Safeguarding Policy and Prevent Duty

Lead Responsibility	Centre Manager	Approved by	Board of Directors
Version	V6	Reviewed	05/12/2022
Policy applicable to	All stakeholders	Date of next review	04/12/2023

Policy Statement

London Vocational College Ltd is committed to safeguarding and promoting the wellbeing of its staff and learners including apprentices. We fully recognise that it is the responsibility of all staff to ensure that all staff and learners are safe and feel safe in the centre environment and for in with workplace as in the case of apprentices.

This policy brings together all the relevant procedures for safeguarding and has reference to safe recruitment; reporting safeguarding issues; establishing a safe environment; promoting safeguarding in the curriculum.

All employees are required to show high standards in their management of risk and in the active protection of children and vulnerable adults from discrimination and avoidable harm by fulfilling their duties for learners under 18 in accordance with:
- Keeping Children Safe in Education - September 2019
- Working Together to Safeguard Children 2018
- Children & Social Work Act 2017 – safeguarding reforms
- Care Act 2014
- "Safeguarding Children and Safer Recruitment in Education' (Dept. for Children, Schools and Families 2010).
- Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children' (Dept for Children, Schools and Families 2010).
- Prevent Duty Guidance for England issued under section 29 of the Counter terrorism and security Act 2015.

Ethos

LVC recognises the importance of learner feeling safe, and feel they are in an environment to disclose abuse. LVC will endeavour to support learners by:
Ensuring the content of the curriculum, particularly tutorials include relevant information and content. Providing a positive secure environment where learners feel valued and supported. Implementing a code of conduct to which learners sign up.

All complaints, allegations or suspicions of abuse will be dealt with due regard to our Safeguarding of Children and Vulnerable Adults Policy.

To be able to safeguard children and vulnerable adults/individuals at risk, awareness of signs of possible abuse must be known.

Definition of Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or otherwise causing physical harm. Physical injury may occur because of injury inflicted by a family member, including a brother or sister, or by another person, or an injury sustained accidentally but as a result of neglect. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after.

This situation is commonly described using terms such as fabricated or induced illness by proxy, or Munchausen syndrome by proxy.

Bullying can also be a form of physical and emotional abuse. However, it is more often between peers and needs to be dealt with locally by personal tutors with the assistance of Student Services, with cases reported as per the Anti Bullying Policy.

Psychological/Emotional abuse is the persistent emotional ill-treatment of a person such as to cause severe and persistent adverse effects on him or her emotional development. It may involve conveying to that child or person that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on the child or person concerned. It may involve causing that child or person to feel frightened or in danger, or exploitation or corruption. Emotional and other forms of abuse may occur as a result of domestic violence. Some level of emotional abuse is involved in all types of ill-treatment or abuse, though it may occur alone.

Discriminatory abuse is defined as any form of abuse based on discrimination because of a person's race, culture, belief, gender, age, disability, sexual orientation, etc.

Sexual abuse includes rape and sexual assaults to which the vulnerable adult or child/vulnerable adult has not consented, or could not consent, or was pressurised into. Signs can include changes in behaviour, using sexual language or physical discomfort. It may also include encouraging children and vulnerable adults to behave in sexually inappropriate ways.

Neglect is the persistent failure to meet a child or vulnerable adult's basic physical and/or psychological need, likely to result in the serious impairment of his or her health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, or the failure to ensure access to appropriate medical care or treatment. It may also involve the neglect of basic emotional needs.

Institutional Abuse: this is poor professional practice in an institution designed to safeguard both children and adults, including neglect, and can take the form of isolated incidents right through to ill treatment or gross misconduct.

Financial or Material Abuse: this is when a child/vulnerable adult is exploited for financial gain. It includes theft, fraud, exploitation, misuse, or misappropriation of property/finance etc.

Safeguarding issues may also be recognised in the specific circumstances identified below:

- Child pornography and the Internet.
- Forced marriage of a child.
- Looked after children and children living away from home.
- Pregnancy of a child.
- Self-harming and suicidal behaviour.
- Radicalisation and extremism**.**

Safeguarding changes from September 2019

1. **Upskirting is now a form of abuse and** a criminal offence (listed in paragraph 27

of Keeping Children Safe in Education)

Definition: upskirting is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress, or alarm.

