



Elysium Training

Safeguarding & Prevent Policy

Statement of Intent

Our aim at Elysium Training is to ensure that we provide information, advice and guidance to Apprentices, Employers and Staff to enable them to be well rounded individuals who function well in modern Britain. We aspire to do this by continually championing the fundamental British Values in collaboration with our own core values – ‘Responsive, Inclusive, Striving for Excellence and Trustworthy’.

In addition, our core goal is to ensure that everyone is Safeguarded as far as possible regardless of age, gender or physical and mental health. Therefore, we would like all Apprentices, Employers, Staff and Affiliate’s to feel comfortable and confident to speak to our Designated Safeguarding Leads about any concerns they have, regardless of how small they may seem.

Local authorities have overarching responsibility for safeguarding and promoting the welfare of all children, young people and vulnerable adults in their area. Whilst local authorities play a lead role in safeguarding children, young people and vulnerable adults, protecting them from harm is everyone’s responsibility. Everyone who comes into contact with children, young people and vulnerable adults has a role to play.

1. Introduction to Elysium Trainings Policy Statement

- 1.1 Elysium Training will carry out its responsibilities under all relevant legislation, regulations and formal guidance for the protection of children and adults at risk, as stated in the Education Act 2002.
- 1.2 One of Elysium Training’s highest priorities is the health, safety and welfare of everyone at risk.
- 1.3 Elysium Training have a collective and individual duty to ensure that their employees fulfil their responsibilities to safeguard and promote the welfare of everyone at risk to prevent child abuse and to report any abuse discovered or suspected.
- 1.4 Commitment to Policy is achieved through safer recruitment, a robust induction plan, regular safeguarding training, safeguarding promotion by senior leaders in all meetings and regular updates to staff. All employees are expected to uphold the principles, policy and practice of effective safeguarding and all staff appointments are subject to satisfactory DBS checks.
- 1.5 Elysium Training will advise everyone about the standards of behaviour and conduct they can expect from employee’s, freelancers and volunteers and what to do if they experience or suspect abuse. Elysium Training does this by introducing Safeguarding at induction, which is then embedded throughout the apprenticeship. Elysium Training ensures that all learner complete modules on Safeguarding, Prevent, Equality, Diversity and Inclusion, British Values, Online Safety, Health & Safety at Work and Mental Health Awareness.
- 1.6 Elysium Training will advise everyone on an Apprenticeships of the code of conduct expected of them including observing Health and Safety rules in the workplace and at centres (where required). This is outlined throughout the learner handbook.
- 1.7 Elysium Training will work with appropriate local agencies, and in particular the Local Authority Designated Officer (LADO), Local Safeguarding Partners or Safeguarding Adult Boards to ensure that everyone at risk is safeguarded through the effective operation of Elysium Trainings safeguarding procedures.
- 1.8 Elysium Training recognises that anyone can be subject to abuse and all allegations of abuse will be taken seriously and treated in accordance with Elysium Training procedures.
- 1.9 Elysium Training recognises that it is the responsibility of all employees to act upon any concern no matter how small or trivial it may seem.

- 1.10 Elysium Training recognises that people with SEN and disabilities are at a significantly higher risk of harm due to their core needs or vulnerabilities. Elysium Training recognises that the indicators of abuse when dealing with a person with a disability may not always be a conclusive account of abuse taking place. All staff are trained to support SEND learners.
- 1.11 Elysium Training recognises its responsibility to implement, maintain and annually review our Safeguarding and Prevent policies and procedures.
- 1.12 Elysium Training requires all employees to follow the Code of Conduct.
- 1.13 Elysium Training will have appropriate policies and procedures in place that aim to prevent bullying and harassment.
- 1.14 Elysium Training takes a Safer Recruitment approach to the on-boarding of staff. This is carried out by complying with the recognised procedures. Safer recruitment is outlined within our safer recruitment policy.
- 1.15 Elysium Training will promote the safeguarding policy with staff via an induction and annual policy reading days, with employers by detailing safeguarding in our handbooks which highlight employer responsibilities.
- 1.16 Elysium Training will train and annually refresh all staff on Safeguarding and Prevent responsibilities and Elysium Training Processes.

