Safeguarding & Prevent Policy

Introduction

Claudius Consulting Ltd places the highest importance on safeguarding and the safety and wellbeing of learners is paramount. This policy sets out Claudius Consulting Ltd commitment and approach to action, in relation to its duty to safeguard and promote the wellbeing of young people and adults at risk.

This Policy aims to detail the framework for promoting and ensuring the safeguarding and protection of all applicants and apprentices. Safeguarding means "recognising that the needs, well-being and safety of all our applicants and apprentices are considered at all times and that actions relating to this are in line with legislation, recommendations and guidelines". All adults who work with children and young people are accountable for the way in which they exercise authority, manage risk, use resources and safeguard children and young people.

A duty is placed on Claudius Consulting Ltd to safeguard and promote the well-being of children and young people. This includes the need to ensure that all adults who work with children and young people are competent, confident and safe to do so.

Policy Statement

The purpose of this policy is to ensure that all apprenticeship learners are protected through the awareness, preventative and reactive action of all Claudius Consulting Ltd staff who assist in the teaching/delivery, support and guidance of apprenticeship learners.

Claudius Consulting Ltd takes seriously its responsibility to safeguard and promote the welfare of our apprenticeship learners; and to work together with all staff, associates, employers and external agencies to promote a multi-agency approach to safeguarding.
We understand that any of our learners may experience outcomes or barriers to their learning which may be a cause for concern. We ensure that all staff who are responsible for teaching, delivery, supporting or interacting with learners are trained to recognise behaviours, signs and symptoms of significant harm or need and will act appropriately and in the interest of the learner, when required. This policy covers the legislative requirements and recommendations pertaining to the protection of children, young people and adults at risk in the UK, in accordance with statutory guidance on safeguarding and promoting the welfare of learners in education.

The Safeguarding Policy of Claudius Consulting Ltd reflects the importance of safeguarding and promoting the welfare of children (those under the age of 18), young and adults at risk. Claudius Consulting Ltd will carry out its responsibilities under all relevant legislation, regulations and formal guidance for the protection of children and adults at risk.

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This Policy is based on the guidance issued by the Department of Education to include:

- The Children Acts, 1989, provides the legal framework for the protection of people under 18 in the UK, specifically sections 17 & 47
- Statutory guidance on making arrangements to safeguarding and promote the welfare of people under 18 in the UK under section 11 of the Children Act, 2004
- Section 93 of the Education and Inspections Act, 2006, guidance on the use of reasonable force and section 26 of the Equality Act, 2010
- Education Act 2002 and 2011
- Working Together to Safeguard Children (2026)
- Keeping Children Safe in Education (2026)
- Safeguarding Children and Vulnerable Groups Act (2006)
- Counter Terrorism and Security Act (2015)
- Multi-Agency child protection procedures and practice guidelines

Policy Scope

This policy deals with the protection of children and adults at risk. Children are those under 18 years of age and will include those aged 16 - 18 on Apprenticeship courses.

Claudius Consulting Ltd:

- Believes that all staff, particularly those working with apprenticeship learners, have a collective and individual duty to provide a caring, safe and supportive environment that positively promotes the health and wellbeing of each individual learner along with their social, physical and moral development.
- Recognises that all staff have a responsibility to protect our apprenticeship learners from harm whilst ensuring a consistent learner-centred approach to assessing and supporting, based on a clear understanding of learners' individual needs.

This policy statement applies to all staff who are responsible for teaching, supporting or interacting with apprentices, and is aligned to the Safeguarding Framework and Reporting Procedure and supporting documentation.

Safeguarding

Safeguarding is defined as the protection of learners and the promotion of their welfare.
Safeguarding comprises four main aims:

1. Protection from maltreatment or significant harm
2. Preventing impairment of health or development

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3. Ensuring all learners have the opportunity to experience circumstances consistent of safe and effective care
4. Taking action to enable people to achieve the best outcomes

Working Together to Safeguard Children, 2026 defines maltreatment as; 'Inflicting harm or failing to act to prevent harm'

The Children Act, 1989, 2004 defines harm as; 'Ill-treatment or the impairment of health or development'

Significant can be defined as; 'Compared to the health and development of another with that which could be reasonably expected of a similar person (child, young person, adult or learner)'

Claudius Consulting Ltd understands that there are numerous recognised barriers to learning and categories of significant harm or maltreatment which a learner may experience, such as:

- Harassment and bullying
- Forced marriage
- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect
- Domestic abuse
- Financial abuse
- Institutional abuse
- Discriminatory abuse
- Exploitation

Claudius Consulting Ltd:

- Adopts an inclusive approach to safeguarding. We understand the importance of recognising the signs and symptoms of potential maltreatment or significant harm and how to report and refer a concern
- Recognises that a learner who is abused, experiences bullying or is witness to violence may feel alone, frightened and confused. We understand our responsibility to provide a stable, encouraging and safe environment
- Accepts that experiencing harm may significantly affect the behaviour of a learner, ranging from what is perceived to be normal to aggressive or withdrawn. Additional information on safeguarding and detailed definitions of the above categories can be found in the Safeguarding and Prevent Framework and reporting procedure.

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Safeguarding Adults at Risk

Claudius Consulting Ltd recognises its responsibility to safeguard adults at risk as well as children and young people.

We will:

- Respect the rights, wishes and feelings of adults at risk
- Promote their wellbeing and provide a safe and supportive learning environment
- Take concerns about abuse, neglect, exploitation or inappropriate behaviour seriously
- Support staff to recognise and report concerns relating to adults at risk
- Respond appropriately to safeguarding concerns and involve relevant external safeguarding agencies where required

Prevent

Following statutory guidance issued under Section 29 of the Counter-terrorism and Security Act 2015, a duty is placed upon Claudius Consulting Ltd in exercising our undertakings to have 'due regard to the need to prevent people (staff, learners and associates) from being drawn into terrorism'.

In complying with the Prevent Duty, we aim to demonstrate an awareness and understanding of the risk of radicalisation within Claudius Consulting Ltd. This risk may vary greatly and can change rapidly, but no area within Claudius Consulting Ltd is entirely risk free. There are three themes for consideration:

- Effective leadership
- Working in partnership
- Appropriate capabilities.

An important part of Prevent, is also the promotion of British values. These are the norms that shape our society and which are enshrined in law, through legislation such as the Equality Act 2010.

