



Safeguarding and Prevent Handbook

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Safeguarding and Prevent Policy

'Creating a safe and respectful learning environment for all'

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1.1. Safe and Sound Mission

Through developing practice, collaboration, research and dissemination, the Safe and Sound steering group seeks to ensure that everyone in our care receives support and protection to meet their individual needs. This group includes leads on Safeguarding, Health and Safety, Prevent and Equality, Diversity and Inclusion. Babington Senior Executive Board fully endorses this Policy and Guidance.

This Policy sits within the Safe and Sound framework which has been developed to bring together the key principles of Safeguarding, The Prevent Duty, Equality, Diversity and Inclusion and Health, Safety and Well-being. It applies to all staff, including senior managers, the Board, volunteers and seasonal workers, agency staff, learners or anyone working for and on behalf of the Babington.

The term 'learner(s)' used in this policy refers to young and/or vulnerable learners of Babington (internal or subcontractors') who attend interviews, online learning, study in centres or in their place of work.

1.2 Our aims

Our aims are to:

-  Promote fundamental British values, including freedom of speech, rights to be safe and listened to, by creating an environment that encourages every learner to raise any concerns.
-  Encourage all learners to develop a sense of autonomy and independence in their learning and development.
-  Enable all learners to have the self-confidence and the vocabulary to resist inappropriate approaches.
-  Work with employers to build their understanding of and commitment to the principles of Safeguarding and Prevent duty.
-  Liaise with other statutory agencies to ensure Safeguarding and Prevent duty legislative procedures are current.
-  Liaise with external agencies to support staff and learners where a Safeguarding and/or Prevent concern has been raised.

1.3 Our commitment

-  We promote the Welfare and Safeguarding of every learner.
-  We are committed to practise in a way that protects every learner.
-  We believe that learners should never experience any form of abuse, discrimination, harassment, or victimisation.
-  We will protect learners from radicalisation and extremism, by responding swiftly where learners are vulnerable to these issues.
-  We protect learners who receive our services. This includes the children of learners who use our services and any siblings of learners.
-  All learners receive programme inductions which includes raising awareness of Babington's commitment towards Safeguarding, details of the support services that can be offered and contact details for the Safeguarding team. The understanding of all aspects of Safeguarding and safe working practices is checked at each review and the opportunity to discuss any issues is given.
-  The requirements for DBS checks are assessed and the relevant processes undertaken where required.
-  We will provide staff and volunteers with regular updates and annual training on

Safeguarding and Prevent.

-  We recognise that ignoring abuse is not an option and all staff must report any concerns for the wellbeing or safeguarding of learners in accordance with this policy.
-  Employers are made aware of and understand relevant Babington policies
-  Pre-placement Health and Safety checks of employer's premises and health and safety management arrangements are complete
-  Assessments are made to ensure that the learners wellbeing is safeguarded by the work placement and their teams to ensure arrangements are in place to, prior to work related activity commencing.
-  We will record and check the details of all visitors to all our premises.
-  We commit to keeping a Safeguarding and Prevent Action plan/risk register and monitor the impact of our actions.

1.4 The Statutory Framework and Definition

Safeguarding is defined as:

-  Protecting learners from maltreatment
-  Preventing impairment of learners' health or development
-  Ensuring that learners are growing up in circumstances consistent with the provision of safe and effective care
-  Acting to enable all learners to have the best life chances

The Children Act 1989 (England & Wales), Children (Scotland) Act 1995 and The Children (Northern Ireland) Order 1995 places a duty on local authorities to investigate situations where a child is at risk of significant harm. The act and subsequent legislation and guidance are concerned with the emotional, physical or sexual abuse or neglect of children, defined as under the age of 18.

It is recognised that children acquire degrees of legal capacity (for example, the ability to give informed consent) and maturity prior to their 18th birthday, and that there are learners over 18 who continue to be vulnerable due to a learning difficulty and/or disability.

Schools, Colleges and Providers had a legal obligation to work with investigating agencies acting on behalf of children in need Guidance was published in 'Safeguarding Children in Education' (2004).

It set out the requirements to provide a safe learning environment, identify young people suffering, or likely to suffer, significant harm and take appropriate action in full partnership with other local agencies.

It encompassed wider issues such as health, safety, drug/substance abuse and bullying as well as the contribution made to Safeguarding in relation to individual children and underpinned our common law duty of care.

Replaced and extended in January 2007 by 'Safeguarding Children and Safer Recruitment in Education', which includes more specific guidance (including some statutory requirements) relating to the recruitment and vetting of staff, a responsibility that lies with Schools, Colleges and Providers.

The Safeguarding Vulnerable Groups Act 2006 defines a vulnerable learner as a person aged 18 or over and:

-  Teenagers
-  Learners missing from education
-  Those at risk of FGM (Female Genital Mutilation)
-  Those at risk of Forced Marriage

-  Those at risk of Honour Based Violence
-  Trafficked learners
-  Those in the 'Looked after system'
-  Learners living away from home
-  Learners from some minority ethnic groups
-  Those with abuse & trauma in their past
-  Those living in sheltered accommodation
-  detained in custody or under probation order
-  Those living with domestic violence, parental substance misuse and/or parental mental ill health, receiving a service or participating in an activity targeted at older people, people with disabilities or with physical or mental health conditions

1.5. Legislation and Guidance

This policy and related procedures are driven by the following legislation and guidance (see appendix for additional details):

-  The Children Act 1989 – amended 2004 (England & Wales)
-  The Children (Northern Ireland) Order 1995
-  The Children (Scotland) Act 1995
-  Safeguarding Children: Working Together Under the Children Act 2004
-  Working Together under the Children Act 2004 - Health in Wales
-  National guidance for child protection in Scotland
-  The Protection of Vulnerable Groups (Scotland) Act 2007
-  Protection of Freedoms Act 2012
-  Care Act 2014
-  Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism 2015
-  Prevent Duty Guidance for England and Wales (2015)
-  The Terrorism Act 2000 (NI)
-  Counter Terrorism and Security Act 2015
-  Modern Slavery Act 2015
-  What to do if you are worried a child is being abused (2015)
-  Children Missing in Education (2016)
-  Multi-agency guidance on FGM (2016)
-  Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Internet Safety (UKCIS), 2016)
-  Child sexual exploitation: definition and a guide for practitioners, local leaders and decision makers (2017)
-  Disqualification under the Childcare Act 2006 (2018)
-  General Data Protection Act (2018)
-  Sexual violence and sexual harassment between children in schools and colleges (2021)
-  Working Together to Safeguard Children 2018
-  Education and Training (Welfare of Children) Act 2021
-  Keeping Children Safe in Education (KCSIE) 2021 (updated Sept 2021)

2. The Prevent Duty

2.1 Radicalisation & Extremism

In 2011, the Government published the Prevent Strategy which raised awareness of the specific need to safeguard children, young people and families from extremism and radicalisation which is the holding of extreme political or religious views e.g. animal welfare rights, environmentalists, EDL, white supremacy groups, anti-gay groups, Islam/Christian ideology. Extremist groups have attempted to radicalise vulnerable learners to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

The Counter Terrorism and Security Act places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("The Prevent duty")

Prevent is about keeping our learners both safe and within the law. The Prevent Duty is not about preventing learners from having political and religious views, rather to support them to develop and discuss those views or act on them in non-extremist ways.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make learners vulnerable to future manipulation and exploitation.

Babington is clear that this exploitation and radicalisation should be viewed as a Safeguarding concern and that protecting learners from the risk of radicalisation is part of our Safeguarding duty.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Learners may become susceptible to radicalisation through a range of social, personal and environmental factors. It is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that Babington staff can recognize those vulnerabilities.

Extremism is defined by the Government in the Prevent Strategy 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

2.2. Responding to suspicions of radicalisation and extremism

We are alert to changes in a learner's behaviour or attitude which could indicate that they need help or protection.

-  When any member of staff has concerns that a learner may be at risk of radicalisation or involvement in terrorism, they should speak with the On-Duty Designated Safeguarding Officer for investigation and action.
-  Disclosure records are held by the Safe and Sound team and stored on a secure server.

- Staff take care not to influence the outcome either through the way they speak to or question learners.
- We will continue to welcome the learner whilst investigations are being made. The learner may choose to withdraw from learning activities whilst investigations take place.
- We follow the procedures as set by the Safeguarding Children Partnerships in relation to the delivery of services and designated roles and tasks in supporting the learner, family, and employer subsequent to any investigation.
- All suspicions and investigations are kept confidential and shared only with those who need to know.
- Any information is shared under the guidance of the Regional Prevent Coordinator HE/FE.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most learners do not become involved in extremist action. For this reason, the appropriate interventions in any case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

2.3 Channel

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the regional Police Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals.
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity.
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for Babington to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages.

Babington has a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

Further guidance about duties relating to the risk of radicalisation is available in the Prevent Duty Guidance for FE.

2.4 Recognition of vulnerability factors can include:

- **2.4.a Identity Crisis** – the learner is distanced from their cultural / religious heritage and experiences discomfort about their place in society.
- **2.4.b Personal Crisis** – the learner may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- **2.4.c Personal Circumstances** – migration; local community tensions; and events affecting the learner's country or region of origin may contribute to a sense of

grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.

-  **2.4.d Unmet Aspirations** – the learner may have perceptions of injustice or a feeling of failure
-  **2.4.e Rejection** – the learner may reject civic life
-  **2.4.f Experiences of Criminality** – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration.
-  **2.4.g Special Educational Need** – learners may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all learners experiencing the above are at risk of radicalisation for the purposes of violent extremism.

2.5. More critical risk factors could include:

-  Being in contact with extremist recruiters.
-  Accessing violent extremist websites, especially those with a social networking element.
-  Possessing or accessing violent extremist literature.
-  Using extremist narratives and a global ideology to explain personal disadvantage.
-  Justifying the use of violence to solve societal issues.
-  Joining or seeking to join extremist organisations.
-  Significant changes to appearance and / or behaviour.
-  Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

3. Specific roles and responsibilities concerning Safeguarding and Prevent

3.1 The Senior Executive Board/ Governors will:

-  Have strategic leadership responsibility for Babington's safeguarding arrangements
-  Review this policy and the effectiveness of its implementation annually
-  Meets with the Designated Safeguarding Lead on a regular basis to monitor both the volume and progress of concerns to ensure that Babington is meeting its duties in respect of safeguarding
-  Keep fully abreast of the guidance available for safeguarding

3.2 The Designated Safeguarding Lead will:

-  Report recommendations for changes to the Company Safeguarding and Prevent Policy and Procedures considering legislative changes, to the Board of Directors
-  Ensure constant availability of support for staff and learners (during working hours) through an organised Safe and Sound rota
-  Undertake regular and appropriate advanced Safeguarding training for this role
-  Make the decision to refer any allegations or concerns about abuse to the statutory safeguarding partners for investigation
-  Address any immediate protection issues
-  Make the decision and support staff to refer to an appropriate statutory agency (Police, Local Authority, Social Services and / or Channel)

- 🌱 Liaise with Safeguarding Children Partnership
- 🌱 Ensure employees are trained on Company Safeguarding procedures
- 🌱 Source appropriate external training for Safeguarding
- 🌱 When on duty, log all issues and monitor cases to resolution/ and Keep the action safeguarding database updated

Work with others

- 🌱 Liaise with Senior Executive Board/ Governors to inform of issues and/or ongoing enquiries related to Safeguarding and Prevent
- 🌱 Liaise and work with the People and Talent team when concerns are linked to staff who are also Babington Apprentices
- 🌱 As required liaise with “case manager” and the Designated Safeguarding Lead at the Local Authority for child protection concerns on all cases which concern a Staff Member.
- 🌱 Lead on the DSO team, ensuring DSOs receive the right support when dealing with complicated cases and ensure they have full debrief and ongoing support themselves if required
- 🌱 Liaise with staff on matters of safety and safeguarding when deciding whether to make a referral by liaising with relevant external agencies.
- 🌱 Act as a source of support, advice and expertise for staff.
- 🌱 Link with Local Children's and Adult's Safeguarding Boards
- 🌱 Work with trainers and tutors to ensure Learner Protection File are transferred to new College, Training Provider or other support services
- 🌱 Availability by email, telephone or in person where required to deal with any incidents.

