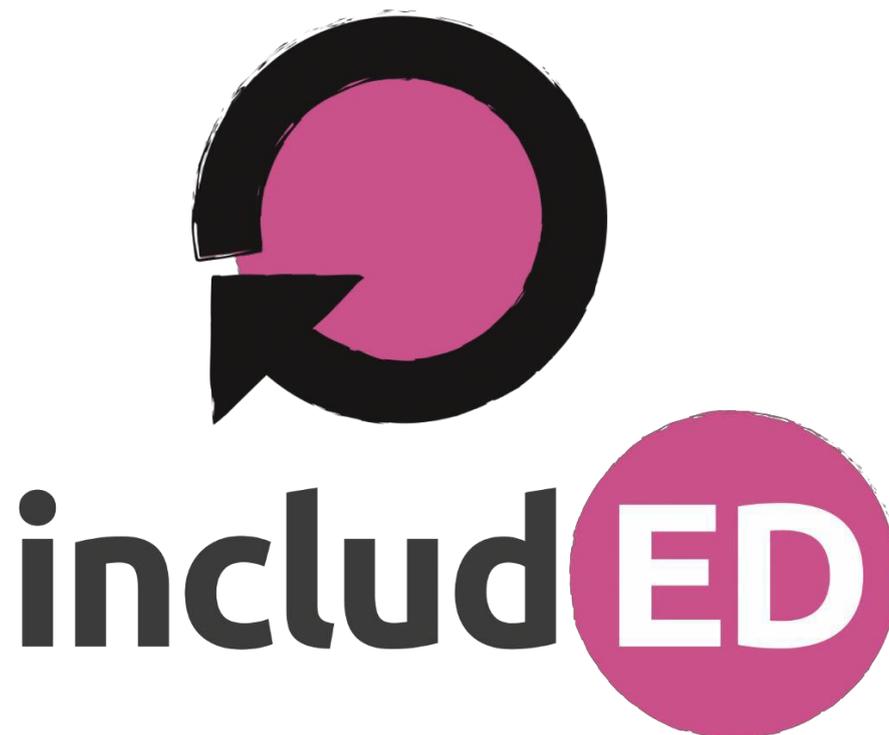




Our Guide to





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Our Guide to includED

Purpose

includED is our brand which covers and develops five areas and encompasses our four key **includED** areas:

- Equality and inclusion
- Safeguarding
- Prevent
- E-safety

includED brand

Through all **includED** activity Paragon Skills enacts its statutory and legislative responsibilities under the following key pieces of legislation:

- The Rehabilitation of Offenders Act 1974
- The Children Act 1989
- The Equality Act 2010
- Safeguarding Vulnerable Groups Act 2006
- Counter-Terrorism and Security Act 2015
- Working Together to Safeguard Children 2020

Scope

This guide applies to all colleagues, including senior managers and the Board, paid colleagues, volunteers and part-time workers, agency colleagues, contractors, learners/apprentices or anyone working on behalf of Paragon Skills. It outlines our approach to the four **includED** areas and outlines the responsibilities that we all have to promote the welfare of our learners/apprentices and each other. It describes what Paragon Skills will do to ensure that learners/apprentices in our care are kept safe, receive an appropriate and relevant social education and how we will respond to concerns or risks of harm.

All those that act on behalf of Paragon Skills are expected to enact the principles contained within this guide. This includes our clients (employers), learners/apprentices and partners.

Partners

Our partner organisations will be provided with a copy of this guide to enable them to understand how Paragon Skills approaches equality and inclusion, safeguarding, Prevent and E-safety with its learners/apprentices.

It is expected that our partners are committed to our **includED** ethos and achieve the standards outlined within this guide when engaging with our learners/apprentices. A self-study resource for managers covering all aspects of **includED** is available for our partner organisations.

Partners/subcontractors will be supported through the provision of timely **includED** advice and guidance and, where relevant, access to training and continuing professional development. Sub-contractors are provided with

access to the **includED** resource bank, bi-monthly snippets, **includED** factsheets and safeguarding guides via [Sharepoint](#) and a regular newsletter.

Our clients (employers) will have access to [Our Guide to includED](#) which is aimed at supporting their understanding of equality, inclusion and safeguarding. Specific client training in any of the **includED** topics may be provided on request from the Safeguarding and People Business Partner. Clients are to be provided with includED updates to keep them abreast of matters related to equality, safeguarding, E-safety and Prevent.

Task group

Our **includED** brand and ethos is overseen by a task group. This task group is representative of the key areas of our business. The terms of reference and responsibilities for the **includED** task group can be found at Appendix two.

Key contacts

The safeguarding team at Paragon Skills are the key contacts for all matters relating to this guide.

Safeguarding role	Name	Job role	Contact details
Designated Safeguarding Lead (DSL) Senior mental health lead	Andrew Johnson	Head of People	andrew.johnson@pgon.co.uk 07794 067731
Safeguarding Lead (SL) Prevent lead E-safety lead includED task group chair Mental health lead	Niki Husher	Safeguarding and People Business Partner	niki.husher@pgon.co.uk 07971 306967
Safeguarding Lead (SL) Mental health lead	Jakki Ashford	People Business Partner	jakki.ashford@pgon.co.uk 07811 052291

Associated policies and documentation

The following policies and documentation should be read alongside Our Guide to **includED**

[Part One – Keeping Children Safe in Education 2021](#)

[Our Guide to Safer Recruitment](#)

[Supporting looked after children](#)

[Colleague handbook \(including whistleblowing\)](#)

[Complaints policy](#)

Data Protection policy

Monitoring and review

The Safeguarding Leads will review this guide at least annually to assess its implementation and effectiveness, with the support of the **includED** task group. This is in line with statutory requirements.

Overall responsibility for this guide and its implementation lies with the Paragon Skills Board. In order to ensure that they are able to monitor the implementation and effectiveness of this guide, a bi-annual Board report will be provided to them.

includED activity calendar

January	February
Board report Learners/apprentices with vulnerabilities welcome calls Check learner/apprentice satisfaction survey Safeguarding induction session Partners update includED learner/apprentice materials exempted report Measure the impact of learner/apprentice includED materials Equality and inclusion action plan review	Board report Learners/apprentices with vulnerabilities welcome calls Check learner/apprentice satisfaction survey Safeguarding induction session Level one mental health training Safer recruitment refresher allocation Snippets Safeguarding guide Safeguarding manager session Skills Tutor meeting Safer recruitment audit includED bi-annual Board update Review of Single Central Record (SCR)
March	April
Board report Learners/apprentices with vulnerabilities welcome calls Check learner/apprentice satisfaction survey Safeguarding induction session includED refresher allocation Safeguarding managers to run Prevent update at team meetings Safeguarding Leads meeting Prevent risk assessment review (red/amber) Safeguarding and Prevent action plan review Measure the impact of learner/apprentice includED materials Colleague annual disclosure includED impact measures review	Board report Learners/apprentices with vulnerabilities welcome calls Check learner/apprentice satisfaction survey Safeguarding induction session Update the refresher training for colleagues Partners update Mental health CPD includED refresher content review Equality and inclusion action plan review includED task group meeting

May	June
<p>Board report</p> <p>Learners/apprentices with vulnerabilities welcome calls</p> <p>Check learner/apprentice satisfaction survey</p> <p>Safeguarding induction session</p> <p>Skills Tutor meeting</p> <p>Prevent referral stats to safeguarding managers</p> <p>Snippets</p> <p>Safeguarding guide</p> <p>Safeguarding manager session – to include CPD</p> <p>Safer recruitment audit</p> <p>Review of SCR</p> <p>Safeguarding level three</p>	<p>Board report</p> <p>Learners/apprentices with vulnerabilities welcome calls</p> <p>Check learner/apprentice satisfaction survey</p> <p>Safeguarding induction session</p> <p>Safeguarding managers to run Prevent update at team meetings</p> <p>Safeguarding Leads meeting</p> <p>Prevent risk assessment review</p> <p>Safeguarding and Prevent action plan review</p> <p>includED refresher allocation</p> <p>Mental health level three</p> <p>Measure the impact of learner/apprentice includED materials</p>
July	August
<p>Board report</p> <p>Learners/apprentices with vulnerabilities welcome calls</p> <p>Check learner/apprentice satisfaction survey</p> <p>Safeguarding induction session</p> <p>Partners update</p> <p>Safer recruitment training refresher allocation</p> <p>Review content of ‘Our Guide to Citizenship’</p>	<p>Board report</p> <p>Learners/apprentices with vulnerabilities welcome calls</p> <p>Check learner/apprentice satisfaction survey</p> <p>Safeguarding induction session</p> <p>Snippets</p> <p>Safeguarding guide</p> <p>Safeguarding manager session</p> <p>includED task group</p> <p>Our Guide to includED annual review</p> <p>Mental health level one</p> <p>Safer recruitment audit</p> <p>Review of SCR</p> <p>EDucation pack content review</p> <p>Safeguarding SAR</p>
September	October
<p>Board report</p> <p>Learners/apprentices with vulnerabilities welcome calls</p> <p>Check learner/apprentice satisfaction survey</p> <p>Safeguarding induction session</p> <p>Safeguarding managers to run Prevent update at team meetings</p> <p>Our Guide to Safer Recruitment annual review</p> <p>Mental health level two</p>	<p>Board report</p> <p>Learners/apprentices with vulnerabilities welcome calls</p> <p>Check learner/apprentice satisfaction survey</p> <p>Safeguarding induction session</p> <p>Prevent referral stats to safeguarding managers</p> <p>Partners update</p> <p>Our Guide to includED Board governance</p> <p>Our Guide to Safer Recruitment Board governance</p>

<p>includED impact measures review</p> <p>Measure the impact of learner/apprentice includED materials</p> <p>Safeguarding Leads meeting</p> <p>Prevent risk assessment review (red/amber)</p> <p>Safeguarding and Prevent Action Plan review</p>	<p>includED bi-annual Board update</p> <p>Safer recruitment training content review</p>
November	December
<p>Board report</p> <p>Learners/apprentices with vulnerabilities welcome calls</p> <p>Check learner/apprentice satisfaction survey</p> <p>Safeguarding induction session</p> <p>Skills Tutor meeting</p> <p>Snippets</p> <p>Safeguarding guide</p> <p>Safeguarding manager session – CPD</p> <p>Safer recruitment audit</p> <p>SCR review</p>	<p>Board report</p> <p>Learners/apprentices with vulnerabilities welcome calls</p> <p>Check learner/apprentice satisfaction survey</p> <p>Safeguarding induction session</p> <p>Safeguarding managers to run Prevent update at team meetings</p> <p>Safeguarding Leads meeting</p> <p>Prevent risk assessment review (full)</p> <p>Safeguarding and Prevent action plan review</p> <p>Measure the impact of learner/apprentice includED materials</p> <p>includED task group meeting</p> <p>Mental health level one</p>

Paragon Skills uses the **includED** brand in the following ways:



Equality & Inclusion

- Equality for all – How we will enact equality & inclusion
- Recruitment & selection – How we will recruit colleagues fairly
- Impact – How we will assess what we do & its impact on individuals & under-represented groups
- Accessibility – How we will ensure our services are accessible
- Bullying & harassment – How we will approach & deal with complaints

E-Safety

- IT usage – How we will monitor usage to identify risk
- Communication – How we will maintain professional standards
- Identify risk – How we will educate users to identify risk for themselves

Safeguarding

- Child & vulnerable adult protect – How we will respond to identified risks of harm
- Welfare support – How we will advise & guide those in need
- Safer recruitment - How we will recruit colleagues safely
- Teaching & learning – How we develop learners' personal behaviours
- Training & development – How we will develop colleague understanding
- Risk assessment – How we will manage safeguarding risk

PREVENT

- Protecting the vulnerable – How we will support those identified as at risk from radicalisation
- Teaching & learning – How we will support national & local priorities
- Responding to risk – How we will protect our colleagues & learners
- Partnership – How we will work with statutory bodies

The Learner Perspective

Safeguarding is about ensuring our safety & wellbeing
We expect those who work with us to:

- Treat us with respect
- Intervene appropriately to protect us
- Provide us with an appropriate social education



Equality and inclusion - our commitment

Our commitment

The Equality Act 2010 (The Act) places responsibilities upon Paragon Skills and its colleagues to promote equality. We will extend this responsibility by encompassing the Prevent Duty and Safeguarding expectations within this guide with the view to work in ways which promote community cohesion, tackle inequality and minimise the risk of harm posed to vulnerable groups and individuals.