2. Relevant Legislation surrounding Safeguarding & Prevent

- 2.1 **The Children Act 1989** is a United Kingdom Act of Parliament which allocates duties to local authorities, courts, parents, and other agencies in the United Kingdom, to ensure children are safeguarded and their welfare is promote
- 2.2 **The Care Act 2014** is an Act of the Parliament of the United Kingdom that received royal assent on 14 May 2014, after being introduced on 9 May 2013. The main purpose of the act was to overhaul the existing 60-year-old legislation regarding social care in England.
- 2.3 **The Protection of Children Act 1999** is Practical Guidance providing a breakdown of the statutory requirements, rights and duties of childcare organisations set out by the Protection of Children Act 1999
- 2.4 **Working Together to Safeguard Children (2018)** is the key document that sets out what local authorities should do. This also includes “adult services, the police, academy trusts, education, youth justice services and the voluntary and community sector who have contact with children and families
- 2.5 **DfES Keeping Children Safe in Education September 2020** derives from the Education Act 2002 and places the following responsibilities in Safeguarding and promoting the welfare of children:
- Employees should be alert to signs of abuse and know to whom they should report any concerns or suspicions.
 - A Designated Safeguarding Lead (DSL) should have responsibility for coordinating action within Elysium Training, and for liaising with other agencies.
 - Employees with designated responsibility for children and adults at risk’s protection, should receive appropriate training.
 - Educational Organisations should be aware of and follow the procedures established by the LSCBs and, where appropriate, by the Local Education Authority or Children’s Social Care (England)/Social Services Department (Scotland).
 - Educational Organisations should have procedures, of which all employees are aware, for handling suspected cases of abuse of children, including procedures to be followed if an employee is accused of abuse. Section 175 of the Education Act 2002 requires providers to safeguard and promote the welfare of children and adults at risk. Elysium Training will follow any guidance issued on this section of the Act. Elysium Training will keep its policy and procedures on safeguarding under review to take account of any new Government legislation, regulations or best practice documents to ensure that employees are kept fully up to date with their responsibilities and duties with regard to the safety and well-being of children and adults at risk.
- 2.6 **Care Act 2014** is an Act of the Parliament of the United Kingdom that received royal assent on 14 May 2014, after being introduced on 9 May 2013. The main purpose of the act was to overhaul the existing 60-year-old legislation regarding social care in England.
- 2.7 **Counter-Terrorism and Security Act 2015** contains powers to help the UK respond to the threat of terrorism. It received Royal Assent on 12 February 2015. The act will: disrupt the ability of people to travel abroad to engage in terrorist activity and then return to the UK.
- 2.8 **Prevent** is a government strategy designed to stop people becoming terrorists or supporting extremist causes. The Prevent strategy covers all types of terrorism and extremism, including the extreme right wing, violent Islamist groups and other causes.

The 2011 Prevent strategy has three specific strategic objectives:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it.
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support.
- Work with sectors and institutions where there are risks of radicalisation that we need to address.

2.9 **The Children and Social Work Act 2017** is intended to improve support for looked after children and care leavers, promote the welfare and safeguarding of children, and make provisions about the regulation of social workers.

2.10 **The Mental Capacity Act 2005** is an Act of the Parliament of the United Kingdom applying to England and Wales. Its primary purpose is to provide a legal framework for acting and making decisions on behalf of adults who lack the capacity to make particular decisions for themselves

3. Monitoring and Review

3.1 This policy will be monitored through continual monitoring of concerns presented to Elysium Trainings Senior Management Team.

3.2 The Managing Director will be responsible for ensuring all staff understand and promote the Policy by ensuring they are regularly updated on internal and external safeguarding related information.

3.3 All Elysium Training learners will be annually surveyed on how safe they feel at Elysium Training and on the effectiveness of support services. Feedback will be reviewed and actioned to ensure Elysium Training promotes the safety of learners.

3.4 All staff within their induction period will receive support whilst out on visits and during interventions with learners. This includes those learners under the support of the Safeguarding Team.

4. Safeguarding Procedures

These procedures should be read in conjunction with the Department for Education and Skills document 'What to do if you're worried a child is being abused' March 2015.

4.1 Purpose

The purpose of these guidelines is to ensure that the rights/safety of everyone are protected through employee awareness of the issues, including the statutory and local guidelines listed in the reporting of concerns. It is the responsibility of all employees working within Elysium Training to record and report Child and Adult Protection concerns, i.e., where they believe a child, or an adult has been or is at risk of abuse, neglect or significant harm. This responsibility extends to all employees and freelancers not just those specifically working with under 18s.

