



Spencer Alliance for Leadership and Teaching: Safeguarding Policy 2021 - 2022

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The **Spencer Alliance of Leadership and Teaching** wish to ensure that every person, from course participants to leaders and assessors, engaged with our programme and course delivery, is treated fairly and equitably at all times. This includes all arms of work:

Spencer Teaching School Hub, including all CPD courses
Spencer Teaching School Hub AB Services
George Spencer Academy SCITT
Spencer Apprenticeships
The Derby Research School at Wyndham Primary Academy
Maths Hub East Midlands West



This policy sits alongside the wider umbrella of the Spencer Academies Trust policies which sits [here](#). This policy adds to the global one with strand specific threads for the work the SALT team delivers on.

Definitions

The term 'learners' is used here to cover apprentices, SCITT trainees and participants on programmes and engaging with our AB Services as part of the Teaching School Hub. This reflects the broad scope of our engagement with young and adult learners.





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Safeguarding and Child Protection

The actions we take to promote the welfare of children and learners and protect them from harm are everyone's responsibility. Everyone who comes into contact with children, learners and families has a role to play. This statement sits under the wider Trust Safeguarding Statement which can be found here as part of the [Trust Policies Library](#).

Safeguarding and promoting the welfare of children and learners is defined as:

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

Safeguarding is not just about protecting children and learners from deliberate harm. It also relates to aspects of school life including:

- Pupils' and learners' health and safety.





- Pupils' and learners' mental health and wellbeing.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits.
- Intimate care.
- Internet or online safety.
- Appropriate arrangements to ensure school security, including sites where training is provided, taking into account the local context.



**Safeguarding can involve a range of potential issues such as:**

- Bullying, including cyber bullying (by text message, on social networking sites, etc) and prejudice based bullying.
- Racist, homophobic or transphobic abuse.
- Extremist behaviour i.e. radicalisation.
- Children at Risk of Exploitation (CRE), including Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- Peer-on-peer abuse/ child-on-child abuse, including sexually harmful behaviour.
- Substance misuse.
- Issues which may be specific to a local area or population, for example gang activity and youth violence.
- Particular issues affecting children or learners including domestic violence, sexual exploitation, female genital mutilation and forced marriage.

Our ethos is that the effective safeguarding of children and learners can only be achieved by putting them at the centre of a system where we listen and hear what they say. Every individual within the Spencer Alliance for Leadership and Teaching will play their part, including working with professionals from other agencies, to meet the needs of our most vulnerable children and learners and keep them safe. We will take opportunities to teach our learners about important safeguarding issues.

The Alliance will, therefore, led by senior members of staff/governors in each individual school, aim to provide a safe environment and vigilant culture where children and learners can learn and be safeguarded. If there are safeguarding concerns we will respond with appropriate action in a timely manner for those children and learners who may need help or be suffering, or likely to suffer, significant harm.

Raising Concerns About Pupils

Where staff or others need to raise concerns about pupils, these can be to the Principal/Designated Safeguarding Lead (DSL) in the partner school, who will coordinate a response, for example staff situated at George Spencer Academy should speak directly to the DSL situated on the school site. Concerns can be raised directly with Children's Social Care but we would advocate contact with the Principal/DSL in the partner school first.

Raising Concerns About Learners

Where staff, partner schools or others learners to raise concerns about learners, these can be to our own SALT team Designated Safeguarding Lead (DSL), who will coordinate a response. Where needed, our DSL will coordinate with the Trust Safeguarding and Inclusion Lead.

The DSL, Principal in the partner school, and SALT team DSL (who are familiar with national and local guidance) will share concerns where appropriate with the relevant agencies.

Definition of Adults at risk

The legal basis for responding to concerns regarding the safety and welfare of adults at risk is different to that for children.





Working Together to Safeguard Children 2018 only applies to children and young people who have not yet reached age 18.

Any incident or concerns relating to a young person or adult above the age of 18, even if they are still at school or college, are covered by Multi-Agency Safeguarding Hub (MASH). They are required to develop policies for responding to allegations and carrying out investigations.

Although the legal basis is different, the principles for staff in identifying and responding to incidents of concern in relation to adults at risk are largely the same as those for children and learners and young people under 18.