Paragon Skills is committed to promoting equality, inclusion, dignity and respect for all through its culture and activities. We will embrace diversity by promoting and maintaining an inclusive and supportive environment where everyone can achieve their full potential. We are committed to monitoring diversity within our workforce and learner/apprentice base through our **includED** impact measures (IIMs).

Objectives

We will support our colleagues, customers and learners/apprentices to recognise and meet the differing needs of people from diverse backgrounds within their day to day activities, and to embed and promote the principles of equality in all that they do. We will regularly review our progress in doing this and take swift action where gaps or inappropriate practice are identified.

Equality Act 2010 definitions

The Act covers nine 'protected characteristics':

Age

The Act protects people of all ages. However, different treatment because of age is not unlawful direct or indirect discrimination if it can be justified that we are achieving a legitimate aim.

Disability

The Act has made it easier for a person to show that they are disabled and protected from disability discrimination. Under the Act, a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Gender reassignment

The Act says that you must not be discriminated against because you are transsexual - that is your gender identity differs from the gender assigned to you at birth. In the Act it is known as gender reassignment. All transsexual people share the common characteristic of gender reassignment.

Race

For the purposes of the Act, race includes colour, nationality and ethnic or national origins.

Religion, belief and non-belief

In the Act, the word religion includes all religions and faiths. It also includes a lack of religion where people have no religious belief at all.

Sexual orientation

Protection by the Act is given to bisexual, gay, heterosexual, and lesbian people.

Sex

Both men and women are equally protected by the Act. Discrimination on the grounds of sex is unlawful.

Marriage or civil partnership

The Act protects those who are married or in a civil partnership against discrimination. Single people are not protected under the Act.

Pregnancy and maternity

A woman is protected against discrimination on the grounds of pregnancy and maternity during the period of her pregnancy and statutory maternity leave. During this period, any discrimination cannot be treated as sex discrimination.

Discrimination

There are a number of forms of discrimination. Paragon Skills actively challenges all forms of discrimination and will work to ensure that our learners/apprentices, colleagues and partners are aware of how discrimination can be tackled effectively.

Direct discrimination

Direct discrimination occurs when someone is treated less favourably than another person because they have a protected characteristic.

Associative discrimination

Associative discrimination occurs when someone is treated less favourably because they are associated with someone who has a protected characteristic – this is a form of direct discrimination.

Perceptive discrimination

Perceptive discrimination occurs when someone is treated less favourably because someone thinks they may have a protected characteristic. It applies even if the person doesn't have a protected characteristic. This is a form of direct discrimination.

Indirect discrimination

Indirect discrimination occurs when a rule, policy, or practice that may disadvantage people who share a protected characteristic is imposed.

Harassment

Harassment is unwanted conduct relating to a protected characteristic which has a purpose of upsetting or violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for the individual. Harassment cannot be aimed at people on the grounds of maternity, pregnancy, marriage or civil partnership. Colleagues can make a formal complaint on the grounds of harassment if they find the action offensive and it wasn't directly aimed at them personally.

Victimisation

Victimisation occurs when someone is treated badly because they have made or supported a complaint or grievance under the Equality Act 2010 or are suspected of doing so. Malicious or untrue complaints are not covered.

Discrimination, harassment and victimisation against colleagues, learners/apprentices and partner colleagues will not be tolerated.

Training

Initial training on equality and inclusion will be provided to all colleagues at induction through the completion of our self-study Education pack which covers all elements of **includED**. This will then be supported through the provision of regular **includED** Continuing Professional Development (CPD), tri-monthly **includED** [snippets](#) and via formal annual **includED** refresher self-study activity. The training and CPD provided will focus on equality and inclusion related matters as well as providing information which empowers colleagues to challenge inequalities, to build the resilience of our learners/apprentices and have a positive impact upon community cohesion. Our Noticeboard publication and quarterly equality focused digests will also bring this topic alive for colleagues.

Equality for all

We will value and make use of differences between colleagues to the benefit of both them and Paragon Skills and provide a working and learning environment free from bullying, discrimination and harassment.

We will thoroughly investigate and deal with any complaints raised regarding discrimination, harassment, victimisation or inequality.

Our approach to ensuring the equality of opportunity and the benefits of diversity will be understood by all colleagues.

All those involved in recruitment, selection or assessment of colleagues or job applicants will be given appropriate guidance to carry out their roles effectively – Paragon Skills is an equal opportunities employer and the recruitment or promotion of any individual will be based on individual merit, skills and abilities relevant to the requirements of the role. All recruiting managers will receive training on recruiting safely and fairly prior to leading the recruitment and selection process. This training will be refreshed bi-annually.

Individuals will be able to recognise their responsibility for showing respect to their colleagues, working as a team and contributing positively to an environment where everyone has the same chance to develop and progress within Paragon Skills.

We will provide learning materials which are free from cultural or other bias. Although primarily written in English, learning materials will be made available in alternative formats and in other languages where requested. Where technology allows, learning materials will be created in accessible formats.

Training programmes will be designed and delivered in a flexible manner, which takes account of the diverse needs, aspirations, prior achievements and prior experience of learners/apprentices. Blended learning will ensure accessibility.

Any learners/apprentices with additional support needs will be identified at the point of entry and arrangements will be made to provide them with appropriate support. We will use CognAssist, an online neurodiversity tool which looks at eight different brain functions, to provide support with any additional learning needs. All learners/apprentices will be screened and provided with an opportunity to access this resource at the point of identified need.

We will make arrangements for learners/apprentices with special assessment requirements to ensure that there are no unnecessary barriers to prevent them from achieving.

All procedures for assessment and testing will be free from cultural or other bias.

We will take positive action to ensure that minority groups are represented within our workforce and our learner/apprentice community. Data will be monitored by our **includED** task group and the People Team to ensure that where action is needed this can be taken swiftly.

Our guide to **includED** will be constantly monitored to ensure that it is working and being applied consistently across the organisation. This will include utilising learner/apprentice and Colleague Voice mechanisms.

Levels of responsibility

This guide is under Board governance and is reviewed annually by the DSL team, taking into account the impact of the policy and any lessons learned, together with any legislative or required process changes. Recommendations are then made to the Board for their approval and sign off.

The strategic direction for equality will be managed by the Head of People with input from the **includED** task group.

The Executive Team will monitor and review the impact of this guide on the business based on Board report feedback provided by the chair of the **includED** task group through the Board reporting process.

The People Team will be responsible for advising managers on the application of the guide and for ensuring that all training and documentation in connection with monitoring, recruitment, selection, training, promotion and relevant employment procedures are administered in accordance with the guide.

Managers are provided with People Standards to assist them in meeting their responsibilities which include them ensuring that their colleagues have a clear understanding of equality and inclusion and how to enact their responsibilities. People Business Partners provide support and guidance to ensure managers enact these consistently.

All colleagues will:

- Challenge unlawful discrimination for all protected characteristics shown above
- Promote equality of opportunity for all
- Promote good relations between people of different races and cultures
- Promote equality of opportunity between disabled people and other people
- Challenge harassment and bullying of people that is related to their protected characteristic
- Follow safeguarding reporting procedures to protect individuals from any potential risk of harm
- Promote positive attitudes towards people with a protected characteristic
- Support the development of community cohesion
- Read all literature issued on equality, abiding by and ensuring the consistent application of this
- Call out and challenge hate speech
- Role model excellence
- Challenge language and behaviour that is being labelled as 'banter' and 'just having a laugh'. We have a zero tolerance to such behaviour being passed off as acceptable and will respond accordingly

Personal Tutors will ensure that the learners/apprentices for whom they are responsible have an understanding of equality and diversity. They will support their learners/apprentices to have an appreciation of how this impacts them personally and of their own role in ensuring good practice. This will be done using the approved resources provided by the **includED** task group and will include self-study materials relevant to the level of learning.

Personal Tutors should ensure that their learners/apprentices are aware of who to contact if they have a concern related to equality and inclusion. This will be covered with all learners/apprentices during their induction and as a part of introducing our wider safeguarding procedures.

Customers and partners

Customers and partners are responsible for ensuring equality within their own workplaces and for promoting equality of opportunity for their own learners/apprentices and colleagues. Where an employer or partner does not understand their obligations under the Equality Act, Paragon Skills will provide information, advice and coaching to help improve that knowledge for the benefit of their business. Where appropriate, this will include support to develop their own policies to tackle inequality within their workplace and the provision of training.

Teaching and learning

We will support our learners/apprentices to recognise and understand bullying, harassment and victimisation and provide them with skills to challenge this effectively with the view of developing their personal resilience and citizenship skills. We will broaden their understanding of British values and topical and relevant equality related matters through the delivery of **includED** teaching and learning sessions. Safe space discussions will enable them to explore equality in a personalised impactful way. All learners/apprentices will be provided with an appropriate level of self-study activity focusing upon equality as an additionality to their programme; the impact of which will be monitored by the **includED** task group.



This will ensure that they understand discrimination and harassment and how they can play their part in addressing this at work and in society in general.

Apprentices/learners should feel safe and confident to speak to a Personal Tutor if they are subject to any form of bullying, discrimination, harassment or victimisation.

Colleague recruitment

Paragon Skills is an equal opportunities employer and operates a People Standard on Recruitment which reflects the following commitments.

Job descriptions and specifications will clearly set out the skills, experience and qualifications required for the post and will only stipulate justifiable requirements for the job. Job advertisements will not unlawfully preclude or discourage applications from specific individuals or groups.

Recruitment activity will not suggest that Paragon Skills might take into account factors that would, or might, discriminate unlawfully. It be available in alternative formats, eg via email or in large print upon request.

Selection criteria used will reflect the standard required with screening being undertaken against the person specification for the role.

Consideration will be given to formal flexible working arrangements such as variable working hours, part-time and term-time working, job sharing and career breaks for all that would wish to be considered for such arrangements. Paragon Skills provides a flexible and supportive environment designed to support the health and wellbeing of all colleagues.

Paragon Skills is a Disability Confident committed employer. Applicants with disabilities will be given full and fair consideration for employment, having regard for their particular aptitudes and abilities and any reasonable adjustments that can be made. If an existing colleague becomes disabled, the objective should be the continued provision of suitable employment, either in the same or an alternative position, with appropriate training being given where necessary. Colleagues with disabilities will be actively supported to ensure that they share in opportunities for training, career development and promotion. Reasonable adjustments will always be considered to ensure that colleagues are able to bring their best selves to work. We will work with partner organisations to help build their understanding and confidence in this area where required.

