Respect & Safety Guide
For Apprenticeship Students at GEL

How to treat other delegates respectfully and comply with the law re: health, safety and wellbeing while on your management development programme.

Contents

For all Apprentices

Introduction

Welcome to your Apprenticeship learning programme. All Apprenticeship Standards have a clear document developed by employers which shows the knowledge, skills and behaviours that have been determined as being important for your chosen job role. The Apprenticeship Standard is available for you to download from Moodle.To enable you to meet the requirements of this Apprenticeship Standard your learning programme consists of several elements:

Welcome
When your place was confirmed on the Apprenticeship Programme, we sent you a welcome guide which is also available to download on Moodle.

Induction
This section will provide you with an understanding of health and safety, safeguarding and PREVENT and British Values in the workplace as well as providing an overview of your Apprenticeship and your Individual Learning Plan (ILP)

Your Individual Development Plan

A personal development plan (PDP) is based on your self-awareness, values, reflection, goal-setting and planning for self-development. This can be at work, in education or in the context of self-improvement. You've already given some thought to your personal development by answering the following questions in your application form:

- What has motivated you to apply for this qualification?
- What knowledge and skills do you want to gain from the qualification**?**
- In the workplace, what behaviours will you develop?
- Where will this course lead to?
- What are your career ambitions?
- How will gaining this qualification benefit your Team/Department/Organisation and its objectives

In addition, you will be asked to complete a series of initial assessment questions to establish your starting point, analyse your current experience and any prior qualifications so that we can design an individual learning plan. In essence, your personal development plan analyses your current situation and performance and sets out learning objectives based on the knowledge and skills you are aiming to develop and in line with your career ambitions.

You will be provided with access to a DiSC online questionnaire and we will provide you with your personalised DiSC Management Report during the self-awareness session. You will also learn more about emotional intelligence, and different feedback mechanisms. During the training session, we will introduce you to tools such as a personal SWOT analysis, setting SMART objectives and helping you identify your own learning style.

We will review your personal development plan regularly throughout your development programme and review visits take place approximately every 12 weeks. A member of the GEL training team will contact you to arrange a workplace visit with you and your mentor/line manager. During these meetings, we will review your attendance, engagement and progress with your portfolio of evidence to ensure that you remain on-track.

Your feedback is important to us and we will note any comments you make concerning the trainer, the training materials, our Moodle platform, our staff, assessors, administration and support as well as any comments concerning your cohort peers. You will be required to keep your off-the-job learning log up to date and complete a reflective journal after each topic studied. Our role is to support you during your programme and to see an improvement in your confidence dealing with difficult situations, decision making, strategic thinking/planning and managing your team.

Finally, we will review other important aspects such as your health and safety in the workplace and within your training environment, safeguarding, PREVENT and cyber security. These are all covered below and will be embedded within your development programme.

Health & Safety

Health & Safety Arrangements at Twigworth Court Training Centre
GEL's Health & Safety Policy is available to download from Moodle. Below is a summary of the salient points to ensure your safety while attending a training course at GEL. All training rooms are risk assessed by GEL's Health & Safety officer and your trainer and all electrical equipment is regularly PAT tested.

First aid and treatment of accidents.
During the induction session you will be advised of the location of the nearest first aid box to your training room. Names of first-aiders and appointed persons together with information on how to contact them are given on the notice sheet in your training room or can be obtained from your trainer. In the event of an accident causing injury you must ensure that the injured person is being cared for and send immediately for a manager/first-aider. Do not move the injured person.

Reporting accidents, notifiable diseases and dangerous occurrences.
All accidents and dangerous occurrences to learners whilst on a training programme must be reported immediately. Any notifiable diseases also need to be recorded. Your doctor will inform you if you are diagnosed with such a disease and you must pass on this information immediately. Report the full details to your trainer, a senior manager or the Managing Director who will ensure the details are recorded in the accident book. The accident will be reported to the inspecting authority as and when necessary and the accident book will be retained for ten years following the final entry.

Fire Procedures
Fire exits must be kept clear from obstruction. Your trainer will inform you of the fire exits, evacuation routes, assembly points and the relevant procedures in case of fire. In the event of any fire **do not** stop to collect personal belongings.

If you discover a fire:
- Close the door leading to the fire to contain it.
- Immediately operate the nearest fire alarm call point.
- The most senior person present will assume the role of Fire Officer and will ensure the emergency services are contacted as quickly as possible.
- Leave the area by the quickest unaffected route and report to your evacuation assembly point (EAP).

If you hear the fire alarm:
- Leave the building immediately by the quickest unaffected route and report to your evacuation assembly point (EAP).