2. New information on serious violent crime (29-30)

All staff need to know the indicators that may signal that children are at risk from, or are involved with, serious violent crime. Including:
- Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
- Increased absence from school
- Change in friendship/relationships with others/groups
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries

Staff should also be aware of the associated risks and understand the measures in place to manage them

Prevent

Prevent is 1 of the four elements of CONSENT, the government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

The Prevent Strategy:

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

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

Works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with.

Enable the organisation to carry out its duties under the Counterterrorism and Security Act 2015.

The threat levels associated with a terrorist activity can be identified with the following 5 categories:

Critical- an attack is expected imminently
Severe – an attack is highly likely
Substantial – an attack is a strong possibility
Moderate – an attack is possible but not likely
Low – an attack is unlikely

The strategy covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism. The Home Office works with local authorities, a wide range of government departments, and community organisations to deliver the Prevent strategy. The police also play a significant role in Prevent, in much the same way as they do when taking a preventative approach to other crimes.

We use a range of measures to challenge extremism in the UK, including:

- Where necessary, apologists for terrorism and extremism were prevented from travelling to this country.
- Giving guidance to local authorities and institutions to understand the threat from extremism and the statutory powers available to them to challenge extremist speakers.
- Funding a specialist police unit which works to remove online content that breaches terrorist legislation.
- Supporting community-based campaigns and activity which can effectively rebut terrorist and extremist propaganda and offer alternative views to our most vulnerable target audiences - in this context we work with a range of civil society organisations.
- Supporting people who are at risk of being drawn into terrorist activity through the Channel process, which involves several agencies working together to give individuals access to services such as health and education, specialist mentoring and diversionary activities.

Purpose for generating the Prevent Strategy

London Vocational College is a training provider for the 19+ age group including young apprentices who are diverse ethnically, socially, and economically and live-in disadvantaged areas. Given the age group and apprentice profile, it has become a statutory requirement for us to come up with a Prevent strategy which focuses on the following 4 core areas:

Leadership and Values

To provide an essence of shared responsibility and wellbeing for all apprentices, staff and visitors and promotes respect, equality and diversity and understanding. This will be achieved through:

- Promoting respect, equality and diversity, democratic society, learner voice and participation
- Understanding and resolving apprentice and staff issues
- Engaging with local communities
- Actively working with local schools, local authorities, police, and other agencies

Teaching and Learning

To make the apprentices resilient through development of a curriculum which promotes knowledge, skills and understanding that would undermine extremist ideology. This will be achieved through:

- Embedding equality, diversity and inclusion, wellbeing, and community cohesion
- Promoting wider skill development such as social and emotional aspects of learning
- A curriculum adapted to address local needs,
- Encouraging active citizenship/participation and learner voice.

Apprentice Support

To ensure that staff are confident to take a proactive approach to the promotion of British values. This will be achieved through:
- Understanding the needs of the local community, our apprentices, and their families
- Developing a robust and effective apprentice support system.
- Executing anti-bullying strategies and challenging discriminatory behaviour
- Supporting apprentices at risk through our safeguarding procedures
- Continuous attention to reduce the attainment rates of the learners at risk

Managing Risks and Reacting to Incidents

To monitors risks and be ready to deal appropriately with issues which arise we will:
- Understand the kind of threat arising from violent extremism to gauge its impact directly or indirectly on our organisation and its activities.
- Respond to local events, national or international news that may impact our students and communities
- Ensuring plans are in place to respond aptly to a threat or incident

Possible signs of radicalisation:

- The individual's views become increasingly extreme regarding another section of society or government policy
- They are observed downloading, viewing or sharing extremist propaganda from the web
- They become withdrawn and focused on one ideology
- The individual becomes increasingly intolerant of more moderate views
- The individual may change their appearance, their health may suffer (including mental health) and they may become isolated from family, friends, peers or social groups
- The individual expresses a desire/intent to take part in or support extremist activity.

Local Referral Process

Channel referral process

There are security implications for some concerns that are identified. This calls for a liaison with the police in the early part of all investigations that need to take place. Ilford Town Metropolitan Police service will carry out an initial assessment and accordingly will set up a multiagency meeting to agree actions for supporting the apprentices. In case the investigation reveals that there is no reason to suspect any concerns around radicalisation, appropriate support will be considered for the apprentices.