British values are described as:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance for those with different faiths and beliefs, and no faith/belief.

Learners are encouraged to explore British Values as part of their apprenticeship programme and contextualised within their programme of study.

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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 those with different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces."

What are British Values?

British values are defined as "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs". Training providers are expected to encourage young people to respect other people with particular regard to the protected characteristics set out in the Equality Act 2010.

Online Safety

We recognise that online safety is a critical part of safeguarding, particularly for apprentices aged under 18. Our staff, learners, and employers share responsibility for ensuring the safe and responsible use of technology.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, including consensual and non-consensual sharing of nude and semi-nude images and/or videos, AI generated intimate images or deepfakes, sharing other explicit images and online bullying.
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and / or financial scams.

Attendance

Attendance, punctuality and engagement are safeguarding matters. For apprentices under the age of 18, repeated or unexplained absence from training or the workplace may indicate that a learner is at risk of

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harm, neglect, or exploitation. We will treat attendance as a key safeguarding indicator and act promptly where concerns arise.

Claudius Consulting Ltd will:

- **Monitor Attendance** – We will maintain accurate and up-to-date attendance and engagement records for all apprentices in training
- **Follow-up** – Any unexplained or repeated absence will be followed up in a timely manner with the apprentice and the employer
- **Escalation** – Persistent poor attendance, or any pattern of concern, will be escalated to the Designated Safeguarding Lead (DSL) who will decide on further action, including contact with the local authority or other relevant agencies.

Responsibilities of Staff

All staff have a responsibility to:

- Undertake training at least every 2 years which is formally recorded on personnel records
- Be aware of when it is appropriate to refer concerns to the Designated Safeguarding Lead
- 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 day to day work ethic and practice
- Read the Equality Act 2010 Policy
- Read the Claudius Consulting Equality, Diversion & Inclusion Policy

Claudius Consulting Ltd responsibilities

All staff have a responsibility to follow the guidance laid out in this policy and related documents, and to respond to any concerns using the specified procedures. We expect all staff to promote good practice by being excellent role models, contribute to discussions about safeguarding and the Prevent Duty positively and to be actively involved in promoting best practice. Staff responsibilities for Safeguarding and Prevent are explicitly defined in their job descriptions.

- Claudius Consulting Ltd will carry out its responsibilities under all relevant legislation, regulations and formal guidance for the protection of children and adults at risk
- Support the development of every apprentice in ways which will foster security, confidence and independence
- Provide an environment in which apprentices feel safe, valued and respected
- Implement preventative safeguarding measures to help raise awareness of safeguarding and protect apprentices from maltreatment or harm
- Ensure that employers are aware of their safeguarding obligations, through guidance and training

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- Maintain open channels of communication with each employer. Apprentices may act very differently depending on their environment and may feel more comfortable discussing sensitive issues with different people
- Ensure that safe recruitment measures are implemented for staff working in regulated activity with learners, specifically those under 18
- Employ designated members of staff responsible for raising awareness of safeguarding and Prevent, providing specialist support to staff, learners and clients when necessary
- Support all staff affected by their experiences of safeguarding concerns and protect learners by encouraging staff to share concerns using the confidential safeguarding@claudius-consulting.co.uk email address.

Claudius Consulting Ltd Board

- An appropriate Safeguarding and Prevent Duty policy is in place
- Sufficient resources including time, funding, training supervision and support, are allocated to ensure that the policy can be implemented effectively
- The policy is subject to annual monitoring and review
- At least one board member has particular responsibility for overseeing Safeguarding and Prevent Duty issues demonstrating a clear line of accountability at the most senior level
- Claudius Consulting Ltd recognises its responsibility to implement, maintain and regularly review the procedures that are designed to prevent or notify suspected abuse.

Management Team

- Implementing the Safeguarding and Prevent Policy
- Monitoring, reviewing and updating the Safeguarding and Prevent Policy
- Monitoring the work of and supporting the Designated Safeguarding Lead.
- To deter potential, unsuitable individuals from applying to Claudius Consulting Ltd by demonstrating our attentiveness and vigilance in relation to safeguarding through our website and job advertisements
- To reject at interview stage anyone where we have doubts about suitability

Designated Safeguarding & Prevent Lead

The responsibilities of the Designated Safeguarding & Prevent Lead include:

- Promoting good practice in relation to Safeguarding and Prevent
- To promote awareness to staff of the need to safeguard children and to recognise that safeguarding is everyone's responsibility

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- Developing and maintaining effective links with relevant external agencies, including the sharing of information.
- Providing support and advice to staff who share a concern or disclosure about a learner and maintaining appropriate records of concerns, incidents or disclosures on a secure central risk register
- Responding promptly to significant concerns and making referrals to the appropriate safeguarding agencies in accordance with local multi agency safeguarding arrangements.Claudius Consulting Ltd will monitor all those that fall into the under 18 or at risk category through a regular welfare call and this is logged on a learner welfare tracker spreadsheet
- Oversight of the creation and maintenance of a secure, confidential, single central file to record staff DBS certificate details, safe recruitment details, emergency contact information and learner data for apprenticeship programmes
- Oversight of the delivery and review of Claudius Consulting Ltd staff training in safeguarding and Prevent
- Oversight and delivery of the Prevent management procedure and risk self-assessment
- Ensuring that all non-confidential documentation relating to the Apprenticeship Safeguarding Policy and procedures is made available to all staff, learners and employers and the safeguarding referral procedure is made available to every learner-facing member of staff.
- To provide guidelines for staff in handling matters relating to actual or suspected child abuse
- To ensure staff act professionally

Staff responsibility

All staff have a duty to safeguard and promote the welfare of our applicants and apprentices. We all have a statutory and moral duty to protect children and young people. If anyone hears, or becomes aware of anything that leads them to believe that the safety or welfare of any child or young person is at risk due to neglect, physical, emotional or sexual abuse, they MUST pass on the information to the DSL. Additionally, staff have a duty to:

- Understand and fulfil their safeguarding responsibilities as outlined in this policy statement, the Safeguarding Framework and Reporting Procedure, and any supporting documents
- Claudius Consulting Ltd will advise all employers of the existence of the Claudius Consulting Ltd Safeguarding Policy and Procedures, and the fact that this may require cases to be referred to the investigative agencies in the interests of the child
- Ensure that all learner data is kept confidential in line with Data Protection Policy (GDPR)
- Report any safeguarding concerns or disclosures immediately to the Designated Safeguarding Lead, using the email: safeguarding@claudius-consulting.co.uk in line with the reporting concerns procedure and supporting guidance
- Maintain strict confidentiality with learners in line with this policy and guidance from the Designated Safeguarding Lead