Adults at risk of harm

The Care Act 2014 defines an adult at risk as someone who is aged 18 or above and:

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

Adults considered to be at risk in the above definition therefore may include those who have:

- A learning / physical / sensory disability (including speech and language disability and communication disorders e.g. autistic spectrum difficulties)
- Mental ill health or dementia
- Frailty due to age
- Acquired brain injury
- A drug / alcohol problem
- Certain types of physical illness.

As such, our staff will come into contact with adults at risk during the course of their work. It should be noted however that a person is not classed as 'at risk' simply because they are elderly or have a disability and that being at risk may not necessarily be a permanent state.

The term 'Adult at Risk' is now more commonly used in place of 'Vulnerable Adult', as 'Vulnerable Adult' may wrongly imply that some of the fault for the abuse lies with the victim.





Safeguarding Policy

There are five main elements to our policy:

- Providing a safe environment in which children and learners can learn and develop
- Ensuring we practice safe recruitment in checking the suitability of staff, trainees and volunteers to work with children and learners
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse
- Supporting pupils who have been abused or harmed in accordance with his/her child protection plan
- Raising awareness of safeguarding children and learners, child protection processes and equipping children and learners with the skills needed to keep them safe.

Children: We recognise that because of the day to day contact with children, teachers and learners are well placed to observe the outward signs of abuse.

Learners: we are also aware that colleagues of learners and our own training and support teams are well placed to observe the outward signs of abuse.

All employees and schools in the partnership will therefore:

- Establish and maintain an environment where children and learners feel secure, are encouraged to talk and are listened to
- Ensure children and learners know that there are adults in the school and employees within the training provision whom they can approach if they are worried
- Ensure that every effort is made to establish effective working relationships with parents and colleagues from other agencies
- Include opportunities in the PSHE curriculum for children and learners to develop the skills they need to recognise and stay safe from abuse:
 - availability of local and online advice
 - recognising and managing risks including online, sexual exploitation, sexually harmful behaviour and running away as well as radicalisation
 - developing healthy relationships and awareness of domestic violence, bullying and abuse
 - recognising how pressure from others can affect their behaviour.
- Take all reasonable measures to ensure risks of harm to children and learners' welfare are minimised.
- Take all appropriate actions to address concerns about the welfare of a child and learner, working to local policies and procedures in full working partnership with agencies
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice
- Promote effective health and safety
- Promote safe practice and challenge unsafe practice
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers (DfE Keeping Children Safe in Education 2016 and the Nottinghamshire, Derbyshire or Leicestershire SCB Local Inter-agency Procedures as follows: [nottinghamshirescb.proceduresonline.com](http://www.derbyshirescb.org.uk/), [llrscb.proceduresonline.com](http://www.derbyshirescb.org.uk/), <http://www.derbyshirescb.org.uk/>)
- Provide first aid and meet the health needs of children and learners with medical conditions





- Ensure school site security
- Address drugs and substance misuse issues
- Support and plan for young people and learners in custody and their resettlement back into the community
- Work with all agencies with regard to missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children and learners at risk of sexual exploitation
- Everyone having a duty to safeguard children and learners inside/outside the school environment including school trips, extended schools, activities and vocational placements

Roles and Responsibilities

Partners of the Spencer Teaching School Alliance, including the GSA SCITT and Spencer Apprenticeships, will follow the procedures set out by the Nottinghamshire, Derbyshire or Leicestershire Safeguarding Children Board (NSCB) (DSCB) (LRSB) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2016 to:

- Ensure there is a Designated Safeguarding Lead and deputy persons for child protection and Safeguarding who have received appropriate training and support for this role within the training provision
- Ensure there is a nominated governor responsible for safeguarding within the training provision
- Ensure there is a Designated Teacher for Looked After Children within the training provision
- Ensure every member of staff within the training provision (including temporary and supply staff and volunteers) and the governing body knows the name of the Designated Safeguarding Lead (DSL) responsible for safeguarding and their role
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL responsible for safeguarding
- Ensure that there is a whistleblowing policy and culture where employees can raise concerns about unsafe practice
- Ensure that there is a complaints system in place for children, learners and families
- Ensure that parents have an understanding of the responsibility placed on the training provision and staff for safeguarding by setting out its obligations on its website
- Work with local Social Care services to manage unexplained absences of pupils who are subject to a child protection plan
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding safeguarding matters, including attendance at safeguarding conferences
- Keep written records of concerns about learners, even where there is no need to refer the matter immediately; documenting and collating information on individual children and learners to support early identification, referral and actions to safeguard
- Ensure all records are kept securely; separate from the main learner file, and in locked locations.
- Ensure that the training provision follows robust processes to respond when learners are missing from education or missing from home or care
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer
- Ensure safe recruitment practices are always followed
- Apply confidentiality appropriately





- Apply the escalation policy if there is any concern about the actions or inaction of social care staff or staff from other agencies.