Paragon Skills reserves the right to take positive action during its recruitment activity with the view to recruit a colleague that is needed to support us in our aim to provide a colleague base which reflects the ethnic or gender makeup of the communities that it serves. Our Recruitment People Standard guides our recruiting managers, and this is supported by [‘Safer Recruitment the Paragon Way’](#) self-study for recruiting managers.

Any employment references provided for ex-colleagues will be based on fact alone and will not contain any discriminatory information.

Rehabilitation of offenders’ information does not form a part of the initial process for screening candidates for interview. This information will only be consulted to ensure the suitability of a person to work in regulated activity, or for roles with frequent contact with children. Having a spent or unspent conviction does not preclude persons from working in these roles; the decision regarding the offer of employment will be based upon analysis of risk.



Sensitive data

In accordance with the General Data Protection Regulation (GDPR), Paragon Skills will collect and process information related to learners'/apprentices' and colleagues' age, gender, ethnicity and disability. This will be used to measure progress of underrepresented groups and to identify areas in which Paragon Skills needs to improve its efforts in promoting equality and diversity in the workplace or training environment. It will be reviewed against local labour market intelligence and national benchmarks. This activity will form a part of our **includED** impact measures (IIMs) which are overseen by the People Team and **includED** task group.

Data will be collected and stored with the express consent of the individual and stored and processed in line with the General Data Protection Regulation. Paragon Skills may also pass data to partner organisations such as the funding body. This is done only with the express consent of the individual providing it.

Marketing and recruitment of learners/apprentices

We will provide marketing and advertising materials which reflect Paragon Skills' commitment to equality and inclusion, challenge stereotypes and raise participation of underrepresented groups. All marketing and advertising materials will be written in English and, if required, will be made available through a range of sources. Wherever requested, marketing and advertising materials can also be made available in languages other than English or other accessible formats.

Bullying and harassment – colleagues

Paragon Skills is fully committed to providing a working environment that is free from bullying, harassment and victimisation of any kind. We take seriously any allegations of bullying or harassment. Paragon Skills expects everyone to understand and enact their responsibilities for keeping the workplace free of bullying, harassment and victimisation and to actively challenge inequality.

Concerns related to bullying, harassment and victimisation may be dealt with under a number of appropriate People Standards including Grievance, Disciplinary or the Capability Procedure.

Harassment can be described as unwanted behaviour, which a person finds intimidating, upsetting, embarrassing, humiliating, or offensive. It is important to note that it is not whether the behaviour was intended to be offensive that matters, rather whether the individual was offended. Sexual harassment is a significant workplace problem and can affect men as well as women, regardless of their age. It is, however, only one of several types of harassment.

People can be subject to harassment on a variety of grounds, including:

- Race, ethnic origin, nationality and skin colour
- Gender or sexual orientation
- Willingness to challenge harassment (leading to victimisation)
- Membership or non-membership of a trade union
- Disabilities or learning difficulties
- Status as an ex-offender
- Age

- AIDS/HIV
- Health
- Physical characteristics
- Personal beliefs / religious beliefs
- Political persuasion

This list is not exhaustive. Harassment can range from extremes such as violence to less obvious forms like ignoring someone. Examples of behaviour that can be considered as harassment include:

- Unwanted physical contact
- Jokes, offensive language, gossip, slander, sectarian songs
- Posters, graffiti, obscene gestures, flags and emblems
- Isolation or non-cooperation and exclusion from social activities
- Intrusion by pestering, spying and stalking either in person or via the internet in chat rooms

Bullying is any persistent behaviour, directed against an individual, which is intimidating, offensive or malicious and which undermines the confidence and self-esteem of the recipient.

Examples of bullying include:

- Verbal or physical threats and intimidation
- Persistent negative comments
- Humiliating someone in front of others
- Unjustified persistent criticism
- Offensive or abusive personal remarks
- Constantly changing targets in order to cause someone to fail
- Making false allegations
- Grooming using the internet and chat rooms
- Monitoring unnecessarily and obtrusively
- Unwanted banter

Legitimate, constructive, and fair criticism of a person's performance or behaviour from a manager is not bullying. Certain types of harassment and bullying are regarded as unfair discrimination and are therefore covered by the Equality Act 2010. The Human Rights Act 1998, implemented in October 2000, changed the way that Courts and Employment Tribunals deal with harassment and bullying and introduced the right not to be subjected to degrading treatment or punishment.

Safeguarding - our commitment

The learners'/apprentices' perspective

To provide an environment where:

- The welfare of the learner/apprentice is paramount
- All learners/apprentices, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have the right to equal protection from all types of harm or abuse
- Relationships with learners/apprentices, partners, clients and with other agencies are developed which promote a safe learning environment
- Colleagues, learners/apprentices, partners and clients have an understanding of safeguarding which then enables them to fulfil their statutory or moral obligations
- We undertake to contribute towards 'Working Together to Safeguard Children' 2020. In order to enact this we adopt the principles as laid out in the statutory guidance 'Keeping Children Safe in Education' 2021
- Learners/apprentices know how to seek support and are supported when making a disclosure

Objectives

The purpose of this guide is to inform everyone connected with Paragon Skills, and with whom we partner, of our position with respect to the safeguarding of learners/apprentices. It explains how we respond to our statutory obligations laid out within Keeping Children Safe in Education (2021).

We believe that it is always unacceptable for a learner/apprentice to experience abuse of any kind, and recognise our responsibility to safeguard the welfare of all learners/apprentices, through procedures and practices which protect and minimise potential harm. We will seek to mitigate the risk of harm posed to learners/apprentices through our [action plan](#) and day to day behaviours and processes

Safeguarding is everybody's responsibility.

Definitions

Safeguarding seeks to keep children and adults safe from a range of potential harm and looks at preventative action, not just reaction. It is directed by various legislation and statutory guidance including Working Together to Safeguard Children (2020) and Keeping Children Safe in Education (2021).

It means promoting the welfare of children and vulnerable adults and having approaches and procedures in place which define how we will seek to protect our learners/apprentices. Safeguarding includes how we will respond to Child and Vulnerable Adult Protection concerns including how we will respond to disclosures of maltreatment and abuse. Safeguarding also includes protecting learners/apprentices with vulnerabilities and mitigating risk through education. Apprentices/learners should feel safe and confident to speak to a Personal Tutor if they are subject to any form of harm, abuse or bullying.

The term 'child' means anyone who has not yet attained the age of 18 and the term 'vulnerable adult' means a person aged 18 or over who is, or may be, in need of community care services by reason of disability, age or illness; and is or may be unable to take care or unable to protect themselves against significant harm or exploitation.

A number of other situations may render an adult 'vulnerable' such as domestic violence, addiction, mental ill health, living in a drug-misusing family, living in areas of high crime, being likely to face racism or having caring responsibilities. With specified consent we extend our safeguarding approach to any such individual.

With Early Help it is possible to mitigate the risk of harm to a child. Colleagues should be particularly alert to the potential need for Early Help for a child who:

- Is disabled and has specific additional needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Is a young carer
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently missing/goes missing from care or from home
- Has had a change in friendship groups and is in relationships with older people
- Is showing a significant dip in performance
- Is self-harming
- Has unexplained gifts or possessions, outside of what would be considered to be their financial means
- Has two mobile phones, or regularly appears to change their mobile phone
- Is misusing drugs or alcohol
- Is at risk of modern slavery, trafficking or criminal exploitation
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Has returned home from care to their family
- Is homeless or at risk of homelessness
- Is demonstrating vulnerabilities to honour based violence
- Is showing early signs of abuse and/or neglect
- Is at risk of being radicalised or exploited
- Is a privately fostered child (where they are under 16)
- Is within the court system
- Has a family member in prison
- Has a diagnosed mental health condition
- Is experiencing low mental wellbeing
- Is a looked after child, has or has had a social worker

Early help can be sought for any child via the Safeguarding and People Business Partner either through the learner's/apprentice's Personal Tutor or directly by the learner/apprentice themselves by emailing safeguarding@pgon.co.uk.

Child protection

Abuse

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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

Peer on peer abuse

Peer-on-peer abuse can take various forms and includes serious bullying, relationship abuse, domestic violence, child sexual exploitation, harmful sexual behaviour, gender based violence, upskirting and sexual harassment. It can take place face to face and online and happen in the workplace, in the Academy or in the wider community. Such behaviour is unacceptable in the workplace and learning environment and all reports or concerns around peer on peer abuse should be dealt with as a safeguarding matter. Downplaying such behaviour as being 'banter' or 'boys being boys' is not acceptable. It is important to note that the alleged perpetrator of peer on peer abuse may also require safeguarding support and interventions.

Our acceptable behaviour contract with Academy learners/apprentices will outline the definition of peer on peer abuse and explain the possible sanctions related to involvement in this type of behaviour.

Learners/apprentices will be made aware of the nature of peer on peer abuse, the process to report this and who to report it to during their induction. They should feel confident to report such abuse and feel that their concerns will be taken seriously.

Our **includED** training will provide our colleagues with information on the signs and indicators of all forms of abuse and how to report concerns or disclosures of harm or abuse. This will ensure that colleagues understand their role in preventing and reporting abuse, including peer on peer abuse.

Child criminal exploitation, child sexual exploitation and child on child sexual violence and harassment

Child criminal exploitation (CCE)

There is no legal definition of child criminal exploitation (CCE) through organised crime groups in England and Wales. Paragon Skills defines the criminal exploitation of children and young people under 18 as:

“Where gangs target vulnerable children to get them to carry out criminal activity. County line gangs get children to deliver drugs around the country by using intimidation, debt bondage, violence and/or grooming. Gangs utilise children because they are cheaper, more easily controlled and less likely to get picked up by the Police. The fact that children are sent to different locations within the United Kingdom to carry out tasks for the gangs means that this type of CCE falls within the legal definition of trafficking in the Modern Slavery Act 2015.”

The child (or a third person or persons) receives 'something' (eg food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them completing a task on behalf of another individual or group of individuals; this is often of a criminal nature. Child criminal exploitation often occurs without the child's immediate recognition, with the child believing that they are in control of the situation. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, with involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economical and/or emotional vulnerability.

Child sexual exploitation (CSE)

The 2017 DfE publication Child Sexual Exploitation: Definition and Guide for Practitioners defines child sexual exploitation as follows:

“Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.”

Children who are sexually exploited should be treated as the victims of child sexual abuse and their needs carefully assessed. They are likely to be in need of welfare services and in many cases protection under the Children Act 1989.

CSE can also include children who have been sexually abused through the misuse of technology, coerced into sexual activity by criminal gangs or the victims of trafficking.

Child on child sexual violence and sexual harassment

Child on child sexual violence and sexual harassment can occur between children of any age. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of Keeping Children Safe in Education (KCSIE), all colleagues working with children are advised to maintain an attitude of ‘it could happen here’. Ignoring such behaviour or accepting it as ‘banter’ or ‘part of growing up’ is not acceptable as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. Any concerns should be reported in line with our 5 Rs ready for a risk assessment to be undertaken by the Designated Safeguarding Lead/Safeguarding Leads as to the required next steps. This may include external reporting to children’s social care/the Police, the removal of learners/apprentices from learning or the provision of early help.

