



SAFEGUARDING POLICY AND PROCEDURES

(Updated January 2015)
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POLICY AND PROCEDURES:**SAFEGUARDING OF CHILDREN AND VULNERABLE ADULTS****CONTENTS**

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1.0 POLICY

The Policy and Procedures outlined in this document have been produced in accordance with and are fully compliant with the following legislation and guidance:

- Children Act (1989 and 2004)
- Working Together to Safeguard Children (DfE, 2013)
- Keeping Children Safe (2014)
- 'What to do if you're worried a child is being abused' (DfES, 2006)
- Safer Practice, Safer Learning (DfES, 2007)
- Liverpool Safeguarding Children Board Multi-Agency Safeguarding Children Procedures (2010)
- Safeguarding Vulnerable Groups Act 2006
- Serious Crime Act 2015

1.1 Purpose

The purpose of this policy is to clarify roles, responsibilities and procedures for TSL staff with respect to the safeguarding of children and vulnerable adults who are learners at TSL.

1.2 Scope

The following policy and reporting procedures apply to all personnel working in and on behalf of the TSL (including volunteers, contracted employees and sub-contracted provision and off-site delivery partners). TSL acknowledges that promoting safeguarding is the responsibility of all the staff. It will specifically focus on:

- Child protection
- Protection of vulnerable adults (PoVA)
- Safer recruitment
- Dealing with allegations and suspicions
- Dealing with an abuse of trust
- Safeguarding

1.3 Background

TSL is committed to the well-being and development of all its learners. TSL recognises its contribution and duties towards safeguarding all its learners, especially those who are vulnerable. At TSL we are committed to safeguarding our learners and we expect all our staff to share this commitment. Our staff take welfare concerns seriously and we encourage our learners to

Safeguarding is a term used to describe the overall safety and well-being of an individual and for the purposes of this policy and set of procedures includes:

- Protecting children, young people and vulnerable adults from maltreatment and exploitation
- Preventing the impairment of children and young peoples' health and wellbeing
- Ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care

TSL will strive to:

- Develop and support a trusting TSL ethos, so that learners communicate well with staff
- Be proactive in ensuring the safety of young people and vulnerable adults
- Provide clear guidelines and procedures for **all staff** so that they can respond appropriately to safeguarding concerns
- Develop and deliver a staff training package which keeps **all staff** up-to-date with procedures and safeguarding issues and evaluate its effectiveness in meeting this objective
- Offer support to staff and learners who have any safeguarding concerns (including referral to external agencies where this is deemed appropriate)
- Act promptly and diligently on any safeguarding concerns
- Liaise with the appropriate key partners and develop collaborative working practices which facilitate and promote the safeguarding of children and vulnerable adults both within TSL and within the wider community

This policy will be revised, monitored and implemented in following consultation with partners and will be reviewed annually.

2.0 Linked Policies and/or Procedures

Staff should also be aware of TSL's:

Learner Anti-Bullying Policy
Health and Safety Policy
Confidentiality and Disclosure Policy
Acceptable Use Policy
Staff Whistleblowing Procedure
Data Protection Policy
Equality and Diversity Policy
Staff Conduct Policy

3.0 Definitions

- 3.1 Any reference to a **child** in this policy includes, in addition to a person under the age of 18, a person aged 18, 19 or 20 who (a) has been looked after by a local authority at any time after attaining the age of 16 or (b) has a learning

disability. This complies with recommendations given in the DfES document “**Safeguarding Children in Education**” (2004) Paragraph 9 (2)

3.2 A **Vulnerable Adult** is someone who is aged 18 or over and:

- Is unable to protect him or herself against significant harm or exploitation
- Is or may be in need of community care services by reason of mental or other disability, increasing frailty or illness
- Is or may be unable to take care of him or herself

3.3 TSL also acknowledges that specific social or cultural groups of people may also be at greater risk of harm and will therefore be more vulnerable, such as (but not exclusively):

