford Prevent Team on 01274 376215

Leeds City Council Prevent team on 0113 241 3386.

North Yorkshire Partnerships; Working together; Principal Safer Communities Officer (Community Safety and Prevent) Lesley Gray

lesley.gray@northyorks.gov.uk Tel: 01609 533487

Local Authority Designated Officer (LADO) 01484 221000 mobile number: 07875

297860

LADO email address: kirklees.LADO@kirklees.gcsx.gov.uk LADO Any Comms address: "child protection" in drop down menu Children's Social Care Assessment and Intervention Service

Multi-Agency Safeguarding Hub (MASH) Service Manager: 01484 221000 Duty Social Workers: (MASH) 01484 456 848

If you need to contact Kirklees Multi-Agency Safeguarding Hub (MASH) in a non-emergency you can email using MASH@kirklees.gcsx.gov.uk

For secure transfer of emails from schools use Anycomms – address – "MASH" in drop down menu

Contact for practice concerns and compliments: FSCPSeniormanagement@kirklees.gov.uk
Out of Hours Emergency Duty Service: 01484 414933

Kirklees Education Safeguarding Team 01484 221000

Safeguarding Officers' email: schoolsafeguardingofficer@kirklees.gov.uk

Chris Sybenga

chris.sybenga@education.gov.uk 07384 456640

Christopher Sybenga LLB Hons

G7 Regional HE/FE Prevent Co-ordinator – North East Counter Extremism Division & Non-School Education Division. Department for Education

Mobile Number: 07384456640

Email: chris.sybenga@education.gov.uk

Linked In <https://www.linkedin.com/in/christopher-sybenga-080202141>

Children Missing Education: Huddersfield 01484 221919

Online Safety National helpline: www.saferinternet.org.uk/helpline West Yorkshire Police; 101 or 999 in an emergency.

Child Safeguarding Unit Kirklees: 01924 431134 Early Help Access Team (Single Assessment part 1) earlyhelpaccessteam@kirklees.gov. 01484 456 823

10. CONFIDENTIALITY

All employees have a statutory obligation to safeguard confidentiality of personal information in line with the Data Protection Act 2018 and GDPR regulations.

Access to personal information should be on strict need-to-know basis when you are sharing information.

Children and vulnerable adults of all ages have equal rights to confidentiality. Although, promises of confidentiality should not be given as the matter may develop in such a way that these cannot be honoured.

11. EMPLOYERS RESPONSIBILITIES

What are the responsibilities of an Employer?

- To understand what is meant by safeguarding and promote the welfare of learners
- Be aware of your statutory duties towards the welfare of children and vulnerable adults
- Be familiar with our guidance, in particular, the reporting arrangements

It is the responsibility of the employer to ensure employees working alongside learners are free from convictions and of sound character and judgement and will not pose as any threat or danger to learners.

What do I do if my apprentice discloses information to me?

- Re-assure the learner that they have done the right thing
- Record what the learner said, using their words where possible. Sign and date the record
- Inform our Designated Person or deputy as soon as possible and pass on the written record
- Maintain confidentiality and do not discuss with others
- Listen without making judgements
- Stay calm
- Try not to ask questions, but if you must, make sure they are open-ended questions to clarify understanding and not to probe or investigate
- Don't give an opinion or offer advice
- Don't promise confidentiality - explain you may need to talk to a designated safeguarding officer

Employees working closely with children or vulnerable learners should be alert to the possibilities of harm and they should inform only—and not investigate or offer advice.

If any member of staff has a safeguarding issue brought to their attention, they must treat it as a matter of urgency and contact one of our Designated Safeguarding Team.

Any concern must be documented and emailed to the Designated Safeguarding Lead within 2 hours of the disclosure.

Unless the child is in immediate harm, where the relevant authorities will be contacted immediately.

In this situation ensure that the child is accompanied and kept safe until the relevant

authorities arrive.

If you have any concerns about an apprentice, then please do not hesitate to contact one of Qualia Academy designated safeguarding team.

We will provide the employer with our safeguarding policy and information on how to safeguard all of their workers. We will assist with how to create and implement safeguarding policies within their organisations, where required.

12. ASSOCIATED DOCUMENTS

Associated legislation, regulation and guidance

Processes for safeguarding and promoting the welfare of children and adults at risk are now met through the 2014 Care Act.