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- Engage in safeguarding and Prevent training and complete safeguarding assessments and qualifications as required
- Act on the basis that the welfare of the learner is of paramount concern and, if in doubt, to immediately seek advice from the Designated Safeguarding Lead
- Be alert to signs of abuse as well as other children in need issues
- Be prepared to contribute to whatever actions are needed to safeguard the applicant or apprentice
- Read Part One of the current KCSIE guidance in full each year and confirm in writing that it has been read. Knowledge and understanding will also be checked through questionnaires, with full scores expected.
- Abide by the Sexual Offences Act 2003
- Refrain from physical contact – children and young people should only be touched in ways that are appropriate to our professional or agreed role and responsibilities
- Treat children and young people with dignity and respect even in those circumstances where difficult or challenging behaviour is observed
- Advise a colleague if 1:1 working is required
- Discuss and raise awareness of issues, supported by a monthly welfare newsletter
- Signpost learners to the ETF side-by side course to develop their own understanding and value

The Designated Safeguarding & Prevent Lead is: **Jenny Beck**

The Designated Safeguarding & Prevent Deputy Lead is: **Rebecca Darlison**

Any concerns should be reported to safeguarding@claudius-consulting.co.uk

The Managing Director responsible for Safeguarding & Prevent for Claudius Consulting Ltd is:
Bankole Claudius-Cole, Director claudius@claudius-consulting.co.uk

Recruitment

Safe recruitment practices are followed as follows

- Job or role descriptions for all roles involving contact with young people and/or adults at risk contain reference to their safeguarding responsibilities
- There are person specifications for roles, which contain a statement on core competency with regard to young person/ adult at risk protection/ safeguarding
- Shortlisting is based on formal application processes/forms, including the submission of CVs.
- Interviews are conducted according to equality of opportunity principles and interview questions are based on the relevant job description and person specification

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- DBS checks are conducted for specific roles for all staff working with young people and adults at risk.
- No formal job offers are made until after checks for suitability are completed (including DBS checks, two references, verification of identify and checking of qualifications). However, in exceptional and justifiable circumstances employment could begin prior to DBS clearance. In such cases, an appropriate risk assessment would be undertaken.

Disclosure and Barring Service checks

Claudius Consulting Ltd maintains a central list of staff, with dates of when their DBS checks were made and certificate numbers. Existing staff who transfer from a role which does not require a DBS check to one which involves contact with apprentices will come into scope for DBS checks. All staff involved in the delivery or support of apprenticeships hold an Enhanced DBS check and are registered with the DBS Update Service. Claudius Consulting Ltd checks the DBS Update Service every three months to ensure that clearance status remains current.

Where a role is eligible for a barred list check, this will be undertaken in accordance with current DBS eligibility requirements.

Support for staff

Induction for new staff

Claudius Consulting Ltd provides an induction for all new staff, which includes a comprehensive coverage of safeguarding and Prevent issues. This includes an introduction to the Safeguarding and Prevent Duty policy and related procedures, roles and responsibilities, and how to identify and report safeguarding and Prevent Duty issues. This also applies to Board members

On-going training

All staff who are in contact with learners undertake safeguarding and Prevent Duty training at an appropriate level. In particular, teaching staff will be equipped fully with the knowledge and confidence to discuss these topics with apprentices. An appropriate level training qualification will be refreshed at least every 2 years for everyone; however, knowledge and skills will be refreshed at regular intervals, at least annually.

Regular updates

Safeguarding and Prevent is a regular agenda item at team meetings, senior management meetings, board meetings and one-to-ones.

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The Designated Safeguarding Lead will update colleagues with new information as it becomes available.

Monitoring and Review

This policy will be monitored through update reports presented to the Apprenticeship Senior Management Team and will be formally reviewed annually.

In addition, these policies will be reviewed by a working group of apprentices at least on an annual basis. The purpose of this review will be to provide opportunity for feedback and recommendations to support Claudius Consulting Ltd in providing a safe and open environment for all. This review will also ensure that all apprentices are familiar with the safeguarding policies and establish if that good communication and safeguarding information is in place across the programme.

Subcontracting

Where Claudius Consulting Ltd works with any subcontract provider the following arrangements will be maintained:

- regular checking of safeguarding arrangements in partner organisations
- safeguarding is a fixed agenda item on any subcontract reporting meetings
- service level agreements include clear minimum expectations, arrangements for reporting safeguarding and Prevent issues, and non-compliance procedures.

Confidentiality

Claudius Consulting Ltd recognises that all matters relating to safeguarding will only be shared with individuals who need to be made aware of the situation to appropriately discharge Claudius Consulting Ltd responsibilities and duty of care.

All staff must be aware that they have a responsibility to immediately disclose information which, if not shared, may compromise a learner's safety or welfare. All staff will be fully supported by the Designated Safeguarding Lead.

Staff must always endeavour to share our intention to report a concern or refer to the safeguarding referral procedure, with parents/carers of young learners and the learner themselves in all cases unless to do so would put the learner at greater risk of harm

Staff must not discuss the case with anyone other than those involved in the case. If staff have any concerns about the progress of the case or have any other concerns these must be discussed with the Designated Safeguarding Lead.

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Data protection and confidentiality requirements must not prevent information being shared where this is necessary to safeguard a child, young person or adult at risk.

Welfare and Pastoral Support

All learners have a named tutor/assessor who provides first line support with any learning-related or personal difficulties. In most instances, these can be resolved through liaison with the apprentice and their workplace manager. In some instances, the Tutor Team Leader may provide additional support and guidance to the learner and tutor. Where welfare or personal concerns develop into Safeguarding or Prevent Duty Concerns, the usual reporting procedure should be followed and the matter raised with the Designated Safeguarding Lead.

Employers

Employers of apprentices are required to comply with Claudius Consulting Ltd Safeguarding and Prevent Duty Policy and related procedures, as stated within employer agreements.

This policy serves to make employers aware and acknowledge that Claudius Consulting Ltd has a statutory duty to safeguard and promote the welfare of individuals under the age of 18 years old and adults at risk over the age of eighteen (18) years old pursuant to the Children Act 2004 and the Safeguarding Vulnerable Groups Act 2006.