4.2 Definition of terms

The Safeguarding Policy describes the support and protection procedures for all learners as well as those of specified groups such as a child or adult learners over this age, who may be “at risk” of abuse.

- The definition of a “child”

“Child” is defined as all young people under the age of 18, or in the case of those with learning difficulties under 25 years, in accordance with the 1989 Children Act.

- The definition of an “Adult at Risk”

“an adult at risk”. An adult at risk of abuse or neglect is defined as someone who has needs for care and support, who is experiencing, or at risk of, abuse or neglect and as a result of their care needs - is unable to protect themselves.

4.3 Categories of Abuse

Children & Adults can be potentially abused within the family, community, and in Elysium Training by employees (including those employed to promote their welfare and protect them from abuse), volunteers, visitors, and fellow learners. The following are broad categories of abuse:

Physical Abuse: may involve hitting, shaking, throwing, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child and adult at risk. Physical harm may also be caused when an employer, parent or carer feigns the symptoms of, or deliberately causes ill health to a child or adult at risk who they are looking after. This is commonly described using terms such as 'fictitious illness by proxy 'or 'Munchausen’s syndrome by proxy'.

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It is also known as female circumcision, cutting or sunna. Religious, social or cultural reasons are sometimes given for FGM.

Emotional Abuse: is the persistent emotional ill-treatment of a child or adult such as to cause severe and persistent effects on the child or adult's emotional development. It may involve conveying to children or adults that they are worthless and unloved, inadequate, or valued only so far as they meet the needs of another person. It may involve age or developmentally inappropriate expectations being imposed in children and adults. It may involve causing children or adults frequently to feel frightened or in danger, or the exploitation or corruption of children or adults. Some level of emotional abuse is involved in all types of ill-treatment of a child or adult, though it may occur alone. Cyberbullying is the bullying of individuals online through various outlets of modern technology. This can include isolating or ignoring someone, verbal abuse, gossiping, threatening or humiliating behaviour.

Sexual Abuse: involves forcing or enticing a child or adult to take part in sexual activities, whether or not the child or adult is aware of what is happening. The activities may involve physical contact, including penetrative (e.g., rape) or non-penetrative acts. They may include non-contact activities, such as involving children or adults in looking at, or in the production of, pornographic materials or watching sexual activities, or encouraging children or adults to behave in sexually inappropriate ways. Children in exploitative situations and relationships may receive something such as gifts, money or affection as a result of performing sexual activities or others performing sexual activities on them. Children or adults may be tricked into believing they are in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online.

Neglect: is the persistent failure to meet the child or adult's basic physical and/or psychological needs, likely to result in the serious impairment of the child or adult's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failure to protect a child or adult at risk from physical harm or danger, or failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child or adult's basic emotional needs.

Significant Harm: Some children or adults may be in need because they are suffering or likely to suffer significant harm. The Children Act Part V section 47 (1) introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interest of the children.

Financial Abuse: Some children and adults may be abused or exploited financially including fraud and extortion.

County lines: County Lines is where illegal drugs are transported from one area to another, often across police and local authority boundaries (although not exclusively), usually by children or vulnerable people who are coerced into it by gangs. The 'County Line' is the mobile phone line used to take the orders of drugs. Importing areas (areas where the drugs are taken to) are reporting increased levels of violence and weapons-related crimes as a result of this trend.

Honour Based Violence: Can involve many different things, but is when violence is committed against someone in the name of 'honour'. This takes place when usually a woman (however not exclusive to) is hurt because of behaviour which is seen to be immoral by her family. Often these family members believe it has brought shame upon them. Honour Based Violence might include; making threats, assaults, rapes or sexual assault, Kidnappings or abductions, Forced abortions or Imprisoning someone

Sexual Violence and Abuse: Sexual Violence and Abuse is any behaviour thought to be of a sexual nature which is unwanted and takes place without consent. Sexual violence and abuse can be physical, psychological, verbal or online.

Upskirting: Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting if proven is a criminal offence.

Grooming: Grooming is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them. Children and young people who are groomed can be sexually abused, exploited or trafficked. Anybody can be a groomer, no matter their age, gender or race.