This act legislates that each local authority must have its own Safeguarding Adult's Board (SAB) and Safeguarding Children's Board (SCB) within which strategic stakeholders are brought together to agree policy direction and intervention.

- The Police Act 1997
- Children's Act 2004
- Working together to safeguarding children
- [Keeping Children Safe in Education 2020](#)
- [Keeping Children Safe Online](#)
- [Computer Misuse Act 1990](#)
- Human Rights Act 1998
- Prevent Duty 2015
- British Values 2014
- Public Disclosure Act 1998 (Whistle Blowing)
- Protection of Vulnerable Adults Regulations 2002
- Sexual Offences 2003
- Equality Act 2010
- Mental Capacity Act 2005
- Domestic Violence, Crime and Victims Act 2012

The Human Rights Act 1998 placed a positive duty upon public bodies to act compatibly with the 1950 European Convention on Human Rights. This includes a duty to intervene proportionately to protect the rights of citizens. Article 2 "The right to life", Article 3 "freedom from torture" (including humiliating and degrading treatment); Article 8 "Right to family life" (one that sustains the individual).

13. DEVELOPMENT AND IMPLEMENTATION

This policy has been developed through the emergent legislative requirements of Government legislation and our end users needs.

14. EQUALITY, DIVERSITY AND HUMAN RIGHTS

Qualia Academy is committed to ensuring that no person or group of persons will be treated less favourably than another person or group of persons and will carry out our duty with positive regard for the following protected characteristics: age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion, sex, sexual orientation. We also recognise that some people experience disadvantage due to their socioeconomic circumstances, employment status, class, appearance, responsibility for dependants, unrelated criminal activities, being HIV positive or with AIDS, or any other matter which causes a person to be treated with injustice.

15. MONITORING AND REPORTING

THE MANAGEMENT TEAM CONSISTING OF SENIOR COLLEAGUE ACROSS THE ACADEMY

– WILL HAVE OVERALL RESPONSIBILITY FOR ENSURING THE ORGANISATION MEETS ITS OBLIGATIONS WITHIN THIS AREA. THEY WILL BE RESPONSIBLE FOR THE APPROVAL OF RELEVANT SAFEGUARDING POLICY AND PROCEDURE.
MANAGING DIRECTOR AND HUMAN RESOURCE MANAGER