Information on the signs and indicators of all forms of abuse are provided to colleagues through our mandatory **includED** training alongside the requirement to report any form of sexual harassment, sexual violence or sexual exploitation.

Both victims and alleged perpetrators will be supported and safeguarded in line with the departmental guidance [Sexual Violence and Sexual Harassment Between Children at Schools and Colleges](#).

Wider safeguarding

Paragon Skills is committed to providing welfare support to all learners/apprentices on the range of wider safeguarding considerations. This includes responding to a learner/apprentice (of any age) via either direct intervention, advice and guidance or signposting where an issue exists within their day to day life (including the workplace) which could impact upon their ability to achieve. For learners/apprentices under 18 this includes providing Early Help and working with external agencies and responding to claims of bullying, victimisation or harassment. Apprentices/learners should feel safe and confident to speak to a Personal Tutor if they are subject to any form of harm, abuse or bullying.

Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children

are at risk. We recognise that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges.

To support the development of our learners'/apprentices' personal understanding of risk they will all be provided with an appropriate level of self-study activity focusing upon safeguarding and resilience as an additionality to their programme. During their induction learners/apprentices are also provided with information on our safeguarding procedures and who to speak to if they have a concern.

Mental health

Experiencing mental ill health can often be a sign or an indicator of abuse or harm and all our Personal Tutors are trained to recognise the signs that someone is struggling with their mental health and wellbeing. Concerns for the mental wellbeing of a learner/apprentice should be raised to a safeguarding manager and logged as a safeguarding concern. Each instance and report of a concern will be responded to proportionately and in line with our approach to supporting mental health; in most cases signposting to support services will be necessary.

[Mental Health First aiders](#) are available to provide advice, guidance and direct interventions.

Learners/apprentices are able to seek support for their mental health from their Personal Tutor.

Safeguarding reporting procedures

We will use the 5 Rs - Recognition, Response, Reporting, Recording and Referral when approaching safeguarding matters and require all colleagues to operate in line with this process. These have been developed with reference to 'What to do if you are worried a child is being abused – Advice for practitioners' 2015 and can be found at Appendix three.

All concerns about learner/apprentice welfare must be logged, by the colleague identifying it, using the safeguarding concern and incident report form after discussion with the relevant Operations Manager (OM) who is the safeguarding manager. This will enable a picture regarding any risks to be built and is used for 'stacking up' purposes ready to inform any requirement for Early Help for the learner/apprentice. [The report form can be found here.](#)

Disclosures of abuse or immediate risk of harm should be reported, by telephone, to a Safeguarding Lead.

Assessments regarding levels of risk undertaken by the safeguarding team will take into consideration the social circumstances of a learner/apprentice alongside the educational context when considering the need to make a referral to children's or adults' services. Local threshold guidance will be consulted to help inform decision making.

Where an allegation of harm or abuse of a learner/apprentice is aimed at a colleague at Paragon Skills, this must be reported immediately to the Head of People, Designated Safeguarding Lead, by phone on 07794 067731. This will be investigated by the Chief Executive Officer with the Head of People's support as outlined in [Our Guide to Safer Recruitment.](#)

Vulnerable and at risk learners/apprentices

In recognition of the additional vulnerabilities faced by looked after children, Paragon Skills has a [Supporting Looked After Children's Policy](#). This is aimed at supporting the achievement of this disadvantaged group and provides guidance for colleagues on supporting the needs of this priority group. This group is termed 'vulnerable

learners/apprentices'. It is the responsibility of social workers to advise whether a learner/apprentice is in the defined vulnerable group; however we will take steps to access this information via learners/apprentices themselves. Notifications should be sent to safeguarding@pgon.co.uk.

We recognise that younger learners/apprentices can be vulnerable for a variety of reasons. To identify learners/apprentices aged 16-18 who may have additional vulnerabilities we ask them to complete a welfare questionnaire as part of their enrolment. The information from this informs an assessment of need. Relevant on-going support is then provided to these learners/apprentices. This group is termed 'learners/apprentices with vulnerabilities'. Learners/apprentices aged 16-18 who are absent from learning are considered at risk with this then being dealt with as a potential safeguarding matter.

At risk learners/apprentices can be identified at any point during their programme. These are learners/apprentices that require additional support and intervention to keep them safe. By flagging these individuals, further enhanced monitoring will be enacted to ensure that welfare concerns are stacked up and 'Early Help' is provided, in partnership with local agencies, where required. Flagging of at risk learners/apprentices is the responsibility of the Safeguarding Leads.

Apprentices/learners should feel safe and confident to speak to a Personal Tutor if they are subject to any form of harm, abuse or bullying.

Where schools or colleges are transferring child protection files these should be sent to safeguarding@pgon.co.uk.

Confidentiality

We will work to the following Privacy Statement with our learners/apprentices:

"It is important that you feel safe and confident to discuss any issues that you may have with a member of the Paragon Skills team. For this reason any information that you share will only be discussed with those who can directly help and support you, unless you tell us that either you or others are at risk of harm. In such cases we may have to share this information with external agencies such as social services or the Police. This will only be passed on with your knowledge."

We will introduce this to learners/apprentices at induction and refer to it throughout the learning process.

Paragon Skills takes its responsibilities to report crime seriously and as a result we will not afford confidentiality in the following situations:

- Where it is identified that a child or vulnerable adult is at risk of harm
- Where we are told that a serious crime has been committed or is about to be committed
- Where information regarding terrorism or drug trafficking is disclosed
- Where we are instructed to disclose something by a court

Where a crime takes place within the Academy a decision will be made jointly by Academy management and a Safeguarding Lead regarding the involvement of the Police. Whilst we would not wish to criminalise a learner/apprentice or a colleague, a decision needs to be made that is proportionate to the situation and in the best interests of impacted parties. Decisions will be made in line with the relevant code of conduct and in line with the National Police Chiefs Council guidance – '[When to call the police, guidance for schools and colleges](#)'. It

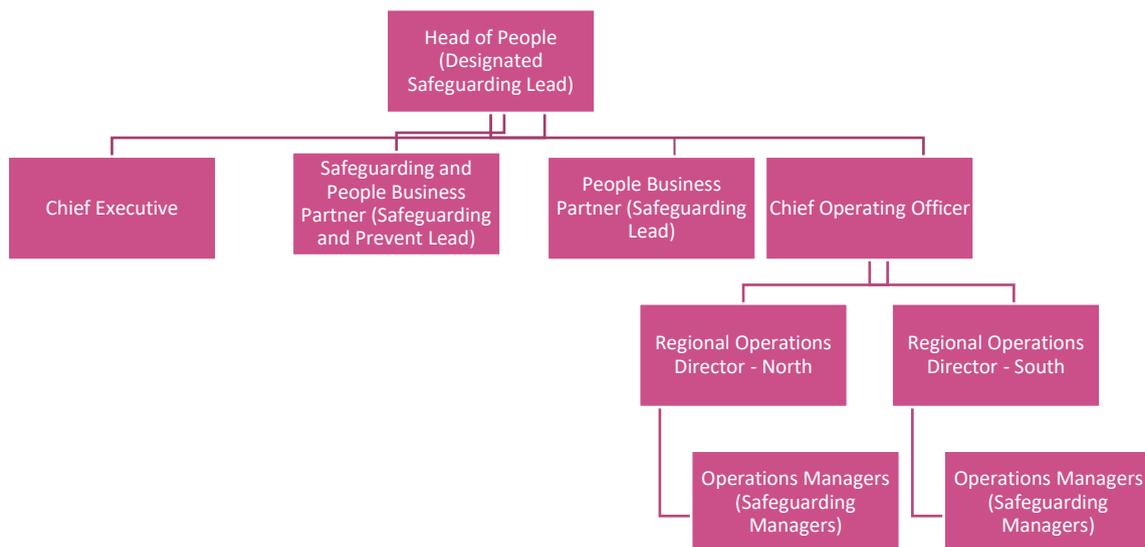
would be usual for the Safeguarding Lead to be responsible for making contact with the Police after consulting safeguarding records. Regardless of whether the Police are to be contacted, the victim in any incident should be supported and protected as a priority. Those suspected of being the offender will also need to be supported.

Where a learner/apprentice is identified as being involved in criminal exploitation (including CSE) this will be addressed as a safeguarding matter, remembering that whilst they may be an alleged perpetrator of criminal activity they are also a victim and should be safeguarding accordingly.

Levels of responsibility

This guide is under Board governance and is reviewed annually by the DSL team, taking into account the impact of the policy and any lessons learned together with any legislative or required process changes. Recommendations are then made to the Board for their approval and sign off.

Everyone has a responsibility to keep children and the vulnerable safe from harm and to educate them in the risks posed to them. The level of accountability for this will differ dependent on the role held and is laid out in Appendix one with the structure of safeguarding responsibility being outlined within the following structure chart.



Learner facing colleagues should ensure that their learners/apprentices are aware of who to contact if they have a concern related to safeguarding. This will be covered with all learners/apprentices during their induction and as a part of introducing our wider safeguarding procedures.

Whistleblowing

Paragon Skills operates a whistleblowing procedure. This procedure should be used by any colleague, client, partner or learner/apprentice where it is felt that we have failed to act to prevent harm from occurring to an individual. Details of this are contained within the [colleague handbook](#).

Training

In line with KCSIE (2021) we are committed to providing colleagues with training and awareness raising activity around safeguarding specific to their roles and at a level and frequency as defined within legislation (Appendix one). We will record all colleagues' training using our HR software.

All colleagues in learner/apprentice facing roles are required to read [Part one of KCSIE](#). This is read at induction and colleagues then receive a summary of the substantive changes as updates are made.

Colleagues in support roles are required to read [Annex A of KCSIE](#). This is read at induction and colleagues then receive a summary of the substantive changes as updates are made.

Colleague training and continuing professional development (CPD) will cover the elements defined within the statutory guidance including contextual safeguarding. The content of training will be reviewed on a regular basis by the Safeguarding Leads to ensure its appropriateness and relevance. Initial training will be provided to all colleagues at induction during a face to face session. This will be supplemented by the completion of our self-study Education pack which covers all elements of **includED**. All learner facing colleagues are provided with a [Field Guide](#) which acts as a day to day safeguarding aide-memoire.

We will provide frequent directed **includED** CPD to our Personal Tutors and Tutors through resources such as bi-monthly [snippets](#), [Safeguarding guides](#) and 20:20 Vision delivered by safeguarding managers. This will ensure that they are kept up to date and given the confidence to address and respond to issues highlighted by our learners/apprentices. The back catalogue of these CPD resources will be freely accessible to all colleagues, including those who work within partner agencies, and will be shared with new colleagues as they commence with Paragon Skills during their Safeguarding induction session. In addition to CPD resources, colleagues have access to a variety of factsheets which provide information and signposting on a range of matters including mental health.

The Designated Safeguarding Lead and Safeguarding Leads will attend externally provided accredited safeguarding training on a bi-annual basis. This will be cascaded to the safeguarding managers. Safeguarding Leads and managers will receive regular updates from the Safeguarding and People Business Partner about a range of wider safeguarding matters.

Safeguarding managers have all received training in the Early Help Assessment Tool and receive update training during meetings.

Formal annual refresher self-study activity will be provided to all colleagues as a part of wider **includED** refresher training activity.