Psychological abuse, including emotional abuse, radicalisation, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation, or withdrawal from services or support networks.

Financial or material abuse, including theft, fraud, exploitation, pressure in connection with inheritance, property or financial transactions, or the misappropriation of property, possessions or benefits.

Neglect and acts of omission, including ignoring medical or physical care needs, failure to provide access to appropriate health, social care or education services, the withholding of the necessities of life, such as medication, adequate nutrition or heating.

Discriminatory abuse, including racism or sexism, abuse based on a person's disability, faith, sexual orientation and other forms of harassment, slurs, or similar treatment.

Institutional abuse occurs when the routines, systems and regimes of an institution results in poor and inadequate standards of care and poor practice which affects the whole setting and denies, restricts or curtails dignity, privacy, choice, independence or fulfilment of adults at risk. Institutional abuse can occur in any setting providing health and social care.

5. Designated safeguarding lead (DSL)

- 5.1 All Education Providers are required to have a designated employee, who is assigned to act upon child and adults at risk protection concerns.
- 5.2 This person is called the Designated Safeguarding Lead (DSL) and they are responsible for acting on any concerns raised and liaising with other agencies where required.

6. Safeguarding Process

- 6.1 Once you suspect or know of any abuse of anyone, you should immediately inform the DSL's, in person or by telephone. Even if you have only heard rumours of abuse, or you have a suspicion but do not have firm evidence, you should still contact the DSL to discuss your concerns. It is important to understand that your responsibilities extend to suspicion of abuse in any area of the child or adult's life.
- 6.2 You must also contact the DSL if you know or suspect that an employee or student has a previous history of abuse. If you become aware of any allegations against an employee this must always be escalated to the DSL's.
- 6.3 If, following your initial contact with the DSL, it is decided that the matter should be taken further; a written email report must be submitted. A written report is essential to prevent any misrepresentation of your findings, and should be sent to the DSL within 2 hours of the suspicion arising. The report should be factual and should not include opinions or personal interpretations of the facts presented. The report should contain as much detail as possible, including any apparent physical signs of abuse or other circumstances which led to your suspicions, or the account given to you of abuse by the child or adult concerned, as accurately as you are able to record it, including details of any witnesses if there are any. The report should be signed, dated and a copy stored in a secure and confidential place.
- 6.4 If a child or adult comes to you with a report of apparent abuse, you should listen carefully to the child or adult, using the following guidelines:

It is important to ensure that all members of staff have a human response.

When listening to what the learner says:

- Accept what you are told – you do not need to decide whether or not it is true; and
- Listen attentively, without displaying shock, disbelief or exaggerated concern.
- Adopt an impartial, sensitive and open body posture, expression and language
- Keep an open, objective and unbiased mind

Once the learner has spoken, you should react by:

- Acknowledge their courage in telling, but do not promise confidentiality;
- Remind them they are not to blame – avoid criticising the alleged perpetrator;
- Do not promise, “everything will be alright now” (it might not be)
- Respond to the student but do not interrogate;
- Questions should be kept to the minimum that is necessary to understand what is being alleged.
- Avoid leading questions but ask open ended ones (use phrases such as tell me, explain to me)
- Clarify any piece of information that you do not understand;
- Explain what you will do next, i.e. inform the company

6.5 When delivering Adult Safeguarding the following principles from the Care act 2014 is recommended:

Principle 1: Empowerment: Adults are encouraged to make their own decisions and are provided with support and information.

Principle 2: Prevention: It is better to take action before harm occurs.

Principle 3: Proportionality: Proportionate and least intrusive response appropriate to the risk presented.

Principle 4: Protection: Support and representation for those in greatest need.

Principle 5: Partnership: Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse.

Principle 6: Accountability: Accountability and transparency in delivering safeguarding.

Staff are aware that any detailed information about a case will be confined to the DSL (if not involved in the allegations), Managing Director/Executive responsible for the business area/function and any external agencies the DSL determines to engage. The Manager(s) and employees reporting the allegations will be kept informed of the progress of the case on a 'need to know' basis, but will likely not be informed of any detail, the outcome or actions taken.