All employers of apprentices have an obligation to ensure that their employees, contractors and agents comply with the requirements of the Children Act 2004 and the Safeguarding Vulnerable Groups Act 2006 to the extent that they apply to the employer; and to confidentially report to the Designated Safeguarding Lead, any concerns relating to an apprentice or other learner enrolled with Claudius Consulting Ltd, or an employee or associate of Claudius Consulting Ltd.

Appendices

Key Principles – Statutory Framework

- The Children Act 1989 provides the legal framework for the protection of children in the UK. Under the Children Act a child is defined as any person under 18 years of age. Under Sections 27 and 47 of the Children Act 1989, Claudius Consulting Ltd have a statutory requirement to assist the Local Authority Social Services Department acting on behalf of children in need
- Claudius Consulting Ltd undertakes DBS checks in line with current legislation and DBS eligibility rules. For roles involving regulated activity with children or adults at risk, we obtain an Enhanced

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DBS check and, where applicable, a check of the relevant barred list before the individual begins the role, subject only to exceptional circumstances supported by a documented risk assessment and safeguards.

- Working Together to Safeguard Children (2026), alongside DfE's guidance Keeping Children Safe in Education (2026) is a Government Guidance document which sets out how all agencies and professionals should work together to promote children and adults at risk welfare and protect them from abuse and neglect and requires all educational staff to follow the procedures for protecting children from abuse which are established by the Area Child Protection Committee. The guidance makes clear that educational staff are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or is at risk of abuse – these procedures should cover circumstances in which a member of staff is accused or suspected of abuse.
- The Education Act 2002 (Section 175), Working Together to Safeguard Children (2026) and Keeping Children Safe in Education (2026) place the following responsibilities on education and training providers:
    - Staff should be alert to signs of abuse, neglect, exploitation, radicalisation and other safeguarding concerns, and know how and to whom concerns should be reported.
    - A Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead(s) should be appointed to coordinate safeguarding arrangements and liaise with external agencies.
    - Staff with safeguarding responsibilities should receive appropriate induction, training and regular updates to enable them to fulfil their duties effectively.
    - Educational organisations should be aware of and follow the procedures established by Local Safeguarding Partners and work collaboratively with Children's Social Care, the Police and other relevant agencies where safeguarding concerns arise.
    - Educational organisations should have procedures, of which all staff are aware, for handling safeguarding concerns, including allegations against staff, volunteers, contractors and learners. Parents and carers should be made aware of the organisation's safeguarding arrangements and the circumstances in which concerns may be referred to statutory agencies in the interests of safeguarding children and adults at risk.
    - Section 175 of the Education Act 2002 requires education providers to safeguard and promote the welfare of children. Claudius Consulting Ltd will keep its safeguarding policies and procedures under review to ensure compliance with current legislation, statutory guidance and best practice, and to ensure staff remain up to date with their safeguarding responsibilities.
    - Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on specified authorities to have due regard to the need to prevent people from being drawn into terrorism (the Prevent Duty).
    - The Prevent strategy, published by the Government in 2011, is part of the overall counterterrorism strategy, CONTEST. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or

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supporting terrorism. In the Act this has simply been expressed as the need to "prevent people from being drawn into terrorism or supporting terrorism".

The 2011 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.

- Local Safeguarding Partners bring together all services for children and young people in a local area to focus on improving outcomes for all children and young people. The outcomes that are most important to children and young people are:

  - Being Healthy
  - Staying safe
  - Enjoying and achieving
  - Economic wellbeing
  - Making a positive contribution

Learning outcomes: Radicalisation and Extremism

Section / main objective	Learning points
Introduction	• Understand what extremism means and how it differs from legitimate protests and campaigns • There is no single profile or pathway to radicalisation. Indicators should be considered in the context of the individual's circumstances and should not be considered in isolation.
Targeting by extremists *Understand the vulnerabilities used by extremist recruiters*	• Know that there is not a problem with disagreeing with the government policy or actions or trying to achieve change through peaceful and democratic means. • Know that extremists do not respect democratic methods and may try to achieve change using criminal methods • Know that extremists will target people who are still forming their views

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	• Know that extremists will target people with a range of vulnerabilities and/or political views • Know the importance of individuals knowing their own emotional vulnerabilities
A radical solution *Understand that a key tipping point is when an individual decides that a given cause justifies illegal action.*	• Know that even extremism can feel 'just' when individuals engage with groomers. There is an emotional reward when surrounded by people agreeing with you • Know that when engaging with some religious and political beliefs there might be a more radical group of people rejecting democratic means and advocating criminal (extremist) acts • Know that many extremist groups sustain their identity by focussing on an exaggerated threat from other groups
On the brink *Understand the mind-set of an individual that has been radicalised and what could tip them into an extremist act or tip them away from extremism.*	• Know that some people decide to pursue change through anti-democratic, extremist means • Know that whilst legitimate protest may involve civil disobedience, extremist behaviour goes way beyond this and generally involves significant harm to others • Know that breaking the law and taking part in extremist behaviour has negative outcomes for the individual, their family and friends • Know that learners should report concerns to the safeguarding team if they are worried that someone known to them may be involved in extremism.
Summary *Learners will recall key actions that lead to radicalisation and extremist views*	• Seeing injustice and wanting change is normal/legitimate and part of the role of an engaged citizen in a democratic society • Democratic engagement is admirable and effective, extremism is criminal, dangerous and ineffective

Learning outcomes: Staying safe online

Section / main objective	Learning points
Encountering extremism *Learners will be aware of where they might be targeted, how they can*	• Know that extremists use websites (and social media) to draw people to their cause.