School Principals/Headteachers of SCITT and Spencer Apprenticeship Partner Schools will ensure that:

- The policies and procedures adopted by their respective Governing Bodies and the Spencer Alliance for Leadership and Teaching are fully implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meeting, and contributing to the assessment of learners;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to learners, and such concerns are addressed sensitively and effectively in a timely manner.
- The DSL is made aware of any safeguarding issues involving learners as soon as they arise.

The Governing Bodies/Strategic Boards within the Spencer Alliance for Leadership and Teaching are accountable for ensuring that:

- The arms of work, including the George Spencer SCITT and Spencer Apprenticeships, have effective policies and procedures in place in accordance with this guidance, and monitoring the training provision's compliance with them;
- Neither the governing bodies, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff);
- There is an individual member within each governing body to champion safeguarding issues within the training provision, liaise with the leadership team about them, and provide information and reports to the governing body.
- Where the governing bodies act collectively or an individual member takes the lead, it is helpful if all members of governing bodies undertake training about safeguarding to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities;
- In addition to basic safeguarding training, the relevant safeguarding leads within the training provision undertake training in inter-agency working that is provided by, or to standards agreed by, the LSCB, and refresher training at two yearly intervals, to keep his/her knowledge and skills up to date, and provides advice and support to other staff;
- The leadership team, and all other employees who work with learners, within each training provision undertake appropriate training which is kept up to date by refresher training at annual intervals.
- Temporary staff and volunteers who work with learners are made aware of the training provision's arrangements for safeguarding and their responsibilities.
 - The nominated GSA SCITT Governor for safeguarding is Liz Toms
 - The nominated Spencer Apprenticeships Governor for safeguarding is Lisa Harrison
 - The nominated Spencer TSH Governor for safeguarding is Fraser Mitchell
 - The nominated Derby Research School Governor for safeguarding is Kirsty Ryan
 - The nominated Maths Hub Governor for safeguarding is Jules Gordon
- With the SALT Leadership Team, Caroline Arnold is our DSL – lcarnold@satrust.com

Supporting Children, Learners and Young People





We recognise that children and learners who are abused or who witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school and training provision may be the only stable, secure and predictable element in the lives of children and learners at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. GSA SCITT and Spencer Apprenticeship partner schools along with the training provision will endeavor to support the pupil and learner through:

- The content of the curriculum
- A school and organisation ethos which promotes a positive, supportive and secure environment and gives pupils and learners a sense of being valued
- The school behaviour policy which is aimed at supporting vulnerable pupils and learners. The school and training provision will ensure that the pupil and learner know that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- Liaison with other agencies that support the pupil such as Children's Social Care, Early Help Family Services and the Early Help Assessment Form (EHAF) etc
- Ensuring that, where a pupil or learner leaves and is subject to a child protection plan or where there has been wider safeguarding concerns, their information is transferred to the new school or training provision immediately and that the child's or learner's social worker is informed

Young People and Adults with Additional Needs

Young people and adults with protected characteristics or with vulnerable background can face additional safeguarding challenges - we identify learners who might need more pastoral support to be kept safe and additional support with the learning. The individual needs and context of learners are taken into consideration when support is put in place, for example additional processing time in training session or mitigations for learners with dyslexia.

Female Genital Mutilation (FGM)

SALT recognises and understands that there is a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in disciplinary action being taken. All suspected or actual cases of FGM are a safeguarding concern in which safeguarding procedures will be followed; this will include a referral to the police. If any staff are concerned about a learner or pupil, they will refer to the DSL/s within the school / SALT team (unless there is a good reason not to do so) and will report the incidence to the police.

Signs may include:

- Days absent from school / training
- Not participating in Physical Education or physical activity
- In pain/has restricted movement/frequent and long visits to the toilet/broken limbs
- Confides that she is having a special procedure, cut or celebration
- Unauthorised and or extended leave, vague explanations or plans for removal of a female in a high-risk category especially over the summer period
- Plans to take a holiday which may be unauthorised, unexplained or extended in a country known to practice FGM





Learner Absences

The absence of an apprentice/trainee is taken seriously. A 'Reporting your Absence' policy is in place to ensure protocols are made clear. The team will contact the trainee/apprentice if absent without prior notification. If the absences are persistent or more regular, then the normal Absences Policy will be followed, and where a young learner is involved, their parent / guardian / carer will be involved, and a meeting arranged. Details of all absences and actions will be recorded.