7. What Happens Next?

7.1 Taking into account all the information available, the DSL will decide on the next steps, which may include taking no further action. In some cases, the DSL will seek advice from the Local Authority Designated Officer (LADO) and agree what further action is necessary, which may include:

- Seek further advice from the Safeguarding Partners
- Undertake further investigation under the direction of the LADO or support an investigation by the Safeguarding Partners
- Make a referral to the appropriate agency, as signposted.
- Report the incident to a designated Social Worker, as signposted.
- Report the matter to the police if a crime is suspected.

7.2 If a referral is made, this must be confirmed in writing to the appropriate agency within 24 hours.

8. Confidentiality & Information Sharing

8.1 Confidentiality and trust should be maintained as far as possible, but employees must act on the basis that the safety of the child or adult is the overriding concern. The degree of confidentiality will be governed by the need to protect the child or adult. The child or adult should be informed at the earliest possible stage of their disclosure that this will then be escalated onto the appropriate agencies. All conversation regarding a child or adult should always be held in private. Elysium Training complies with the requirements of the Data Protection Act 2018, which allows for disclosure of personal data where this is necessary to protect the vital interests of a child or adult.

8.2 Employees must not discuss the case with anyone other than those involved in the case. If employees have any concerns about the progress of the case or have any other concerns these must be discussed with the DSL. Breaching this could result in an employee facing disciplinary action.

9. Allegations against Employees

9.1 The primary concern of the organisation is to ensure the safety of the child or adult. It is essential in all cases of suspected abuse by an employee that action is taken quickly and professionally whatever the validity.

9.2 Any instance of a child or adult being abused by an employee is particularly serious. On the other hand, for an innocent person to be accused of such an act is a serious ordeal which can result in long term damage to their health and career. In the event that any employee suspects any other employee of abusing a learner/student, it is their responsibility to bring these concerns to the Managing Director.

9.3 On being notified of any such matter the Managing Director shall:

- Seek and follow advice from the LADO.
- Take such steps as he/she considers necessary to ensure the safety of the child or adult in question and any other child or adult who might be at risk.
- Ensure that an email report of the matter is completed by the person who reported the original concern.
- Put in place the steps necessary to follow the advice of the LADO.

9.4 Additional to point 9.3, at the early point of the investigation the Managing Director will investigate the concern with the learner, child or an appropriate adult gathering the appropriate evidence.

9.5 If the allegation concerns the DSL, the matter will be investigated by the Managing Director or Non-Executive Director depending on which is more appropriate.

APPENDIX A: Elysium Training's Employee Code of Conduct

At Elysium Training, we expect all staff to know what is in the Code of Conduct, to follow it and generally to behave in a respectful, reasonable and acceptable manner, and be courteous to Learners, members of staff and Employers.

Behaviour:

- Value people equally, respecting our democratic values of freedom of speech, mutual respect and tolerance of different beliefs, the rule of law and individual liberty and be kind, hard-working, respectful and polite at all times;
- Give you clear, accurate and fair information, advice, guidance and support to help you choose a programme of study and include clear information about fees and financial support;
- Promote good learning behaviour and take an evidence-based approach to the methods of teaching, learning and assessment that enable you to make good progress and achieve well;
- Give you a good start to your studies with us through an induction programme and then support you by giving clear targets that help you progress;
- Provide learning resources and identify support which meet your needs;
- Ensure that assessments and progress reviews with you are fair, clear, regular and positive;
- Give you regular and punctual feedback on your learning, both verbally and in writing, and on your work and your ILP/ e-portfolio, progress reviews and a quarterly progress report for parents of learners aged sixteen to eighteen;
- Provide you with access to a range of enrichment and careers advice during your programme of study.

Employee Guidance on the Use of Social Networking:

- Interaction with learners through a social networking site should be avoided unless this has been agreed by the Managing Director as part of a marketing role or for managing collaborative learning.
- Collaborative learning must be done by setting up an "invitation only" business/professional group discussion group for the course with appropriate privacy settings where the content can be monitored.
- Employees should only contact learners and parents using the Company's telephone and e-mail/intranet systems and do so within reasonable business hours or those which are deemed appropriate in exceptional circumstances based on business needs, e.g., contacting a learner in the morning, before working time, if an interview starts at 9am, and if the message could not have been relayed the day before during business hours.
- Employees can make a judgment on whether to accept an invitation to connect on social media from a former learner/student, however, no employee should instigate or make extra efforts to connect with these individuals.
- Acceptable reasons for connecting with former learners would be for business or professional networking purposes.