Continue to develop and raise awareness

- 🌱 Ensure open and listening culture.
- 🌱 Alert to specific learner in need, SEN, Young Carers and “Looked after Children”
- 🌱 Understand the assessment process for providing early help and intervention, through locally agreed common and shared assessment process (Safeguarding Children Partnerships).
- 🌱 Have working knowledge of Safeguarding Children Partnerships.
- 🌱 Understand Prevent Duty, providing advice and support to staff.
- 🌱 Develop staff awareness of and adherence to policies and processes.
- 🌱 Keep detailed, accurate, secure written records of concerns and referrals.

3.3 Designated Safeguarding Officers will:

- 🌱 Report on best practice and recommendations for improvements to the Company Safeguarding & Prevent Policy and Procedures to the Safeguarding Lead/s
- 🌱 Make the decision to refer any allegations or concerns about abuse to the statutory safeguarding partners for investigation
- 🌱 Address any immediate protection issues
- 🌱 Carry out any internal investigations regarding Safeguarding
- 🌱 Make the decision to refer to an appropriate statutory agency (Police, Social Services, Local Authority and /or Channel)
- 🌱 Liaise with Safeguarding Children Partnership
- 🌱 Work closely with staff to respond to any immediate welfare and/or safeguarding concerns
- 🌱 Work closely with the Designated Safeguarding Lead to escalate immediate protection issues
- 🌱 Work with trainers and support teams to develop the confidence of all when speaking with learners regarding welfare and Safeguarding, Prevent discussions.

- 🌱 Undertake regular and appropriate training for this role
- 🌱 Keep up to date with Safeguarding and Prevent policy changes
- 🌱 Work to promote Safeguarding and Prevent best practice
- 🌱 Attend regular updates and meeting with DSL and other DSOs
- 🌱 Complete the Designated Safeguarding training at level 2 or 3 by an approved training provider and refresher training as appropriate (but as a minimum every 2 years)

3.4 Managers will:

Set a positive 'culture' which is supportive of the safeguarding arrangements and ensure that this Policy is brought to the attention and well understood by all their employees

- 🌱 Ensure that the Policy and associated procedures are implemented effectively
- 🌱 Monitor the performance of their own employees to ensure Policy requirements and Company standards are being met
- 🌱 Ensure that risks are assessed and that appropriate risk reduction measures are developed for all work tasks and activities
- 🌱 Ensure their employees have appropriate instruction, training and development to enable them to fulfil their Safeguarding and Prevent responsibilities and to work safely
- 🌱 Ensure that all incidents of suspected or alleged abuse are reported immediately
- 🌱 Ensure all employees are aware they should discuss absences training sessions to Babington
- 🌱 Set a good example and promote responsible attitudes among employees, learners and employers

3.5 All staff, contractors and volunteers will:

Promote the health, safety and welfare of learners

- 🌱 Abide by the codes of conduct for Babington employees
- 🌱 Be prepared to listen to and take seriously the concerns of learners, carers and volunteers
- 🌱 Be alert to signs of abuse and extremism and take responsibility for referring any concerns to Babington Safe and Sound Team
- 🌱 Set a good example and promote responsible attitudes to learners by their own behaviour
- 🌱 Ensure that any relevant history of the learner, particularly in relation to potential indicators of abuse or neglect is recorded confidentially within their records in line with GDPR
- 🌱 Work closely and collaboratively with all sub-contractors and employers to ensure that they have appropriate and effective Safeguarding and Prevent policies and procedures in place, and these are audited on a regular basis by Senior Managers, Quality and Service Standards team, Safe and Sound team, and the Subcontractor Manager. This includes learners that are participating in Work experience and off-site activities.

3.6 The 5 Rs

Everyone has a responsibility to actively make the learning environment safe and secure for all by following the 5 R's:

-  **Recognise** - One of the most important roles for any employee is to be able to recognise abuse or neglect in the course of their everyday work. Sometimes, the signs are obvious such as broken bones or cuts and bruises. However, sometimes the signs are a lot less easy to identify.
-  **Respond** - All employees working with learners need to be alert to signs of abuse or neglect and know how to respond appropriately (including knowing who in their organisation to share their concerns with and where appropriate, knowing how to ask relevant non-leading questions to see if there is a reasonable and consistent explanation for the signs observed)
-  **Recording** - When recording an incident, a Safeguarding Report Form must be completed (available on Boris). The document must be password protected and forwarded to the Safe and Sound team at safeguarding@babingtongroup.co.uk by close of business the same day. Please be aware that this must be completed before 5pm and at the earliest opportunity to allow the On-Duty DSO time to contact you for the password and make the relevant checks and address concerns appropriately in a timely manner. Whilst you can record observations, do not interpret or give opinion as this may bias the information provided and jeopardise any future investigation into the allegation. The Safeguarding Report Form must be deleted from your pc and sent mailbox once you received confirmation from the On-Duty DSO, they have processed your concern.
-  **Report** - Any issues or concerns, allegations or suspicions relating to Safeguarding must be taken seriously and reported to an On-Duty Safeguarding Designated Lead/ HR Designated Safeguarding Officer.
-  **Refer** - Where required, the Safeguarding Representative will refer or support you with guidance on next steps and / or signposting to the relevant external agency.

3.7 Confidentiality

A good working relationship between staff and learners depends to a large extent on the establishment of trust. However, guarantees of absolute confidentiality should not be given. If a learner / staff member discloses to a member of staff, it is important that the boundaries of confidentiality and the need to pass on that information are explained. It is often easier to explain that you have a responsibility to pass on information on certain matters than to get into a situation where you break a confidence.

3.8 Information Sharing & Record Keeping

Babington strongly supports the principle of working in partnership with learners and their parents/carers. This means seeking clear, explicit and informed consent from the individual(s) concerned for information about them to be shared with specified other individuals or agencies where consistent with the individual(s) best interests.

It is possible, however, to identify some circumstances in which sharing confidential information without consent will normally be justified in the public interest. These are:

-  When there is evidence that the learner is suffering or is at risk of suffering significant harm.
-  Where there is reasonable cause to believe that a child may be suffering or at risk of significant harm.
-  To prevent significant harm arising to a learner or serious harm to learners, including through the prevention, detection and prosecution of serious crime.

For this purpose, serious crime means any crime which causes or is likely to cause significant or serious harm to a learner.

When sharing information there are Seven Golden Rules that Babington will adhere to:

1. The Data Protection Act is not a barrier to sharing information
2. Be open and honest
3. Seek advice
4. Share with consent where appropriate (there may be some circumstances where seeking consent including parental consent is not required)
5. Consider safety and wellbeing
6. Ensure that information sharing is appropriate and secure
7. Keep a record

3.9 Responding to suspicions

Babington is committed to responding promptly and appropriately to all incidents or concerns that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you are worried a child is being abused.' (DfE 2014)

We acknowledge that abuse or neglect of basic safety and welfare procedures for learners can take place and that this can take different forms - physical, emotional, and sexual as well as employer's neglect of legal responsibilities and neglect of parental or statutory responsibilities (including where learners are in care of social services).

We also acknowledge that this can take the form of 'virtual' or internet-based abuse or neglect.

We recognise that when learners are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance or their behaviour. All allegations or suspicions must be taken seriously. The learner or staff member must be advised that this information cannot be kept confidential and will be passed on to the On-Duty Designated Safeguarding Officer/Lead in Babington in the first instance.

3.10 Support for Staff

Where a member of staff finds a disclosure particularly distressing, they may wish to access the additional services within Babington designated health scheme or contact People and Talent Team for support.

Babington have an open-door policy for any staff who wish to discuss their concerns. Staff will need to be mindful that Babington cannot as with learners to give absolute confidentiality to any disclosures.

3.11 Allegations against staff

Babington recognises that whilst most staff and volunteers who work with learners are committed to their wellbeing and care there exists a range of abuse perpetrated by workers that despite the best efforts and interventions can still take place.

An allegation may relate to a member of staff including a volunteer who works with learners who has behaved in way that has harmed a learner, or may have harmed a learner, possibly committed a criminal offence against or related to a learner or behaved towards a learner in way that indicates they may pose a risk of harm to learners.

3.12 Disciplinary action

It is a criminal offence for a person over 18 in a position of trust to groom or enter a

sexual relationship with any learner under 18 years old, even if the relationship is consensual. If allegations are made against staff the same procedures as outlined above must be followed. If a member of staff suspects abuse/ grooming whether sexual or otherwise, from another member of staff, the People and Talent Designated Safeguarding Officer must be informed. Depending on the severity of the allegations outside agencies may be informed and/or the staff disciplinary procedure may be invoked.

We abide by the DBS regulatory requirements in respect of requesting references and DBS checks for staff and volunteers. We will meet the DBS reporting requirements in respect of any person who is dismissed from our employment or resigns in circumstances that would otherwise have led to dismissal for reasons of learner protection concern. Where a member of staff or a volunteer is dismissed from the delivery of services or internally disciplined because of misconduct relating to a learner, we notify the Disclosure and Barring Service (DBS) so that appropriate action is taken.

3.13 Safer Recruitment Processes

We provide adequate and appropriate staffing resources and training to meet the needs of learners.

All staff and volunteers are informed by People and Talent that their job falls under the DBS requirements for a background check under section 128 of the Education Skills Act 2008.

We will provide the applicant with more information about the level of check required or that is relevant to their role at Babington

There are 2 types of check:

-  Standard (This check is for spent and unspent convictions, cautions, reprimands and final warnings.)
-  Enhanced (This includes the same as the standard check plus any additional information held by local police that is reasonably considered relevant to the workforce being applied for (learner, child or other workforce.)