Do not run. Do not delay for personal belongings. Do not re-enter the building until instructed. You should never tackle a fire if doing so may endanger your personal safety in any way. If you feel that you are at no personal risk, you may try to put out the fire, if possible, with the nearest appropriate fire appliance provided, by directing the hose or extinguisher to the base of the flame.

Health & Safety in Your Workplace
The aim of this section is to provide you with the knowledge and skills to ensure you understand your health and safety responsibilities in the workplace. You will learn how to identify hazards and evaluate risks and reduce the risks to health and safety in the workplace.

The Health and Safety at Work etc Act 1974 (also referred to as HSWA, the HSW Act, the 1974 Act or HASAWA) is the primary piece of legislation covering occupational health and safety in Great Britain. The Health and Safety Executive (HSE), with local authorities (and other enforcing authorities) is responsible for enforcing the Act and a number of other Acts and Statutory Instruments relevant to the working environment.

The HSE website contains all the information you need to know. Please take a moment to watch this video https://youtu.be/EA26_yi7iww. The Health and Safety Executive (HSE) has developed a range of tools and guidance to help small and medium sized businesses understand health and safety. The advice available will help you understand what you do and don't need to do to avoid unnecessary paperwork and effort.

Health and safety made simple
The HSE site is for employers and those who want some basic information on what they must do to make sure their businesses comply with health and safety law. http://www.hse.gov.uk/simple-health-safety/index.htm

Managing health and safety doesn't have to be complicated, costly or time-consuming. In fact, it's easier than you think. For many businesses, all that's required is a basic series of practical tasks that protect people from harm and at the same time protect the future success and growth of your business. The HSE site will take you through the steps and help you make sure you have done what you need to. As an employer, or a self-employed person, you are responsible for health and safety in your business. Health and safety laws are there to protect

you, your employees and the public from workplace dangers. The approach you take should be proportionate to the size of your business and the nature of your business activity

Health and safety toolbox
The health and safety toolbox can be found at http://www.hse.gov.uk/toolbox/index.htm and shows how to control risks at work builds on Health and Safety Made Simple. It gives straightforward advice on the most common health and safety hazards in all types of business and shows how small and medium-sized businesses can take practical steps to control their risks. The guidance contains advice on:
- the most common causes of accidents with helpful do and don'ts
- working environments that can cause or worsen health conditions

Online risk assessments
The **risk assessment template** can be used by all small and medium sized businesses to create a tailored risk assessment and health and safety policy. The blank template prompts business owners to think about their hazards and decide what action they need to take.

Safeguarding

General
Everyone should be able to live without fear of being harmed, abused or exploited. Understanding safeguarding and why it's important will help you protect others. In this topic we'll define the term safeguarding and why you need to know about it. Safeguarding our staff and visitors is an important issue to us. Safeguarding means:

- Promotion of your health and development
- Ensuring your safety and care
- Ensuring you are offered the best life chances
- Protection from abuse and neglect
- Prevention of bullying and harassment

The term 'safeguarding' embraces both child and vulnerable adult protection and preventative approaches to keep our staff and visitors safe. Safeguarding encompasses health and safety, welfare and well-being. We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff to share this commitment.

If you have any concerns about your wellbeing, safety or rights, then you should:

- Talk to your Tutor/Assessor
- Talk to your Line Manager
- Contact one of the Apprenticeship Team

Defining Safeguarding

The term safeguarding is defined by the UK Government in their guidance, 'Working together to safeguard children 2015', as:
- protecting young people from maltreatment
- preventing the impairment of young people's health or development
- ensuring that young people grow up in circumstances consistent with the provision of safe and effective care

- taking action to enable all young people to have the best outcomes to enable them to enter adulthood successfully.

Our Rights

We all have the right to be protected from harm, abuse and exploitation and we all have a responsibility to protect others when they may not be able to protect themselves. We live in a country that supports democratic values, where everyone has a say over what happens to them and how they are treated. We have rights as individuals to be safe, protected and live how we want – our society is built around respect, where no one should suffer verbal or physical abuse of any kind.

Types of Harm, Abuse And Exploitation

Harm, abuse and exploitation can occur at home or at work and the signs and symptoms aren't always easy to spot. But the different types of harm, abuse and exploitation are often interconnected and complex. A young person may be a victim of more than one type of harm, abuse or exploitation, so there may be more signs to look out for.

Harm can include:
- self-harm – causing deliberate injury to the self
- offending behaviour – taking part in criminal activity, violence against others or damaging property
- substance misuse – using legal or illegal substances such as drugs and alcohol.