- Those young people who are in or leaving public care
- Asylum seekers who are under 18 and/or who are independent from their parents
- Those who are under the supervision of the youth offending or probation service
- Individuals with protected characteristics under the Equality Act 2010 Age, Disability, Sex, Race, Religion, Sexual orientation, Gender reassignment, Marriage / civil partnership, Pregnancy / maternity

3.4 **Categories of Abuse or Harm for children and vulnerable adults are listed in Appendix 6**

4.0 TSL Commitment

TSL will ensure the following commitments are made on behalf of learners and staff:

4.1 Staff will be informed that procedures are in place and that these must be followed if they become aware of a safeguarding issue.

4.2 Copies of the Safeguarding Policy and related Procedures will be made easily accessible and will be available both electronically and in paper format.

4.3 Appropriate reporting documentation will be easily accessible in both electronic and in paper format.

4.4 A member of staff will be nominated to act as a link person for co-ordinating and liaising with other agencies. Other staff will be named as key contacts with regard to safeguarding issues and these names will be circulated to all staff and will be easily accessible. These staff will receive specific training and guidance.

4.5 Appropriate training will be delivered to all staff to ensure they are aware of the procedures to be followed, as well as the importance of the TSL's Confidentiality

and Disclosure Policy and other related policies named on page 2 of this document.

- 4.6 Training will also ensure that all staff are aware of a range of safeguarding issues, including health-related risky behaviours and will seek to develop the skills of staff in identifying and supporting learners with these issues
- 4.7 Thorough risk assessments will take place which cover the range of TSL activities
- 4.8 Resources will be allocated to improve the personal safety of learners and to improve their awareness of these issues through curriculum and enrichment activities

5.0 TSL Equality, Diversity and Safeguarding Group

This group has been established to provide advice and guidance to the TSL Executive Team in relation to Safeguarding:

- Actively promoting the safeguarding agenda and regularly reviewing arrangements.
- Ensuring learners are safeguarded and protected eg health and safety arrangements.
- Identifying those in need or at risk of significant harm and taking appropriate action.
- Prioritising safeguarding eg. Regular updating on training so that all staff receive full retraining every three years as well as annual refresher training, and that training also occurs as appropriate after any significant change in requirements or key personnel.
- Working collaboratively across agencies to safeguard learners.

5.1 Membership, as a minimum, consists of:

Lead Safeguarding Officer
Health and Safety Manager
Equality and Diversity Co-ordinator
Safeguarding Executive Team member

6.0 Information Sharing

TSL Confidentiality and Disclosure Policy will provide full guidance. However the following act as general principles.

- 6.1 TSL staff cannot offer absolute confidentiality to learners
- 6.2 Information may need to be shared only with nominated members of staff, if:
- i. a young person or vulnerable adult is at risk of harm or of harming others

- ii. a young person or vulnerable adult has made a clear serious breach of TSL Acceptable Behaviour Procedure
 - iii. there is information that a learner under the age of 18 is being abused
 - iv. there is information that a learner with a learning difficulty or disability of any age is being abused
 - v. an individual may present a risk to children, young people or a vulnerable adult
- 6.3 If a member of staff finds themselves in a "disclosure" situation with a learner they should inform the learner as soon as possible that they have a duty to follow TSL procedures and inform an appropriate person.
- 6.4 If at any time a member of staff is unsure of who they can share confidential information with, they should discuss this with one of TSL Designated Safeguarding Officers.**
- 6.5 TSL keeps information about staff, learners and other parties to allow it to operate as a successful organisation and meet its legal obligations. To comply with the Data Protection Act 1998 ("the Act"), information must be collected and used fairly, stored safely and not disclosed to any other person unlawfully. To do this, TSL must comply with the Data Protection Principles in the Act.
- Further details about TSL Data Protection Policy can be found on the TSL Intranet or provided on request.
- 6.6 Where there are concerns that a child, young person or vulnerable adult is, or may be, at risk of significant harm, their needs must always come first. The priority must always be to safeguard the child, young person or vulnerable adult.**

7.0 Safer Recruitment of Staff

TSL is committed to safeguarding and promoting the welfare of children and young people and expects all staff, sub-contractors and volunteers to share this commitment.