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avoid being targeted, and how they can reject targeting when subject to it	• Know that extremists target can target anyone - particularly if they seem to be seeking answers to their concerns about the world or their lives • Know that extremists cast their net widely to find those open to extremist grooming • Know that extremists may target anyone
Your online friend *Learners will be aware of the methods that an extremist might use to influence them.*	• Know that extremists will seek to develop relationships with individuals (appear to be their friend) • Know that groomers have a plan for people they groom that will not be clear to the person being groomed in the early stages of grooming. • Know that extremists will target people's vulnerabilities • Know that extremists will manipulate people so that the grooming will feel like a positive relationship • Know that extremists collect incriminating material to coerce those they are grooming • Know that extremists use the same/similar grooming methods as sexual abusers and blackmailers • Know that grooming process is incremental • Know that extremists will manipulate people so that the grooming will feel like a positive relationship • Know that extremists collect incriminating material to coerce those they are grooming • Know that extremists use the same/similar grooming methods as sexual abusers and blackmailers • Know that grooming process is incremental

Do as I say
 	
Learners will be aware of how extremists may get them to become extremists themselves using online communications.
	• Know that extremists choose private channels because:
	  ○ they want to remove the person being groomed from a wider range of views
	  ○ they want to encourage or organise criminal activity
	• Know that extremists will test commitment, breaking current emotions anchors e.g. with family and friends and establish new ones within their extremist network
	• Know that extremists will promote misleading and false "information"
	• Know that extremists will play on the emotions of the individual being groomed

Summary	Learners should: • Should use maximum privacy settings • Be very cautious when talking to strangers (those they do not have real-world links to).

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Learners will recall key actions which will help themselves and others to stay safe	• Be extremely cautious if people learners meet online want to have private discussions. • Not reveal personal details to strangers • Not meet strangers met only online • Report concerns to the safeguarding team in their college or training provider

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Learning outcomes: What can you trust?

Section / main objective	Learning points
Exploring interests *Understand that all sources of information are written with an agenda. Be able to evaluate sources as to how strongly they might be presenting an extremist agenda*	• Know that everything learners read and hear is, to some extent, reflecting someone else's point of view • Understand that mainstream media in the UK have a variety of viewpoints • Understand that some media outlets provide platforms for a variety of viewpoints including more extreme views • Know that many specialist news sites are likely to have a strongly held agenda and not offer alternative viewpoints • Recognise emotional manipulation within factual material • Know that some sources will put up information that is completely false
Entering the debate *Be aware of common gaps in the logic of those justifying extremism*	• Know some tricks used by extremists to 'win' arguments – e.g. strawman, false cause • Recognise how emotional manipulation is used in discussion. • Be aware of the impact on others (family and friends) of extremist beliefs and actions
Who's in control? *Know of specific strategies that extremist might adopt to justify radical action*	• Know that extremists use private discussions to avoid the scrutiny of a public forum • Know that extremists are not friends, they are aiming to radicalise through grooming • Recognise emotional manipulation
Summary	• Look for whole picture not just one point of view • Check information/evidence which is given • Be aware of manipulation techniques which are used

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Learning outcomes: British values

Section / main objective	Learning points
Introduction *Understand that the British values are values common to all in Britain that underpin our society*	• British Values underpin British society enabling those with different views/beliefs live and work together successfully and peacefully • There are four British Values and these are widely accepted due to their enabling nature • We can share British values even though we may enact them differently - through different political or religious commitments • How this impacts on learners' everyday life
Democracy *Understand that people who make decisions for us are democratically accountable - and that this accountability brings legitimacy.*	• The UK has a representative democracy - we elect MPs to pass laws on our behalf. • Even the government has to abide by these laws - if they want to change them they have to win a vote in parliament. • We also have democracy at other levels - regional parliaments and assemblies, elected mayors and councils. This ensures that the people making decisions on behalf of everyone are regularly held accountable. • Part of the democratic process in the UK includes campaigning for change e.g. through pressure groups, trade unions • Democratic accountability provides legitimacy to the decisions being made. • British Values are enabling – if people want to change things then they can engage with democratic process • How does this impact on learners' everyday lives?
Rule of Law *Understand that the rule of law enables society to function better. For the most part, the rule of law is working, invisibly, to provide you with a better life.*	• Society works better when everyone lives by the same rules. • The rules are made by Parliament but an independent body - the judiciary - is responsible for seeing that they are upheld. • British Values are enabling - it is the rule of law, protecting our safety and giving us certainty about how others can act, that enables us to succeed. • How this impacts on learners 'everyday life
Individual liberty *Understand that we have a lot of - but not absolute - freedom. This*	• In the UK we enjoy a relatively high level of liberty (historically / internationally) • Although we take freedoms for granted, UK liberty has been achieved through years of democracy (from a start-point of

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includes freedom to question how the country is run.	very little liberty for ordinary citizens and a total lack of democracy) • There are limits on liberty - these remain because one person's liberty can adversely impact others. • British Values are enabling - consider the things that learners are at liberty to do and some things that they are not at liberty to do. • How this impacts on learners' everyday life
Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith *Understand that Britain - as a diverse nation - needs citizens to share mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Be clear that people all faiths adhere to Fundamental British Values.*	• British society contains a wide mix of people of different faiths and beliefs (including those who have no faith). • Having a different faith (or none) does not stop British people sharing values (particularly fundamental ones) • Mutual respect and tolerance goes beyond the minimum standards (legal protections) • British Values are enabling - Consider how a position of mutual respect and tolerance allows people to live full and happy lives • How this impacts on learners' everyday life
Equality Duty	• What does the Equality duty cover? • Public bodies are bound by the Equality duty • How this impacts on learners 'everyday lives

Safeguarding Procedures

These procedures should be read in conjunction with the current Department for Education statutory safeguarding guidance, including Keeping Children Safe in Education and Working Together to Safeguard Children.

- Purpose

  The purpose of these guidelines is to ensure that the rights of children and adults at risk are protected through staff awareness of the issues and the following of the statutory and local guidelines in the reporting of concerns. It is the responsibility of all staff working within Claudius Consulting Ltd to record and report Child Protection concerns, i.e. where they believe a child has been or is at risk of abuse, neglect or significant harm. This responsibility extends to all staff and not just those specifically working with under 18s.

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- Definition of terms

  The Safeguarding Policy describes the support and protection procedures for all learners under the age of 18, or learners over this age, who may be “at risk” of abuse.

  - A “Child” is defined as all young people under the age of 18, in accordance with the 1989 Children Act.
  - A “Adult at Risk” is defined as, ”An adult aged 18 or over who has needs for care and support, is experiencing or is at risk of abuse or neglect and, as a result of those needs, is unable to protect themselves against the abuse or neglect or the risk of it.”
    Where a safeguarding concern relates to an adult at risk, their wishes and views should be considered and they should be involved in decisions affecting them wherever appropriate. This will not prevent information being shared or action being taken where this is necessary to protect the adult or another person from harm.