Safe Staff and Supporting Staff

- Safer recruitment processes for trainees, apprentices and SCITT staff will be followed in accordance with The Spencer Academies Trust Recruitment and Selection Policy and guidance and DfE Keeping Children Safe in Education 2021, Part Three Safer Recruitment on pages 47 to 80
- Relevant checks and references are an essential part of this process
- There are separate processes for communicating DBS details for SD training and SD salaried. (see Operations Manual for further details)
- Staff/trainees/apprentices will have access to advice on the boundaries of appropriate behaviour and will be aware of our code of conduct (staff expectations) including contact between staff and pupils outside of the workplace. The Guidance for Safer Working Practices for Adults who work with Children and Young People (2021). This should assist in limiting complaints against staff of abuse of trust and/or allegations
- All trainees and apprentices will sign the Acceptable Use of IT policy (where this has not already been signed at the employing school)

In the event of a complaint or allegation against staff or learner, the SALT DSL and Principal of the partner school (or the DSL if the Principal is not present), should be notified immediately. The Trust Director for Inclusion and Safeguarding will also be notified that an allegation has been made. The partner school will respond to all allegations robustly in collaboration with the Local Authority Designated Officer (LADO) and the Spencer Academies Trust [Health and Safety Policy](#). The Health and Safety policy in place in each school/organisation will apply to the individual trainee(s) placed in each school/organisation.





Safeguarding against Extremism and Radicalisation

It has been well documented within current literature, namely the Prevent Strategy 2011 and Keeping Children Safe in Education 2021, that protecting people from being drawn into radicalisation should align with the current safeguards in place to protect learners from the risks of safeguarding issues. The Prevent Duty is also embedded within IT, Social Media and Social Learning platform policies and statements.

The Spencer Alliance for Leadership and Teaching 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.'**

Definitions

- **Radicalisation** - is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo.
- **Terrorism** - an act of terror/ violence based on a political objective, whether that means the politics of nationalism, ethnicity, religion,
- **Extremism** - an ideology that is far outside the mainstream attitudes of society, including 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 armed forces.

We do not tolerate extremist views of any kind, whether from internal sources such as learners, staff or board members, or external sources such as employers, external agencies or individuals. (Prevent Duty 2015).

Our Prevent Duty Commitment

This Prevent Duty forms part of the wider government's CONTEST counter terrorism strategy:

- **Prevent terrorism** – stop people becoming terrorists
- **Pursue terrorism** – disrupt and stop terror attacks
- **Prepare to deal with terrorism** – mitigate impact of attacks that can't be stopped.

As a nation we continue to prioritise according to the threat posed to our national security; the allocation of resources will be proportionate to the threats we face. There has been an increase in far-right inspired terror attacks and lone acts of terror opposed to mass organised terror activities, the government strategy now includes ways in which to identify risk of these instances.

The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. The Prevent strategy has three specific strategic objectives

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





Any prejudice, discrimination or extremist views, including derogatory language, displayed by learners, staff or partner organisations will always be challenged and where appropriate dealt with in line with this policy. As part of wider safeguarding responsibilities staff will be alert to:

- Disclosures by pupils/trainees/apprentices of their exposure to the extremist actions, views or materials of others.
- Pupils/trainees/apprentices voicing opinions drawn from extremist ideologies and narratives
- Attempts to impose extremist views or practices on others
- Pupils/trainees/apprentices accessing extremist material online, including through social networking sites
- Disclosures from partner schools and employers of a pupil's/trainee's/apprentice's exposure to the extremist actions, views or materials of others
- SALT will closely follow our trust agreed procedures as set out by the Local Authority and/or agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

The Spencer Alliance for Leadership and Teaching has a responsibility to ensure:

- We have undertaken training in the Prevent Duty as identified by their leaders and managers
- We are all aware of when it is appropriate to refer concerns about learners or colleagues to the SALT Safeguarding Designated Lead
- We exemplify British values of “democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs” in our practice.