Abuse can include:
- cyber bullying – verbal and emotional abuse and threatening behaviour on the internet
- racial abuse – verbal or physical abuse related to race or ethnicity
- sexual abuse – sexual activity of any kind that does not have the consent of the individual
- physical and emotional abuse – physical violence or verbal threats and overly critical, belittling comments
- neglect – willful holding back of food or drink or leaving medical issues untended.

Exploitation can include:
- sexual exploitation – which can be consensual relationships in return for something or the operations of organised criminal gangs. It is often centered around a power imbalance within the relationship
- financial exploitation – money taken from an individual or forced to participate in activities that benefit another person
- trafficking/modern slavery – trading of people between countries usually for the purposes of slavery, prostitution or forced labour (often without pay and for long hours)
- radicalisation – the process of adopting extreme political, religious or social views.

Signs and Symptoms
You might expect the signs and symptoms of harm, abuse and exploitation to be obvious. But an individual might have a perfectly plausible explanation or take particular care not to show the signs to anyone else. You must be alert to recognise the signs.

- **Physical**
  Victims of physical and sexual violence or substance misuse may have unexplained bruising, marks, cuts or pain in particular parts of the body or flinch when approached. They may display sudden weight loss or gain, have unhygienic habits or an unkempt appearance.

- **Who is at risk?**
  Any young person is at risk from harm, abuse or exploitation, but there are certain factors or lifestyle choices that increase the risk. As with types of abuse, a young person could be a victim of more than one factor that places them at greater risk – being alert to all of them will help you spot the signs earlier.

- **Disability / mental illness**
  Victims may not be able to look after themselves and rely heavily on other people. They could be easily manipulated or unable to make clear, reasoned decisions.

- **Drug and alcohol misuse**
  Drugs and alcohol can impair judgement, cause illness, be used to push vulnerable people to harder substances or to encourage young people to engage in crime or sexual acts.

- **Social disadvantage**
  A lack of money or opportunities might lead to bullying or isolation or make someone more likely to engage in crime.

- **Domestic violence**
  Victims of domestic violence are often controlled by fear, obey commands without question and may not even think that anything is wrong. They're also at constant risk of physical harm.

- **Social isolation**
  Social isolation can be caused by a difficultly in communicating with the wider community, sharing thoughts and feelings or making friends and connecting with people. They may also have a history of running away from home.

- **Lack of education**
  A lack of education could leave a victim less informed on the dangers of drugs and alcohol and a lack of qualifications may make it more difficult to find work, increasing the risks of becoming involved in crime.

Types of Behaviour
Certain behaviours will also make a young person more susceptible to harm, abuse and exploitation. Unsafe use of social media, offending behaviour and excessive drinking and substance misuse can all have an impact.

You may notice patterns of behaviour, how someone speaks, what they talk about, who they talk about and how they act around other people.

If you have concerns about a young person's behaviour, you need to take responsibility and do all you can to help them avoid any situation that places them at risk. If the behaviour persists it's up to you to escalate the issue to the right people.

- **Substance Misuse**
  You know certain behaviours place young people at greater risk of harm, abuse or exploitation, but what makes substance abuse a dangerous behaviour?

- **Offending Behaviour**
  How does offending behaviour place young people at greater risk of harm, abuse and exploitation?

- **Social Media**
  Unsafe use of the internet and social media is one of the key behaviours that place young people at risk. Largely unregulated and very difficult to keep track of, young people can easily access inappropriate information. It's also very easy for other internet users to lie about their identity. Social media can be used for cyber bullying, sending explicit images (sexting), radicalisation, cyber stalking and grooming.

- **Staying Safe Online**
  Monitoring someone's use of the internet and social media can be difficult, but there are actions a young person can take to protect themselves. What do you think they are?

It's your responsibility to be alert and respond appropriately.

Inclusive Cultures
Promoting an inclusive culture in the workplace and at home can reduce the risks of young people becoming a victim of harm, abuse or exploitation. In this topic you'll discover why inclusive cultures are important and how you can help build one around a set of key, core values.

How do they help?
Inclusive cultures help to prevent the situations that lead to young people becoming victims of harm, abuse and exploitation. They recognise that individuals have specific needs because of their religion, family commitments, disabilities or medical issues. They adapt to suit everyone and don't tolerate any form of discriminatory behaviour. In fact the Equality Act 2010 makes it illegal to discriminate against people who have 'protected' characteristics.

- **Core values**
  Establishing core values that encourage individuals to learn about other people, becoming more tolerant and respectful of each other and the differences between them, is the centre of an inclusive culture.

