Safeguarding & Prevent Policy

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Produced by	Compliance Team	Approved by	Senior Leadership Team
External reference points	Care Act 2014; Section 26(1) of the Counterterrorism and Security Act 2015 Counter Terrorism and Security Act 2015 (CTSA). Section 26(1) UKVI Tier 4 sponsor guidance July 2018 Revised Prevent Duty Guidance July 2015 updated April 2019 London Borough of Brent: Protecting adults from risk of harm and abuse. https://www.brent.gov.uk/adult-social-care/protecting-adults-from-risk-of-abuse#whoisatrisk Prevent https://www.brent.gov.uk/nuisance-crime-and-community-safety/prevent London Borough of Harrow: Staying Safe https://www.harrow.gov.uk/adult-social-care/staying-safe/15 What is Prevent? https://www.harrow.gov.uk/childrens-social-care/concerned-radicalisation London Borough of Barnet: Adults Multi-Agency Safeguarding Hub (MASH) https://www.barnet.gov.uk/adult-social-care/keeping-safe/adults-multi-agency-safeguarding-hub-mash Radicalisation and Prevent https://www.barnet.gov.uk/community/community-safety/radicalisation-and-prevent		

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1. Background and Scope

1.1. Background

This Safeguarding and Prevent Policy outlines the dual responsibilities of all stakeholders within LCK Academy (LCKA), encompassing staff, students, and other participants in LCKA activities, regarding the safety and well-being of vulnerable adults, as well as the prevention of radicalisation and extremism in accordance with the Prevent agenda of Higher Education Providers under the Counter-Terrorism and Security Act 2015.

The Academy acknowledges its obligation to ensure the safety of its students, staff, and stakeholders throughout their engagement with Academy provisions. Recognising the common law duty of care incumbent upon training providers, LCKA is committed to undertaking reasonable measures to safeguard all stakeholders, with particular attention to vulnerable adults.

This policy is formulated in response to pertinent legislation and guidance pertaining to both Safeguarding and Prevent duties including but not limited to the Health and Safety at Work Act 1974, the Safeguarding Vulnerable Groups Act 2006, the Equality Act 2010, the Care Act 2014, and the Data Protection Act 2018. Additionally, it aligns with guidance from the Local Authorities of Brent, Harrow, and Barnet, as well as the Prevent Policies of partner institutions.

LCK Academy provides educational and pastoral support services to adults, defined as individuals aged 18 and above. Within this demographic, some individuals may be vulnerable to various forms of abuse, harm, and neglect, including the potential risk of radicalisation into extremism. Therefore, the primary aim of this policy is to inform students, staff, and stakeholders, including members of the public, about the risks faced by adults and to establish comprehensive procedures for identifying, reporting, preventing, and mitigating all forms of abuse, harm, neglect, as well as involvement in terrorism, or the provision of support for terrorism, radicalisation, and extremism. The following provides the latest definition of extremism by according to the UK Government 2024:

> Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:
> 1. negate or destroy the fundamental rights and freedoms of others; or
> 2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights or
> 3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

1.2. Scope

This policy applies to all stakeholders of LCK Academy (LCKA), including:

- Students over 18 years of age enrolled in any programmes or activities offered by LCKA
- Staff: Full-time, part-time, and temporary employees engaged in roles within LCKA
- Other stakeholders: This includes but is not limited to visitors, guests, and members of the public participating in or visiting LCKA activities or events
- This policy extends to all locations where LCKA delivers services, including its own facilities, partner institutions' premises, excursions, external events, and online communications. It also covers situations that may occur in a student's personal life or home environment

Additionally, this policy applies to individuals who:

- Require care and support
- Are experiencing or at risk of harm or neglect, including physical, mental, emotional, and sexual exploitation, harassment, and abuse
- Are unable to protect themselves from the risk or experience of abuse, harm, or neglect
- May be susceptible to radicalisation and extremism due to vulnerabilities such as mental health issues

2. Aims and Objectives

2.1. Aims

The main aims of this policy are to:

- Promote the welfare of adults and their support needs
- To facilitate and support the Academy's activities involving children, young people, and vulnerable adults
- Ensure that all adults attending courses or participating in any activity of the Academy may thrive in a happy, safe and secure environment
- Enable the Academy and its staff to understand their roles in meeting our statutory responsibility to 'safeguard' the welfare of adults at risk in the Academy and prevent radicalisation into extremism
- Ensure all employees/sub-contractors and other stakeholders including members of the public are made aware of the required procedures to ensure the safeguarding of adults and the prevention of radicalisation into extremism, including the management and reporting of Safeguarding and Prevent concerns
- Identify adults who are in need or suffering/likely to suffer significant harm and take appropriate action to make sure they are safe
- Contribute to effective partnership working between all those involved with providing services for adults at risk with care needs

2.2. Objectives

The main objectives for achieving the aims of this policy are:

- To treat the welfare and well-being of vulnerable adults as the paramount consideration and make it the focus of any action taken in any conflict of interest
- To treat safeguarding as the responsibility of the whole Academy. Any member of staff who has knowledge or suspicion that an individual is being harmed or is in need must inform the Designated Safeguarding Lead (DSL) who and any other nominated person(s) with responsibility for ensuring these procedures are implemented
- To guide governors, management, tutors, assistants and all other employees/sub-contractors (stakeholders) so they do not put themselves in positions where they could be accused of any form of abuse
- To instruct any stakeholder who sees or hears anything which could be perceived as either poor practice or abuse that they must report the incident to the Designated Safeguarding Lead (DSL) **Ala Uddin**, and/or their deputies **(Ateefa Irshad).**
- To ensure that all stakeholders have an appropriate Disclosure and Barring Service (DBS) checks if they are participating in activities that will bring them into contact with under 18s or adults at risk
- To ensure the Academy has the correct policy and procedures in place and that all staff and those who come into contact with Under 18s or adults at risk have access to the policy and procedures on the Academy website, read and understand the procedures, and sign the declaration to state that they understand the procedures
- To enable staff working with adults at risk to meet these commitments, the Academy will provide and/or require staff to complete appropriate training in Safeguarding and Prevent Duties. Refresher training and recertification will be required every two years. LCKA will keep a record all Safeguarding and Prevent CPD staff training and certification
- To review this policy annually, place it on the Academy website and ensure all staff sign the declaration stating that they have read and understood it
- For all staff to receive guidance and instructions on Academic Safeguarding and Prevent procedures during their induction
- For all staff to receive regular Safeguarding and Prevent updates, with reminders about these procedures and contemporary Safeguarding and Prevent issues
- To carry out pre-employment checks on all staff. For more details see the Safer Recruitment procedures below and the LCKA Safer Recruitment Policy
- A member of the Senior Leadership will carry our background checks on all visitors invited to attend events and interact with any of LCKA's past, present or potential students and complete the external speaker approval form in the Academic Freedom Policy
- To maintain full password protected electronic records of any Safeguarding and Prevent matter dealt with under these procedures

- To work actively in partnership with Brent, Harrow and Barnet Council on all matters relating to Safeguarding and Prevent for any LCKA services or activities delivered in those boroughs

3. Application

3.1. Identifying Vulnerabilities and Potential Abusers

People may be at increased risk of abuse and unable to protect themselves if they:

- depend on other people for their care
- are older, frail, or have limited mobility
- have mental health problems
- have a learning disability
- have a sight or hearing impairment
- have dementia
- misuse alcohol or drugs
- have a long-term illness

Anyone can be an abuser including:

- Teachers
- Staff
- Relatives
- Partners
- People paid to provide care
- Volunteers
- Neighbours
- Friends or strangers.