3.14 Disclosures

The Staff member who receives the allegation or disclosure should make an immediate written record of the conversation, including the following information:

-  Date and time of report.
-  Name of Individual.
-  DOB of alleged.
-  Nature of allegation.
-  Any other information given, including siblings if relevant. (their full names and DOB if possible)
-  Confirmation that the Learner / staff member has been advised of the next steps.

Disclosure records are held by the Safe and Sound Team/ HR Designated Safeguarding Officer and stored on a secure server. Staff must take care not to influence the outcome either through the way they speak to or question learners.

Babington continues to welcome the learner whilst investigations are being made in relation to any alleged abuse. The learner may choose to withdraw from learning activities whilst investigations take place.

We follow the procedures as set by the Safeguarding Children Partnership in relation to the delivery of services and designated roles and tasks in supporting the learner, family and employer throughout any investigation.

All suspicions and investigations are kept confidential and shared only with those who

need to know. Any information is shared under the guidance of the Safeguarding Children Partnership and Local Authority Designated Officer (LADO).

4. Safeguarding definitions and guidance

4.1 Significant Harm

- 🌱 Harm means ill treatment or the impairment of health or development, including impairment suffered from seeing or hearing the ill treatment of another
- 🌱 Development means physical, intellectual, emotional, social or behavioural development
- 🌱 Health means physical or mental health
- 🌱 Ill treatment includes physical & sexual abuse and forms of ill treatment which are not physical (s.31 (9) Children Act 1989 as amended by the Adoption and Children Act 2002)

4.2 Welfare

Welfare is defined as a learner in need of universal help from those already involved or from a single or multiple agency response.

4.3 Missing from Education

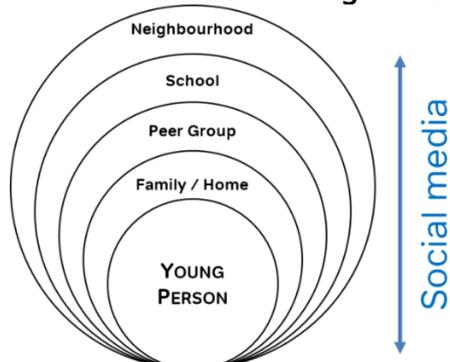
Learners who go missing from education will fail to achieve their full potential academically and fail to achieve economic wellbeing in later life. They are also at a greater risk of physical harm, self-inflicted or inflicted by others, being sexually exploited and becoming involved in crime and anti-social behaviour, being employed illegally or abusing drugs and alcohol. In line with Keeping Children Safe in Education (KCSIE 2020), Babington must take reasonable steps to monitor learners' attendance through a daily register. This is also completed for vulnerable learners. Attendance should be monitored closely and poor or irregular attendance should be addressed.

4.4 Recognition of Abuse, including Neglect, Bullying and Cyber Bullying

Recognising abuse is not easy, and it is not the responsibility of staff, volunteers or learners to decide whether abuse has taken place or if there is significant risk. We do however have a responsibility to act if we think it may be happening.

Abuse, including neglect, includes forms of maltreatment of a learner. Somebody may abuse a learner by inflicting harm, by failing to act to prevent harm. Learners may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger for example via the internet. They may also be abused by a learner or learners, or by another learner.

4.5 Contextual Safeguarding



Learners' experiences of abuse and violence are rarely isolated events, and they can often be linked to other things that are happening in their lives and spaces in which they spend their time. Any response to peer-on-peer abuse therefore needs to consider the range of possible types of peer-on-peer abuse set out below, capture the full context of the learner's experiences and identify the influences around them. This can be done by adopting a 'contextual Safeguarding' approach and by ensuring that our response to

incidents of peer-on-peer abuse considers any potential complexity.

4.6 Types and Signs of Abuse

Abuse - may be physical, sexual or emotional abuse, or neglect.

Significant harm - ill treatment or the impairment of health or development (compared with the health or development which might be expected of a similar learner)

Physical abuse - actual or likely physical injury to a learner, or failure to prevent injury. This 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 feigns symptoms of, or deliberately causes, ill health to a learner they are looking after. This form of physical harm is recognised as Fabricated or Induced Illness.

Sexual abuse - actual or likely sexual exploitation of a learner, including prostitution. Involving forcing or enticing a learner to take part in sexual activities without their consent or understanding, this may not necessarily involve violence. The activities may involve physical contact including penetration or non- penetrative acts. For example, it may also include involving the learner looking at or being involved in the production of, pornographic material or watching sexual activities, or encouraging the victim to behave in sexually inappropriate ways. Can include grooming a vulnerable learner in preparation for abuse.

Emotional abuse - emotional abuse is the persistent emotional ill treatment of a learner with the intent to cause severe and persistent adverse effects on the victim's emotional development. It may involve conveying to the victim that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

Age or developmentally inappropriate expectations being imposed on a learner, causing them frequently to feel frightened, or the exploitation or corruption of learners will also constitute emotional abuse. This may also include overprotection and limitation of exploration and learning or participating in normal social interaction.

It can include seeing or hearing ill treatment of another person. It may include serious bullying, including cyber-bullying. It may include not giving the learner opportunities to express their views, deliberately silencing them, or making fun of what they say or how they communicate.

Neglect - neglect is the persistent failure to meet a vulnerable learner's basic physical and/or psychological needs, likely to result in the serious impairment of their health or development such as failing to provide adequate food, shelter and clothing, medical care or treatment or neglect of, or unresponsiveness to, their basic emotional/physical needs. It can include not protecting a vulnerable learner from emotional harm or danger.

Peer-on-peer abuse – Peer-on-peer abuse is behaviour by an individual or group of individuals which can be a one-off incident or repeated over time. It is behaviour that intentionally hurts another individual or group either physically or emotionally. Peer on Peer abuse is often motivated by prejudice against particular groups steered by a dislike for a person's race, religion, gender, sexual orientation, special educational needs or disabilities; or where a person is adopted or in care, has caring responsibilities, is suffering from a health problem, is frequently on the move (e.g. those from military families or the travelling community), is experiencing a personal or family crisis, has actual or perceived differences, (e.g. physical or cultural differences)

It can take many forms including serious bullying (including cyberbullying, prejudice-based bullying or discriminatory bullying), up-skirting, relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, financial abuse, harmful sexual behaviour and/or gender-based violence.

Risks/ abuse related to family/cultural belief/ faith - It is important to remember that

many learners are a part of a family. Some families have certain values and beliefs that can cause harm to a learner. An example of this can include strong beliefs or a sense of honour or shame that can prevent people from seeking or accepting the help they need. A strong cultural or religious belief in the sanctity of marriage may dissuade people from leaving their partners, even if they are violent. In addition, many religions and cultures have strong beliefs around sex outside marriage, making it very hard for young, unmarried, pregnant women to get the help they need. Differences in culture or religion between partners, or between parents and children, may also make it more difficult for individuals to understand and support each other. Where one partner perceives their faith and heritage to be superior to, or more important than, their partner's it can lead to a power imbalance and an erosion of the other partner's self-esteem. In extreme cases the person who are perceived as "disobedient" or "different" are believed to be possessed by a spirit controlling their behaviour. The person can be physically and emotionally abused to exorcise the spirit.

Bullying and Harassment - Bullying can include a variety of behaviours from one individual/ group to another individual/ group such as name calling, offensive language, coercion, hitting, pushing, theft or damage to belongings, cyber, spreading harmful messages, hate crime or mate crime which is befriending someone with the intent to exploit them in some way. Please refer to Babington's Anti-Bullying Policy for further detail.

Cyber Bullying and E-Safety - The safe and responsible use of technology is sometimes presented as primarily a learner protection issue, but all need support to keep themselves safe online. The risks associated with the use of technology are vast and include internet, text or video messaging, email, chatrooms, social media networking sites, etc. used to embarrass, humiliate, threaten, intimidate, or bully an individual in an attempt to gain power and control over them. Other risks include the mismanagement of personal data, risks of financial scams, identity theft, grooming and radicalisation.

Domestic Violence - can be physical, emotional, sexual, neglect. This category also covers Forced Marriages and honour-based violence. Some learners may experience issues with drugs or alcohol to self-medicate or via dependence.

Female Genital Mutilation (FGM) - Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that females at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. The FGM mandatory reporting duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires staff to report where, during their professional duties, they either are informed by a female under 18 that an act of FGM has been carried out on her, observe physical signs which appear to show that an act of FGM has been carried out on a female under 18 and they have no reason to believe that the act was necessary for the female's physical or mental health or for purpose with labour or birth. For the purposes of the duty, the relevant age is the female's age at the time of disclosure/identification of FGM (i.e. it does not apply where a woman aged 18 or over discloses, she had FGM when she was under 18).

Forced Marriage - One or both spouses do not consent to the marriage or consent is extracted under duress. Duress includes both physical and emotional pressure. When a person does not consent or is unable to assent, there is a lack of full and free consent (if they have learning disabilities or a mental health need, for example). A clear distinction must be made between a forced marriage and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in choosing the marriage partner but the choice whether to accept the arrangement remains with the person.

Incels - Incels or Involuntary celibates, are heterosexual men who are being radicalised online and blame women and society for their own inability to form romantic or sexual

attachments. Incels are the most violent element of the manosphere, with rape, violence and even murder justified to draw attention to the “problem” of sexually frustrated young white males. It shares some similarities with the better-known alt-right movement, with both groups attributing society’s ills to social liberalism, women and ethnic minorities. Acid attacks are a popular suggestion for retribution since they usually result in physical disfigurement and the sexual enslavement of women is also advocated to ensure “fair” distribution of sex.

Modern slavery - Encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.

Risk to self and/or others - This may include but is not exclusive to self-harm, suicidal tendencies or potential risk of harming others, which may or may not include learners. This may be because of an individual experiencing a significant level of personal, emotional trauma and/or stress.

Serious Crime - Serious and organised crime includes drug trafficking, human trafficking, organised illegal immigration, child sexual exploitation, high value fraud and other financial crime, counterfeiting, organised acquisitive crime and cyber-crime.

Sexting - This is when someone sends or receives a sexually explicit text, image or video. This includes sending ‘nude pics’ or ‘rude pics’ or ‘nude selfies’. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

Once the image is taken and sent, the sender has lost control of the image and the image could end up anywhere. By having in their possession or distributing to others indecent images of a person under 18, many people are not aware that they could be committing a criminal offence under the Sexual Offences Act 2003.

Any direct disclosure by a learner (male or female) will be taken very seriously. A learner who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure is a last resort and they may have already tried to resolve the issue themselves. When an incident involving sexting comes to our attention, we will follow the guidance as set out in the UKCCIS publication *Sexting in Schools and Colleges: Responding to incidents and Safeguarding learners*.

Sexual violence and sexual harassment between learners - Sexual violence and harassment can occur between two learners of any age or gender or when a group of learners sexually assaults or harasses a single learner or a group of learners. Sexual violence and sexual harassment may overlap and can occur on-line and off-line (both physical and verbal). Sexual violence includes offences under the Sexual Offences Act 2003 (rape, assault by penetration and sexual assault).

Consent is defined as the ability to choose freely. Consent to sexual activity can be provided for one type of sexual activity but not for another, and it can be revoked at any time during the action and each time it takes place.