- **Freedom of speech**
  We all have the right to express our views, provided we do so within the limitations of the law. You might not agree with what someone says but it is still their right to say it.

- **Acceptance of the rule of law**
  Everyone is viewed equally under the law – you can and should treat people as individuals but we all have the same rights under British law.

- **Respect and tolerance**
  No one should be treated unfairly because of their heritage, gender or circumstances.

- **Accepting personal and social responsibility**
  Always try to play an active role in your community and take responsibility for your own actions.

- **Respecting democratic rights**
  Anyone eligible and registered to vote has a say in who governs them. Those in government are accountable to the voters.

Extremism

Extremism can be defined as 'the holding of extreme political or religious views.' Extremists often reject the core values and inclusive cultures that protect young people from harm, abuse and exploitation, and use their views to advocate extreme action. But extremism isn't just about religious fanaticism or terrorism, it describes any extreme political, religious or social view.

How can you identify it?

Extremist views can't necessarily be seen in a physical change and may not significantly impact daily life. You'll need to be alert for subtle changes in language, behaviour or how someone talks to people to recognise it.

Support They may express support for extremist views or actions in reaction to news events or in everyday conversations.

Symbols Symbols or graffiti related to extremist groups may start appearing on phones, work and notes, or perhaps around the workplace.

Terminology The language they use might become more extreme in its nature. They may try to exclude others from their conversations or incite others to engage with their views.

Behaviour Their behaviour could change. They may spend less time with their friends, or change friendship groups completely and they may be less of a presence in their community.

Online material They might mention particular websites or something they have seen online or talk about getting in contact with particular people.

Active listening

In that case study Amin was an active listener. He paid just as much attention to body language as to what was said and made his position very clear, right from the start. He was open and honest with his opinion, remaining consistent with both and kept emotion out of it.

Challenging extremist views

It's important to question extremist views but it must be done so in a way that shows a willingness to discuss the issues. You should encourage someone to examine their own beliefs and make it clear that you do not share their view.

Responding to Harm, Abuse and Exploitation

The way you respond to your suspicions or knowledge of harm, abuse or exploitation must be carefully thought through as mishandling the situation can have severe consequences. In this topic we'll cover what you should and should not do when responding to harm, abuse and exploitation.

Your response

Your ability to respond to harm, abuse and exploitation depends on you knowing about it. Some young people choose not to tell anyone about their experiences because they're ashamed, afraid or don't even realise that what is happening to them is wrong. They might have already tried to tell someone, and no one listened.

You need to recognise behavioural patterns, sudden changes in their behaviour or pick up on words and phrases that might suggest abuse. Safeguarding is everybody's business and it's not acceptable to ignore your suspicions or the disclosures someone makes to you.

The dos and don'ts
Approaching harm, abuse and exploitation in the right way can be difficult, but there are a few things you should and shouldn't do when dealing with victims.

Listen
- **Do:** Listen to the person and make it clear you believe them.
- **Don't:** Make fun of them or suggest you think they're exaggerating.

Pay attention
- **Do:** Give them your full attention. Use active listening to make sure you completely understand what they're trying to communicate.
- **Don't:** Ask questions. Allow them to tell you what happened in their **own words**. Never ask leading questions.

Be honest
- **Do:** Be honest. Tell them that you have to report what you've heard and offer to go with them to the authorities or a senior colleague.
- **Don't:** Speak to or challenge the perpetrator.

Make notes
- **Do:** Make notes about your conversation. Use exact words and sign and date them.
- **Don't:** Make promises that you can't keep. You can't keep it a secret.

Follow procedure
- **Do:** Follow the policies and procedures set out by your organisation.
- **Don't:** Share the information with anyone other than those that absolutely need to know.

Keep calm
- **Do:** Keep calm and restrain your emotions. Thank them for talking to you.
- **Don't:** Express shock or disgust.

Inappropriate action
Dealing with the suspected perpetrator of harm, abuse and exploitation in the wrong way can have serious consequences for you, the victim and a potential investigation.

Leading questions
Directly approaching the suspected perpetrator with leading questions can jeopardise any future legal case brought against them.

Acting outside the law
Regardless of how you feel, you must act within the law and the policies and procedures of your organisation. Perpetrators of harm, abuse and exploitation often target several victims and your actions may allow them to continue their abuse.

Following up
Once an issue has been reported and an investigation has begun, following it up will hinder the authorities. By reporting harm, abuse or exploitation you have given victims a chance. Ignoring your suspicions or knowledge of abuse leaves perpetrators free to hurt others.