3.2. Safeguarding Responsibilities:

- Make staff and students aware of their responsibilities through induction, guidance, support and training, to minimise risk and avoid situations (where possible) where abuse, neglect, or radicalisation might be alleged
- Make clear policies and procedures on Safeguarding and Prevent available on the Academy website, with other policies on conduct for both staff and students in the Student Code of Conduct, Staff Handbook, Staff Disciplinary Policy and the Non-Academic Misconduct Policy
- Continuously review safety and security for everyone studying with the Academy, and raise awareness of Safeguarding and Prevent issues and updates e.g., through posters
- Require staff, visitors and contractors to record their arrival and departure from premises where the Academy is delivering services, and for staff to wear ID badges when on site
- Abide by Safer Recruitment guidelines when employing staff

- Identify individual needs of students during admissions, and provide all students with referrals or access to support services as required
- Have 24/7 access to contact details for Designated Safeguarding Lead (DSO) and/or Safeguarding Officers (SO) as well as Prevent Lead for the Academy and those of any relevant partner institution
- To provide clear escalation processes on what to do if a risk or concern is identified

- To ensure that all external speakers on campus are approved by a member of the Senior Leadership Team.

3.3. Roles and Responsibilities

The following are the roles and responsibilities of Designated Safeguarding and Prevent Lead (DSL) and On-site Safeguarding Officer (SO):

- Monitoring all matters related to Safeguarding and Prevent such as the volume and types of disclosures or allegations
- Compiling reports on Safeguarding and Prevent and responding to any concerns that may arise
- Informing and training all students and staff about Safeguarding and Prevent as detailed in this policy
- Maintain links with the DSL and SO of relevant partner institutions to ensure compliance with their Safeguarding and Prevent Policies and Procedures
- Attend meetings as required to review developments and monitor activities

- Reporting any concerns or incidents to the Senior Leadership Team a minimum of four times per annum
- Updating and reviewing the Safeguarding and Prevent Policy to meet changing demands, legislation and circumstances and to make recommendations to SLT for any required changes to the policy

3.4. Responsibilities of LCKA Staff and Governors:

- Read all relevant policies and procedures in relation to Safeguarding and Prevent and sign the declarations to state that they have read and understood them
- Report any Safeguarding or Prevent concerns to the DSL or SO

- Make use of the Whistleblowing Policy in case they see a concern in relation to another member of staff including senior management

3.5. Responsibilities of Students:

- Provide the Academy with an emergency contact number of someone they can rely upon in times of need on enrolment and re-enrolment at the start of every academic year
- Attend induction and other training on Safeguarding and Prevent provided by the Academy or its partner institutions

3.6. International Students and UKVI Compliance

Should LCKA obtain the appropriate authority to recruit international students then the following section will apply:

LCK Academy (LCKA) is dedicated to safeguarding the well-being of all students, including international students, irrespective of nationality or visa status. In alignment with this commitment, the Academy's Admissions staff, responsible for international compliance, play a pivotal role in ensuring that international students receive appropriate support and guidance.

International students encountering safeguarding issues that may affect their regular attendance or necessitate a study break are encouraged to seek assistance from the LCKA admissions staff responsible for international compliance. These staff members are equipped to provide advice and assistance tailored to the unique circumstances of international students.

In cases where safeguarding concerns intersect with visa compliance matters, the LCKA admissions staff will liaise with UK Visa and Immigration (UKVI) as needed to address the situation effectively. Additionally, international students may be referred to the International Compliance Team of LCKA's partner institution(s) for further support and guidance.

It is imperative for international students to remain informed about any changes in their enrolment status or study progression, as these may have implications for their visa status. The collaboration between international students and the LCKA admissions staff ensures proactive management of safeguarding issues while maintaining compliance with UKVI regulations, thereby fostering a supportive and secure environment for all international students at LCK Academy.

3.7. Governance and Monitoring

The DSL, in addition to reporting to the SLT four times a year, will provide annual safeguarding report to the Senior Leadership Team. The Senior Leadership Team reporting to the Board of Governors is responsible for Safeguarding and Prevent Duty at the Academy.