It is unacceptable for employees to:

- Allow learners to access their personal social networking spaces; privacy settings should be set to ensure that access is restricted to friends only. It is up to you to ensure that you do not have anyone on your social media network, and for you to check before accepting or sending any friend requests, to ensure that you are not breaching this policy.
- Add learners as 'friends' to their personal social networking space.
- Access as a 'friend' on the individual social networking sites of learners/student
- Use WhatsApp, Facebook Messenger, Instagram and Twitter or any other messaging service as a method of contact with learners, from their personal mobile phone.
- Engage in conversation, on any platform or device, which is not work related
- Post comments critical of learners/students on any forum, website, social networking site, blog etc.
- Post comments that run counter to the Elysium Training Equality and Diversity Policy
- Post comments that recommend, or appear to endorse, law-breaking of any kind.
- Post comments that exhibit grossly irresponsible behaviour, or appear to endorse irresponsible behaviour, that could be argued to encourage "copycat" behaviour by learners. This would include, for example, dangerous driving or alcohol abuse.
- Incite violence and hatred based on ethnic, racial or religious grounds.

Implications for employees:

- Employees who breach any of the above may be subject to the disciplinary procedure. If an allegation against an employee has occurred, then an investigation will be carried out
- Elysium Training reserves the right to suspend any employee under the Safeguarding Policy to protect children and adults at risk whilst an internal and/or external investigation takes place. The organisation can implement its own internal investigation during any stage of this process. This may result in disciplinary action being taken against an employee, which could result in sanctions up to and including dismissal.
- Should Elysium Training decide to suspend the employee because of a safeguarding concern the company disciplinary policy will be utilised.

APPENDIX B: Elysium Training's Learner Code of Conduct

At Elysium Training, we expect all Learners to know what is in the Code of Conduct, to follow it and generally to behave in a respectful, reasonable and acceptable manner, and be courteous to other Learners, members of staff and Employers.

Behaviour:

- Value people equally, respecting our democratic values of freedom of speech, mutual respect and tolerance of different beliefs, the rule of law and individual liberty and be kind, hard-working, respectful and polite at all times;
- Build resilience and understand that sticking at it and maintaining good learning habits are essential to your success, which includes good attendance, learning behaviour and commitment to study, and the willingness to act on the feedback that Elysium Training gives you and the targets we set together;
- Observe the Equal Opportunities Policy and value all learners, staff and employers regardless of race, religion or belief, disability, sexual orientation, gender or age;
- Comply with any rules or reasonable requests which may be set by staff in specific areas e.g. the Learning Centre, any practical/online workshops, or in/or during work placements;
- Meet the acceptable standards of conduct or performance as set out in any written information issued under the Learner disciplinary procedures;
- Learners aged sixteen to eighteen at the beginning of their course give us their consent to contact a parent/guardian for the duration of their course; we ask for this contact information at enrolment. When a Learner reaches eighteen, they may remove their consent by writing to Elysium Training.

Working and Learning:

- Provide us with accurate and up to date contact details such as full name, address, contact telephone number/s, etc. at enrolment and ensure you keep these up to date by informing us of any changes;
- Complete all parts of your programme of study including work placements;
- Physically attend 100% of classes and online workshops punctually, explaining the reason for any absences and provide supporting evidence for such absence or lateness as required;
- Act appropriately in class, during tutorials, while attending in the Learning Centre and not to use mobile phones during these times;
- Complete 100% of classwork and assignments as directed by members of staff and to submit the work to the set deadlines and to the very best of your ability every time - aim high and set out to always meet and then stretch yourself;
- Seek help and support from your Learning & Development Coach, Employer or Apprentice Recruitment Advisor if necessary;
- Take responsibility for your own learning by ensuring you communicate often with your Learning & Development Coach, for example, by taking full part in our system of induction and progress reviews;
- Make learning successful for yourself and others by being a reflective, cooperative and collaborative learner;
- Use Elysium Training's e-portfolio to record your progress, achievements and future plans, regularly setting and reviewing SMART learning targets within Elysium Training's e-portfolio;

Use of Information Technology (IT)

- Check your Elysium Training e-portfolio account regularly and at least once a week throughout the duration of your course so that the Elysium can pass on key information to you;
- Check your email account regularly and at least once a week throughout the duration of your course so that the Elysium can pass on key information to you;
- At your employers' premises, access the internet for educational or work placement purposes only;
- At your employers' premises, download information that is relevant to your course or work placement only.