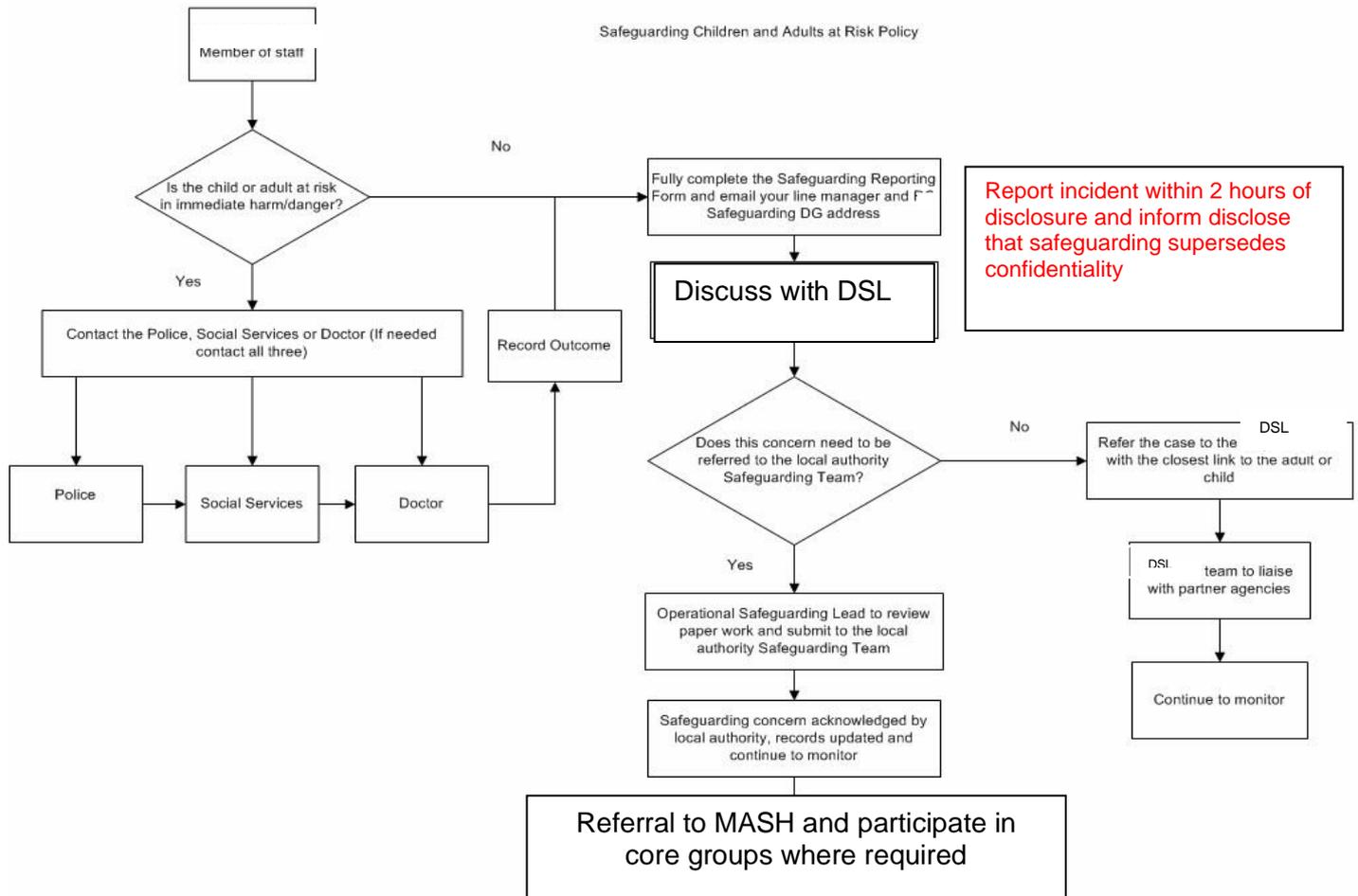
– WILL BE RESPONSIBLE FOR ENSURING THAT SAFER RECRUITMENT PRACTICE IS EMBEDDED AND IMPLEMENTED ACROSS THE ORGANISATION AND THAT ALL STAFF HAVE RECEIVED APPROPRIATE TRAINING AND DEVELOPMENT.
DESIGNATED SAFEGUARDING LEAD – Kirsty Watson or Shabnum Sadiq – Deputy Safeguarding Lead (01484) 861287

– WILL BE RESPONSIBLE FOR ENSURING OUR PROCESSES AND PROCEDURES FOR THE PROTECTION OF APPRENTICES ARE ROBUST AND CONSISTENTLY APPLIED AND THAT THE ORGANISATION FULFILS ITS LEGAL DUTIES IN COMPLIANCE WITH THE APPROPRIATE LEGISLATION.
ALL EMPLOYEES

– WILL HAVE A RESPONSIBILITY FOR COMPLETING THEIR ANNUAL TRAINING, FAMILIARISING THEMSELVES WITH THE APPROPRIATE SAFEGUARDING POLICIES AND PROCEDURES AND FOR ENSURING THEY UNDERSTAND THEIR OWN ROLE IN THE PROMOTION OF SAFEGUARDING AND THE APPROPRIATE ACTIONS SHOULD THEY RECEIVE A DISCLOSURE.

16. Safeguarding Procedure

17. PROCESS FOR REPORTING A SAFEGUARDING CONCERN



The following of the relevant Safeguarding children, vulnerable adults, Channel and police contacts for each area will be informed. With the relevant documentation and process being completed and report retained on the Qualia 365 system.

Safeguarding Procedures

The following sets out the procedure that should be followed by all members of staff if a learner discloses any information/ or displays certain behaviour to you that raises any safeguarding concerns;

LISTEN

Listen carefully to what is being said without judgement

Make sure you are in a suitable, quiet environment to listen with your full attention

If you cannot listen there and then, you must make time to speak to the person as soon as possible

Do not interrupt, prompt or ask leading questions

Do not investigate yourself

Do not accuse or react shocked or surprised

Never promise confidentiality

ACT

Write down or inform a DSL/Deputy DSL of exactly what was said using the persons own words

Do not include your own judgements or opinions

Include the date, time and any other important information

You may have concerns that a learner is experiencing abuse because of their behaviour or changes in their presentation or that they are missing from the academy. Signs and symptoms which may indicate abuse or harm are described earlier in this document. Contact a DSL/deputy DSL to discuss your concerns.

Dealing with aggressive learners

Alert someone as soon as possible

There must be 2 tutors in the class room as soon as possible.