Lasting impact
The result of this lasting impact is that victims of harm, abuse and exploitation can suffer a range of physical and emotional effects:
- Physical injury, serious illness or even death.
- Psychological damage, self-loathing or self-harm.
- Severe mental illness.
- Become involved in criminal activity.
- Break up of relationships or an inability to trust people or connect with others.
- Strong feelings of guilt or regret – what could I have done to stop it? What did I do wrong?

The law and support
Knowing who you can talk to for advice will help you respond in the most appropriate way. In this topic you'll be introduced to some of the laws, legislation and organisations that help protect young people – and learn what they do.

Laws and guidance
Legislation, laws and guidance cover almost every aspect of safeguarding. Highlighted here are the most relevant to you.

- **The Children Act 1989**
  The main piece of legislation on safeguarding young people and dealing with suspected or known harm and abuse.

- **Safeguarding Vulnerable Groups Act 2006**
  Introduced the Disclosure and Barring scheme, which prevents individuals from engaging in activities that place them in contact with vulnerable people. It also requires criminal records checks for anyone wishing to work with or alongside vulnerable people.

- **Counter Terrorism and Security Act 2015**
  Introduced a requirement for organisations to develop and implement policies that prevent individuals becoming involved in terrorism. It also requires local authorities to retain a panel to identify and support anyone vulnerable to radicalisation.

- **Serious Crime Act 2015**
  Amends the Female Genital Mutilation Act 2003 making it a criminal offence to perform Female Genital Mutilation (FGM) or travel abroad for the purposes of FGM.

- **The Care Act 2015**
  Requires local authorities to have a Safeguarding Adults Board with responsibility for sharing best practice. It places the duty on local authorities to investigate when abuse is disclosed or suspected.

- **Prevent Strategy**
  Part of the UK Government's overall counter terrorism strategy. It aims to prevent individuals becoming terrorists or supporting terrorism.

- **Multi-Agency Practice Guide: Female Genital Mutilation (FGM)**
  Guidelines that support and assist different professionals in recognising and safeguarding children and young people from the abuse associated with FGM.

Supporting agencies
Safeguarding organisations offer differing support depending on the situation. Understanding exactly what they do and when to contact them leaves you better placed to go straight to the best one.

- **Social care services**
  Local authorities will have social workers or adult care teams who specialise in investigating and protecting individuals at risk of, or who are known to be victims of, harm, abuse and exploitation. Social care services should be contacted if you suspect or know of a young person suffering from harm, abuse or exploitation and your workplace procedures aren't adequate.

- **Police**
  Every police force has specialist teams that investigate allegations of harm, abuse and exploitation. Organisations like CEOP (Child Exploitation & Online Protection) are also managed by the police and offer advice for staying safe online. The police should only be contacted if the victim is in immediate danger.

- **Medical professionals**
  Doctors will usually become involved if an individual has suffered physically as a result of harm, abuse or exploitation

- **Designated voluntary services**
  The NSPCC and specialist trusts are occasionally asked to investigate allegations of harm, abuse or exploitation. They also offer advice and support on the signs and symptoms of harm, abuse or exploitation and how a young person might be affected by it. If you suspect abuse, these organisations will be able to help as a first point of contact.

Other support services
Support isn't just available from formal, external sources. Many workplaces will have extensive support networks and a number of informal support services can give advice over the phone and online:

- Workplace services: HR departments, workplace mentoring and counselling services.
- Self-help groups can also provide informal advice.
- Online support services can offer support and advice, to you and victims.

Cyberbullying
Cyberbullying is when someone uses technology to deliberately hurt, humiliate, harass, or threaten someone else. If any of the following is happening to you, this could be an indication of cyberbullying:

- Getting nasty or threatening texts or emails
- People posting abusive messages to you on chatrooms, on your social networks, or using instant messaging services
- Having humiliating videos or pictures of yourself posted online, or sent on to other people
- Someone's taken on your identity online to deliberately mess with your life
- A hate site or a hate group has been set up about you
- You are getting prank calls

Receiving any kind of horrible message is deeply unpleasant. It can rock your confidence and make you question your family and friends, as statistics show that in most cases it'll be

someone you know. But whoever's behind it, and it may take some time to find out, you need to keep assuring yourself that this is their problem and not yours. What they're doing is a cowardly act, driven by anything from jealousy to insecurity, or just plain spite.

Bullies are basically deeply insecure, after all. If they can't give themselves a power hit by making you react on command, then chances are they'll give up.