Categories of Abuse

Abuse can occur within the family, community, and in the workplace by employees (including those employed to promote their welfare and protect them from abuse), volunteers, visitors, and fellow students. Expert and professional organisations are best placed to provide up-to date guidance and practical support on specific safeguarding issues and the Designated Safeguarding Lead will liaise with appropriate external agencies. Issues that may arise that staff should be aware of and look out for are:

- **Abuse:** a form of maltreatment of a child or adult at risk. Somebody may abuse or neglect a child or adult at risk by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children or adults at risk may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child or adult at risk.

- **Emotional abuse:** the persistent emotional maltreatment of a child or adults at risk such as to cause severe and adverse effects on the persons emotional development. It may involve conveying to a person that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not

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giving the person opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a
person's developmental capability as well as overprotection and limitation of exploration and learning or preventing the person from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing someone frequently to feel frightened or in danger, or the exploitation or corruption. Some level of emotional abuse is involved in all types of maltreatment, although it may occur alone.

- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the person is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging people to behave in sexually inappropriate ways, or grooming in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

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

- **Child-on-child:** Child-on-child abuse is most likely to include, but may not be limited to:
  • bullying (including cyberbullying, prejudice-based and discriminatory bullying)
  • abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
  • physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

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• sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
• sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
• causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
• consensual and non-consensual sharing of nude and semi-nude images and/or videos, including AI-generated intimate images and deepfakes.
• upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
• initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Additional forms of abuse:

In addition, Keeping safe in Education identifies that there are wider safeguarding issues that should be considered and acted upon. The specific areas are:

- Drug taking and/or alcohol misuse
- Deliberately missing education
- Serious violence (including that linked to county lines)
- Radicalisation
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- Modern Slavery
- Domestic abuse
- Financial or material abuse
- Organisational abuse
- Discriminatory abuse
- 'Honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- Mental health
- Initiation/hazing type violence and rituals

Modern Slavery and Human Trafficking

Modern slavery is a safeguarding concern and may include slavery, servitude, forced or compulsory labour and human trafficking. Exploitation may be sexual, criminal, financial or labour-related and can affect children and adults.
Staff should be alert to signs that an apprentice or learner may be experiencing exploitation or modern slavery. Any concern or disclosure must be reported immediately to the Designated

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Safeguarding Lead (DSL) or Deputy DSL in accordance with the safeguarding reporting procedures within this policy. Staff must not attempt to investigate suspected modern slavery themselves. Where appropriate, the DSL will seek advice from and/or make a referral to the relevant safeguarding agency, police or other appropriate authority.

Designated Safeguarding Lead (DSL)

All training organisations and providers are required to have a designated member of staff, who is assigned to act upon child and adult at risk protection concerns.
At Claudius Consulting Ltd this person is called the Designated Safeguarding Lead (DSL) and they are responsible for co-ordinating action within Claudius Consulting Ltd and liaising with other agencies. The Claudius Consulting Ltd's Designated Safeguarding Lead is Jenny Beck.

The Designated Safeguarding Lead for safeguarding are required to know:

- how to identify the signs and symptoms of abuse and when to make a referral
- the local Child and adult at risk protection procedures and the DSL's role within them
- the role and responsibilities of the investigating agencies and how to liaise with them
- the requirements of record keeping
- the conduct of a child protection conference and how the DSL or other members of staff can make an appropriate contribution to it.

If a safeguarding concern relates to an apprentice employed by Claudius Consulting Ltd, the agreed approach is for Rebecca Darlison to manage these cases specifically.

Designated Safeguarding Lead

The Designated Safeguarding Lead for Claudius Consulting Ltd is Jenny Beck. In their absence, Rebecca Darlison, Designated Safeguarding Deputy Lead, assumes responsibility. Both the Designated Safeguarding Lead and the Designated Safeguarding Deputy Lead have been fully trained for the demands of the role in child protection, inter-agency working, participation in any case conferences, supporting children in need, record keeping and promoting a culture of listening to children and young people. Claudius Consulting Ltd will ensure that Designated Safeguarding Leads are trained and receive refresher training every 2 years. In addition, DSL's will also be required to keep up to date with any changes to the Keeping Children Safe in Education Handbook and Regional Prevent Coordinators. The Keeping Children Safe in Education Handbook will be reviewed annually on the back of the latest release every September. Regular email updates from the Regional Prevent Coordinators newsletters will be distributed to staff and relevant learners. Contact details for Designated Safeguarding Leads are as follows:

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Jenny Beck, Designated Safeguarding Lead

Rebecca Darlison, Designated Safeguarding Deputy Lead

07944 111546 – safeguarding@claudius-consulting.co.uk

Claudius Consulting Ltd Head Office, Blake House, 18 Blake Street, York, YO1 8QG

When to Take Action & How

Once you suspect or know of any abuse of any child or adult at risk, you should immediately inform the Designated Safeguarding Lead in person or by telephone. Even if you have only heard rumours of abuse, or you have a suspicion but do not have firm evidence, you should still contact the Designated Safeguarding Lead to discuss your concerns.

It is important to understand that your responsibilities extend to suspicion of abuse in any area of the child or adult at risk's life, not just in the Claudius Consulting Ltd learning environment.

You must also contact the Designated Safeguarding Lead if you know or suspect that a member of staff or student has a previous history of abuse of children and/or adults at risk.

If you become aware of any allegations against a member of staff this must always be escalated to the Designated Safeguarding Lead. If the Designated Safeguarding Lead is not immediately available, you should then contact the Designated Safeguarding Deputy Lead. You must not try to investigate the matter on your own. Staff are not equipped or qualified to do so. Contact details for the Designated Safeguarding Lead and the Designated Safeguarding Deputy Lead can be found on the flow chart referral forms sent to staff and within this policy.

If, following your initial contact with the Designated Safeguarding Lead, it is decided that the matter should be taken further; a written report must be prepared. A written report is essential to prevent any misrepresentation of your findings, and should be sent to the Designated Safeguarding Lead within 24 hours of the suspicion arising. The report should be factual and should not include opinions or personal interpretations of the facts presented. The report should contain as much detail as possible, including any apparent physical signs of abuse or other circumstances which led to your suspicions, or the account given to you of abuse by the child or adult at risk concerned, as accurately as you are able to record it. The report should be signed, dated and a copy stored in a secure place. If you are unsure about what to write, you can get advice from the Designated Safeguarding Lead and a template is available.