Sexual harassment is unwelcome sexual behaviour that is likely to violate a learner’s dignity, intimidate, degrade, or humiliate them, and/or create a hostile, offensive, or sexualised environment. It can happen both online and offline. Sexual remarks, such as telling sexual stories; lewd remarks; sexual remarks about clothes and appearance; calling someone sexualised names; sexual “jokes” or taunting; deliberately brushing against someone; interfering with someone’s clothes; or displaying pictures, photos, or drawings of a sexual nature are all examples.

Sexual harassment on the internet can occur on its own or as part of a larger pattern of sexual harassment and/or sexual assault. Non-consensual sexual image and video sharing sexualised online bullying, unwelcome sexual comments, and messages (including on social media), sexual exploitation, coercion, and threats, and upskirting are

all examples. If staff have a concern about a learner or a learner makes a report to them which relates to peer-on-peer sexual violence and/or sexual harassment, they must report their concerns to the safeguarding team immediately.

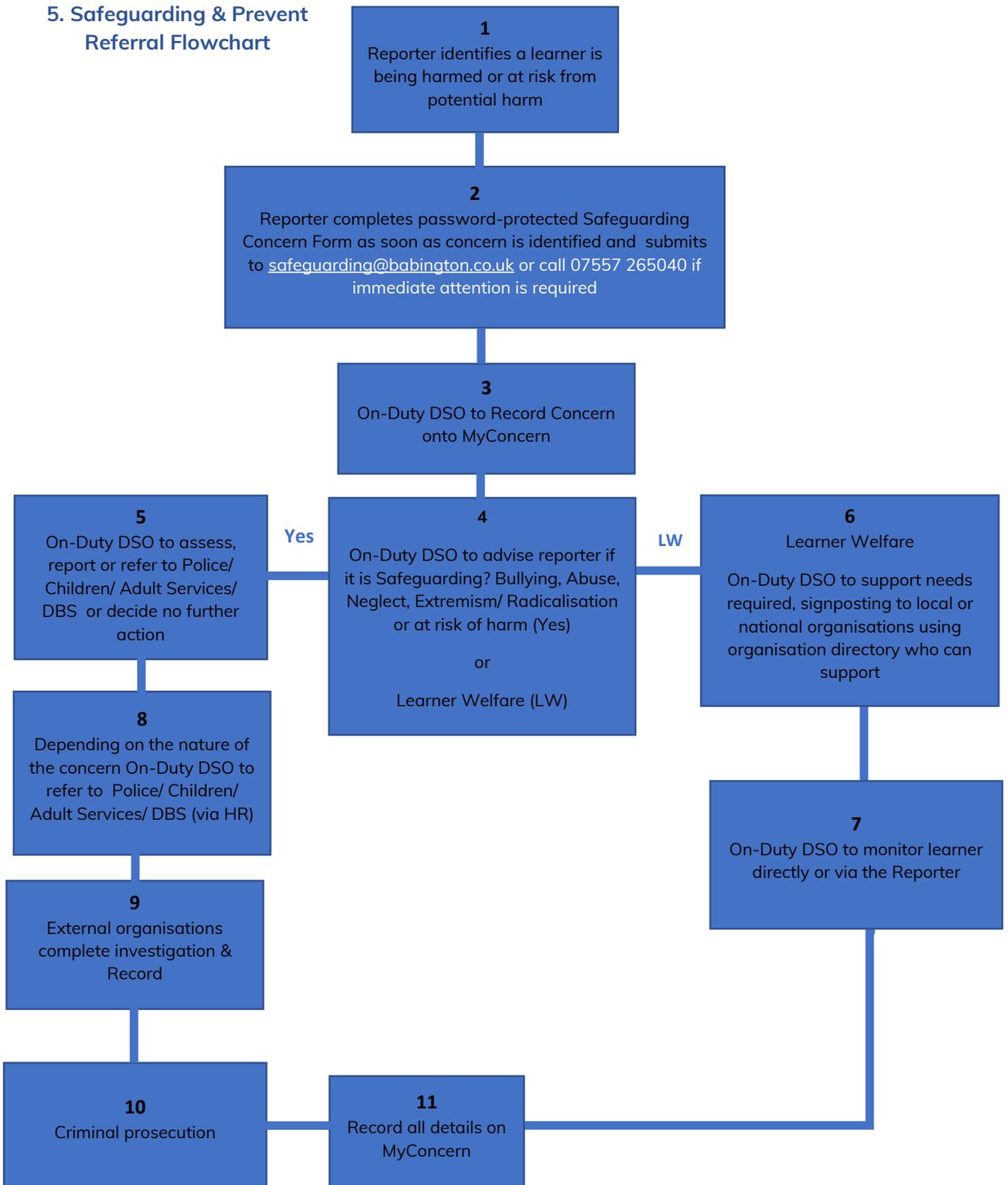
Initiation/Hazing - Hazing or initiation ceremonies refers to the practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group.

Hazing is seen in many different types of social groups, including gangs, sports teams and educational groups. The initiation rites can range from relatively benign pranks, to protracted patterns of behaviour that rise to the level of abuse or criminal misconduct. Hazing may include physical or psychological abuse. It may also include nudity or sexual assault.

Upskirting - Upskirting is a highly intrusive practice, which typically involves someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks (with or without underwear). It is now a specific criminal offence in England and Wales. It can take place in a range of places, e.g., British Transport Police have seen a rise of reports on public transport.

The law captures instances where the purpose of the behaviour is to obtain sexual gratification or to cause humiliation, distress, or alarm. Perpetrators will now face two years in prison with the most serious offenders being placed on the sex offenders' register. Criminalising this distressing practice aims to deter people from committing the crime.

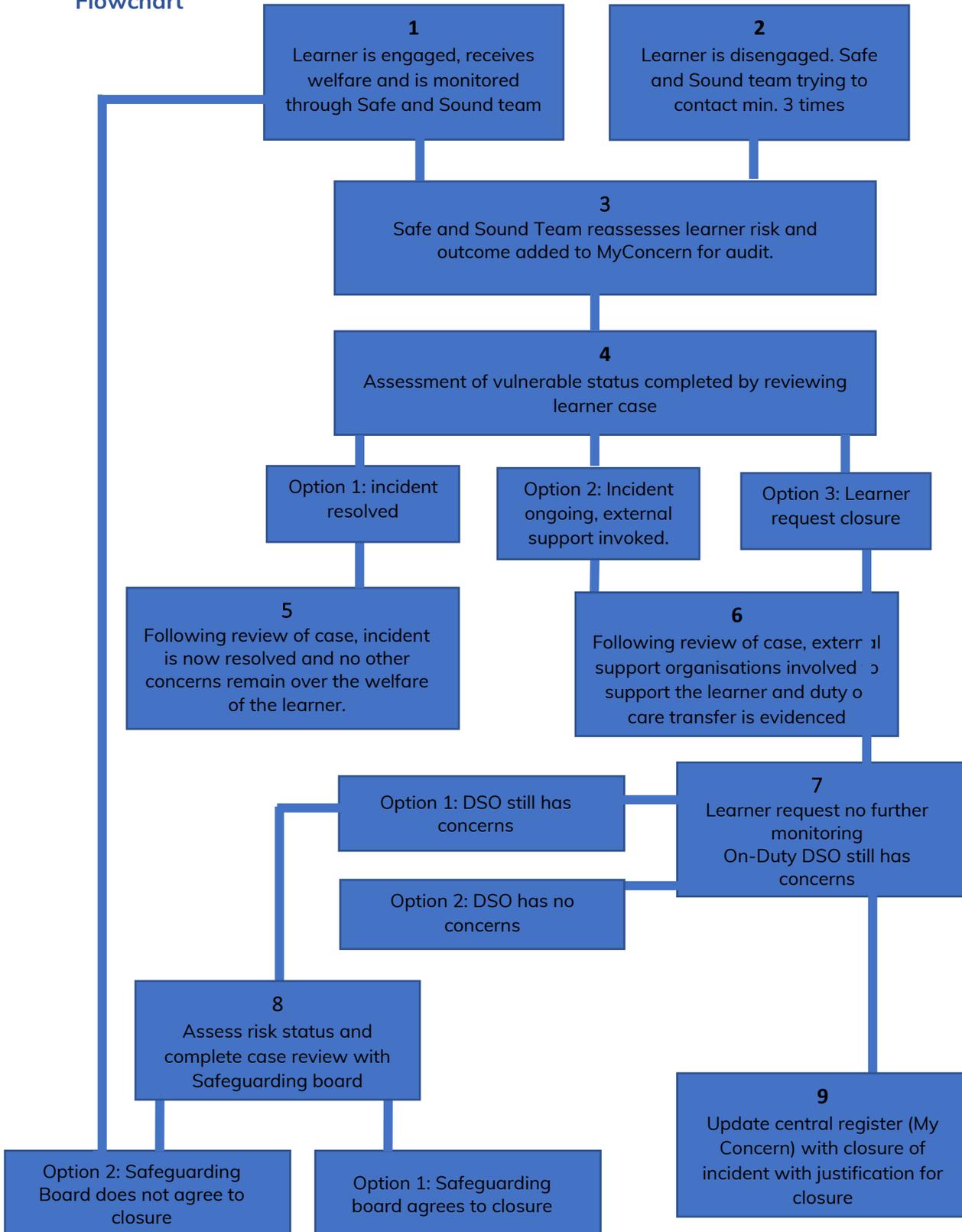
5. Safeguarding & Prevent Referral Flowchart



* Debrief and support for staff at any time throughout the process

5.1 Safeguarding/ Prevent Referral Grid			
	Process	Responsibility	Action
1	Reporter identifies a learner is being harmed or at risk from potential harm	Reporting Officer	Move to step 2
2	Reporter completes password-protected Safeguarding Concern Form and submits to safeguarding@babington.co.uk by close of play the same day or call 07557 265040	Reporting Officer	Move to step 3
3	On-Duty DSO to Record Concern onto MyConcern	On-Duty DSO	Move to step 4
4	On-Duty DSO to advise reporter if it is Safeguarding? Bullying, Abuse, Neglect, Extremism/ Radicalisation or at risk of harm? Option 1 -Yes Option 2 -Learner Welfare (LW)	On-Duty DSO	Option 1 Move to step 5 Option 2 Move to step 6
5	On-Duty DSO to assess, report or refer to Police/ Children/ Adult Services/ DBS or decide no further action	On-Duty DSO	Move to step 8
6	On-Duty DSO to support needs required, signposting to local or national organisations using organisation directory who can support	On-Duty DSO	Move to step 7
7	On-Duty DSO to monitor learner directly or via the Reporter, completing weekly welfare updates (minimum) Option 1 -satisfied appropriate support is in place; close the case Option 2 –requires reassessment	On-Duty DSO	Option 1- Move to step 11 Option 2- move to step 4
8	Depending on the nature of the concern On-Duty DSO to liaise or refer to Police/ Children/ Adult Services/ DBS (via HR) for external assessment & support	On-Duty DSO	Move to step 9
9	External organisations complete investigation & Record. On-Duty DSO to continue to monitor the learner throughout the Investigation for welfare support until and outcome is deemed. Outcome 1: no further action Outcome 2: Prosecution	On-Duty DSO	On-Duty DSO to record all details on MyConcern
10	Criminal prosecution	External Organisations	DSL to record outcome onto learner file
11	Record all details on MyConcern	On-Duty DSO	Any new/additional information, restart process again
*	Debrief and support for staff at any time during the process	Safe and Sound Manager / External Support organisation	Internal support as well as external signposting and support given to staff as required