In recognition of the impact of mental health and wellbeing upon safeguarding, all our colleagues will be provided with Mental Health Awareness training. For our line managers and our safeguarding managers this will include mental health first aid. As a part of this training colleagues learn how to undertake a suicide risk assessment. Our Safeguarding Leads and People Team will hold a level three in Supervising Mental Health First Aid. This training is available for partners on request.

Teaching and learning

We will provide learners/apprentices with opportunities to explore safeguarding in a safe environment and in a way that is relevant to their learning programme with the aim of improving their knowledge, confidence and awareness of safeguarding. This will be done using the approved resources provided by the **includED** task group, through safe space discussions and through the provision of **includED** self-study resources.

Safer recruitment

We operate our recruitment activity in line with [Our Guide to Safer Recruitment](#). This guide ensures that we recruit safely and fairly in line with the Disclosure and Barring Service code of practice, the Rehabilitation of Offenders Act (1974), the Safeguarding Vulnerable Groups Act (2006), and Keeping Children Safe in Education (2021).

We are committed to offering learners/apprentices a safe, happy and healthy environment and will recruit colleagues who share in the belief that the welfare of the learner/apprentice is paramount and promote this through all that they do.

All recruiting managers will undertake '[Safer Recruitment the Paragon Way](#)' training. All recruitment panels will include at least one colleague that has completed this self-study and this will be refreshed bi-annually. This training is regularly reviewed to ensure it adheres to recognised good practice and statutory guidance.

DBS checks will be undertaken on all colleagues in regulated activity, those with frequent and unsupervised access to children, those that manage colleagues for whom a DBS is relevant and Senior Leadership Team members; these colleagues are defined as being in positions of trust. DBS checks are re-requested on a three yearly basis for learner facing colleagues with the details of these checks being recorded on a single central record. In addition to DBS checks, we undertake overseas checks where an applicant has lived outside of the UK in the last five years, right to work checks and probe gaps in employment.

Where DBS checks are not in place or not required, colleagues will work to appropriate risk mitigations.

We will undertake annual self-declarations to inform individuals' suitability for all those in positions of trust within Paragon Skills. We define positions of trust as all roles with frequent learner/apprentice contact.

Managing allegations against a colleague

Paragon Skills commits to fully and sensitively investigating any concerns/allegations made against a colleague which might indicate they would pose a risk of harm to children. Colleagues have the right to confidentiality in such situations and steps will be taken to maintain this throughout. Suspension from regulated activity may be considered whilst an investigation occurs, with any investigation being managed in line with our disciplinary process and part four of KCSIE (2021). Suspension from learner/apprentice facing duties will not be the default action. Any colleague under investigation will be allocated welfare support – this will be provided by a manager within the business but may not be their direct line manager. This approach is extended to colleagues considered to be exhibiting low level concerns.

Allegations will be discussed with the relevant local authority (LADO) and if the investigation identified that a colleague has harmed a learner/apprentice, there is evidence that they had planned to do so, or their actions put a learner/apprentice at risk, a referral will be made in line with the referral guidance to the [Disclosure and Barring Service](#). In line with our contractual obligations any such referral will be notified to the ESFA via the Contact Form www.gov.uk/government/organisations/educationand-skills-funding-agency.

In line with our contractual obligations, where an allegation of abuse is made against a Paragon Skills colleague to the LADO this will also be advised to the ESFA at www.gov.uk/government/organisations/education-and-skills-fundingagency.

Allegations/concerns that do not meet the harms threshold are referred to as 'low level concerns'. Concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harm threshold. Our Code of Conduct outlines what may constitute a low-level concern. Any such concern should be reported to the Designated Safeguarding Lead, in line with [Our Guide to Managing Low-Level Concerns](#).

Clients and partners

We will support clients with whom we engage to recognise their own safeguarding obligations to learners/apprentices aged under 18. We will do this by providing timely information, advice and guidance and through employer **includED** email digests.

Paragon Skills delivers a range of qualifications within Child and Health and Social Care sectors meaning that our colleagues will come into incidental contact with children and vulnerable adults within these settings. We will therefore ensure that our learners/apprentices follow their own employer's procedures for the management of safeguarding. Where this is not possible or appropriate, the learner/apprentice should be guided towards their employer's whistleblowing procedures in line with statutory guidance.

Managing and responding to risk

We will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm and will allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

We recognise that it is necessary to undertake safeguarding risk assessments and that safeguarding should be considered alongside other standard assessment of risk processes.

We will undertake generic risk assessments (eg residential stays, classroom based delivery, lone working, contractors working on site, transporting learners/apprentices, remote visits/teaching) and ensure that these are stored centrally for access and use by all colleagues.

At times it will be appropriate to risk assess individual or specific groups of learners/apprentices or activities. Such circumstances should be discussed with the Safeguarding and People Business Partner, in advance of the learner/apprentice(s) commencing or as soon as a risk is highlighted.

A safeguarding action plan is in place to respond to identified risks.

Social media

There are notable benefits to using social media as communication and promotional tools as well as potential negative effects in terms of reputation and safeguarding. In order to use social media such as social networking sites and blogs in a safe and professional way we operate a social media guide; [Our Guide to Social Media](#).

Owing to the safeguarding implications surrounding the misuse of social media formats, any activities undertaken outside the boundaries of the guide will be dealt with in line with the Disciplinary People Standard.

Extremism and radicalisation

The Prevent Duty identifies that young people pose a risk and as a result we recognise that our learners/apprentices may be at risk of radicalisation. Colleagues have a responsibility to recognise this potential risk and to identify learners/apprentices that may be at risk of harm from radicalisation with the view to support them to access the support which Channel can offer.

Furthermore, we recognise that our colleagues and adult learners/apprentices pose a risk and may be at risk of radicalisation and provide support and supervision to colleagues which will seek to identify vulnerable individuals to support them to access Channel support.

We have a Prevent guide in line with the requirements placed upon us under the Counter-Terrorism and Security Act (2015). This forms a part of this guide.

Our designated Prevent Officer is the Safeguarding and People Business Partner with the Safeguarding Leads deputising.

Local priorities

As a training provider which operates nationally, we recognise that each learners/apprentice is an individual. Safeguarding priorities will differ across the country meaning that our safeguarding managers will take an interest in supporting their direct reports to understand the safeguarding priorities for the localities in which they engage with learners/apprentices. These are defined by local authorities and partnerships, meaning that our safeguarding managers will build links within their areas which enable them to understand and respond to the needs of the community in which they operate. Where we are listed by safeguarding partnerships as a statutory partner we will work in line with defined arrangements.

Record keeping

All records regarding a learner's/apprentice's welfare will be clear, use straightforward language, be concise, accurate in fact and stored confidentially and securely in line with GDPR. The regulations allow for the safe storage and sharing of information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'. Any judgements, interventions or decisions made will be carefully recorded to facilitate further professional judgements to be made should this be necessary.

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. GDPR is not a barrier to sharing information for the purposes of safeguarding the individual. Any information shared will be shared in line with the ['Information Sharing: Practitioners' guide'](#) (HM Government, March 2015) document. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Records of safeguarding issues will be kept centrally by the safeguarding team. These will be chronological, factual and kept in accordance with data protection regulations and only accessible by the safeguarding team and Chief Executive. Where relevant, a reference to the record will be logged on (but not stored on) the learner's/apprentice's file. Records will be destroyed after three years or transferred to another education provider securely where a learner/apprentice transfers directly from Paragon Skills, in accordance with information sharing guidelines.

All records are kept to facilitate 'stacking up'. In line with statutory guidance a Safeguarding Lead will pass on child protection records to educational establishments to which a learner/apprentice progresses, where this information is notified.

CCTV and content filtering monitoring software

We will use CCTV and content filtering software throughout our buildings to enhance the measures taken to safeguard learners/apprentices and colleagues.

We will not use CCTV in toilets, showers or changing facilities.

We will use CCTV and content filtering software to monitor the behaviour of colleagues and learners/apprentices with the view to actively safeguard individuals and respond to any identified risks. This will be done in accordance with the GDPR.

Mental health

A person's mental wellbeing can have a significant impact on their ability to make decisions to maintain their own safety. For this reason Paragon Skills has taken steps to train colleagues to recognise when someone is struggling with their mental health with the view to offer relevant support and signposting advice. All learner facing colleagues receive mental health awareness training as a minimum and are supported by a dedicated team of mental health first aiders and mental health first aid supervisors. Resources covering signposting and support for mental health and wellbeing are available for colleagues and learners/apprentices.

Further to this we have partnered with Shout, a crisis text messaging service, who are available 24/7 to offer support to anyone that needs it, via text messaging.

Prevent - our commitment

The purpose of this guide is to provide everyone connected to Paragon Skills with a clear outline of our position with respect to the safeguarding of learners/apprentices and colleagues under the Prevent Duty.

Prevent is a strand of the Government's counter-terrorism strategy CONTEST. Via its levels of engagement with learners/apprentices of all ages and from a variety of cultural and ethnic backgrounds, Paragon Skills is able to contribute towards the aim of preventing individuals from being drawn into terrorism or extreme violence.

As an Independent Training Provider, Paragon Skills has a statutory duty to prevent people being drawn into terrorism under the Counter-Terrorism and Security Act (2015). We meet these obligations through considering radicalisation and extremism as a safeguarding matter. We provide training to our colleagues and support partners to recognise where learners/apprentices or peers may be at risk of being drawn into radical or extreme behaviour as part of our overall approach to safeguarding.

Objectives

As part of Paragon Skills' approach to equality and inclusion, safeguarding and the promotion of fundamental British values, we will:

- Take steps to identify and safeguard individuals that are vulnerable to extremism and radicalisation
- Provide support, advice and guidance for learners/apprentices and colleagues who may be at risk of radicalisation. This may include referral to safeguarding hubs or Channel, the process by which multi-agency support is provided to individuals who are at risk of being drawn into terrorism. This forms part of our safeguarding arrangements
- Promote fundamental British values by ensuring that there is a culture of equality and inclusion within our delivery
- Provide the opportunity for learners/apprentices to explore what British values mean to them
- Facilitate safe space discussions which enable our learners/apprentices to develop their own knowledge and understanding of British values
- Challenge segregation, radicalisation and discrimination and promote cohesion and build learners'/apprentices' resilience with the aim of our learners/apprentices and colleagues contributing actively to an inclusive society
- Operate a clear and consistent anti-bullying approach which challenges harassment and discrimination and enables learners/apprentices and colleagues to feel safe and supported
- Ensure that colleagues, learners/apprentices, partners and clients are aware of their roles and responsibilities in preventing radicalisation and extremism of all forms
- Have a leadership team which actively promotes the core values of shared responsibility and wellbeing for learners/apprentices and colleagues by ensuring that these are at the heart of everything that we do
- Operate a Prevent risk assessment which informs a Prevent action plan. This will be reviewed and updated quarterly with bi-annual updates being provided to the Board. This risk assessment will be overseen by the Safeguarding Leads with the **includED** task group, the Senior Leadership Team and Colleague Voice taking an active role in its review

Definitions

Radicalisation

The process through which an individual changes from passiveness or activism to become more revolutionary, militant or extremist, especially where there is intent towards, or support for, violence.

A person can be radicalised through direct or indirect contact with someone who has extreme views ie face to face or online, where that individual is attempting to persuade or convince as to the benefits of their message or extreme views.