What to do if you're being harassed online:

- Report any cyberbullying, whether it's targeted at you or not, to your employer or – Bullying UK offers advice and support to victims of bullying and can be contacted on 0808 800 2222. Anyone can contact the Samaritans on their 24-hour helpline on 116 123 to talk things through.
- Never respond or retaliate, as this can make things worse. It might be difficult, but try to ignore the bullies. Block them from contacting you too.
- Save and print out any bullying messages, posts, pictures or videos you receive or see.
- Make a note of dates and times of bullying messages, along with any details you have about the sender's ID.
- Don't pass on cyberbullying videos or messages – that makes you as bad as the cyberbully.
- If you're being bullied repeatedly online, think about changing your user ID, nickname or profile.
- Finally… if you think that someone else is being cyberbullied, don't ignore it. If you see cyberbullying going on, report it and offer your support.
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PREVENT

Introduction
The Counter-Terrorism and Security Act 2015 introduced a requirement for organisations to develop and implement policies that PREVENT individuals becoming involved in terrorism. In the UK, we need to address not only the immediate threat of terrorist attacked but the longer-term factors which enable terrorist groups to grow and flourish. The UK's counter-terrorism strategy, known as CONTEST, aims to reduce the risk to the UK and its interests overseas from terrorism, so that people can go about their lives freely and with confidence.

PREVENT is about safeguarding people and communities from the threat of terrorism. It also requires local authorities to retain a panel to identify and support anyone vulnerable to radicalisation. The PREVENT strategy is part of the Government's overall terrorism strategy which aims to prevent individuals becoming terrorists or supporting terrorism.

CONTEST, the Government's counter-terrorism strategy has four parts:
- Pursue – aims to disrupt and stop terrorist attacks, wherever possible by prosecuting those who have engaged in terrorist-related activity
- Protect – aims to strengthen our protection against terrorist attack in the UK or against our interests overseas and reduce our vulnerability
- Prepare – aims to mitigate the impact of a terrorist attack where an attack cannot be stopped
- PREVENT – aims to stop people becoming terrorists or supporting violent extremism

Watch this video to learn more: https://www.youtube.com/watch?v=Ei3LIe7_mj8

Channel

Channel is a key element of the PREVENT strategy. It is a process for safeguarding individuals by assessing their vulnerability to being drawn into terrorism. Terrorism is a very real threat to all our communities and terrorists may try to exploit those who are most vulnerable to being radicalised.

Radicalisation

Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine contemporary ideas and expressions of freedom of choice. Radicalism can originate from a broad desire for change in society, it can be both violent and nonviolent, although most academic literature focuses on radicalisation into violent extremism. Right wing extremism is arguably the biggest threat we face in regard to extremism. In December 2016 the first extreme right-wing group was banned in the UK and was assessed to be 'concerned in terrorism'. The group's online propaganda material, disseminated via social media, frequently featured extremely violent imagery and language. When we consider the types of hate crimes committed it is easy to draw a comparison.

Hate crime is defined as 'any criminal offence which is perceived, by the victim or any other person, to be motivated by hostility or prejudice towards someone based on a personal characteristic.' There are five centrally monitored strands of hate crime: race or ethnicity, religion or beliefs, sexual orientation.

Radicalisation doesn't happen overnight; it is a gradual process that happens over time. This makes it possible to intervene to steer vulnerable people away from being drawn into terrorist-related activities. If you have concerns about someone being drawn into terrorism or extremism you can report this to your Safeguarding contact.

Terrorism

Historically, the principal threat from terrorist organisations in the UK came from Northern Ireland-related terrorist groups. Between 1969 and the signing of the Belfast Agreement in April 1998, over 3,500 people died in the UK in attacks by the Irish Republican and Loyalist terrorist groups. The most significant terrorist threat we face during recent years has come from Al Qa'ida, its affiliates and like-minded terrorist organisations inspired by violent Islamism.

The 7th July 2005 bombings in London killed 52 people and over 700 more were injured. We have also seen attempted attacks by unaffiliated (lone) terrorists, often influenced by Al Qa'ida's rhetoric of global jihad, but who have been operating largely on their own. An example of this is the murder of Fusilier Lee Rigby in Woolwich on 22 May 2013. Currently the most visible threat is that posed by Daesh (also known as ISIL, Islamic State or ISIS).

Daesh

When it comes to social media Daesh and its supporters are regular posters of material online. They know that an increasing number of people depend on the internet for their news, and that it helps create opinions and propaganda. These are the platforms that they use to influence people to support their views.