6. Incident Closure Flowchart



6.1 Incident Closure Grid			
No.	Process	Responsibility	Action
1	Learner is engaged, receives welfare and is monitored through Safe and Sound team	Reporting Officer/ On-Duty DSO	Move to step 3
2	Learner is monitored but disengaged. Safe and Sound team/Reporter will try to contact learners on 3 instances. These methods of contact must consist of either; phone, text and email.	Reporting Officer	Move to step 3
3	Reassess learner risk and outcome added to MyConcern for audit.	On-Duty DSO	Move to step 4
4	Assessment of vulnerable status completed by reviewing learner case. Outcome of 3 possible options: Option 1 – Incident resolved Option 2 – Incident ongoing, external support invoked. Option 3 – Learner request closure	On-Duty DSO	Option 1 – move to step 5 Option 2 – move to step 6 Option 3 – move to step 7
5	Following review of case, incident is now resolved, and no other concerns remain over the welfare of the learner.	On-Duty DSO	Move to step 9
6	Following review of case, external support organisations involved to support the learner and duty of care transfer is evidenced	On-Duty DSO	Move to step 9
7	Learner request no further monitoring. Option 1: If On-Duty DSO still has concerns Option 2: If DSO has no concerns	On-Duty DSO	Option 1 - move to step 8 Option 2 - move to step 9
8	Assess risk status and complete case review with Safeguarding board Option 1: Safeguarding board agrees to closure Option 2: Safeguarding Board does not agree to closure; return to monitoring	On-Duty DSO & Safeguarding Board	Option 1: move to step 9 Option 2: move to step 1
9	Update central register (My Concern) with closure of incident with justification for closure.	On-Duty DSO	No further Action
*	Debrief and support for staff at any time during the process	Safe and Sound Manager / External Support organisation	Internal support as well as external signposting and support given to staff as required

7. Anti-Bullying Policy for Learners and Staff

Introduction

Babington is committed to learners and staff's right to learn/ teach in an environment that is safe and free from discrimination and bullying.

The Education and Inspections Act 2006 requires that every educational institute must have measures to encourage good behaviour and prevent all form of bullying (including Cyber bullying) amongst pupils. FE and non- statutory Colleges are not subject to this Act; however, this policy has been developed in accordance with the spirit of the Act and following Department for Education (DfE) guidelines on Preventing and Tackling Bullying.

The Equality Act 2010 requires colleges to comply with the public-sector equality duty. This policy takes those requirements into account. Babington's Equality Scheme and Safeguarding Policies are relevant to this policy.

The Education Act 2011, Education (Scotland) Act 2016, and Education Act (Northern Ireland) 2014 places a duty on education and training provisions to safeguard and promote the welfare of children and adults. Safeguarding encompasses bullying and all principles are applicable to all. Babington aims to promote a common understanding of what constitutes bullying, the measures we take to prevent bullying and the intervention and support strategies it uses once bullying is reported.

This policy applies to all staff, including senior managers, the Board, paid staff, volunteers and seasonal workers, agency staff, learners or anyone working for and on behalf of Babington. The term 'learner' used in this policy refers to learners of the Babington who attend interviews, study at our centres or in their place of work.

We have a zero-tolerance approach to bullying at Babington. Babington will challenge bullying in all its forms and take quick clear and decisive action to protect learners and staff. We are committed to creating an environment which supports staff and learners to report and challenge bullying and which encourages positive intervention to prevent the occurrence of bullying. We ensure that all learners and staff have clear access to our Complaints Policy and procedures.

Definition of Bullying

Bullying is behaviour that hurts someone else – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – in education, at home or online. It is usually repeated over a long period of time and can hurt a child or adult both physically and emotionally. Bullying that happens online, using social networks, games and mobile phones, is referred to as cyberbullying. A **learner** can feel like there is no escape because it can happen wherever they are, at any time of day or night.

Bullying includes:

-  verbal abuse, such as name calling and gossiping
-  non-verbal abuse, such as hand signs or text messages
-  emotional abuse, such as threatening, intimidating or humiliating someone
-  exclusion, such as ignoring or isolating someone
-  undermining, by constant criticism or spreading rumours
-  controlling or manipulating someone
-  racial, sexual or homophobic bullying also known as prejudice-based and discriminatory bullying
-  physical assaults, such as hitting and pushing
-  making silent, hoax or abusive calls
-  online or cyberbullying.

Cyberbullying

The NSPCC states that 'Cyberbullying is an increasingly common form of bullying behaviour which happens on social networks, mobile phones and online games. Cyberbullying can include spreading rumours about someone, or posting nasty or embarrassing messages, images or videos. Learners may know who is bullying them online – it may be an extension of offline peer bullying - or they may be targeted by someone using a fake or anonymous account. It is easy to be anonymous online and this may increase the likelihood of engaging in bullying behaviour. Cyberbullying can happen at any time or anywhere - a child can be bullied when they are alone in their bedroom - so it can feel like there's no escape'.

Signs of Bullying

There are usually signs when an individual is being bullied. These can include.

- Changes in Character i.e. being nervous, losing confidence, or becoming distressed and withdrawn
- Changes in appearance
- Attendance issues
- Unexplainable injuries
- Lost or destroyed personal items i.e. clothing, books, electronics, or jewellery
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating.
- Difficulty sleeping or frequent nightmares
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self esteem
- Self-destructive behaviours such as running away from home, harming themselves, or talking about suicide

Preventing bullying

Babington aims to prevent bullying before it occurs. We have created a list of strategies that can be used to do this.

- Learners learn about respect and bullying, citizenship, equality, diversity and inclusion and social justice in group settings within Babington centres. Tutors will also deliver this content within sessions with 1:1 learners around cultural events and the celebration of diversity. Babington ensures that teaching staff promote skills such as teamwork, empathy, resilience throughout the curriculum.
- Babington identifies learners who are vulnerable and/or at risk of disengagement or underachievement. These learners are monitored closely so early interventions can be put in place to prevent issues from escalating and Babington's Customer Support and Safe and Sound Team offers support and guidance throughout.
- Anti-Bullying posters are displayed throughout the Centres to raise awareness and signpost support.
- We can signpost to external support agencies for any learner or staff members. Babington stores a directory of services on Boris for national or area-based services.
- All staff receive mandatory Safeguarding training which covers in depth aspects such as bullying and harassment.
- Anti-Bullying Week, Equality, Diversity and Inclusion Month and Stay Safe Month are an established part of Babington's diversity/ cultural events calendar and embedded into the curriculum.
- All staff and learners are encouraged to adopt a Restorative Approach to resolve conflict and to build good relationships.
- Expectations are made clear to learners and staff at induction and are expected to sign a contract of agreement around behaviour and conduct.

- At Babington, we promote and work in partnership with learners to help them share their voice and experiences. These views are captured in our surveys and questionnaires.

All reports of bullying will be taken seriously and addressed as quickly as possible.

It is the responsibility of Babington staff to determine the nature and extent of the bullying and act appropriate to the circumstance.

Once a report of bullying is received a member of staff will meet/ contact the individual/s being bullied to discuss the circumstances and severity of the bullying.

When Babington believes that bullying has occurred, it will be dealt with as a disciplinary matter through the disciplinary process. (Please see the below process flowchart). The disciplinary process considers the needs of vulnerable learners including those responsible for bullying.

Anonymity cannot always be guaranteed as we have a duty to act to protect and safeguard learners, but every effort will be made to deal sensitively with the issue/s.

If the person making the allegation is dissatisfied about with how it has been dealt with, they have the right to appeal through the Babington's Complaints Procedure. Staff at Babington are expected to work with and support those responsible for bullying to understand the impact of their behaviour.

Learners with a Learning Difficulty and/or Disability

Learners or staff with a learning difficulty and/or disability may be especially vulnerable to bullying or have difficulties in communicating. At Babington, staff are skilled, experienced and they work closely with learners so they can identify signs at an early stage. Any reports of a learner with a learning difficulty and/or disability being bullied will involve the Safe and Sound Manager.

Responsibilities and Roles

Lead Staff

- The Senior Management Team and Safe and Sound Manager are to regularly review, update and implement this policy.
- The Safe and Sound Manager is to lead on the implementation of the Anti-Bullying Policy.
- The People & Talent Director is responsible for ensuring the provision of anti-bullying training for staff.
- Operational Business Managers and teaching staff have a responsibility to assess allegations thoroughly and to seek to resolve conflict. This may be working in partnership with the Service Standards Team and/ or the HR Designated Safeguarding Officer.
- Teaching, centre-based staff and Safeguarding Staff have responsibility to support learners through any investigation into an allegation of bullying and/or harassment.

Staff are responsible for:

- Being aware of the Anti-Bullying Policy and the procedures for reporting bullying (through the Safeguarding report form).
- Acting in line with this policy should they witness acts of bullying or harassment; or are approached in confidence by learners being bullied or harassed; or by learners who have witnessed such actions.
- Treating all learners and colleagues with dignity and respect, ensuring their own conduct does not cause offence or misunderstanding; and challenging behaviour or the use of language which could cause offence.
- Role modelling behaviours which promote mutual respect and tolerance.

Learners

Learners are required to:

- Follow the Learner Agreements that are put in place by induction processes and the Safe and Sound Learner Handbooks
- Be aware of the Anti-Bullying Policy
- Report incidents of bullying
- Support their peers and wherever possible adopt a restorative approach

Parents/Carers

Babington expects parents and carers to contact us if they know or suspect their son/daughter is being bullied or is bullying others. It is also expected that parents/carers will work with Babington staff to resolve conflicts between learners if required.

Linked Documents

This policy should be read in conjunction with the following policy's

- Safeguarding and Prevent Policy
- Whistle Blowing Policy
- Code of Conduct
- Grievance Procedure
- Disciplinary Procedure
- Appeals Procedure
- Confidentiality Procedure
- Internet, email and data security
- Learner computer and internet usage policy
- Social Media policy
- Dignity at Work Policy
- Recruitment Policy
- Children Missing from Education
- Complaints Procedure

Anti-Bullying Help lines and organisation Help Lines:

Childline Phone: 0800 1111

NSCPCC Phone: 0808 800 5000

Family Links Phone: 0808 800 2222

Respect Me – 0344 800 8600 (Scotland)

Organisations/ web sites:

Anti-Bullying Alliance: <http://www.anti-bullyingalliance.org.uk/>

National Society for the Prevention of Cruelty to Children (NSPCC): <http://www.nspcc.org.uk/>

ChildLine: <http://www.childline.org.uk/Pages/Home.aspx>

Kidscape: <http://www.kidscape.org.uk/>

Family Lives: <http://familylives.org.uk/>

Respect Me: <https://respectme.org.uk/>

See Babington Sharepoint (BORIS) for a directory of support agencies local to your centre/area.