Extremism

The point at which extreme views are classed as extremism is when actions are taken which are harmful or criminal. Where extreme actions involve the use of violence and intimidation in the pursuit of political or religious causes this is then defined as terrorism.

Terrorism

The unlawful use of violence and intimidation, especially against civilians, in the pursuit of political aims.

Levels of responsibility

This guide is under Board governance and is reviewed annually by the DSL team. The process of developing, reviewing and updating the risk register is used to inform lessons learned. These lessons learned, along with a review of legislative requirements and changes and best practice, form the basis of the annual review of the Prevent duty and procedures. Recommendations are then made to the Board for their approval and sign off.

Paragon Skills' Safeguarding and People Business Partner is the company's Prevent Officer. Safeguarding Leads will deputise as required.

Safeguarding managers are responsible for understanding the Prevent priorities in the areas in which their teams operate and appraising their team of this information through quarterly updates. They will build their own understanding and local knowledge through links with the FE Prevent regional Coordinators and (where available) having access to the Counter Terrorism Local Profile (CTLP) documents.

The Prevent Officer and Safeguarding Leads are responsible for making all decisions regarding referrals to local authority safeguarding hubs for consideration under Channel panels. Channel focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people. Panels are held at local authority level. The panel is made up of statutory partners who decide the best route for supporting the individual who has been referred to them as being vulnerable to extremism.

The **includED** task group will be responsible for driving the development of teaching and learning activities and self-study resources.

- All colleagues should be vigilant to extremist behaviour as a wider part of their safeguarding duties and report their concerns to the safeguarding team in line with our wider safeguarding reporting procedures (see the 5 Rs)

- Learner facing colleagues will deliver teaching and learning which reflects fundamental British values
- We will seek to actively safeguard all learners/apprentices and provide welfare support at the point of need for learners/apprentices identified to be at risk of harm as defined within Keeping Children Safe in Education (2021)
- We will implement anti-bullying strategies and challenge discriminatory behaviour. We will challenge banter and recognise this as the potential to be peer on peer abuse
- We will respond to identified community needs
- We will actively narrow the achievement gap between different groups of learners/apprentices
- We will promote a culture of vigilance and operate a whistleblowing procedure which includes reference to the Prevent agenda

Learner facing colleagues should ensure that their learners/apprentices are aware of who to contact if they have a concern related to radicalisation or extremism, including online harms. This will be covered with all learners/apprentices during their induction and as a part of introducing our wider safeguarding procedures.

Teaching and learning

Paragon Skills provides a curriculum that promotes fundamental British values with the view to encourage learners/apprentices to participate in their local communities and use their voice to make positive changes. This will be done using the approved resources provided by the **includED** task group and will actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, and promote principles that support equality of opportunity for all.

Our Personal Tutors will take every available opportunity to match our curriculum to both local and national priorities whilst offering learners/apprentices the opportunity to develop critical thinking skills. They will use topical and relevant examples to stimulate thinking and actively tackle discrimination and radicalisation.

Learners/apprentices will be encouraged to explore fundamental British values in a safe and supportive environment, without fear of discrimination via safe space discussions. All learners/apprentices will be provided with an appropriate level of self-study activity focusing upon the risk posed by radicalisation and extremism as an additionality to their programme.

All learner facing colleagues are provided with a [Field Guide](#) which acts as a day to day Prevent and British Values aide-memoire.

Use and monitoring of information and communication technology (ICT)

ICT equipment provided to both colleagues and learners/apprentices is subject to monitoring to enable us to enact our safeguarding responsibilities. In addition to monitoring, filters are applied to Paragon Skills systems which will restrict access to harmful content. A log will be kept and reviewed to enable patterns of inappropriate access to be identified and challenged. This log will be overseen by the Head of IT and areas of concern raised with the safeguarding team.

Colleagues identifying inappropriate use will report this to a safeguarding manager to enable this to be investigated for safeguarding purposes.

Paragon Skills operates an E-safety guide which reflects the requirements placed upon us by the Prevent Duty, this forms a part of this guide.

Managing and responding to risk

We will ensure that there is a shared understanding amongst colleagues and learners/apprentices as to the risks posed within the training environment by extremist behaviour. We will raise awareness through formal induction training for all colleagues as a part of wider **includED** self-study activity, annual refresher self-study activity, through Prevent focused Safeguarding guides and snippets publications.

Steps will be taken to mitigate the risk posed to colleagues/learners/apprentices by individuals vulnerable to radicalisation on a case by case basis through the risk assessment process.

Referrals to Channel will be made on a case by case basis and with consideration being made to the need for a multi-agency approach in advance of any referrals. The relevant local authority safeguarding team will be consulted, along with the DfE Prevent Coordinator in advance of any referrals to Channel. Where a referral is made relating to concerns that a colleague is vulnerable to being drawn into terrorism, or that there has been an incident related to them being radicalised this will be notified, in line with our contractual obligations, to the ESFA using the reporting form www.gov.uk/government/organisations/education-and-skillsfunding-agency.

We will operate a critical incident management plan in dealing with terrorist related incidents. This will form part of our Disaster Recovery Plan and ensure that there are plans in place which respond to any direct threats within our buildings. Key colleagues will be trained in ACT (Action Counters Terrorism). Our colleagues will be briefed on how to behave in the event of an act of terror and all colleague mobile phones will host the ACT app.

Risk assessments will be undertaken on any external speakers and clear guidance will be issued as to levels of acceptable behaviour whilst on site. Where available, scripts will be approved before delivery to ensure that the content is consistent with fundamental British values and our approach to safeguarding.

We have zero tolerance to racism, discrimination, religious or cultural intolerance and indifference and will treat these as safeguarding matters. Incidents, or patterns of incidents, which undermine the promotion of fundamental British values will be viewed as a safeguarding concern with support being sought from the relevant DfE Prevent Coordinator to address these; these will also be reported to the ESFA via www.gov.uk/government/organisations/education-and-skills-funding-agency in line with our contractual obligations.

Relevant display materials, including externally produced leaflets and posters, will promote fundamental British values and have due consideration to the Equality Act. We will promote this ethos with our clients and partners.

Bookable spaces will be made available in our Academy for contemplation or prayer. These will be monitored to ensure that they are being used for appropriate purposes.

Paragon Skills will only promote its services within organisations that share its values for the need to safeguard, promote equality and prevent extremist behaviour. Where required, risk assessments will be undertaken to consider the appropriateness of the business before agreements are made to provide training to individuals within that organisation. We will risk assess all external speakers and sub-contractors to ensure that they are compliant with this guide.

The culture of vigilance extends to our external relationships. Where customers with whom Paragon Skills is engaged are found to be either in breach of the Equality Act or advocating extremist views or behaviour, this will be addressed as a safeguarding issue by a safeguarding manager with support from a Safeguarding Lead. Where a breach of legislation is identified the local authority will be advised.

Apprentices/learners should feel safe and confident to speak to a Personal Tutor if they are subject to any form of radicalisation.

Training

The Safeguarding Leads will complete Home Office online and Channel Awareness training. Directed CPD will be provided to safeguarding managers by the Safeguarding and People Business Partner and formal annual refresher self-study activity will be provided to all colleagues.

New colleagues will undertake Home Office Prevent online training as part of their EDucation pack when they commence with Paragon Skills. This will be refreshed annually and supported by directed CPD delivered by safeguarding managers at team meetings through resources such as [includED](#) bi-monthly [snippets](#) and our dedicated Prevent focused [Safeguarding guides](#) which are accompanied by interactive knowledge consolidation activities. The content of this will be shared with partners through an email update.

Mandatory safeguarding training will equip colleagues with the ability to recognise signs that a learner/apprentice or colleague is vulnerable to radicalisation and outline the process by which concerns should be raised. This will be delivered face to face as part of the Corporate Induction day.

All training will be refreshed annually or as required by legislation.

Paragon Skills will actively promote our Prevent Duty to colleagues and learners/apprentices alike and ensure that a wide range of colleagues are involved in Prevent risk assessment.

Customers and partners

Safeguarding managers will work with their local DfE Prevent Coordinator to ensure that they are aware of the Prevent priorities for the area in which they operate. They will attend at least one network per year in their area of operation and cascade information regarding identified risks to Personal Tutors.

Where Paragon Skills operates within a Prevent priority area, information sharing relationships will be developed with Prevent partners; this will include where possible accessing Counter Terrorism Local Profile information.

Multi-agency support will be sought as part of our approach to Early Help for any individual felt to be at risk from or vulnerable to extremism.

Partners and sub-contractors will be kept up to date on emerging risk information via a regular [includED](#) newsletter.

E-safety - our commitment

Paragon Skills recognises the benefits and opportunities which new technologies offer to teaching, learning and business execution. We provide ICT and internet access to learners/apprentices and colleagues and encourage the use of technologies in order to enhance skills, promote achievement and enable lifelong learning.

Objectives

This guide explains the overarching principles that guide our approach to E-safety to ensure that we operate in line with our safeguarding values when using the internet and delivering/attending learning remotely. Our guide to E-safety ensures the safety and wellbeing of our learners/apprentices and colleagues. It recognises that the accessibility and global nature of the internet and different technologies available mean that it is essential that colleagues, clients and learners/apprentices are aware of potential risks and challenges associated with internet use.

Our approach is to implement appropriate safeguards within the Academy and wider operation, whilst supporting colleagues and learners/apprentices to identify and manage risks independently and with confidence through training and development.

Furthermore, we expect our partner organisations to demonstrate practices and culture which meet with the standards laid out within this guide. We believe this can be achieved through a combination of security measures, training, guidance and implementation of our wider policies.

Use of ICT

Paragon Skills is committed to achieving the principles of the GDPR. Information Communication Technology (ICT) and Information Technology (IT) systems will be provided which contribute towards these aims. Further information on the steps enacted by Paragon Skills to protect the data provided to us by data subjects can be found in our Data Protection policy.

Colleagues and learners/apprentices are not permitted to download software or install any software onto the company's computer system except on advice from a member of the IT department. Virus protection procedures seek to prevent the introduction of virus contamination into the Paragon Skills network. Unauthorised software including public domain software, magazine cover discs/CDs, USB memory sticks, external hard drives, or internet/world wide web downloads must not be used.

Much of the material on the internet is protected by copyright laws and therefore the company, the colleague and the learner/apprentice could be liable under civil and criminal law for any unauthorised copying. It is expected therefore that individuals are mindful of copyright when undertaking to use the internet. Learners/apprentices are reminded of this within their self-study activity.

Paragon Skills has the right to review all files and records and the right to periodically monitor, audit or review network, workstation, internet and e-mail use on the company network. This extends to both colleagues and learners/apprentices and is notified to users via a privacy statement.

Use of the internet

The use of the internet is an integral part of our day to day operation and is regularly utilised for learning purposes. It is recognised as a source of up-to-date information and provides guidance on a number of business and vocational related matters. We believe that learners/apprentices should be able to use the internet for education and personal development confidentially and without fear of discrimination or abuse and should understand how to raise concerns and seek support should they feel uncomfortable online.

Internet access within our buildings is provided for business and learning purposes only, not personal use. The IT department will review internet activity and analyse usage patterns within our Academy to identify any potential risks of harm, and may choose to perform detailed analysis of this data. Further to this, the IT department may access records of sites accessed on home networks where this has been done on Paragon Skills equipment.