4. Safeguarding Key Contacts

For any concerns or issues related to safeguarding, please contact the appropriate staff listed below:

Reporting a Safeguarding, Prevent, Sexual Misconduct (or any other) Concern:

Email: safeguarding.prevent@lckacademy.org.uk

Phone: +44 (0)735913573

Safeguarding and Prevent Lead:

LCKA Interim Head of Academy

Advancement

Email: academics@lckacademy.org.uk

Phone: +44 (0)7359135732

Deputy Safeguarding and Prevent Lead

LCKA Head of Student Services

Email: ateefa.irshad@lckacademy.org.uk

Phone: +44 (0) 07359882437

In case of emergencies or immediate safeguarding concerns, please contact your local police or emergency services. Remember, it is crucial to report any safeguarding concerns promptly, regardless of whether you are sure about them or not. The DSL and Prevent Lead, Ala Uddin and/or, Head of Student Services Ateefa Irshad will be the Safeguarding and Prevent Officers on site.

5. Students work placements

If students enrolled on a course at the Academy are given work placements, the DSL or SO will liaise with staff at the work placement and ensure a risk assessment has been undertaken ensure Safeguarding or Prevent concerns are reported according to this policy and procedures. This risk assessment will be recorded in a form and stored with the placements team.

6. Reporting a Safeguarding Concern

Safeguarding concerns may arise in various situations, necessitating appropriate reporting methods to ensure the safety and well-being of all involved parties. These concerns can be classified into emergency and non-emergency situations. While emergencies require immediate action to mitigate risks, non-emergency concerns can be reported using various channels outlined below. Regardless of the urgency, individuals are encouraged to report any safeguarding concerns promptly to designated personnel for timely intervention and support. A full flow chart is provided in Appendix 1.

6.1. Emergency Reporting Procedures:

In emergency situations where the safety or well-being of a student or staff member is at immediate risk, follow these steps to report a safeguarding concern:

- Contact Emergency Services: Dial 999 without delay if there is an imminent danger to anyone's safety
- Inform DSL or SO: After contacting emergency services, promptly notify the DSL or SO of the situation
- Engage Partner Institution: If applicable, the DSL or SO should inform the relevant partner institution's security team
- Provide Detailed Information: Furnish as much detail as possible when reporting the emergency to designated staff or authorities
- Comprehensive Reporting: Submit a detailed incident report using the Safeguarding and Prevent Report Form once the immediate risk is addressed
- Debrief and Support: Conduct a debriefing session with involved parties and the DSL or SO to facilitate understanding, learning, and necessary support provision

6.2. Non-Emergency Reporting Procedures:

In non-emergency situations, follow these steps to report a safeguarding concern:

- Identify the Concern: Determine the nature of the suspected or alleged issue, such as abuse, bullying, harassment, or radicalisation
- Choose a Reporting Method:
  - Utilise the Safeguarding & Prevent Report Form: Accessible on the LCKA website, this form allows for anonymous reporting, with concerns promptly addressed by designated personnel
  - Email Communication: Send an email to info@lckacademy.org.uk detailing your concern. Our Designated Safeguarding Lead (DSL) or Safeguarding Officer (SO) will take appropriate actions upon receiving the email
  - Verbal Reporting: Speak to any member of the Academy staff if you prefer to report your concern verbally. They will assist you in raising the issue with the DSL or SO
- Submit a Report: Use the chosen reporting method to submit your concern securely and confidentially
- Respect Confidentiality: Maintain the privacy of all parties involved and share information only with relevant personnel
- Cooperate with Follow-up Actions: Depending on the concern, the Academy may escalate the matter and take further steps, such as investigation or disciplinary measures
- Offer Support: Continuously provide appropriate support within your role to those directly involved in the concern, respecting boundaries and confidentiality
- Compliance and Data Protection: All reporting and processing of personal data must adhere to the requirements of the Data Protection Act 1998 to safeguard privacy and confidentiality.

By following these procedures, individuals can contribute to maintaining a safe and supportive environment within the Academy, ensuring that safeguarding concerns are addressed promptly and effectively.