8 Guest and Visiting Speakers Policy

Introduction

Babington is committed to learners and staff's right to learn and teach in an environment that is safe. We often invite speakers from the wider community to give talks to enrich our learners' experience, whether face to face or online, providing them with information that helps them make decisions at different phases of their learning, widening their understanding of world and global issues and providing motivational inspiration through the sharing of a speaker's experience.

Our responsibility to our learners is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of Babington and fundamental British values.

The 'Prevent' statutory guidance educational establishments to have clear protocols for ensuring that any guest and visiting speakers whether invited by staff or learners, are suitable and appropriately supervised.

The protocols are:

-  All visiting speakers to have a nominated point of contact during face to face or online delivery (the Organiser).
-  All requests for outside speakers require the prior approval of the Manager or Safe and Sound Manager
-  Obtaining an outline of what the speaker intends to cover in advance of their visit.
-  Conducting research on the person/organisation to establish whether they have demonstrated extreme views/actions.
-  Refusal to allow people/organisations to use Babington premises or online space if they have links to extreme groups or movements. Justification of Babington's decision will be provided to the person/organisation in writing.
-  Visiting speakers sign the 'Agreement and Guidelines for Visiting Speakers' form as acceptance of Babington's terms and conditions.
-  Conducting a risk assessment in relation to the Prevent Duty.
-  Maintaining a formal register of all guest/ visiting speakers.
-  Ensuring guest/ visiting speakers are accompanied at all times at centres or online and are not left unsupervised with learners at any point.
-  Conducting a post-event evaluation of how the visit/ online delivery met the needs of our learners.

Babington Guest and Visiting Speakers Policy links to the following:

-  Safeguarding and Prevent Policy
-  Equality, Diversity and Inclusion Policy

Please ensure you provide your guest/visiting speaker with a copy of the relevant policies.

All completed Guest and Visiting Speakers Agreement and Guideline (Appendix 1) and Risk Assessment for Guest and Visiting Speakers (Appendix 2) and presentation material must be approved by a Centre Manager or the safe and sound team prior to confirmation with the Guest/ Visiting Speaker. It must then be submitted to safeandsound@babington.co.uk where the guest/visiting speaker will be added to the approved list of speakers.

8.1 Appendix 1

Guest and Visiting Speakers Agreement and Guidelines

In order to maintain a clear focus on our main priority of teaching and learning within a safe and sound environment whether delivery is face to face or online, care must be exercised to respect the diverse views and values of all learners. On completion of this agreement please email it to safeandsound@babington.co.uk

Name of visiting speaker:

Organisation (if applicable):

The Guest/ Visiting speaker agrees to the following terms and conditions:

1. The presentation must be appropriate to the age and maturity level of the learner audience.
2. The presentation must not incite hatred, violence or call for the breaking of the law.
3. The guest/ visiting speaker is not permitted to encourage, glorify or promote any acts of terrorism including individuals, groups and organisations that support such acts.
4. The guest/ visiting speaker must not spread hatred and intolerance of any minority group/s in the community and thus aid in disrupting social and community harmony.
5. The guest/ visiting speaker must seek to avoid insulting other faiths or groups, within a framework of positive debate and challenge.
6. Visiting speakers are not permitted to raise or gather funds for any external organisation.
7. Compliance with the Babington's Equal Opportunities, Safeguarding and Prevent (including e-Safety) Policies is required. (speaker/s to be provided with a copy)
8. Babington staff have the right and responsibility to interrupt and/or stop the presentation for any violation of this agreement.

I have read these guidelines and agree to abide by them.

Guest/ Visiting speaker's signature:

Date:

(To be completed by Centre Manager / Safe and Sound Team)

Presentation Provided: **Yes/ No**

Presentation Content Approved: **Yes/ No**

Additional Comments:

Approved by:

Date Approved:

8.2 Appendix 2: Sample Risk Assessment for Guest and Visiting Speakers

In order to preserve the reputation of Babington and to maintain a clear focus on our main priority of teaching and learning within a safe and sound environment, Babington have to ensure the speakers and topics of events are appropriate.

Please complete the Risk Assessment and provide the Safe and Sound team with any additional information which can help with the assessment.

Describe the hazard & how it can cause harm	Who might be harmed and how?	Existing control measures	Risk Rating Likeliness x Severity = RR			Additional control measures	Revised rating Likeliness x Severity = RR		
			L	S	RR		L	S	RR
Cables and wires could act as trip hazards, leading to both minor/serious injuries.	Learners and speaker	Cables and wires to be kept to a minimum. Any charging cables to be kept away from paths and stairs. All involved will be responsible for ensuring that paths are cleared of cables and wires.	2	2	4	What additional control measures could you put in? Will these measures decrease likelihood and/or severity?			
Overcrowding in rooms could lead to problems when evacuating (i.e. Fire Alarm).	Any learner or speaker	Babington control measures – No smoking stipulation - fire exits - emergency contact – location of extinguishers. Event organiser to ensure that room capacity is not breached and monitor headcount throughout the event.	2	3	6				
Content of Presentation may cause offense to some learners or be deemed inappropriate.	Any learner	Guest and Visiting Speakers Agreement and Guideline form to be filled out before the event, in line with Babington’s Guest and Visiting Speaker policy.	1	1	1				

Describe the hazard & how it can cause harm	Who might be harmed and how?	Existing control measures	Risk Rating Likelihood x Severity = RR			Additional control measures	Revised rating Likelihood x Severity = RR		
			L	S	RR		L	S	RR
Safeguard learners' privacy for online delivery	Any learner	All learners to be given advice and guidance on how to protect themselves online Learner to ensure they have the correct Anti-virus/ spyware when using online platforms	1	1	1				

Risk Banding

Date:	Assessed By:	Manager's Signature:	Department / Location:	Risk Matrix – High – Medium – Low (Risk)						
				Severity x Likelihood = Risk Rating	Likelihood					
					Certain (5)	Very Likely (4)	Likely (3)	May happen (2)	Unlikely (1)	
What Is Being Assessed:				Severity	Death (5)	25	20	15	10	5
					Major Injury (4)	20	16	12	8	4
					Over 7-day Injury (3)	15	12	9	6	3
					Minor Injury – Treatment off site (2)	10	8	6	4	2
					Minor Injury – First aid on site (1)	5	4	3	2	1
Review Date:										

9. Emergency Response Lockdown Policy and Procedure

1. Summary

This document outlines the actions to be taken in the event of an Emergency Response Lockdown being activated. Emergency Response Lockdown is a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff, learners, and visitors. The aim of an emergency response lockdown is to prevent people moving into the danger areas and preventing or frustrating any potential attackers accessing a site. This will ensure that staff, learners, and visitors are safe in situations where there is a hazard on the premises or outside in the near vicinity.

This document will be published on BORIS, and should be read in conjunction with the following documents:

1. Health and Safety Policy including evacuation procedures
2. Safeguarding and Prevent Policy
3. Business Continuity Plan

An emergency response lockdown is activated when there is a serious security risk to the site and the occupants due to, for example:

-  near-by chemical spillage
-  near-by hazard
-  attempted access by unauthorised person's intent in causing harm/damage, e.g. a terrorist/extremist attack

In all such circumstances, staff must follow any instructions from the Emergency Services, irrespective of whether an emergency response lockdown has been activated or not, if the advice is to evacuate the building, then these instructions will take precedence.

Babington will employ two types of emergency response lockdowns, '**Partial**' and '**Full**'.

2. Partial Emergency Response Lockdown

In a partial emergency response lockdown, staff, learners and visitors should remain in the building and all doors leading outside of the Babington boundary should be locked. No one should be allowed to enter or leave the building; however, teaching and work can continue as usual. This may be as a result of a reported incident / civil disturbance in the local community with the potential to pose a risk to the occupants on site. It may also be as a result of a warning being received regarding the risk of air pollution, etc.

3. Partial Emergency Response Lockdown Immediate Action

-  All staff, learners and visitors remain in building and external doors and windows are locked
-  Free movement may be permitted within the building dependent upon circumstances
-  In the event of an air pollution or chemical, biological or radiological contaminants issue, air vents, fans, heating and air conditioning systems should be closed or turned off
-  Use anything to hand to seal up all the cracks around doors and any vents into the

- room – the aim is to minimise possible ingress of pollutants, and
- Staff should await further instructions.

There needs to be a means of communicating the alert to staff and learners at break times, as depending on the location depends on where they take their breaks, as they may be outside of the boundary of the location.

4. Full Emergency Response Lockdown

This signifies an immediate threat to the site and the occupants and may be an escalation of a partial emergency response lockdown. The aim of a full emergency response lockdown is for the location and its rooms to appear empty.

5. Full Emergency Response Lockdown Immediate Action

- All training staff, learners and visitors should stay in their training room or move to the nearest one
- Office staff and visitors should remain in their office
- External doors locked. Training room and office doors locked (where a member of staff with key is present)
- Windows locked, blinds drawn, internal door windows covered (so an intruder cannot see in)
- Staff, learners, and visitors sit quietly out of sight and where possible in a location that would protect them from gunfire (bullets go through glass, brick, wood and metal. Consider locations behind substantial brickwork or heavy reinforced walls).
- Lights, smartboards and computer monitors, etc. turned off
- Mobile phones turned off (or at the least turned onto silent so they cannot give away your position)
- A register to be taken of all staff, learners and visitors in each training room/office – ensure that local Visitor Procedures are adhered to
- Communicate register of staff, learners and visitors to a pre-agreed central office, and
- Staff should await further instructions.

6. Planning for an Emergency Response Lockdown

Advanced planning of what needs to be done to lockdown a site whilst recognising the need for flexibility in those plans. Planning should consider:

- How to achieve effective emergency response lockdown
- How to let people know what is happening
- Training staff
- **STAY SAFE** principles – click [here](#) for link to Stay Safe video
- How to respond to an attack – **Run, Hide and Tell**

It is not possible to prescribe a generic emergency response lockdown plan as there are a number of variables that will dictate exactly how an individual location responds to those situations identified, for example:

- Access to alarm controls.
- Other means of internal communications - messenger, two-way radios, mobile phone, internal e-mail, texts etc.
- Location site plan e.g. the layout of buildings and their proximity to one another.
- Age of learners.

- 🌿 Geographical location – urban/rural, presence of secure perimeter fence.

7. Emergency Response Lockdown Plan

Due to the fast-moving nature of incidents that require an emergency response lockdown, whether it is a FULL or PARTIAL lockdown, it is important that all staff can act quickly and effectively.

Staff should have clear roles and responsibilities.

A lockdown drill should be undertaken at least once a year and thoroughly debriefed to monitor the effectiveness of the arrangements.