Paragon Skills prohibits the use of unauthorised sites on its networks or equipment. If colleagues find the network accidentally connected to a site that contains sexually explicit, radical, extremist or offensive material, they must disconnect from that site immediately, regardless of whether that site has previously been deemed acceptable by any screening or rating program. All such circumstances must be reported to a line manager.

Use of the internet and ILT (instructor led training) by our learners/apprentices is encouraged. Paragon Skills provides internet access to learners/apprentices within the Academy and access to web based learning management systems to further their learning and development through the provision of learner/apprentice networks and bring your own device (BYOD) approaches. Paragon Skills also promote independent study through the internet for all learners/apprentices. We will provide appropriate education to ensure that our learners/ apprentices have the tools to protect themselves from potential risks of harm when undertaking online learning or research. This education will also extend to teaching learners/apprentices how to stay safe online in their own lives.

Where learners/apprentices access the internet through a learner/apprentice network they will do so using personalised log-ons. Monitoring of the usage of the learner/apprentice network will allow for at risk learners/apprentices to be identified based upon their internet access; this however only takes into consideration a small proportion of learners/apprentices. For this reason we will risk assess all teaching activity and seek to embed good practice to educate learners/apprentices who use the internet for their studies.

Levels of responsibility

This guide is under Board governance and is reviewed annually by the DSL team, taking into account the impact of the policy and any lessons learned together with any legislative or required process changes. Recommendations are then made to the Board for their approval and sign off.

All colleagues are responsible for ensuring the safety of learners/apprentices and should report any general concerns about their E-safety in line with our Safeguarding procedures to a safeguarding manager. Disclosures of online abuse or significant risks of online harm should be reported to a Safeguarding Lead.

Learner facing colleagues should ensure that their learners/apprentices are aware of who to contact if they have a concern related to E-safety. This will be covered with all learners/apprentices during their induction and as a part of introducing our wider safeguarding procedures.

The E-safety Officer is the Safeguarding and People Business Partner. The E-safety Officer is responsible for keeping up to date with new technologies and their use, as well as attending relevant training. They will coordinate colleague development and training, record incidents, report any developments and incidents to the Board and liaise with the local authority and external agencies as required in line with Safeguarding and Prevent guides.

The **includED** task group will be responsible for driving the development of **includED** teaching and learning activities.

Managing and responding to risk

Colleagues should be particularly mindful that technology is used by young people who are at risk of harm or engaging in criminal or risk taking behaviours. This includes viewing sexualised imagery of children, county lines activity, viewing or engaging in extremist narrative, grooming behaviour and taking, viewing and distributing self-produced nude images; where such circumstances are identified this should be viewed as a safeguarding concern and raised with a safeguarding manager.

We have a responsibility to help keep learners/apprentices safe online, whether or not they are using our devices, network or system devices. Learners/apprentices, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse. Learners/ apprentices will be told who to speak to if they have a concern.

Disclosures of online abuse should be made using the Safeguarding reporting procedure. If online abuse occurs this will be dealt with in line with our wider safeguarding approach. This will include ensuring that the needs of the person experiencing abuse, any bystanders and our organisation as a whole are taken into account. Where online abuse or harm has occurred that has resulted in the availability of sexual abuse imagery this should be reported immediately to the DSL. Colleagues themselves should never view or download such imagery to their own devices.

Apprentices/learners should feel safe and confident to speak to a Personal Tutor if they are subject to any form of online harm, abuse or bullying.

Use of personal social networking

Personal social networking should be used by colleagues with due diligence. Colleagues should not engage with learners/apprentices via social media unless this has been directly authorised by a senior manager.

Information once published, eg photographs, blog posts, is impossible to control and may be manipulated without consent, used in different contexts, or further distributed.

Colleagues should ensure appropriate security settings are applied so access to their profile is limited to those explicitly given access to do so.

Colleagues should also refer to [Our Guide to Social Media](#).

Systems and network usage

Paragon Skills operates a clear Code of Conduct contained within the colleague handbook. Violations of this may subject the individual to disciplinary and/or legal action as may be deemed necessary. Unauthorised or inappropriate use of the ICT systems may result in disciplinary action which could lead to dismissal.

Learners/apprentices must act safely and responsibly at all times when using the ICT and ILT provided to them by Paragon Skills. We will provide them with an education which develops their ability to meet this requirement.

For learners/apprentices learning within our Academy, they will be expected to sign an online usage agreement. Alongside this, learners/apprentices using BYOD or the learner/apprentice network will be issued with a privacy statement and acceptable usage guidance on internet use with which they are expected to comply. They will be made aware that their usage is being monitored for safeguarding purposes.

We operate safe surfing and monitor and restrict access to harmful sites within our Academy. Academy based learners/apprentices will be introduced to such E-safety mechanisms as a part of their induction. This will include a privacy statement outlining how personal data will be used for the purposes of safeguarding.

Teaching and learning

Learners/apprentices are responsible for participating in E-safety education as part of the curriculum. This will be delivered using the approved resources provided by the **includED** task group. All learners/apprentices will be provided with an appropriate level of self-study activity focusing upon E-safety as an additionality to their programme. This will cover how to keep themselves safe, build their resilience to online risk and provide advice and guidance on how to show respect for others online.

Learners/apprentices will be briefed on safeguarding reporting procedures and encouraged to report any concerns that they may have about themselves or another learner/apprentice in relation to E-safety.

All learners/apprentices must know what to do if they have E-safety concerns and who to talk to. In most cases, this will be their Personal Tutor or Tutor.

Training

To support colleagues to safeguard the learner/apprentice and in addressing E-safety matters with learners/apprentices as part of **includED**, they will be provided with training and directed Continuing Professional Development in E-safety matters. This will be embedded into **includED** induction training for new colleagues and into the formal **includED** annual refresher self-study activity. Colleagues will also receive regular **includED** CPD and learning consolidation activities on E-safety matters through bi-monthly [snippets](#) and [Safeguarding guides](#) delivered by safeguarding managers at team meetings.

A handwritten signature in black ink, appearing to read "Mark Botha".

Signed: Date: October 2021

Mark Botha – Chief Executive

Appendix one - safeguarding training and accountabilities

Position	Accountabilities	Training provided
Directors and Board members	To ensure that robust policies and procedures are in place which seek to minimise the risk of harm posed to our learners/apprentices.	Introductory briefing Annual update
Chief Executive Officer	To ensure that the policies and procedures are implemented and followed, and that sufficient time and resources are allocated to these. To ensure safeguarding forms a part of self-assessment activity. Responsible for leading any investigation into disclosures, supported by the Head of People, where these are related to harm posed to learners/apprentices by any member of Paragon Skills. Vigilance.	Introductory briefing Annual update self-study activity
Regional Operations Directors (RODs)	To ensure sufficient time is allocated within the operation to implement safeguarding procedures. To report any allegation of abuse by a Paragon Skills colleague to the Head of People. Vigilance.	Introductory briefing EDucation pack Level three in safeguarding Annual update self-study activity
Head of People (Designated Safeguarding Lead)	To undertake the strategic responsibilities as laid out in annex A of Keeping Children Safe in Education (2021) at Senior Leadership Team level. To brief the Board. To receive disclosures of abuse or risks of harm or to a learner's/apprentice's welfare and to seek to mitigate these risks through a process of investigation and risk management. To report any allegation of abuse by a Paragon Skills colleague to the CEO. To lead the internal investigation into any allegations of abuse by a Paragon Skills colleague. To mentor safeguarding managers.	Introductory briefing EDucation pack Level three in First Aid for Mental Health Annual EDucation pack External DSL training every two years Safeguarding level three every three years Regular personal CPD Regular CPD via 2020 Vision
Safeguarding and People Business Partner (Safeguarding Lead)	To undertake the day to day responsibilities laid out in annex A of Keeping Children Safe in Education (2021). To receive disclosures of abuse or risks of harm or to a learner's/apprentice's welfare and to seek to mitigate these risks through a process of investigation and risk management. To report any allegation of abuse by a Paragon Skills colleague to the Head of People. To support the internal investigation into any allegations of abuse by a Paragon Skills colleague. To report to the Board any safeguarding incidents or risks to learners/apprentices or the company. To write and deliver safeguarding training, CPD and support to	Introductory briefing EDucation pack Level three in First Aid for Mental Health Annual EDucation pack External DSL training every two years Safeguarding level three every three years Regular personal CPD Regular CPD via 2020 Vision

	<p>colleagues at all levels across the business.</p> <p>To mentor safeguarding managers.</p> <p>To act as the company's Prevent and E-safety Officer.</p> <p>Vigilance.</p>	
Safeguarding Leads	<p>To provide colleagues with information, advice and guidance related to safeguarding matters and concerns.</p> <p>To make decisions regarding the requirement to seek Early Help for vulnerable learners/apprentices.</p> <p>To make decisions regarding the need to action a local authority safeguarding referral.</p> <p>To mentor safeguarding managers.</p> <p>To make decisions regarding the need to action referrals to Channel.</p>	<p>Introductory briefing</p> <p>EDUcation pack</p> <p>Annual EDUcation pack</p> <p>External DSL training every two years</p> <p>Safeguarding level three every three years</p> <p>Regular personal CPD</p> <p>Regular CPD via 2020 Vision</p>
Operational Managers (OM) (safeguarding managers)	<p>To support their direct reports to undertake mandatory safeguarding training.</p> <p>To facilitate the delivery of monthly safeguarding CPD to their reports.</p> <p>To signpost their reports to a Safeguarding Lead where a learner/apprentice is felt to be at risk of harm or in need of welfare advice and guidance.</p> <p>To operate in line with safer recruitment practices.</p> <p>To report any allegation of abuse by a Paragon Skills colleague to the Head of People.</p> <p>To report all disclosures of abuse or risks of harm to a learner/apprentice to a Safeguarding Lead.</p> <p>To complete mandatory safeguarding training to level three.</p> <p>Vigilance.</p>	<p>Introductory briefing</p> <p>EDUcation pack</p> <p>Level three in Safeguarding</p> <p>Annual refresher self-study activity</p> <p>Regular CPD</p> <p>Level three in First Aid for Mental Health</p> <p>Twice yearly CPD sessions run by Skills Tutors</p> <p>Regular CPD via 2020 Vision</p>
Skills Tutors/Personal Tutors and Tutors	<p>To check on the learner's/apprentice's welfare at each visit/point of contact.</p> <p>To provide safeguarding teaching and learning opportunities to learners/apprentices.</p> <p>To facilitate safe space discussions based on includED topics. To raise any concerns regarding the learner's/apprentice's welfare to the safeguarding manager.</p> <p>To report all disclosures of abuse or risks of harm to a learner/apprentice to a safeguarding manager.</p> <p>To report any allegation of abuse by a Paragon Skills colleague to the Head of People.</p> <p>To complete all mandatory safeguarding training and to participate in monthly CPD as provided by their OM.</p> <p>Vigilance.</p>	<p>Introductory briefing</p> <p>EDUcation pack</p> <p>Annual refresher self-study activity</p> <p>Regular CPD</p> <p>Level one Mental Health Awareness</p> <p>Regular CPD via 2020 Vision</p>



<p>Support functions/ all other colleagues</p>	<p>To be mindful of safeguarding and the potential for our learners/apprentices to be at risk of harm. To raise any concerns that they may have regarding the welfare or risk of harm posed to a learner/apprentice to a Safeguarding Lead. To report any allegation of abuse by a Paragon Skills colleague to the Head of People. To complete all mandatory safeguarding training. Vigilance.</p>	<p>Introductory briefing EDucation pack every two years Regular CPD via 2020 Vision</p>
<p>Contractors and temporary colleagues (regulated activity)</p>	<p>To provide safeguarding teaching and learning opportunities to learners/apprentices. To raise any concerns regarding the learner's/apprentice's welfare to the OM. To report all disclosures of abuse or risks of harm to a learner/apprentice to a Safeguarding Lead. To report any allegation of abuse by a Paragon Skills colleague to the Head of People.</p>	<p>Safeguarding process briefing delivered by the manager</p>

Appendix two - terms of reference for includED task group

Purpose

The primary purpose of the task group is to:

- Lead and drive the delivery of the equality and inclusion, safeguarding, Prevent and E-safety strategies
- Analyse, challenge and shape the includED culture of Paragon Skills and its partners with the support of regional colleagues and Senior Leadership Team
- Identify and contribute to the design of continuing professional development materials on includED for colleagues
- Lead task and finish groups on behalf of the Senior Leadership Team which improve includED outcomes for learners/apprentices; with a particular focus on impacting the learner/apprentice and their personal behaviour and making a positive contribution to the community
- Support the development of includED resources
- Monitor and challenge recruitment, progression and success rates of under-represented groups of both colleagues and learners/apprentices through the analysis of includED impact measures (IIMs)

The group is accountable to Executive Team via the chair. It works on behalf of the Senior Leadership Team, with delegated authority to shape, drive and implement agreed actions and provide appropriate challenge. The group will meet tri-annually.