Daesh is on Twitter, Facebook, Tumblr, Ask.fm, Instagram, YouTube, and many other platforms. Often, these conversations begin on open social media sites and then move onto private messaging applications. It is important that you understand the facts behind extremist propaganda, and more importantly, how to keep yourself safe from this extremist and dangerous organisation. Many young people who act on their support for Daesh by travelling are often not aware of the realities and consequences of what they are about to do, or the arguments against it.

During the last 4 years whilst the PREVENT strategy has been in operation more than 8,000 people have been referred for possible inclusion in the anti-radicalisation programme. The programme has expanded rapidly over the last 18 months as more than 850 people have left Britain to go to Islamic State-controlled territory in Syria and Iraq.

The impact on families
Families Against Stress and Trauma (FAST) was established in 2007 and is a UK-based organisation providing support to vulnerable families and individuals.

British Values

Introduction
This section focuses on how UK citizens can influence decision making through the democratic process. Living under the rule of law protects individual citizens, which is essential for their well-being and safety. Living in Britain means we abide by British values which include:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of different faiths and beliefs

In essence, living in the UK means we vote for people to run the country on our behalf. We have a Police force and laws that ensure where the "rules" are broken, we have a system to protect us from harm.   We are entitled to our freedom of speech and ability to formulate our own opinions.   However, we must demonstrate mutual respect which means we must tolerate other people for having different faiths or beliefs to oneself (or having none). Difference should be accepted and should not be the cause of prejudicial or discriminatory behaviour.   Where discrimination is evident, laws can be enforced to address the perpetrators.

Democracy
Democracy is the belief in freedom and equality between people, or a system of government based on this belief, in which power is either held by elected representatives or directly by the people themselves.

Here in the UK, we have a monarch who is the head of the Church of England. They do not however run the country. Politicians (who we vote for) are the key players in how the UK is governed. Voting in general or local elections means we have a voice in what decisions are made by our elected representatives.

The UK Government has promised to uphold the principles of democracy. Each political party has a manifesto which outlines what they want to achieve for the country and what policies they would put in place through legislation if they were voted to lead the Government in a general election.

Rule of Law
All people and organisations are subject to and accountable to law that is fairly applied and enforced.

> *"The Rule of Law, in its most basic form, is the principle that no one is above the law. The principle is intended to be a safeguard against arbitrary governance, whether by a totalitarian leader or by mob rule. Thus, the rule of law is hostile both to dictatorship and to anarchy."*

One of the most important functions of any legal system is to state the legal rules by which society is to operate. Legal rules are not necessarily the only codes which prescribe social behaviour (morals and etiquette are others), but legal rules are distinct in that they constitute an official code which has the backing of state powers of enforcement and sanctions. The major sources of legal rule making in England and Wales – are the Westminster Parliament and the HM Courts and Tribunals system. Both systems are heavily influenced by political, social and technological change. In the UK, some legal powers have been devolved to the Scottish Parliament, the Welsh Assembly or the Northern Ireland Assembly.

In England and Wales, Parliament consists of the House of Commons and the House of Lords. The site of the Houses of Parliament is the Palace of Westminster in London.

The House of Commons
The members of the House of Commons are elected by the public through a general election every five years, though an election can be called sooner by the Prime Minister. The Government of the day is generally formed by the political party which has the most MPs elected to the House of Commons. The Prime Minister will usually be the leader of the largest political party. The Prime Minister selects a large team of ministers to run each of the Government departments. The head of each department is usually a secretary of state and sits in the cabinet. The cabinet is the group of approximately 20 senior Government ministers who are responsible for running the Government departments of state and deciding Government policy.

Legislation (Acts of Parliament) passed by the UK Parliament affect all our lives – both personal and at work. You may be familiar with some legislation affecting your workplace such as the Health and Safety at Work Act and the Equality Act. As you progress through your Apprenticeship you will become familiar with other legislation that affects your employment and profession.

HM Courts and Tribunals Service
To ensure all citizens are treated alike, there is Separation of Powers. This basically means that Parliament make the laws, the Government enforces the law and the Courts apply the law through the judiciary system.

The HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. They are also responsible for non-devolved tribunals in Scotland and Northern Ireland.

They are responsible for:
- providing the supporting administration for a fair, efficient and accessible courts and tribunal system
- supporting an independent judiciary in the administration of justice
- driving improvements across all aspects of the administration of the courts and tribunals
- collaborating effectively with other justice organisations and agencies, including the legal professions, to improve access to justice
- working with government departments and agencies to improve the quality and timeliness of their decision-making, which will reduce the number of cases coming before courts and tribunals

Civil and Criminal Law
In **Criminal Courts** the Police or Crown Prosecution Service prosecute potential criminals on behalf of the State/Queen, for crimes that they may or may not have committed. Cases escalate up the courts from bottom to top, depending on the severity of the offence. What may start in a Magistrates Court may be referred to a Crown Court if the case requires a jury

to decide on the outcome. Cases heard in a Magistrates Court are due to a law being broken i.e. drink driving, shoplifting, low level fights, or possession of drugs. Select here to read more about the different courts and the judiciary system.