7. Allegations Without Foundation

False allegations may be indicative of problems of abuse elsewhere. A record should be kept by the Designated Safeguarding Lead and Head of Academy Advancement, and consideration given to referral to Social Care or other agencies so that other agencies may act upon the information. In consultation with the DSL or SO, the Senior Leadership Team shall:

- Inform the member of staff against whom the allegation is made orally and in writing that no further disciplinary action will be taken. Consideration should be given to offering counselling/support
- Consider informing the student if the allegation was made by a student other than the alleged victim
- Prepare a report outlining the allegation and giving reasons for the conclusion that it had no foundation and confirming what action had been taken.

8. Records

It is important that documents relating to an allegation are retained in a secure place, together with a written record of the outcome and, if disciplinary action is taken, details retained on the member of staff's personal and confidential file. Where the allegation is found to be without foundation, a record of the allegation, investigation and outcome should be retained by the DSL.

If a member of staff is dismissed or resigns before the disciplinary process is completed, he/she should be informed of LCK Academy's statutory duty to inform the Secretary of State for Education under the Independent Safeguarding Authority 'ISA' procedures.

9. Confidentiality

A good working relationship between staff and students depends largely on the establishment of trust. This relationship may be described as confidential; however, guarantees of absolute confidentiality should never be given. If a student discloses abuse to a member of staff, it is important that the boundaries of confidentiality and the necessity to pass on that information are explained to the student. It is often easier to explain to the student that staff members have a responsibility to pass on information on certain matters than to get into a situation where they break a perceived confidence.

10. Prevent Duty

Disclosures regarding students and staff who display or espouse values contrary to accepted British values should follow the same process as that used for responding to allegations of abuse by recording and reporting to the Prevent Lead who is also the DLS. **The overall Prevent Lead is the DLS for the Academy**, who reports to the Senior Leadership Team on all matters pertaining to Prevent and Safeguarding at the Academy. In addition to the overall DSL, there are Prevent and Safeguarding Officers in every campus who report to the DSL.

The accepted British values for the purposes of the Prevent duty include:

- The rule of law
- Democracy
- Individual liberty
- Respect and tolerance

The following provides the latest definition of extremism by according to the UK Government 2024

> Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:
>
> 1. negate or destroy the fundamental rights and freedoms of others; or
> 2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights or
> 3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

In instances where the designated person is informed of an individual's or group's potential for extremism and radicalisation, the designated person will refer the concern and information to the Academy Prevent Contacts:

Safeguarding and Prevent Lead:

Ala Uddin, LCKA Interim Head of Academic Advancement

Email: academics@lckacademy.org.uk

Phone: +44 (0)7359135732

Local Authority Prevent Duty Adult Safeguarding:

Brent Email: prevent@brent.gov.uk.

Harrow Email: AHadults@harrow

Harrow Phone: 020 8901 2680

Barnet Email: BarnetCST@barnet.gov.uk

11.   External Speakers and Events

In order to comply with the Prevent duty during events involving external speakers at the Academy, The Academic Freedom and Freedom of Speech Policy Statement should be referred to. This includes the management of events held on the Academy premises or an event in a public place where the Academy is the whole or part of the organising body. Procedures regarding external speakers in the Academic Freedom and Freedom of Speech Policies apply to all staff, students and visitors and clearly set out what is required for any event to proceed.

12.   Radicalised Students

Radicalised students can also act as a focal point for further radicalisation through personal contact with fellow students and through their social media activity. Where radicalisation happens off campus, the student concerned may well share his or her issues with other students. Changes in behaviour and outlook may be visible to staff. Much of the guidance, therefore, addresses the need for the Academy to carry out self-assessment to identify the level of risk. The self-assessment will also ensure that all staff have access to training, and that there is welfare support for students and effective IT policies in place which ensure that any behavioural signs indicating radicalisation can be recognised and responded to appropriately.