In cases it is identified that the apprentice is at high risk of significant harm and there is need for further investigation related to violent extremism it would most likely require a police investigation (as part of the Channel process). As part of the referral process, the designated safeguarding officer will raise an electronic referral via the Ilford Town Metropolitan Police referral process.

Making a Channel referral in Ilford Town Metropolitan Police

'Channel' is a key element of Ilford Town Metropolitan Police's *Prevent* strategy. Channel is the name for the process of identifying and referring a person at risk of radicalisation for early intervention and support. It is a multi-agency approach to protect vulnerable people using collaboration between local authorities, statutory partners (such as education and health organisations, social services, children's and youth services and offender management services), the police and the local community. Channel operates to:

- Identify apprentices at risk of being drawn into terrorism.
- Assess the nature and extent of that risk; and
- Develop the most appropriate support plan for the individuals concerned.
- Channel operates in the 'pre-criminal' space. It is not suitable for an individual who you believe has – or is about to – commit a criminal offence, this should be reported to the police. A referral to Channel will not result in an emergency response.

Channel holds the responsibility to safeguard the apprentices of any faith, ethnicity, or background before they become more vulnerable and succumb to terrorism. With early intervention there is hope that they can be diverted before they can commit to terrorist related activities.

Who to contact if you have a concern

If you have any concerns about an apprentice possibly being drawn into or supporting terrorism, examine them first with your manager. If this is not possible, or if, having considered the case, you still believe there may be grounds for a Channel referral, contact any of the following to discuss the case:

Redbridge Prevent Team:
e-mail rscp@redbridge.gov.uk

If there is risk of immediate harm or danger, then you should contact the police on 999 or the Police Anti-Terrorist Hotline 0800 789 321.

Promoting British Values.

LVC recognise the important role it can play in helping to prevent people being drawn into terrorism and in providing appropriate advice and support.

LVC has a vital role in ensuring that groups or individuals within the centre are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

It follows equal opportunity guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status or any protected characteristic.
LVC uphold the acceptance of fundamental British values which it is its responsibility to promote. In doing so its learners will be able to grow as individuals and citizens in the community in which they live.

The British values are:
☐ Democracy
☐ The rule of law
☐ Individual liberty
☐ Mutual respect and tolerance of those with different faiths and beliefs

LVC, seek to create an environment that enables learners to become rounded members of society who treat others with respect and tolerance.

Covid-19

We aim to have the Lead Safeguarding Officer or Deputy Lead Safeguarding Officer on site wherever possible (see below for details).

If our LSO (or Deputy) can't be on site, they can be contacted remotely by telephone or their direct emails. The DSL will –

- Identify the most vulnerable learners in the college.
- Update and manage access to child protection files, where necessary.
- Liaise with relevant agencies where they need access learners in need and/or to carry out assessments.

During a local/national lockdown or closure of a particular cohort the college will maintain contact with the learners who are at home. Staff will try to speak directly to learners at home to help identify any concerns. They will use college phones and other devices to make calls home. Or, if necessary, they will use personal phones, but they will withhold their personal number.

Staff will look out for signs of concern such as –
- Not completing assigned work or logging on to college systems.
- No contact from learners or families.
- Seeming more withdrawn during any learning session.
- **Un-usual levels of absence**

E-Safety

The internet is an important education tool, but also carries risks associated with

unwanted contact and bullying, inappropriate content, commercial exploitation and radicalisation toward extremism and terrorism.

The safeguarding responsibilities extend to the online world so that we can maximise the opportunities of digital technology and help young people and vulnerable adults to use the internet safely and responsibly.

At LVC there is a focus on raising awareness and understanding of e-Safety issues amongst learners via the safeguarding and the assessors team. This includes the availability of e-safety resources for learners.

Our IT team uses the latest web filters and firewalls to safeguard users while alerting appropriate staff of any breaches. These are updated and maintained regularly. More details can be found in the E-Safety Policy.

The policy applies to all learners and particularly young people and adults who may need support and all staff, volunteers, partners, and families living and working at college center, other external facilities, in the workplace or distance or online learning.