For example, if you conduct a criminal act such as affray (getting into a fight on a Friday night) your case will be heard in a Magistrates Court. If found guilty you will be fined and have a criminal record applied to you. **However**, if during the fight, you commit actual or grievous bodily harm, then your case would be referred to a Crown Court because the case is more serious. Your case (trial) will be heard by 12 jurors who should be unbiased members of the public. If found guilty you could be sentenced to time in prison, receive a fine and have a criminal record.

A **civil court** is where one individual or organisation takes another to court for a variety of reasons. Cases are usually heard in the County Court. For example, a landlord may take a tenant to court for not paying their rent and marriages are dissolved (divorce) in County Court. Where cases are not resolved, they can be referred to the High Court - some high-level divorces go to the High Court. Individual cases have the opportunity to appeal against the verdict. These take place in the Court of Appeal, but are not always granted.

Individual Liberty
Civil liberties are basic rights and freedoms granted to citizens through the law and include freedom of speech, freedom of movement, freedom from arbitrary arrest, freedom of assembly, freedom of association and freedom of religious worship. Such rights and freedoms form the basis of a democratic society and are often denied to those living in a dictatorship. Civil liberties are distinct from human rights in that the latter are universal rights and freedoms to which all people throughout the world are deemed to be entitled; however, the two often converge.

The Human Rights Act protects every person resident in the United Kingdom regardless of whether they are a British citizen, a foreign national, a child or an adult, a prisoner, or a member of the public. It can even be used by companies or organisations. The Human Rights Act is a UK law passed in 1998. It means that you can defend your rights in the UK courts and that public organisations (including the Government, the Police, and local councils) must treat everyone equally, with fairness, dignity, and respect. The Human Rights Act protects all of us - young and old, rich, and poor. Hopefully you will never need to rely on it, but every year hundreds of people do.

Mutual Respect
Showing each other mutual respect is about ensuring that you meet the requirements of the Equality Act 2010 by not discriminating against anyone based on their protected characteristics but it is also about valuing diversity.

Mutual trust and respect are prerequisites for open communication and honest dialogue about values, goals, and expectations. They require freedom of expression without fear of retribution, institutional or otherwise, and value the diversity of persons, ideas and choices differing from one's own. Mutual respect in the key ingredient to strengthen the bond of any relation. In other words, mutual respect is accepting each other the way we are.

Tolerance of Those with Different Faiths and Beliefs
Tolerance as distinct from mutual respect is holding a fair, objective, and permissive attitude to those whose faith and beliefs may differ from one's own. In Britain, we do not believe that a diversity of faiths and beliefs is something to be tolerated but rather celebrated. We are emboldened and strengthened by our diversity. We promote the importance of learning and working together with those with different faiths and beliefs.

Designated Safeguarding Officer

Safeguarding is about knowing how to keep yourself and others safe from physical, psychological, emotional and sexual harm and abuse and free from bullying and intimidation.

Michaela Cozens   michaela.cozens@glosenterprise.co.uk
Operations Director   01452 733546

Designated Health & Safety Officer

You should feel safe while you are attending training sessions at Twigworth Court Business Centre and understand your responsibilities for your safety and health back in your workplace.

Kevin Holt   kevin.holt@glosenterprise.co.uk
Managing Director   01452 733530

Fire Warden

In the event of a fire, the alarm will sound and fire marshals will evacuate you to the meeting point.

Lynn Allen   lynn.allen@glosenterprise.co.uk
Events Administrator   01452 733545

First Aider

In the event of an accident causing injury you must ensure that the injured person is being cared for and send immediately for a manager, tutor or first-aider.

Meredith Render   meredith.render@glosenterprise.co.uk
Events Administrator   01452 733549

Help & Support

The following members of staff will be able to answer any queries you might have about the Associate Project Manager programme, assessment, Moodle, on-programme support and additional optional ILM qualifications i.e. ILM Level 4 Award in Leadership & Management.

Kevin Holt   kevin.holt@glosenterprise.co.uk
Managing Director   01452 733530

Michaela Cozens   michaela.cozens@glosenterprise.co.uk
Operations Director   01452 733546

Rebecca Brinton   rebecca.brinton@glosenterprise.co.uk
Office Manager   01452 733532