Tutor must back down and be non-threatening by stepping back and moving away.

File an incident report and let DSL/deputy DSL know as soon as possible.

Internal staff are to refer to Kirsty Watson safeguarding@qualia-academy.co.uk in writing using our reporting a Prevent, Safeguarding, E-Safety or County Lines incident form on SharePoint in this document, next section. The document should be password protected and ONLY emailed from your @qualia-academy.co.uk email address. Otherwise call immediately to be talked through the process.

Combined with a phone call to inform of the report being online.

This will be processed within a 12 hour period.

[Kirklees Safeguarding Children's Board](#)

[Guidance](#)

[Report](#)

[Process](#) – [Make a Laddo referral](#)

[Channel](#)

[Guidance](#)

[Report](#)

[Process](#)

County Lines

[Guidance](#)

[Process & report](#)

Confidential Information

Safeguarding Incident Form 1

To be completed by the member of staff who has concerns or to whom a disclosure has been made. This form must be completed and submitted to the Designated Safeguarding Lead or Deputy Safeguarding Lead via safeguarding@qualia-academy.co.uk (Password protected. Any issues with how to password protect contact Kirsty Watson 07854581587 or (01484) 861287 within 30 min period).

No further action must be taken following a disclosure or concern without contacting the Designated Safeguarding Lead This form must be submitted on the same day when requiring immediate action and in due time before the close of day at 5pm to allow for any assessment/ action to be taken.
IN ADDITION, PLEASE AVOID SCANNING ANY INFORMATION WHEREVER POSSIBLE.

Name of recorder/ person reporting concern:			
Relationship to learner/ Job Title:			
Date of record:		Time of record:	
Name of Staff member:			
Staff's contact number:			
Contract: Please delete as appropriate			
Consent:	Have you discussed with the learner, the information contained in this document will be shared with Designated Safeguarding Officer?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Confidentiality / Sharing of Information	<p>The exception to this is where to do so, would put the child, young person or adult at risk of suffering significant or serious harm or it would undermine the prevent, detection, or prosecution of a serious crime including where seeking consent may lead to interference with any potential investigation. In these cases, external agencies may be contacted and informed.</p> <p>Information may also be shared with other internal staff where it is deemed in the best interest of the learner.</p>		

Details of the concern and source of concern (of an incident: time, place and all relevant persons involved).
Outline using direct quotes from source of information where possible. Distinguish between fact and opinion. Please continue on reverse if necessary.

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Date of incident:		Time of incident am/pm:	
Date of initial report:		Time of initial report am/pm:	

This information is to be stored in the Safeguarding Register AND is only accessible by the Designated Safeguarding Lead, all paper based versions should be destroyed or deleted. If the allegation/concern involves a member of staff all documentation should be sent following the same process.

Signature of Reporting Officer:

Date:

Signature of contact or learner: _____ Date: _____
(If appropriate)

Details of Cause of Concern/Disclosure continued:

Signature of Reporting Officer _____ Date: _____

Signature of contact or learner: _____ Date: _____
(If appropriate)

18. Safeguarding and Child Protection through Covid 19

Context

Vulnerable students
Reporting a concern
New staff or volunteers
Peer on peer abuse
Online safety
Mental Health
8 Code of Conduct

Context

There have been significant changes within our setting and within the UK in response to the outbreak of COVID-19 and this has implications for our current Safeguarding Policy and arrangements.

This Addition to our Safeguarding Policy sets out some of the adjustments Qualia Academy is making in line with the changed arrangements in the college and following advice from government and local agencies.

<https://www.kirkleessafeguardingchildren.co.uk/home/coronavirus-covid-19/>

The current position is that, following the Government announcement, the academy is closed and timetables have been postponed. Despite the changes, the Academy's Safeguarding Policy is fundamentally the same: the welfare of children and young people always comes first, staff should respond robustly to safeguarding concerns and referrals should continue to be made in line with our established safeguarding procedure.

The pressures on children, young people and their families at this time are significant. There will be heightened awareness of family pressures for a variety of reasons including through having to stay within the household, through financial hardship or health anxiety. These areas should be considered in terms of setting any work for students to undertake at home (including recognising the impact of online learning and ability to access online resources). Staff maybe aware of the mental health of both students and their parents or carers, and should refer to safeguarding about any emerging concerns.

Vulnerable students

Vulnerable students include those who have an allocated social worker and those children and young people with education, health and care plans (EHCPs).