Parents/guardians/employers should know that the location has a lockdown plan, but it should never be shared with non-employees.

Emergency response lockdown arrangements should be determined by each location on an individual basis, as they will be dependent to a large extent on local circumstances such as:

- 🌿 Designation of the location – is it offices, or offices and training
- 🌿 Whether the location is single occupancy, by which is meant only Babington staff are working from the premises
- 🌿 Whether it is a multi-occupancy location, with several different tenants
- 🌿 Premises design and layout
- 🌿 Training room and office arrangements
- 🌿 Resources available

However, the following basic principles should be included in each location's plan:

- 🌿 A member of staff is nominated as an emergency response lockdown manager (plus deputies in their absence) to initiate, manage and conclude the lockdown. They will also communicate with emergency services. Their roles and responsibilities should be documented.
- 🌿 Staff are alerted to the activation of the plan by a recognised signal, audible throughout the building and the confines of the perimeter.
- 🌿 **The use of the fire alarm should be avoided to reduce the incorrect response to an incident.**
- 🌿 Learners/staff who are outside of the buildings should be brought inside as quickly as possible.
- 🌿 Those learners/trainers inside the building should remain in their training room or proceed directly to the nearest training room.
- 🌿 Other staff and any visitors inside the building should remain in their office or proceed directly back to their office.
- 🌿 All external doors and, as necessary, windows are locked (depending on the circumstances, internal doors may also need to be locked).
- 🌿 Blinds/curtains drawn and windows on internal doors covered.
- 🌿 Once in lockdown mode, staff should notify the 'Emergency Response Lockdown Manager' immediately of any staff/learners or visitors not accounted for and any additional staff/learners/visitors in their training room or office via the agreed communication channel.
- 🌿 Staff should encourage the learners and visitors to keep calm.
- 🌿 As appropriate, the location should establish communication with the Emergency

Services as soon as possible.

- 🌱 The Director responsible for the Location should be notified at the earliest opportunity or if unavailable their Deputy via the agreed communication channel.
- 🌱 If necessary, parents/guardians and next of kin should be notified as soon as it is practicable to do so via Babington's established communications system.
- 🌱 Learners must not be released to parents/guardians, etc. or let off the premises during an emergency response lockdown.
- 🌱 **If it is necessary to evacuate the building, the fire alarm should sound.**
- 🌱 Ensure procedures are in place for members of staff who do not have a regular office or training room.
- 🌱 Ensure visitors and peripatetic staff are included in your centre/location emergency response lockdown plan.
- 🌱 Establish an official emergency response lockdown termination announcement/signal so that all staff know that it is authentic.
- 🌱 Specific arrangements should be made for learners/staff/visitors with different needs (i.e. hearing/visual impairment or mobility needs – please refer to/ complete the Personal Emergency Evacuation/ Lockdown Plan).
- 🌱 Areas in the centre/location that cannot be effectively locked down should be identified and the emergency response lockdown procedures should include instructions on removing staff and learners from these areas to a place of safety (i.e. toilets/outbuildings).
- 🌱 Establish agreed methods of communication from staff to the emergency response lockdown manager should a dangerous intruder be located on the premises.
- 🌱 An overview sheet outlining the location/centres procedures will be displayed in the location as appropriate.

Staff, learners and visitors should remain in lock down until it has been lifted by a senior member of staff or by the emergency services. If at any point during the emergency response lockdown, the fire alarm may sound, this is a cue to evacuate the building.

During the lockdown, staff will keep agreed lines of communication open but not make unnecessary calls to the central office as this could delay more important communication.

Examples of discreet communication channels might be:

- 🌱 Where staff have access to an internal e-mail system, they could access their account and await further instruction. In practical terms, staff would need to be familiar with accessing their account through a variety of means e.g. laptop, smartphone or tablet.
- 🌱 Alternatively, WhatsApp could be employed and set-up a group messaging system.

There needs to be a means of communicating the alert to staff and learners at break times, as depending on the location depends on where they take their breaks, as they may be outside of the boundary of the location.

8. Emergency Services

It is important to keep lines of communication open with Emergency Services as they are best placed to offer advice as a situation unfolds. The site may or may not be cordoned off by Emergency Services depending on the severity of the incident that has triggered the lockdown. Emergency Services will support the decision of the Tactical/Strategic Lead with regarding the timing of communication to parents and/or guardians.

In the event of a prolonged emergency response lockdown or more severe scenario, emergency services, local authorities and voluntary sector organisations will work together to co-ordinate practical and emotional support to those affected by any emergency.

9. Roles and Responsibilities

- 🌱 **Emergency Response Lockdown Lead/Manager (Operational Lead) and nominated deputy/deputies** – to activate emergency response lockdown, ensure everyone is fulfilling their roles, inform senior management/ SEB of the immediate threat to the site
- 🌱 **Emergency Services/Local Authority Liaison Person** – to act as first point of contact for the information to be delivered to the site in the event of an emergency/event being called by the Emergency Services or the Local Authority
- 🌱 **Key manager** – this is to ensure that all staff using the Training Rooms/Offices/Meeting facilities have signed out a key to enable the door to be locked in the event of lockdown being activated
- 🌱 **Tactical Lead** – senior manager to give instructions to the Operational Lead in relation to what they need to do, and to pass relevant information in relation to what is happening external to the lockdown site
- 🌱 **Strategic Lead** – to make the executive decisions in relation to the lockdown, and if required to ensure that any communications required to be made public, contain the relevant facts, etc. and
- 🌱 **Communications Officer** – to act as liaison between Babington and local/national media including social media

10. Shared Buildings

For multi occupancy sites, methods of communication between all businesses need to be considered.

Summary Must Do's and Don'ts:

1. **Do** learn the Lockdown Procedures
2. **Do** learn the office/training room layouts, particularly the entry and egress points
3. **Do** know on a day-to-day basis, who is in the facility – includes staff, learners and visitors
4. **Do** - if you are a tutor – know where all your learners are – keep a register of attendance for each day
5. **Do** carry out emergency response lockdown drills & desktop exercises
6. **Do NOT** release full copies of the Lockdown Policy and/or Procedures To anyone outside of the Company
7. **Do NOT** panic in front of learners or visitors, remain calm and in control

Remember – if you are with learners and visitors, it is important to:

- 🌱 Remain calm.
- 🌱 Reassure them.
- 🌱 Remind them to follow your instructions.

9.1 Emergency Response Lockdown Fact Sheet for Staff & Learners

What is an emergency response lockdown?

An emergency response lockdown confines staff and learners to the classroom due to a perceived or real threat.

Lockdowns (all lock downs are to be treated the same):

- Emergency Response Lockdown drills led by the Designated Emergency Response Lockdown Lead/Manager/Deputy; drills are done to help learners and staff practice the procedures of a lockdown.
- Emergency Response Lockdown drills led by Designated Emergency Response Lockdown Lead/Manager/Deputy; these unannounced drills help assess lockdown performance and make recommendations, so improvements and/or changes can be made.
- Emergency Response Lockdowns led by law enforcement; these are **not** drills and are typically put in place because of a situation happening on or off site. They are precautionary measures to keep learners, staff and visitors safe until law enforcement has controlled the situation. Examples of off-site situations include potentially dangerous persons, animals or natural threats such as gas leaks. Internal threats can be led by law enforcement.

What happens during a lockdown?

- The Designated Emergency Response Lockdown Lead/Manager or Emergency Response Lockdown Deputy Manager makes an announcement that a lockdown is in effect.
- All building doors are locked, and no one can come in or out of the building or classrooms.
- Learners are kept calm by the classroom tutor/ trainer.
- Once the lockdown is lifted, normal instruction and activities resume.

What should parents/ guardians do during Emergency Response lockdowns?

- Refrain from attending the site. Emergency response lockdowns prohibit the entrance, dismissal or release of any persons until the lockdown is lifted.
- Be on alert for announcements from Babington's website, Facebook and Twitter.
- Trust Babington and the steps in place to keep learners, employees and visitors safe.

Basic Safety Advice

The risk of being involved in an incident is low. Most people will never have the misfortune to be in the same locality at the same time as an incident

There are a few sensible precautions that you can take which may help you to come out of an incident without harm.

Bombs

Although warnings are sometimes given by members of terrorist groups before a bomb attack, on the whole the terrorist uses the slaughter of innocent civilians as a means of attracting attention.

If a bomb goes off in a building

- Do not attempt to use the lifts/elevators
- Stay close to walls
- Keep clear of windows, especially if they are cracked or shattered, unless you need to signal for help
- Do not use matches or lighters in case there is a gas leak and you set off a secondary explosion
- Do not touch or pick up any loose electrical wires and cables
- If you are trapped, try knocking on a pipe or radiator to attract attention of rescuers
- If the bomb goes off outside your building do not go outside and do not stay close to windows in case there is a second explosion that shatters the glass

Suicide Bombers

In a public space there are hundreds of people wearing backpacks or carrying briefcases and suitcases. Look out for anyone who seems particularly nervous or who is looking around furtively. No matter how fanatical terrorists might be, they are likely to show normal human signs of tension and nervousness.

They may be unusually nervous about people around them or anyone bumping into them. They may look warily at any officials and steer well clear of police or police dogs. If it is hot and most people are wearing minimum clothing, they may appear overdressed and be sweating as well as nervous.

Situational Awareness

The urban environment is full of potential hazards. These include everyday hazards such as walking under ladders and crossing the road, to crime-related hazards such as robbery and assault. The best way to ward off potential hazards is preparation and awareness, as well as common sense.

When you leave your home, office or other location, be aware of how long you plan to be out and take with you whatever you might need, including money, a mobile telephone and clothing suitable for the current weather conditions or any predicted changes in the weather. An emergency could arise simply because you were out longer than expected and nobody could get in touch with you. When you leave, let somebody know your likely route of travel and when you plan to return.

Depending on the threat level in the area in which you live, it is always a good idea to walk with your hands free in case you need to defend yourself. Always remain alert and do not wear earphones, as it will prevent you from hearing suspicious noises, shouted warnings and the sound of approaching cars, motorcycles or bicycles.

Responding to an Incident

Giving advice in the event of a terrorist attack is a very challenging issue, as so much depends upon the emerging situation.

The UK Government has issued the following advice on how to behave in a gun or bomb attack:

Run

- Escape if you can
- Consider the safest options
- Is there a safe route? Run, if not hide
- Can you get there without exposing yourself to greater danger?
- Insist others leave with you
- Leave belongings behind

Hide

- If you can't run, hide
- Find cover from gunfire
- If you can see the attacker, they may be able to see you
- Cover from view does not mean you are safe, bullets go through glass, brick, wood and metal
- Find cover from gunfire e.g. substantial brickwork/heavy reinforced walls
- Be aware of your exits
- Try not to get trapped
- Be quiet, silence your phone
- Lock/barricade yourself in
- Move away from the door

Tell

- Call 999: What do the police need to know?
- Location: Where are the suspects?
- Direction: Where did you last see the suspects?
- Descriptions: Describe the attacker, numbers, features, clothing, weapons etc
- Further information: Casualties, type of injury, building information, entrances, exits, hostages etc
- Stop other people entering the building if it is safe to do so

Basic Safety Rules

- Do **NOT** attempt to tackle the terrorists
- Do **NOT** pick up any weapons or arm yourself
- When the rescue services arrive, be compliant to their commands
- You may be treated as a suspect in the initial rescue

Safety on Public Transport

Bus

As with all urban safety, be aware, plan and prepare when taking a public bus. Make sure you know your route and have enough money to get there and back. Do not hang around deserted bus stops or where there are suspicious people about or people who have obviously had too much to drink. If the bus is empty or if there is someone suspicious or threatening aboard, make sure you sit close to the driver. Have a mobile

phone and a safety alarm to hand when approaching a bus stop on foot or when leaving the bus.