An e-Safety incident is considered to have occurred when a learner, staff member or Governor instigates, or is the victim of, an activity which utilizes Information and Communications Technologies (ICT) to endanger the personal safety, mental wellbeing, or financial wellbeing of another individual.

Activities which will be considered E-Safety incidents include, but are not limited to, the use of ICT to:
- Access, view, copy or download illegal content, or materials, including, but not limited to:
  o child pornography
  o materials inciting racial hatred or violence
  o materials that are deemed to be in connection with radicalisation or will place learners at risk of radicalisation.
- Access, view, copy or download inappropriate content, or materials, as defined by the College's Acceptable Use of ICT policy.
- Bully or harass an individual or group (Cyber Bullying).
- Commit fraud or identify theft.
- Undertake any activities which would be in violation of the Child Protection, Protection of Vulnerable Adult or Anti-Bullying policies
- Any other incident where it can be reasonably considered that the personal safety, mental wellbeing, or financial health of an individual has been endangered using ICT.

In this context ICT includes, but is not limited to:

a) College owned equipment, including:
  - Desktop PC's

- Servers
- Laptop/Tablet devices
- Telephones, both fixed and mobile
- Digital video camera or camcorders
- Digital audio recording devices
- Reproduction devices (scanners, printers, etc.)
- All software and IT services provided by the College

b) Privately owned ICT equipment (including personal mobile phones), when:
- Connected to any College owned network
- Utilised to access College software and services
- Made use of on campus, or in the pursuit of college business.

Responsibilities.

It is the responsibility of every staff member to give full and active support for the policy by ensuring:

- The policy is accessible, known, understood, and implemented.
- All actual and suspected serious e-Safety incidents are reported to the safeguarding team.
- Parents/Guardians, providers, sponsors, employers, and other stakeholders have a responsibility to report any e-Safety concerns they may have to the College.
- All learners both Further and Higher education have a responsibility to:
  o Report any e-Safety concerns they may have to a member of staff, this could be a Progression Coach, Tutor, or Learner Mentor.
  o Not engage at any time in any form of behaviour which would result in the occurrence of an e-Safety incident.

Actions to Implement and Develop Policy.

1. Reporting All e-Safety incidents should be reported to a designated safeguarding person who will log the incident in the safeguarding database, and where necessary will engage with external agencies.

2. Securing and Preserving Evidence IT Services should be contacted immediately following the reporting of any serious e-Safety incidents and asked to make copies of relevant access logs, files etc. If it is believed that an immediate risk of exposure to illegal or inappropriate materials, or mental distress exists to staff or learners, the computer or devices should be turned off immediately. *You should not "shutdown" or log off as this may corrupt, delete, or overwrite evidence, the power supply should be turned off at the wall or the battery should be physically removed. The equipment should then be moved to a secure location.*

3. Illegal Material or Activities Where an e-safety incident is reported to the college

this matter will be dealt with very seriously. The college will act immediately to prevent, as far as reasonably possible, any harm or further harm occurring. If a learner wishes to report an incident, they can do so to their tutor or to the Senior Safeguarding Officer. Where a member of staff wishes to report an incident, they must contact their line manager. Following any incident, the college will review what has happened and decide on the most appropriate and proportionate course of action. Sanctions may be put in place; external agencies may be involved, or the matter may be resolved internally. Depending on the seriousness of the incident. Serious incidents will be dealt with by Senior Management, in consultation with appropriate external agencies. The Head of IT Services is responsible for involving other senior managers and law enforcement agencies as required. IT Services will assume responsibility for obtaining, securing, and preserving appropriate additional evidence. For example, remote screen shots, web filter logs etc. If it is believed that there is a child protection issue the procedures outlined in the Safeguarding policy should be implemented.

4. Indecent imagery. It is a criminal offence to take, show, and share indecent images of children and young people, those under the age of 18 can face prosecution for taking indecent images of themselves and sharing them with others. (Section 1 Protection of Children Act 1978)

Under no circumstances should any person make copies, including screen shots or print outs, of suspected child/ young person indecent imagery. Taking copies of such materials, even when intended for evidentiary purposes, is a crime.