Prevent Duty Key Contacts

Designated Safeguarding Lead: Caroline Arnold

carnold@george-spencer.notts.sch.uk

East Midlands Regional Prevent Coordinator: Sam Slack

sam.slack@education.gov.uk

07384452156

Dfe

counter.extremism@education.gov.uk

preventdeliveryunit@scotland.pnn.police.uk

0207 40 7264

Prevent Duty Leadership & Governance

Prevent forms part of the safeguarding agenda which is featured as part of all our strategic board meetings with a standing agenda item. SALT has:

- a nominated lead the Prevent initiative: Tammy Elward, tammyelward@satrust.com
- a Designated Safeguarding Lead: Caroline Arnold, carnold@george-spencer.notts.sch.uk
- a Trust Safeguarding and Inclusion Lead: Sarah Mcananey sarahmcaneny@satrust.com

Prevent Duty Staff Training

All staff are trained on the vulnerabilities and Indicators of radicalisation, the Channel process and how the duty engages with requirements of their role, via certificated learning. Identifying risk at an





early stage allows early intervention, and is crucial to the Prevent duty and Channel process being successful.

There is an annual CPD training and an ongoing awareness programme including regular team updates disseminating topical and regional news provided by the DSL or the nominated lead the Prevent initiative.

Engagement with External Partners

All employers/partner schools will be made aware of SALT and their duty by means of regular employer updates via email and quarterly employer-provider meetings.

Channels are in place to assist with meeting the Prevent Duty and avenues for raising concerns are established with both the DSL and the nominated lead the Prevent initiative.

Learner Safety, Engagement & Curriculum

The duty encompasses building learner resilience to the threat of radicalisation, challenging extremism and raising awareness of and demonstrating British values:

- Democracy
- Rule of Law
- Tolerance and understanding of different faiths
- Challenging discrimination
- Individual liberty

Opportunities to promote all of the above values are currently facilitated within the Apprenticeship, including current training, equality and diversity and Safeguarding learning resources, and the opportunity to partake in feedback surveys and focus groups to measure the impact of such materials.

Prevent Referral Pathways

If a learner has concerns about themselves, or if a team member has concerns about a learner being at risk of radicalisation, they should refer to Appendix 3 for the process for escalating any safeguarding concerns and report these using 'MyConcern'. Appendix 1 will support with identifying vulnerabilities and indicators of someone being at risk of radicalisation.

NB - Should any team members feel a learner, themselves or any members of the public are in immediate danger, they should report their concerns to the police immediately.

Once the Designated Safeguarding Lead has been informed they will make a decision on whether the issue needs to be escalated to the local police Prevent Officer. The Designated Safeguarding team/staff member that is involved with the referral will then support the Channel process as seen fit by the local Channel panel. See Appendix 3 for the referral pathways. It should be noted that referral to the Channel process is not a criminal intervention.

It should be noted that a learner displaying one or a few of vulnerabilities and indicators does not mean the learner will necessarily be at risk of radicalisation, but it may do so. In all instances that concern a team member, they should report to the Designated Safeguarding Lead. The process for referral to a prevent coordinator involves risk assessing the learner's level of engagement, intent and capability. If guidance is required the DSL will discuss with a local FE Prevent Coordinator.





Safeguarding Staff Members as a Result of Referral

While it is unlikely that the referrer would then be targeted. If someone received a threat or police felt someone was under threat without them knowing, there are risk assessment, warning and safeguarding processes local police departments will apply as a matter of routine. The outcome might involve an investigation and arrests being made etc, such as markers on people's mobile phone numbers or addresses, warnings to parties involved, or other measures.

Informing the ESFA about serious Safeguarding / Prevent Incidents

Spencer Apprenticeships must inform the ESFA if it is / has been itself (or a subcontractor) the subject of a safeguarding / prevent investigation by the local authority or the police. The Chair / Managing Director or Lead Designated Safeguarding Person must email the information below to enquiries.ESFA@education.gov.uk

Spencer Apprenticeships must report:

- The institution name
- The nature of the incident
- Confirmation that the incident is / scheduled to be investigated by the local authority / police.

The main issues the ESFA needs to be notified about, where funded learners are concerned, are those that result in police investigations. No information will be asked for that could be used to identify individuals or that would impact on data protection.

Policy Monitoring and Evaluation

This policy will undergo a formal review annually in alignment with Trust processes, reflecting national updates to the Keeping Children Safe in Education and consideration of specific cases dealt with by staff in the last year. The member of the SALT Leadership Team overseeing Safeguarding will undertake ongoing training and refresh documents as needed.