If you do not have the bus fare, do not attempt to find your way on foot unless you know the area well. Do not accept a lift or help from a stranger. If necessary, call a friend or family member and explain that you are stranded.

Taxi

Always use a reputable taxi firm and check that the taxi that arrives is the one you ordered. The driver should carry the correct identification and be able to identify you. Do not fall asleep in the taxi, and if you are unsure of the driver's intent ask to be dropped off in a well-lit area.

Train/ Tube

Travelling by train or tube is relatively safe. Modern trains often have CCTV in the carriages so the guard can see what is going on at all times. Yet some precautions are still necessary. When waiting for a train at the platform, make sure you stand in a well-lit area. Keep on the lookout for anyone suspicious and remain in a group of people if possible. When you get on the train, do not sit in a carriage on your own if possible, and avoid groups of rowdy or intimidating individuals.

If necessary, find out where the guard is located and sit near there. It is preferable to choose a seat where you are close to a door or have a compartment barrier behind you, so that you can see everyone before you and no one can approach from behind. If disruptive or suspicious people get on the train, move to another carriage or contact the guard. Try not to fall asleep on a train, as this will make you vulnerable to pick-pockets or attack and you may also miss your stop.

To report a crime or incident to British Transport Police you can call 0800 40 50 40 or text 61016



In the Event of a Lockdown being Activated

Your Designated Lockdown Lead/Manager is.....

Your Lockdown Deputy Leader is.....

Partial Lockdown Immediate Action

In a partial lockdown staff, learners and visitors should remain in the building and all doors leading outside of the Babington boundary should be locked. No one should be allowed to enter or leave the building; however, teaching and work can continue as usual. This may be as a result of a reported incident / civil disturbance in the local community with the potential to pose a risk to the occupants on site. It may also be as a result of a warning being received regarding the risk of air pollution, etc.

- All staff, learners and visitors remain in building and external doors and windows are locked
- Free movement may be permitted within the building dependent upon circumstances
- In the event of an air pollution or chemical, biological or radiological contaminants issue, air vents, fans, heating and air conditioning systems should be closed or turned off
- Use anything to hand to seal up all the cracks around doors and any vents into the room – the aim is to minimise possible ingress of pollutants
- Staff should await further instructions.

Full Lockdown Immediate Action

This signifies an immediate threat to the site and the occupants and may be an escalation of a partial lockdown. The aim of a full lockdown is for the location and its rooms to appear empty.

- All training staff, learners and visitors should stay in their training room or move to the nearest one
- Office staff and visitors should remain in their office
- External doors locked. Training room and office doors locked (where a member of staff with key is present)
- Windows locked, blinds drawn, internal door windows covered (so an intruder cannot see in)
- Staff, learners and visitors sit quietly out of sight and where possible in a location that would protect them from gunfire (bullets go through glass, brick, wood and metal (Consider locations behind substantial brickwork or heavy reinforced walls)
- Lights, smartboards and computer monitors, etc. turned off
- Mobile phones turned off (or at the least turned onto silent so they cannot give away your position)
- A register to be taken of all staff, learners and visitors in each training room/office – ensure that local Visitor Procedures are adhered to;
- Communicate register of staff, learners and visitors to a pre-agreed central office, and Staff should await further instructions.

It is important to keep lines of communication open with Emergency Services as they are best placed to offer advice as a situation unfolds.

Safeguarding Acts, Guidance & Legislations Overview

The Children Act 1989 – amended 2004 (England & Wales)	<p>The Act places a duty on local authorities and their partners (including the police, health service providers and the youth justice system) to co-operate in promoting the wellbeing of learners and to make arrangements to safeguard and promote the welfare of children.</p>
The Children (Northern Ireland) Order 1995	<p>The Children Order (Northern Ireland) 1995, provides the legislative framework that governs the response to, and services provided for, children in need of support, at risk of harm and for those who have suffered abuse and harm.</p>
The Children (Scotland) Act 1995	<p>The Children (Scotland) Act 1995 outlines the legislative framework for Scotland's child protection system. It covers parental responsibilities and rights, and the duties and powers local public authorities have for supporting and promoting the safety and welfare of children.</p>
<p>-Safeguarding Children: Working Together Under the Children Act 2004 -Working Together under the Children Act 2004 - Health in Wales -National guidance for child protection in Scotland</p>	<p>It sets out how all agencies and professionals should work together to safeguard and promote children's welfare and protect them from harm. It is addressed to all statutory partners on Local Safeguarding Children Boards and others whose work brings them into contact with children and families. It is relevant to those working in the statutory, voluntary and independent sectors.</p>
The Protection of Vulnerable Groups (Scotland) Act 2007	<p>In 2007 the Scottish Parliament enacted the Protection of Vulnerable Groups (Scotland) Act ("the 2007 Act"). Part 1 of the 2007 Act provides for the barring of those persons that Scottish Ministers consider to be unsuitable for regulated work with children or protected adults (or both). The 2007 Act provides Scottish Ministers with a power to impose certain prohibitions or requirements on employers seeking to employ persons to do regulated work. Failure to comply with those prohibitions or requirements would result in the employers committing criminal offences under the 2007 Act.</p>
Protection of Freedoms Act 2012	<p>The Act removes existing police powers to retain biometric data from suspects who are not or convicted of any offence. It also reduces the length of time for which data can be retained, with only the data of those convicted of the most serious offences being subject to 'indefinite' retention.</p>
Care Act 2014	<p>The Care Act 2014 sets out a clear legal framework for how local authorities and other parts of the system should protect adults at risk of abuse or neglect. lead a multi-agency local adult safeguarding system that seeks to prevent abuse and neglect and stop it quickly when it happens.</p>
<p>-Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism 2015 -Prevent Duty Guidance for England and Wales (2015)</p>	<p>The Prevent duty is the duty in the Counterterrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism.</p>
The Terrorism Act 2000	<p>An Act to make provision about terrorism; and to make</p>

(NI)	temporary provision for Northern Ireland about the prosecution and punishment of certain offences, the preservation of peace and the maintenance of order.
Counter Terrorism and Security Act 2015	The Counterterrorism and Security Act contains powers to help the UK respond to the threat of terrorism.
Modern Slavery Act 2015	The Modern Slavery Act gives law enforcement the tools to fight modern slavery, ensure perpetrators can receive suitably severe punishments for these appalling crimes and enhance support and protection for victims.
What to do if you are worried a child is being abused (2015)	This advice is non-statutory and has been produced to help practitioners identify child abuse and neglect and take appropriate action in response. This advice replaces the previous version published in 2006, and complements Working Together to Safeguard Children (2018) statutory guidance.
Children Missing in Education (2016)	Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.
Multi-agency guidance on FGM (2016)	This statutory guidance sets out the responsibilities of chief executives, directors, senior managers and front-line professionals within agencies involved in safeguarding and supporting women and girls affected by FGM
Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Internet Safety (UKCIS), 2016)	Advice for designated safeguarding leads (DSLs), their deputies, headteachers and senior leadership teams in schools and educational establishments in England. How to respond to incidents and safeguarding young people who are sharing sexual imagery.
Child sexual exploitation: definition and a guide for practitioners, local leaders and decision makers (2017)	Definition of child sexual exploitation, potential vulnerabilities and indicators of abuse and appropriate action to take in response.
Disqualification under the Childcare Act 2006 (2018)	Statutory guidance from the DfE, sets out the responsibilities of local authorities, schools, training providers, third party organisations, employing staff to work in relevant school and childcare setting and the arrangements required to be in place to safeguard and promote the welfare of all children.
Information sharing: advice for practitioners providing Safeguarding services (2018)	This HM Government advice is non-statutory and has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to learners and promotes their well-being.
General Data Protection Act (2018)	The Data Protection Act 2018 controls how your personal information is used by organisations, businesses or the government.
Sexual violence and sexual harassment between children in schools and colleges (2021)	Advice for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children.
Working Together to	This guidance applies to all organisations and agencies who

Safeguard Children 2018	<p>have functions relating to children. Specifically, this guidance applies to all local authorities, clinical commissioning groups, police and all other organisations and agencies are under a duty to make arrangements to work together, and with other partners locally, to safeguard and promote the welfare of all children in their area.</p>
Keeping Children Safe in Education (KCSIE) 2021 (updated September 2021)	<p>Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centered. This means that they should consider, at all times, what is in the best interests of the child.</p>
Education and Training (Welfare of Children) Act 2021 (which amends the Education Act 2002)	<p>Imposes safeguarding duties on 16 to 19 further education establishments ensuring that safeguarding responsibilities are understood and prohibiting funding being given if safeguarding requirements not complied with</p>

Babington Safeguarding and Prevent Policy should be read in conjunction with the following policies which are located on Sharepoint (BORIS):

-  Health & Safety Policy
-  Equality, Diversity and Inclusion Policy
-  Whistle Blowing Policy
-  Anti-Bullying Policy
-  Code of Conduct
-  Grievance Procedure
-  Disciplinary Procedure
-  Confidentiality Procedure
-  Internet, email and data security
-  Learner computer and internet usage policy
-  Social Media policy
-  Dignity at Work Policy
-  Recruitment Policy
-  Business Continuity Policy
-  Evacuation Procedure
-  Archiving Policy
-  Guest and Visiting Speaker policy

The Safe & Sound Manager is the owner of this document and has approved its publication. The document owner is responsible for ensuring that this document is reviewed annually or at an earlier date if changes are required legislative changes/ reforms in government advice.

This document is issued on a version-controlled basis and is available to all colleagues on the corporate intranet

Document Management:

Owner: The Safe & Sound Manager
 Effective Date: 01/09/2021
 Review Date: 31/08/2022
 Document reference: 3001 Safeguarding and Prevent Handbook

Change History Record

Version control	Substantive change narrative	Author of substantive change	Date of substantive change
V 1.0	Handbook created – all policies contained within the document reviewed and updated	Safe and Sound Manager	01/09/2020
V2.0	Handbook updated to include Upskirting, Serious Crime, Contextual Safeguarding and links to legislations, acts and guidance's	Safe and Sound Manager	15/06/2021
V3.0	Handbook updated to reflect the changes to KCSIE September 2021 update	Safe and Sound Manager	

CEO Name:	David Marsh
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Date:	07 / 09 / 2021