Priorities are business driven, set at a corporate level by the group, who work to continuously and positively impact the experience of learners/apprentices.

Key priorities are to ensure all colleagues:

- Understand the includED strategies and how their role contributes to them
- Have the knowledge and skills to operate effectively and in a way that has a positive impact upon the learner's/apprentice's experience
- Understand the behaviours required of them, in line with organisational culture and values

Membership

Members are accountable for owning and delivering includED strategies (via the Senior Leadership Team) and within their own department/team, and implementing agreed actions.

Membership includes representatives from the following key business areas:

- Operations
- Quality
- People Team
- Client Engagement/Business Development



Chairperson

The chair of the group is Niki Husher. In Niki's absence, the deputy chair of the group is Jakki Ashford. The chair is accountable to the Executive Team for the success of the group, including its measurable outputs.

Key responsibilities

The responsibilities of the group focus on owning and delivering the **includED** strategies, on behalf of the Executive Team. The strategies will focus on the following key areas:

- Positively impacting the personal development, behaviour and welfare of the learner/apprentice
- Meeting legislative requirements of safeguarding, Prevent and equality and measuring impact of **includED**
- Developing a confident and competent team of people that are committed to and demonstrate a positive **includED** culture
- Monitoring of marketing and communication tools to ensure reflection of inclusive values

Outputs

- Recommendations and challenges to the Executive Team and Senior Leadership Team
- Resources for delivery including bi-monthly [snippets](#) and customer awareness tools
- Performance reporting of under-represented groups through IIMs
- The production of training and CPD for colleagues

Arrangements

- Meetings will be held on a tri-annual basis
- If urgent advice or decisions are required, these may be approved by email outside of the formal meeting
- Effective representation is required from each division; if members are not available any input should be agreed with another member or the chair in advance
- If items are deemed to be confidential this will be communicated to the group in advance or at the end of the meeting and adherence to this will be expected



Appendix three - safeguarding reporting procedure – ‘the 5 Rs’

Recognition

Recognition covers both disclosures of abuse or harm and your personal concerns about a learner’s/ apprentice's (child’s) welfare. You should consider:

- A disclosure of abuse is likely to be direct
- A wider safeguarding concern for a learner/apprentice may arise from either a conversation or a change in a learner’s/apprentice's behaviour which causes you to become concerned for their welfare or wellbeing
- Absence/non-contact of a young/vulnerable learner/apprentice or a learner/apprentice with vulnerabilities is considered to be a safeguarding matter

Response

When faced with a disclosure:

- Do not interview - just **listen and clarify** if necessary. Remain calm and professional
- **Inform** the person that the concerns raised must be recorded and passed on to the safeguarding team
- **Reassure** the person that they have done the right thing in reporting their concerns and that you will do everything you possibly can to help
- Do not make unrealistic promises around confidentiality

When faced with a wider safeguarding or welfare issue:

- Approach your safeguarding manager and discuss the next steps with them – this may include monitoring the situation or seeking further advice and guidance from the Safeguarding and Welfare Manager or a Safeguarding Lead
- Consider the need for intervention or Early Help. Your safeguarding manager will advise you on this
- Use the premise of ‘stacking up’ to inform next steps in conjunction with your safeguarding manager

Reporting

All disclosures of abuse or risk of immediate harm must be urgently reported to a Safeguarding Lead, by phone. **DO NOT DISCUSS DISCLOSURES OF ABUSE WITH ANYONE ELSE.**

With the safeguarding manager’s agreement report any welfare concerns as soon as practicably possible, but before the end of the working day by submitting the [reporting form](#).

Record

Using the [safeguarding concern and incident report form](#) record precisely what has been alleged/happened - use the words of the learner/apprentice if relevant and record factual information only.

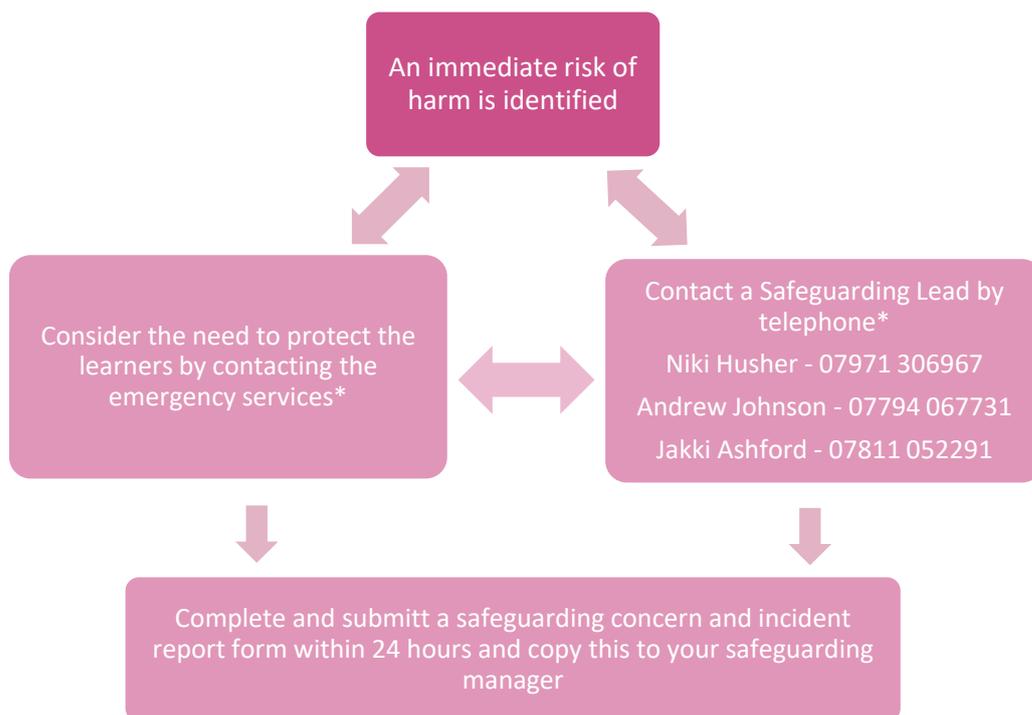
Referral

Anyone is able to make a referral to Social Care or the Police, where there is a significant and immediate risk to the learner/apprentice (child). This should, however, be notified to the safeguarding team for the purposes of stacking up using the reporting form.

Any intention of referral must be notified to the individual concerned and, unless it would jeopardise the safety of the child, to their parent/carer.

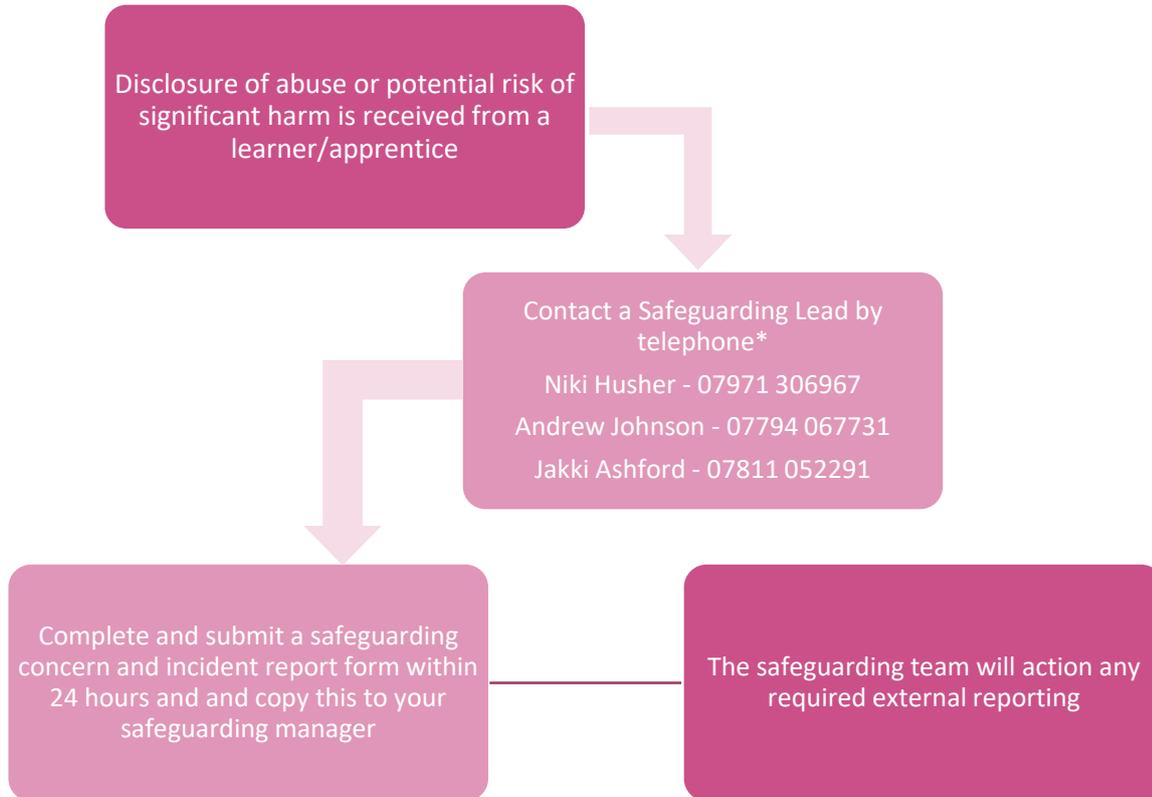
No one at Paragon Skills is in a position to decide whether abuse has taken place.

Responding to an immediate risk of harm



* let the learner/apprentice know that you will be passing on the concern and reassure them that they have done the right thing by telling you.

Responding to disclosures or significant risks of harm



* let the learner/apprentice know that you will be passing on the concern and reassure them that they have done the right thing by telling you.

Responding to a wider safeguarding concern or a welfare issue



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