What Elysium Training won't accept from our learners:

Some transgressions in behaviour and actions are considered by Elysium Training to be completely unacceptable. The following are examples of misconduct, including serious or gross misconduct, which may result in temporary or permanent removal from the workplace or programme of study:

Behaviour

- Exhibit antisocial, aggressive and/or loud behaviour at any time including when travelling to and from the Learning Centre or on any of our sites that either disrupts the learning of others or could give Elysium Training a bad reputation. This includes the use of social media through posting either text, including sexting, or images, including video of such behaviour;
- Verbally abuse people which is either bullying or harassment, including inappropriate and/or unwelcome comments, requests and messages on grounds of age, gender, sexual orientation, race, ethnicity, religion, nationality, pregnancy, marital status, disability/learning difficulty or socio-economic status of another Learner, member of staff, Employer or a member of the public. This includes use of social media through posting either text or images, including video;
- Persist in failing to meet the acceptable standards of conduct or performance set down in any written information;
- Exhibit physical, violent, dangerous, threatening, bullying and intimidating conduct. This includes, for example, the carrying/storing of offensive weaponry, including fireworks and knives, any conduct involving acts of indecency and vandalism;
- Dress in a way which is unacceptable in a workplace environment;
- Steal or have unauthorised possession (with intent to steal) of any property belonging to another learner or employer, any employee of Elysium Training or third parties connected to Elysium Training;
- Gamble in any way;
- Behave in a way or commit an offence that brings Elysium Training into disrepute wherever and whenever the offence occurs, including behaviour outside of Elysium Training's premises e.g. in the local area, on transport to and from any Elysium Training premises and at work placements;
- Receive criminal penalties, for example: serious acts of violence, sexual assault or rape and/or failure to disclose a criminal conviction or caution, unless it is spent.

Working and Learning

- Physical attendance below 75%;
- Exhibit any academic misconduct covered under our attendance, behaviour and commitment. This includes the repeated failure to comply with our reasonable rules regarding use of mobile devices during lessons and workshops where their use is expressly forbidden, antisocial behaviour and abiding by rules on off-site activities as well as, for example, exam or assignment misconduct to include plagiarism and cheating during any exam or assignment;
- Plagiarise or copy the work of other learners.

Use of Information Technology (IT)

- Use internet chat lines when at Learning Centre or workplace;
- Access information on pornographic sites or to display obscene pages at Learning Centre or workplace;
- Abuse e-mail facilities and not to send others offensive material at Learning Centre or workplace;
- Interfere with computer software or data belonging to, or used by, Elysium Training;
- Change the Windows settings on any computer or load software or 'spam' e-mails or 'broadcast' messages or attempt any form of 'computer-hacking'.

Elysium Training reserve the right to include any other issues not defined in this list as serious or gross misconduct should that occasion arise.

APPENDIX B: Radicalisation and Extremism

Elysium Training recognises the positive contribution it can make towards protecting its learners from radicalisation to violent extremism and is committed to fulfilling its duties under the Prevent Duty Guidance. Elysium Training will empower its learners to create communities that are resilient to extremism and to protect the wellbeing of particular learners who may be at risk to being drawn into violent extremism or crime.

Radicalisation is the process by which individuals come to support terrorism or violent extremism. It is recognised that radicalisation can occur to an individual from any section of society and is not particular to any racial, ethnic or social group. It is further recognised that in many instances the process of radicalisation is essentially one of grooming by others.

Possible behaviour indicators are below:

- Discriminatory language or actions towards specific groups or people with a particular protected characteristic
- Possession or sharing of violent extremist literature
- Showing or sharing online material of an extreme nature to others
- Behavioural changes (for example, becoming withdrawn)
- Expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

In respect of safeguarding individuals from radicalisation, Elysium Training works to the Prevent element of the Government's Counter Terrorism Strategy, and where deemed appropriate seeks external support for learners through referrals to the Channel Programme. This programme aims to work with the individual to address their specific vulnerabilities, prevent them becoming further radicalised and possibly entering the criminal justice system because of their actions. More information can be found within the Channel Duty Guidance document available at <https://www.gov.uk/government/publications/channel-guidance>

If you have concerns about a learner, contact the relevant Designated Safeguarding Lead.