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Safeguarding & Prevent Referral Form

Please complete this document in as much detail as possible to help our Safeguarding Team with your referral. A member of the Safeguarding Team may get in touch with you to discuss your referral if we require additional information.

Referrer details	**Name:** **Job Title:** **Employer:** **Email Address:** **Phone Number:**
Date of referral:	
Date of incident:	
Who does this referral relate to?	
Details of referral:	
Action carried out by DSL/Deputy DSL: **OFFICE USE**	
Decision Made and reasons for decision **OFFICE USE**	
Follow up / outcome of referral: **OFFICE USE**	

ONCE YOU HAVE COMPLETED THE REFERRAL FORM PLEASE EMAIL IT TO:
SAFEGUARDING@CLAUDIUS-CONSULTING.CO.UK
ALTERNATIVELY, EMAIL THE REFERRAL FORM TO A MEMBER OF THE SAFEGUARDING TEAM

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If a child or adult at risk comes to you with a report of apparent abuse, you should listen carefully to the child or adult at risk, using the following guidelines. When listening to a child or adult at risk, staff must:

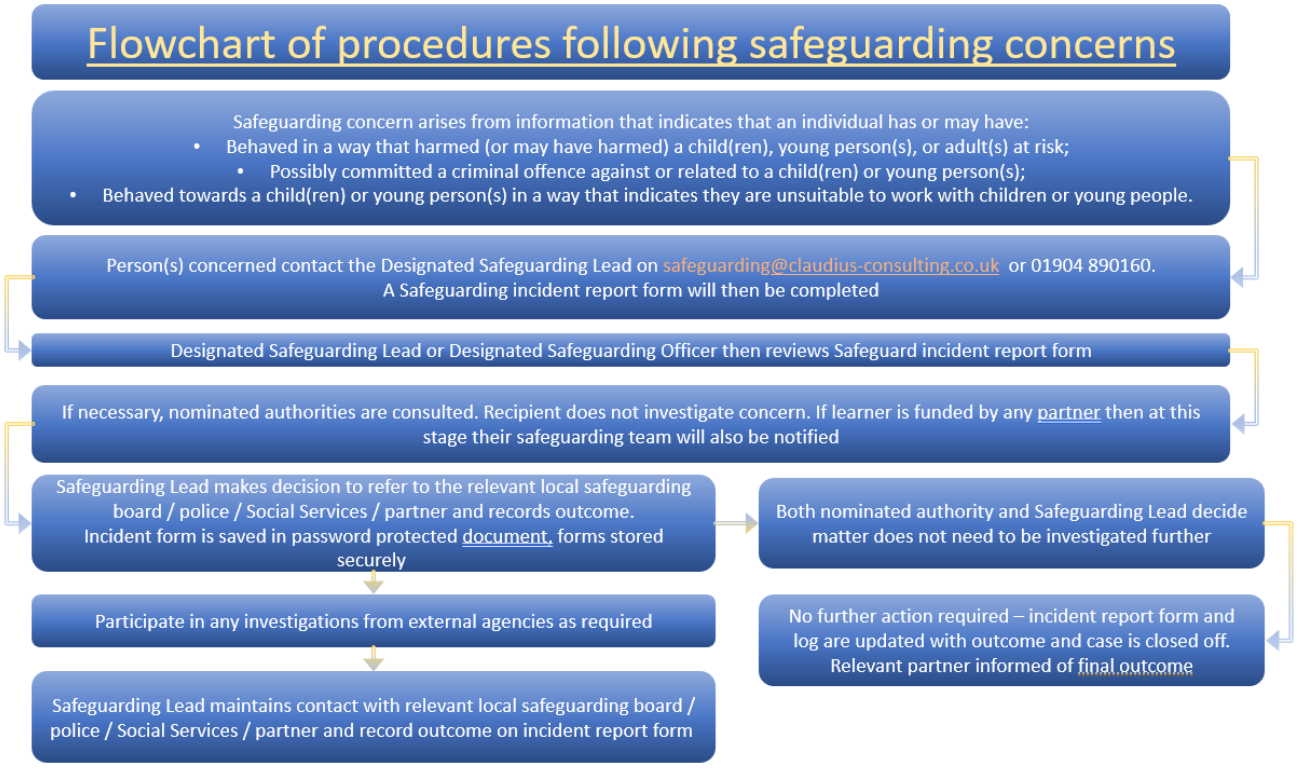
- Allow the child or adult at risk to speak without interruption
- Remember the TED principles (Tell me, Explain to me, Describe to me)
- Make accurate notes including age, time, date, place and people who are present as well as what was said/disclosed – the nature of any injuries, if applicable, should also be included
- Never trivialise or exaggerate the issue
- Never make suggestions
- Never coach or lead the child or adult at risk in any way
- Reassure the child or adult at risk, let them know you are glad they have spoken up and that they are right to do so
- Always ask enough questions to clarify your understanding, do not probe or interrogate – no matter how well you know the child or adult at risk – spare them having to repeat themselves over and over.
- Be honest – let the child or adult at risk know that you cannot keep this a secret; you will need to tell someone else.
- Try to remain calm – remember this is not an easy thing for them to do.
- Do not show your emotions – if you show anger, disgust or disbelief, they may stop talking. This may be because they feel they are upsetting you or they may feel your negative feelings are directed towards them
- Let the child or adult at risk know that you are taking the matter very seriously
- Make the child or adult at risk feel secure and safe without causing them any further anxiety.

At the earliest opportunity involve the Designated Safeguarding Lead.

The Designated Safeguarding Lead will be responsible for liaising with external agencies and recording essential information about each case and for collecting reports and notes as appropriate.

Any detailed information about a case will be confined to the Designated Safeguarding Lead, (if not involved in the allegations) and the Apprenticeship Director and any external agencies the Designated Safeguarding Lead determines to engage. The Manager(s) and staff reporting the allegations will be kept informed of the progress of the case on a 'need to know' basis.

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What Happens Next?