Those who have a social worker include students who have a Child Protection Plan and those who are looked after by the Local Authority. A student may also be deemed vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Qualia Academy will continue to work with and support students' social workers to help protect vulnerable students. We have undertaken a scoping exercise to identify the most vulnerable students and individual arrangements have been made with students who have an attached social worker and those with an EHCP.

For students subject to a Child Protection Plan and Child In Need Plan, and who have an allocated social worker: contact will be made by the safeguarding team twice weekly with these students in agreement with the family and social worker. Where families have requested this to be once per week, this has been discussed and agreed with the allocated social worker. (At present – Feb 2022, we have no student in these circumstances)

For students who are Looked after Children and recent Care Leavers: contact will be made by the LAC Support Team who will call daily, weekly or twice weekly as agreed with the

student, carer and social worker. Contact 01484 422100 and ask for the Looked after Children's and Care Leavers Support Team.

For students with an EHCP: Support Workers and Learning Support Advisors will maintain regular contact as agreed with students and parents / carers. Support can be delivered through individual arrangements based on curriculum activity.

For students on the edge of social care involvement or pending allocation of a social worker, or identified as high risk: contact will be made by the safeguarding team once per week for a welfare check.

NB: Contact will be made remotely through telephone calls/Google Hangouts or other appropriate methods.

Reporting a concern

Staff should continue to follow the safeguarding procedures and advise the safeguarding leads immediately about concerns they have about any child, whether in college or not. COVID-19 means a need for increased vigilance due to the pressures on services, families and young people, rather than a reduction in our standards. Staff will continue to log confidential comments through our safeguarding procedure, as they normally would; staff should email concerns to Amanda who will respond to the concern and log it.

Normal safeguarding procedures apply for referrals to children's services. This contact will go through a member of the safeguarding team who will follow appropriate measures in seeking the appropriate and necessary support. Guidance can be found by visiting: <https://www.kirkleessafeguardingchildren.co.uk/procedures-local-protocols-and-guidance/> Should a child or young person be at risk of significant harm and local agencies are not able to respond, the academy will immediately follow the safeguarding children partnership escalation procedure, available here:

<https://www.kirkleessafeguardingchildren.co.uk/procedures-local-protocols-and-guidance/>

New staff or volunteers

All new starters must have an on-line induction. They must read the college Safeguarding and Child Protection Policy, the Positive Behaviour Policy, the Whistleblowing Policy and the staff Code of Conduct. The Designated Safeguarding Lead or deputy will ensure new recruits know who to contact if worried about a child or young person and ensure the new starters are familiar with the child protection procedure. All new starters or volunteers need to confirm that they have read Part I and Annex A of Keeping Children Safe in Education.

Peer on peer abuse

We recognise the potential for abuse to go on between young people, especially in the context of an academy closure or partial closure. Our staff will remain vigilant to the signs of peer-on-peer abuse, including those between young people who are not currently attending our provision. Extra care should be taken where groups have mixed age and developmental stages. When making contact with these families, our staff may ask about relationships between learners.

Peer on peer sexual harassment or abuse between students:

Peer-on-peer sexual abuse: The term 'peer-on-peer' sexual abuse includes: sexual violence, such as rape, assault by penetration and sexual assault
sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or to cause the victim humiliation, distress or alarm
sexting (also known as 'youth-produced sexual imagery')

There were a wide variety of behaviours that could happen online. These include:

receiving unsolicited explicit photographs or videos, for example 'd*ck pics' sending, or being pressured to send, nude and semi-nude photographs or videos ('nudes') being sent or shown solicited or unsolicited online explicit material, such as pornographic videos

We expect vigilance from all staff, students and visitors and make any incidents, suspicions and / or allegations easy to report to the skills tutor or safeguarding officer.

If an incident is brought to the attention of a staff member by any means, the incident will be investigated. It may be that we involve external agencies for additional guidance or support such as police, social workers and local safeguarding teams.

Online safety

It is extremely important that professional boundaries do not slip during this exceptional period: protocols for on line working are;

Always dress appropriately and professionally for remote classroom or face to face sessions
Check your surroundings before meeting via video link to make sure you are in an appropriate setting. Seeing a bed or inappropriate artwork etc in the background is not acceptable.

Plan all sessions in advance and set a clear agenda / session plan

Use appropriate language at all times and do not cross over into a more personal discussion during sessions

If concerns are raised relating to safeguarding, plan a time to discuss any issues. Find out as much information beforehand relating to the student, such as address, co-habituees, dependants, social workers, previous issues or concerns and have pre-planned questions ready.