5. Inappropriate Material or Activities Inappropriate material or activities are any materials or activities which are considered as unacceptable by the Acceptable Use of IT policy.
6. Staff Access to Inappropriate Material Where it is suspected that a staff member has been accessing inappropriate material, or attempting to access, the time and date of the incident should be noted, and the concerns raised with the head of Human resources.

7. Learner Access to Inappropriate Material Where it is suspected that a learner has been accessing inappropriate material, or attempting to access, the time and date of the incident should be noted and brought to the attention of the relevant Curriculum Leader or Head of School. The safeguarding team should be contacted who may then liaise with the IT Helpdesk to take copies of relevant access logs etc.

8. Cyber-Bullying can be defined as making use of IT to undertake to bully. Examples of cyber-bullying include, but are not limited to:
   o Sending offensive or abusive e-mails, instant messages, or "text" messages.
   o Inviting selected individuals to a chat room or website to discuss another individual who has not been invited.
   o Posting offensive, defamatory, or abusive messages about an individual

or group to a public or members only internet forum.

Using a digital camera to take humiliating images Incidents of actual or suspected cyber-bullying should be dealt with in accordance with the Anti-Bullying policy.

9. Virus & Malware Protection.

The college will do all that it can to make sure the college's network is safe and secure. Every effort will be made to keep security software up to date. Appropriate security measures will include the use of enhanced filtering and protection of Firewalls, servers, routers, workstations etc. to prevent accidental or malicious Access of systems and information. Digital communications, including email and Internet postings, over the college network, will be monitored in line with the Network Usage Policy.

IT Services will make all reasonable efforts to ensure current, up to date, anti-virus and malware protection is installed on all College systems. However, users of the systems have a responsibility to

- o Alert IT Services if they discover a fault with their anti-virus and anti-malware software
- o Ensure personally assigned devices (i.e., laptops) are connected to the network at least once per month.

Roles and Responsibilities

The Designated Safeguarding Officers are:
Lead Safeguarding Officer- Gertrude Logose
Email: gertrude@londonvocationalcollege.com
Ph: 07985779147

Deputy Lead Safeguarding Office- Ambreen Ismail
Email: ambreen@londonvocationalcollege.com
Ph: 07378879241

The Safeguarding Officers will:

- Ensure there is a clearly identifiable, easily accessed, referral process.
- Ensure all members of staff know the names of the Safeguarding Officers.
- Ensure all members of staff understand their responsibilities in referring any concerns to the Safeguarding officers
- Ensure all staff receive training to the required level which is updated as required.
- Records of safeguarding training to be kept centrally by the operations manager
- Ensure all relevant Safeguarding procedures are kept up to date in line with legislation.

The Role and Responsibilities of the Centre Manager

The Centre Manager (CM) will:

On receipt of a completed Form alleging abuse of a child, or vulnerable adult by persons known or unknown, the CM will inform the appointed Safeguarding member of staff and ensure that they receive a copy of the completed Form within 24 hours.

On receipt of a completed Appendix A Form accusing a member of staff of abusing a child or vulnerable adult, the CM will take action in accordance with the staff Disciplinary codes and procedures of the Centre.

Ensure that everyone with substantial access to children and vulnerable adults will have training on indicators of abuse, good practice, practices never to be sanctioned and any changes in legislation.

Providing professional advice, support, and guidance to staff regarding any suspicion of abuse, if a young person or vulnerable adult makes a disclosure or in relation to the possible abuse of trust.

Provide professional advice, support, and guidance to staff regarding causes for concern other than abuse with regards to children and vulnerable adults.

The Designated Safeguarding Officer will be responsible for:

- Gathering statements and information regarding child and vulnerable adult safeguarding issues and ensure that records are kept safely and securely.
- Making decisions, in consultation with the Directors, regarding appropriate action.
- Sharing information and making referrals with Children's Social Care or the Safeguarding Vulnerable Adult Coordinator at Social Services, where appropriate, to support child protection enquiries and children in need assessments as well as safeguarding vulnerable adult learner enquiries.
- Monitoring learners after a referral is made and ensuring that the Centre is adhering to any work agreed with Social Services or other agencies.
- Liaising with the Local Safeguarding Children Boards.
- Ensuring that everyone with substantial access to children and vulnerable adults will have training on indicators of abuse, good practice, practices never to be sanctioned and any changes in legislation.
- Undertaking annual training on Safeguarding.
- Develop effective links with relevant agencies and cooperate as required with requests.
- Attend Safeguarding meetings and Case Conferences.
- Keep written records of reported Safeguarding issues.
- Ensure all records are kept securely.