Strategic Boards for the SCITT and Spencer Apprenticeships will give feedback to the policy and in turn it will be ratified by the Trust Director of Safeguarding and Inclusion.





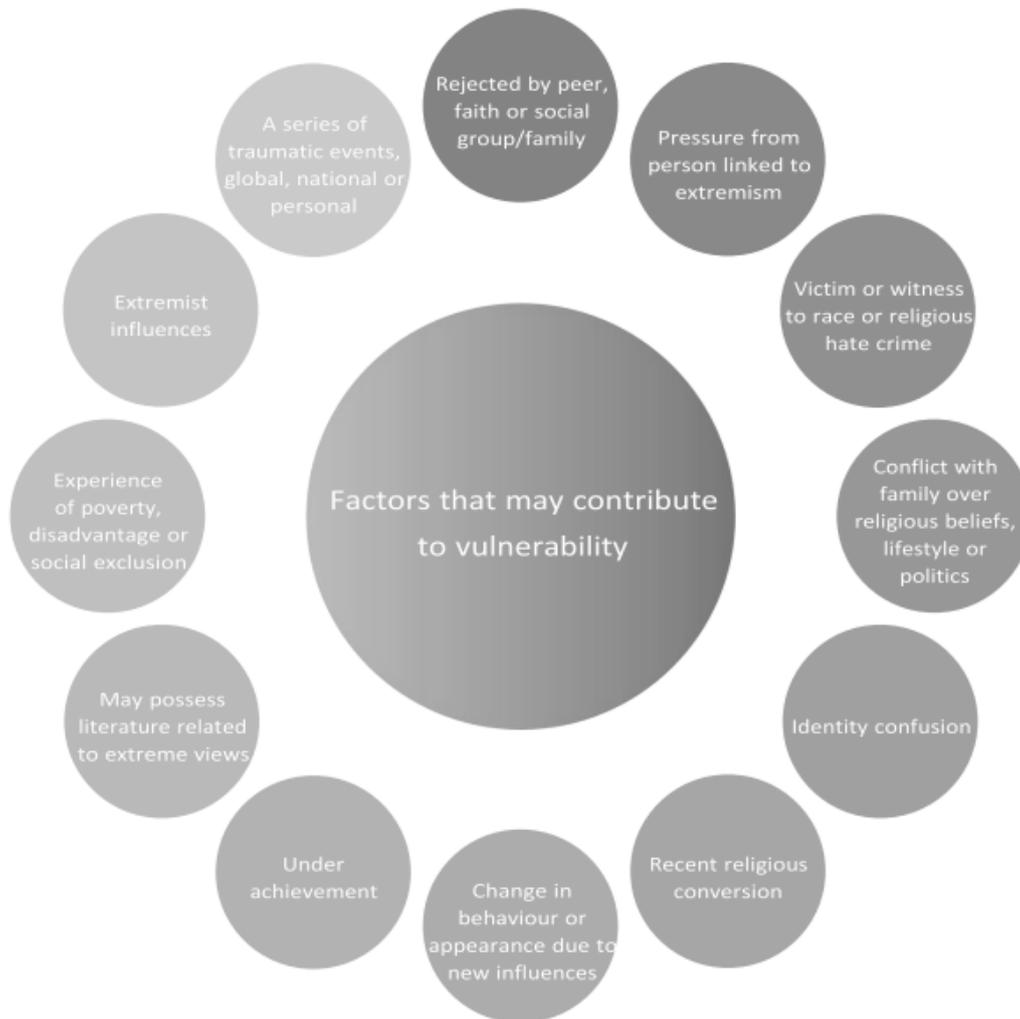
Appendix 1: Prevent Duty - Vulnerabilities & Indicators of Radicalisation

Vulnerabilities	Indicators
Peer pressure	Withdrawn
Unsettled family life	Change in engagement levels
Need to belong/ fit in	Using extremist language, passionate about extremist views
Accessing extremist material	Preaching
Isolation and social exclusion	Change in appearance - dress/ body art
Bullied	Change in behaviour within work and learning environment
Media influence	Change in social circles
Seeking purpose of focus for life	
Seeking revenge	
Seeking acceptance / social standing	





Appendix 2: Prevent Duty - Factors of Vulnerabilities





Appendix 3: Prevent Duty - Referral and Channel Process