Only use Google Hangouts or Microsoft Teams for online sessions.

Make sure there is no one around at home listening in to the conversation.

Check virus protection and security setting on all devices before using them for sessions.

Clear of cookies before sessions where possible.

Do not engage with any students via social media, especially Facebook or Instagram. For more information visit: <https://www.kirkleessafeguardingchildren.co.uk/procedures-local-protocols-and-guidance/>

With such different arrangements in place, young people could be at greater risk of on line abuse. We remind all staff to maintain the view that 'it could happen here' and to immediately report any concern, no matter how small, to the safeguarding team.

Young people will be using the internet more during this period. The Academy will also use online approaches to deliver training or support. Staff will be aware of the signs and signals of cyberbullying and other risks online and apply the same child-centred safeguarding practices as when students are learning at the Academy. The Academy continues to ensure appropriate filters and monitors are in place.

Qualia Academy has taken on board the guidance from the UK Safer Internet Centre on safe remote learning and guidance for safer working practice from the Safer Recruitment Consortium. Staff can access further guidance here: <https://www.tes.com/news/coronavirus-10-safeguarding-rules-teachers-home>
<https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely>

Mental Health

Restrictions to movement and contact with other people means students could be more likely to be at risk of mental health problems. The Department for Education have produced

guidance to support parents:

<https://www.nhs.uk/every-mind-matters/>

Allegations or concerns about staff

With such different arrangements young people could be at greater risk of abuse from staff. We remind all staff to maintain the view that 'it could happen here' and to immediately report any concern, no matter how small, to the Safeguarding team.

We have confirmed the arrangements to contact the LADO at the local authority remain unchanged and staff are advised to ring the switchboard in the first instance on 01274 435600 where calls will be diverted to the LADO/LADO duty cover.

If necessary, the Academy will continue to follow the duty to refer to Disclosure and Barring Service (DBS) any adult who has harmed or poses a risk of harm to a child or vulnerable adult, and to the Teacher Regulation Agency in line with paragraph 166 of Keeping Children Safe in Education 2019 using the address Misconduct.Teacher@education.gov.uk (for teaching and not tutoring staff)

Staff Code of Conduct

Qualia Academy will ensure that all online learning tools and systems are in line with privacy and data protection \ GDPR requirements.

Below are the things we will consider when communication remotely using virtual sessions especially where webcams are involved.

All sessions must be planned in advanced and must only use the Microsoft Teams platform provided by the academy.*

Language must be professional and appropriate, including any family members in the background.

Live classes should be kept to a reasonable length or the streaming may prevent the family getting on with their day.

Any computers should be used in appropriate areas, for example, not in a bedroom. Staff must blur backgrounds.

Staff must wear suitable and appropriate clothing as should any other person in the house. If you wouldn't wear it to work, please don't wear it to online meetings and sessions.

In the unlikely event of "Zoom bombing", staff should reframe from comment and end the session immediately. If it is illegal content, such as child sex abuse, inappropriate images, this must reported to the safeguarding officer as it may be a police matter

As individual invitations are sent out for all sessions, it is unlikely that an outsider could "zoom bomb". The tutor must end the session straight away.

* All video meetings must be planned in advance and recorded in tutor diaries and the line manager or Deputy Safeguarding Lead (for Kirsty due to being the MD) is to be added into the invite, along with the apprentice's line manager.

Safeguarding and student welfare

During these unprecedented times, our students are going through things they have not experienced before, our students are more likely to feel isolated, be missing their friends and feel lonely. We need to be extra vigilant to ensure their safety.

We need to identify students that are not thriving as soon as possible and report this to a safeguarding officer. Not thriving may be; not attending sessions, not answering phone calls; not completing work on time, not contributing to sessions as they normally would, changes in behaviour or appearance or regressing is knowledge, skills or behaviours recorded as accomplished.

Encourage students to resist the Side by Side resources on the ETF site. Increased risks as a result of the pandemic are:

Limited social contact leading to engaging with strangers online, radicalisation and/or grooming

Extremism becomes more appealing. Simple messages are put out on social media that students want to believe and be part of.

Breakdown in home life as a result of lock down and isolation leading to domestic violence, substance abuse, money worries, homelessness.

Peer on peer abuse via social media and text messaging. Students can become insular, paranoid, withdrawn. Pressure to share inappropriate images.