Safeguarding Procedures

Recruitment

Safeguarding Children and Safer Recruitment in Education came into force on 1 January 2007. All staff employed in the Personnel department undertake training. To ensure current best practice is implemented this training is regularly updated. LVC has adopted all the recommendations for safer recruitment, selection, induction and on-going professional updating and development.

Safe Working Practices

LVC has developed procedures for Codes of Practice for staff to understand and agree in relation to professional conduct with students.

All staff have access, via OneFile, to "Safe Working Practice for Adults who work with Children and Young People" and a copy is included in the staff handbook.

Health and Safety and risk assessments are carried out in lessons and indicated on lesson plans, along with all aspects of Every Child Matters.

LVC has fully operational Health and Safety Policy and Procedures.

Record Keeping

All safeguarding records are kept centrally and securely by the Safeguarding Officer. Staff are aware that they must report all safeguarding issues to the Safeguarding and learner Coordinator.

Allegations against Members of Staff

LVC recognises that when allegations are made regarding behaviour by staff which may harm a learner, clear procedure must be followed – referral to CM.

Working with other Agencies

LVC recognises the importance of multi-agency working. Whilst the LVC is not, legally, an investigating agency it is essential that safeguarding issues are adhered through agreed procedures.

1. Local Authority Safeguarding contact details:
   Contact the First Contact Team
   Email address is Adults.Alert@Redbridge.gov.uk
   Telephone number is 020 8708 7333 (Monday to Friday 9.00am to 5.00pm) or 020 8554 5000 outside of office hours.

2. National and Government Bodies:

   - Association of Directors of Children Services (ADCS) is the national leadership association in England for statutory directors of children's services and other children's services professionals in leadership roles.
   - Department for Education (DfE) is responsible for education and children's services in England.
   - Department of Health (DH) leads, shapes and funds health and care in England, making sure people have the support, care and treatment they need, with the compassion, respect and dignity they deserve.
   - Home Office leads on immigration and passports, drugs policy, crime policy and counter-terrorism and works to ensure visible, responsive and accountable policing in the UK.
   - OFSTED is the Office for Standards in Education, Children's Services and Skills who inspect and regulate services that care for children and

young people, and services providing education and skills for learners of all ages. OFSTED is a non-ministerial department.

- Social Care Institute of Excellence (SCIE), improves the lives of people of all ages by co-producing, sharing, and supporting the use of the best available knowledge and evidence about what works in **social care** and **social** work.

Other Legislations

Some of the other legislation that safeguards children, young people and adults in the UK:

- Adoption and Children Act 2002
- Adoption and Children Act 2006
- Children Act 1989
- Children Act 2004
- Data Protection Act
- Education Act 2002
- Freedom of Information Act
- Human Rights Act
- Protection of Children Act
- Sexual Offences Act 2003
- Safeguarding Vulnerable Groups Act 2006

- Sexual violence and sexual harassment between children in schools and colleges (publishing.service.gov.uk)

Communication of Policy to Learners

New learners are made aware of the Safeguarding and Prevent Policy and the behaviour expected of them during induction, through the student handbook and the information published on the online platforms. Apprentices will be made aware of this through their initial induction and as part of the commitment statement.

Sexual Harassment Policy

LVC nurtures a culture where sexual abuse and harassment is not acceptable and never tolerated. And where pupils are supported to report any concerns about harmful sexual behaviour and can feel confident they will be taken seriously. For more details please refer to the Sexual Harassment and Abuse Policy.

Review of Policy

This policy was last reviewed in May 2022. The next review date is May 2023, and this will be completed by the Centre Manager supported by the Senior Management team. The policy will then be approved by the Board of Directors and signed by one of the two directors.

Policy Approval

Director's Name: Beatrice Nanteza

Director's Signature
Date: 18/05/2022

Appendix form A

Safeguarding

Initial cause for concern form

Date: ....

Time ....

Name of individual cause for concern is about ....

D.O.B/ age (if known) ....

Address (if known) ....

....

....

Describe your concern and action taken

Observations to support cause for concern