Taking into account all the information available, the Designated Safeguarding Lead will decide on the next steps, which may include taking no further action. Where appropriate, the Designated Safeguarding Lead will seek advice from the relevant Local Authority safeguarding service and/or other appropriate safeguarding agencies and agree what further action is necessary, which may include:

- Seek further advice from the local authority children's social care team or the local safeguarding partners under the area's multi-agency safeguarding arrangements
- Support any enquiries or investigation led by children's social care, the police or other appropriate safeguarding agencies. Make a referral to the appropriate agency, as signposted.
- Report the incident to a designated Social Worker, as signposted.
- Report the matter to the police immediately if a crime is suspected or a child or adult is at immediate risk of harm

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The Designated Safeguarding Lead may consider that those involved may require counselling. Where it is felt there is a need for counselling (which could be for the child, other students, staff, parents or carers involved) the Designated Safeguarding Lead will make the necessary arrangements.

Where a concern relates to an adult at risk, the Designated Safeguarding Lead will seek advice from and/or make a referral to the relevant Local Authority Adult Safeguarding Service, police or other appropriate agency where required.

Allegations against Staff

The primary concern of the organisation is to ensure the safety of the child and adult at risk. It is essential in all cases of suspected abuse by a member staff that action is taken quickly and professionally whatever the validity. There are occasions where a child or adult at risk will accuse a member of staff of physically or sexually abusing them. In some cases, this may be false or unfounded. However, in some cases the allegations may be true.

Any instance of a child or adult at risk being abused by a member of staff is particularly serious. On the other hand, for an innocent person to be accused of such an act is a serious ordeal which can result in long term damage to their health and career. If any member of staff suspects any other member of staff of abusing a student, it is their responsibility to bring these concerns to the Designated Safeguarding Lead. On being notified of any such matter the Designated Safeguarding Lead shall:

- Seek and follow advice from the LADO and/or local safeguarding partners where appropriate
- Take such steps as they consider necessary to ensure the safety of the child or adult at risk in question and any other child or adult at risk who might be at risk
- Ensure that a report of the matter is completed by the person who reported the original concern
- Put in place the steps necessary to follow the advice of the LADO and/or local safeguarding partners where appropriate

If the allegation concerns the Designated Safeguarding Lead, the matter should be discussed with the Managing Director of Claudius Consulting Ltd, in addition to following the normal safeguarding procedures highlighted in this document. If the allegation concerns the Managing Director, the matter should be reported to the Designated Safeguarding Lead, who will seek advice from the LADO and/or other appropriate safeguarding agency where applicable.

Signposting

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Where there is an immediate risk of harm or an emergency, call 999. Safeguarding concerns should also be reported to the Designated Safeguarding Lead in accordance with this policy.

Bullying (including Cyber)
Workplace https://www.supportline.org.uk/problems/bullying-in-the-workplace/
Cyber https://www.supportline.org.uk/problems/cyber-bulling/
http://www.saferinternet.org.uk/about/helpline

Child Sex Exploitation
https://www.nspcc.org.uk/keeping-children-safe/types-of-abuse/child-sexual-exploitation/
http://www.stopitnow.org.uk/ or 0808 1000 900

Domestic Abuse
For women - https://www.nationaldahelpline.org.uk/ or 0808 2000 247
For men - https://mensadviceline.org.uk/http://www.mensadviceline.org.uk/mens_advice.php.html or 0808 801 0327
Young people concerned about **sexual behaviour** https://www.lucyfaithfull.org.uk/

Drug or Alcohol Abuse
Drugs - http://www.talktofrank.com/ or **call**: 0300 123 6600 **text**: 82111
Alcohol - https://www.drinkaware.co.uk/advice-and-support/alcohol-support-services
or **call**: 0300 123 1110
Both - https://www.wearewithyou.org.uk/

Eating Disorders
https://www.beateatingdisorders.org.uk/ or **call** 0808 801 0677
or **email** emailhelp@beateatingdisorders.org.uk

Extremism, Radicalisation and Terrorism
https://www.gov.uk/guidance/making-a-referral-to-prevent or 020 7340 7264 **email** counter.extremism@education.gov.uk

Discrimination, Equality and Human Rights – Equality Advisory Support Service (EASS):
https://www.gov.uk/equality-advisory-support-service - or 0808 800 0082

FGM - https://www.nhs.uk/conditions/female-genital-mutilation-fgm/

Forced Marriage
Karma Nirvana Victim Support - 0800 5999 247
https://www.gov.uk/guidance/forced-marriage
Forced Marriage Unit **email** fmu@fcdo.gov.uk or 020 7008 0151;

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Outreach **email** fmu@fcdo.gov.uk ; **Facebook** - Forced Marriage page; **Twitter -** @FMUnit

Gangs and Youth Violence

For concerned adults - https://www.nspcc.org.uk/keeping-children-safe/types-of-abuse/gangs-criminal-exploitation/ r 0808 800 5000

For young people - http://www.childline.org.uk/ or 0800 1111

Gender Based Violence

Solace Advice Hub email advice@solacewomensaid.org.uk or 0808 802 5565

Women and Girls Network Advice Hub email advice@wgn.org.uk or 0808 801 0660

24 Hour Domestic Abuse Helpline 0808 2000 247

Living with a Family Member's Addiction to Alcohol or Drugs

https://www.nhs.uk/Live-well/addiction-support/advice-for-the-families-of-drug-users/

or 0300 123 6600 http://www.adfam.org.uk

Mental Health Problems

https://www.nhs.uk/mental-health/feelings-symptoms-behaviours/feelings-and-symptoms/stress/

Self-Harm or Suicidal Thoughts

Suicide - https://www.nhs.uk/mental-health/feelings-symptoms-behaviours/behaviours/help-for-suicidal-thoughts/

Self-Harm - https://www.nhs.uk/mental-health/feelings-symptoms-behaviours/behaviours/self-harm/

Sharing of intimate images - https://www.nspcc.org.uk/keeping-children-safe/online-safety/sexting-sending-nudes/ or call: 0808 800 5000 (18 and over) 0800 1111 (under 18)

Teenage Pregnancy - https://www.nhs.uk/services/service-directory/teenage-pregnancy-support-service/N10509523

Trafficking, Exploitation and Modern Slavery - https://www.salvationarmy.org.uk/modern-slavery or 0300 303 8151

Title: Safeguarding & Prevent		Version Number	3
Authorised by:	Bankole Claudius-Cole	Date Authorised	29 Jul 2023
Signature:	BAClaudius-Cole	Annual check date:	September
Amendments by:	Jenny Beck	Date of last review/amend:	28 Sep 2026

To be reviewed annually and/or when organisational change occurs.

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