13.   Partnership

In complying with Prevent Duty we can expect active engagement by the Board of Governors and Senior Leadership Team with other agencies including:

- The Police
- Bureau of Industry and Security BIS regional higher and further education Prevent coordinator

The Academy affirms that it will:

- Engage and consult students on plans for implementing the Prevent Duty
- Have a single point of contact - the Prevent Lead for operational delivery of Prevent related activity

14.   Risk assessment

The Academy will carry out risk assessments which are recorded and kept by the DSL and will assess where and how students, staff or visitors may be at risk of being drawn into terrorism. These policies and procedures are in place to ensure we can identify and support individuals at risk.

Risk assessment looks at institutional policies regarding wherever the Academy operates and student welfare, including equality and diversity, and the safety and welfare of students and staff. Risk assessment will address the management of the Academy, including policies and procedures for events held by staff, students or visitors, and relationships with external bodies and community groups who may use premises where the Academy operates, or work in partnership with the Academy.

The Academy has clear and visible policies and procedures for managing whistleblowing and complaints.

15.   Staff Training

The Academy will undertake appropriate training and development for key stakeholders including faculty. This will enable faculty to educate their students about Prevent issues. The Academy encourages students to respect other people, especially regarding the protected characteristics set out in the Equality Act 2010. The Prevent Lead must ensure appropriate training is conducted by all staff and digital copies of certificates where relevant are kept by the HR Manager.

Members of staff should understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorist activity. Such staff should have enough training to be able to recognise this vulnerability and be aware of what action to take in response. This will include an understanding of when to make referrals to the [Channel programme](#) and where to get additional advice and support. The Channel programme is a safeguarding process which aims to prevent children and adults from being drawn into violent extremism or becoming involved in terrorist related activity.

16.   IT Policy

The Academy has a policy around General IT usage, covering what is and is not permissible, which also contains specific reference to the Prevent Duty. Use of filtering is required as a means of restricting access to harmful content, and the use of filters is used as part of an overall strategy to prevent people from being drawn into terrorism.

The Academy does not have any course that requires using IT equipment to research terrorism and counter terrorism during their learning.

17. Appendices:

17.1. Appendix 1 Safeguarding and Prevent Steps

Steps	Suspected harm, abuse or radicalisation	
1	Emergency	Non-Emergency
	Inform the Police 999	
2	Inform the DSL or SO.	Inform the DSL or SO.
3	Refer to relevant support services if necessary	
4	Inform the LCKA Senior Leadership Team	
5	Contact partner institution security	
6	Complete the Safeguarding and Prevent Report Form	
	An allegation by a student or staff member This may come through the Academy's complaints channel, by email, report form or verbally	
1	Follow all the steps above	
2	DSL or SO informs the student or staff member who is alleging that the allegation is being investigated and explain what the process will likely involve.	
3	Inform the Senior Leadership Team	
4	Inform the member of staff against whom the allegation has been made that the investigation is taking place and what the process will likely involve.	
5	The DSL or SO will keep all records or action taken in relation to the allegation	
6	The DSL or SO will consult with the police or other investigating agency (e.g. social care), particularly in relation to timing and content of the information to be provided	
7	Suspension may be considered at any stage. It is a neutral position, not a disciplinary act and shall be introduced with full pay. Consideration should be given to alternatives: e.g. paid leave of absence; agreement to refrain from attending work; change of, or withdrawal from, specified duties. Suspension should only occur for a good reason. For example: • where a student is at risk • where the allegations are potentially serious enough to justify dismissal on the grounds of gross misconduct • where it is necessary for the good and efficient conduct of the enquiry	

	Prior to making the decision to suspend, the Senior Leadership Team should interview the member of staff. This should occur with the approval of the appropriate agency. If the police are engaged in an investigation, the officer in charge of the case should be consulted.
8	During the interview, the member of staff should be given as much information as possible, especially the reasons for any proposed suspension, provided that doing so would not interfere with the investigation into the allegation. The interview is not intended to establish the member of staff's innocence or guilt, but to give an opportunity for the member of staff to make representations about possible suspension. The member of staff should be given the opportunity to consider any information given to him/her at the meeting and prepare a response, although that adjournment may be brief.
9	If the Senior Leadership Team considers that suspension is necessary, the member of staff shall be informed that he/she is suspended from duty. Written confirmation of the suspension, with reasons, shall be dispatched as soon as possible and ideally within one working day.