Appendix C: Protesting and Supporting Protest Groups

Elysium Training encourage critical thinking in respect of allowing individuals to hold their own valid views. This also extends to protest groups. Any communication shared or distributed as a result of this is checked for its suitability. Elysium Training enforces a safety-first approach, with regards to significant Protests or Marches. Information on keeping safe will be made available prior to and during the event.

Learners who express an intention to travel to an event are referred to Safeguarding. The safeguarding team provide learners who wish to express their democratic right to protest with IAG on how to prepare for, and stay safe during a protest.

Learners & staff, who wish to know more about this, or would like to check the safety and validity of a Protest, can email safeguarding@elysium-training.co.uk.

APPENDIX D: Prevent Referral form
Referral process

Once you have completed this form, please email it to:

Safeguarding@elysium-training.co.uk

If you have any questions whilst filling in the form, please call:

Sam Cary - 0800 099 6020

Contact Information (person of concern)

Forenames (s):	
Surname:	
Date of Birth:	
Age:	
Gender:	
Home Address:	
Nationality:	
Primary Language	
Contact Number:	
Email Address	
Any other information:	

Describe Concerns

In as much detail as possible, please specific concerns.

FOR EXAMPLE:

- Does it involve a specific event? What happened? Is it a combination of factors? Describe them.
- Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact?
- Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information?
- Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly?
- Has the Individual shown a concerning interest in hate crimes, extremists or terrorism?
- Please describe any other concerns you may have that are not mentioned here.
- Have you notice any change in behaviour or evidence of physical harm?

Complex Needs

Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?

FOR EXAMPLE:

- Victim of crime, abuse or bullying.
- Work, financial or housing problems.
- Citizenship, asylum or immigration issues.
- Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings.
- On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency.
- Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories.
- Educational issues, developmental or behavioural difficulties, mental ill health (see Safeguarding Considerations below).
- Please describe any other need or potential vulnerability you think may be present, but which is not mentioned here.

Other Information

Please provide any further information you think may be relevant, e.g., social media details, military service number, other agencies or professionals working with the Individual, etc..

Safeguarding Considerations

Does the Individual have any stated or diagnosed disabilities, disorders or mental health issues?	Yes/No
Please describe, stating whether the concern has been diagnosed.	
Have you informed the Individual that you are making this referral?	Yes/No
What was the response?	
Have you taken any direct action with the Individual since receiving this information?	Yes/No
What was the action & the result?	
Have you discussed your concerns around the Individual with any other agencies?	Yes/No
What was the result of the discussion?	

Person who first identified the concern

Forename:	
Surname:	
Job Role:	
Contact Number:	
Email Address:	

Person making the referral (if different from above)

Forename:	
Surname:	
Job Role:	
Contact Number:	
Email Address:	

Elysium's Prevent Contact

Forename:	
Surname:	
Job Role:	
Contact Number:	
Email Address:	

Employer Contact

Company Name:	
Forename:	
Surname:	
Job Role:	
Contact Number:	
Email Address:	

Relevant Dates	
Date concern first came to light:	
Date referral made to Safeguarding Team:	
Form completed by:	
Signature:	Date:

Appendix F: Arrangements for Safeguarding whilst in lockdown with regard to COVID-19

The Safeguarding Team Service

The team will continue to support learners through existing streams such as the safeguarding inbox safeguarding@elysium-training.co.uk and the main safeguarding line [0800 099 6020](tel:08000996020)

The team will additionally offer learners the opportunity of a face call either through Microsoft teams or if requested via appropriate mobile apps, via the agreement of the Managing Director. The Safeguarding team will take the lead from the latest government guidance.

The Safeguarding team will read new guidance on Guidance on Coronavirus (COVID-19): safeguarding in schools, colleges and other providers, to ensure they are fully aware of their responsibilities.

Awareness

We will provide welfare specific content in regard to COVID -19. This will focus on:

- Updates to government guidance
- The impact of COVID -19 on welfare services
- The impact of COVID -19 on within various settings; home, work, training, lifestyle, religion or online