Record Keeping

Remember the three 'C'; Conduct, Content, Contact

A safeguarding log is kept in the safeguarding file which contains basic information about any cause for concerns. This log is used for reference and is stored securely in the Administration office. If the DSO believes a cause needs further investigation, a safeguarding case will be opened and a full and detailed report will be completed. This report is sent to the Prime Provider if applicable. The DSO monitors the case and will add to the report until the case is closed. The Prime Provider is kept up to date during this time and the final report is sent once the case is closed. These reports are stored and sent securely.

Guiding Principles to Record Retention Periods

Child protection files should be passed on to any new school or college a child attends (Information and Records Management Society (IRMS), 2016; Department of Education, 2016; Department for Education (DfES), 2018).

The file should be kept until the child is 25 (this is seven years after they reach the school leaving age) (Information and Records Management Society (IRMS), 2016).

We hope that all members of staff would feel they were able to report any concerns about another member or staff who may pose a risk of harm to students to the DSL. However, if you do not feel you are able to do this, or your concern is about the DSL you can report allegations to the DSO at the local authority.

Emergency contact numbers:

Local Authority Designated Officer (LADO)– 01484 221126; 01484 225850:

<https://www.kirklees.gov.uk/beta/working-with-children/lado.aspx>

LADO.cases@kirklees.gov.uk, DutyAdvice.Admin@kirklees.gov.uk

ESFA (Education, Skills Funding Agency) – 0370 2670001

https://form.education.gov.uk/service/Contact_the_Department_for_Education

Ofsted: enquiries@ofsted.gov.uk

Police 101 – non-emergency, 999 emergency

Local Safeguarding contact numbers:

For professionals; 01484 414960

For members of the public: 01484 456848

Outside office hours number: 01484 414933

Child requiring advice: 01484 456848

Child line: 08001111

NSPCC helpline: 0808 8005000

Kirklees Safeguarding Children's board: 01484 225450

Kirklees Prevent Hub: 01924 483747

Police anti-terrorist hotline: 0800 789321

Urgent police: 999

Non urgent police: 101

NHS helpline: 0800 224488

Sexual Health: 0303 3309981

Confidential emotional support: 01709 765200

Drugs and alcohol helpline – 0800 0448267

19. RISK MANAGEMENT

Please identify which strategic and operational risks are associated with this policy. Please refer to risks registers online, if there is a new risk associated with this policy, please complete a new risk template from the system.

Qualia Academy risk reference	Risk
SG01	DBS checks for management process being inadequate
SG02	Intermittent deputy DSL arrangements not being suffice
SG03	Failure to comply with regulatory obligations
SG04	Changes in legislation/apprenticeships reforms
SG05	Inadequate Policies and Processes
SG06	Separate entity for Qualia Digital Consultancy and Qualia Academy

Please note it is not acceptable to leave this section blank

Document Management:**Owner:** Kirsty Watson**Effective Date:** 02/02/2022**Review Date:** 02/02/2023**Document reference:** V2:SPP2022**Change History Record**

Version control	Substantive change narrative	Author of substantive change	Date of substantive change
1	First draft for consultation	Kirsty Watson – MD	01/04/2020
1.2	Removal of Estella D intermittent. Intermittent addition of Shabnum Sadiq verbally being noted as deputy DSL (internal DSL training provided)	Kirsty Watson – MD	25/11/2020
2	2 nd amendment – added county lines, CSE and procedures for Kirklees.	Kirsty Watson – MD	27/01/2021
2.1	Addition of E-Safety section and reporting document references. Addition of time frame for responses and editing of the process diagram. Addition of password protection plus use of qualia-academy.co.uk only email.	Kirsty Watson – MD	31/04/2021
2.3	Addition for DBS checks alternate yearly, printed and online DBS requirements. Addition of clear enhanced DBS monitoring.	Kirsty Watson – MD	22/06/2021
2.4	Addition of Shabnum Sadiq on document for deputy DSL as external training has taken place along with internal training. Added training specifications and expanded on Safeguarding as a whole in sections. Addition of enhanced DBS (child barred) details.	Kirsty Watson – MD	03/07/2021
3	Addition of Covid Safeguarding guidance into overall Safeguarding and Prevent Covid 19 sections (17) brought in and amended from separate document. Addition of engagement with employers and assistance with their safeguarding polices.	Kirsty Watson – MD	02/02/2022