17.2.   Appendix 2 Definitions

Child	In accordance with The Children Act 1989, and therefore in accordance with law, the Academy shall regard any young person below the age of 18 as a child.
Child abuse	May be physical, sexual or emotional abuse, or neglect.
Designated person(s)	The staff member(s) designated by the SMT as having responsibility for liaising with the investigating agencies.
Domestic violence	Can be physical, emotional, sexual, neglect. This category also covers forced marriages and honour-based violence.
Emotional abuse	The persistent emotional ill treatment of a person such as to cause severe and persistent adverse effects.
Neglect	The persistent failure to meet someone'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 basic emotional/physical needs. It can include not protecting them from emotional harm or danger.
Physical abuse	Actual or likely physical injury to a person, or failure to prevent injury may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm. Physical harm may also be caused when a carer feigns symptoms of, or deliberately causes, ill health to a person they are looking after.
Sexual Abuse	This involves any aspect of sexual abuse, whether physical or verbal including inappropriate physical contact. Sexual abuse involves forcing or coercing someone into sexual activity without their informed consent, including cases where they are unable to consent due to age, incapacity, or coercion. Physical contact includes penetrative and non-penetrative acts such as fondling. See the Sexual Harassment Policy for further details.

Emotional Abuse	This is the persistent emotional ill treatment of a person such as to cause severe persistent adverse effects on them. It may involve making a person feel or believe they are worthless or unloved, inadequate or valued only as a means of meeting the needs of another person and not their own. This type of abuse can often take the form of shouting, threatening or taunting, constant criticism, bullying or unrealistic pressure to perform.
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 children. This may be as a consequence of an individual experiencing a significant level of personal, or emotional trauma and/or stress.
Safeguarding	Includes promotion of health and well-being as well as protection of specific individuals.
Significant harm	Ill treatment or the impairment of health or development.
Student	The term student for this policy covers students at the Academy. In addition, it covers students visiting the Academy or on taster programmes.
Adult at Risk	A person aged 18 or over who may need community care services by reason of mental or other disability, age or illness and who is, or may be unable to take care of themselves, or unable to protect themselves against significant harm or serious exploitation. Vulnerability can apply to a wide range of disabilities and situations including those adults at risk owing to their caring role or family responsibilities, or if they are old and frail. It can include those who are vulnerable due to other circumstances such as being an asylum seeker. In addition, it can include those under a probation order or those who may be experiencing problems due to alcohol or drugs.

17.3. Appendix 3 Safeguarding and Prevent Report Form

Person completing the form (this will remain confidential although the authorities will be informed if requested)	
Date/Time	
Person reporting the concern or suspicion	
Staff member(s) it is being referred to	
External referrals if any (e.g. Police)	
Details of the incident (this is not an investigation, only a report of what happened and what is being referred). This should include who was involved, when and where the incident happened, what was said or done, and whether there were any witnesses or other evidence	

17.4. Appendix 4 Risk Assessment Form

Risk Score

Likelihood	Severity
Almost Certain 5	Catastrophic 5
Very Likely 4	Major 4
Likely 3	Moderate 3
Unlikely 2	Minor 2
Improbable 1	None or Trivial 1

Risk Assessment Form

Risk Event e.g. visitor coming as a guest speaker, conference	
Date of event	
Person completing the form	
People involved e.g. one guest speaker	
Summary of planned event e.g. a guest speaker will come and speak to 50 students about a small business	
Details of risks to Safeguarding or PREVENT e.g. the guest speaker may share some extremist views with students	
Likelihood of Risk:	
Severity of Risk:	
Existing Controls e.g. there is no known evidence of the quest speaker holding extremist views on social media or the internet.	

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Further Action Needed e.g. the guest speaker should take online PREVENT training	
Review of Event	