- 7.1 The Recruitment Procedure is designed to assist managers to recruit and select the best candidates for a vacancy and takes account of all relevant legislation including the Safeguarding Children and Safer Recruitment in Education Guidance. These Policy and Procedures will be regularly updated as vetting and barring arrangements develop in order to ensure we not only meet our legal duties, but go beyond compliance whenever possible to further reduce the risk of harm.

A copy of the Recruitment Procedure can be found on the TSL Intranet or provided on request. The key safeguarding-related points of this document are:

- | | |
|--------------------|--|
| Prior to interview | All candidates are required to complete the TSL Application Form, including reasons for any gaps in employment |
| Interview Stage | All candidates are required to complete and hand in a Disclosure and Barring Service (DBS) form prior to interview. Identity is checked at this stage and Right to Work in the UK documentation. |

In addition to assessing the applicant's suitability for the particular post, the interview panel will also ensure that the candidate understands the requirement for a DBS check and will explore:

- The candidate's attitude towards children and young people
- Gaps in employment history

Confirmation of offer

Verbal confirmation regarding the outcome of the interview will be communicated within 48 hours of interview and should the interview fall on a Friday, notification will be within 72 hours.

Confirmation will be made in writing to the successful candidate within three working days. The following will take place:

- DBS Barred List checks (subject to role) (formerly known as CRB and List 99 checks)
- DBS application form sent to DBS
- References requested from the successful candidate's referees

All job offers will be conditional subject to obtaining two satisfactory references, a satisfactory DBS clearance, medical clearance, qualifications check, right to work check and a three, six, nine or twelve month probationary period depending upon whether it is a business support or lecturing position.

7.2 Where the candidate is found to:

- be barred from working with children or adults

- have provided false information, on or in support of, his or her application or
- there are serious concerns about an applicant's suitability to work with children, young people or vulnerable adults,

the facts will be reported to the Disclosure and Barring Service.

7.3 Record Keeping

TSL will:

- Keep clear, detailed, written records of concerns about children, young people or vulnerable adults (noting the date, event and action taken) even where there is no need to refer the matter to Children's or Adult's Social Care (where applicable)
- Ensure all records clearly indicate statements of fact, opinion and second or third hand information
- Ensure all records are kept secure and in locked locations

7.4 TSL will keep all safeguarding records, including those for vulnerable adults, as advised by the latest guidelines of the Information and Records Management Society. Its Records Management Toolkit for Schools Version 4 - May 2012 outlines a schedule for record keeping in schools as follows

Basic File Description	Data Protection Issue	Statutory Provisions	Retention Period (Operational)	Action at the end of the administrative life of the record	
Child Protection Files, and Pupil Files	Yes	Education Act 2002, s175, related guidance, 'Safeguarding Children in Education' Sept 2004	DOB + 25 years	Shred	Child Protection information must be copied and sent under separate cover to new school/TSL whilst the child is still under 18 (i.e. the information does not need to be sent to a university for example)

8.0 EHAT and Liaison with other Agencies

- 8.1 In order to effectively contribute to the Common Assessment Framework (EHAT), TSL will actively participate in and contribute to the development of a common assessment of the needs of a child/young person/family.
- 8.2 TSL will work to develop effective links with other services and agencies and co-operate as required with their enquiries regarding child and vulnerable adult protection matters. This includes attendance at case conferences, core groups, strategy meetings, review conferences and the submission of written reports where required

9.0 Monitoring

- 9.1 A formal report will be submitted to the Executive Team on a termly basis detailing the number of interventions and, if appropriate, outcomes of interventions. The report will be limited in its content to ensure the protection of those involved
- 9.2 As a minimum, a summary report will be submitted to Executive Team on an annual basis and will provide:
- an overview of the interventions for the previous year
 - a summary of staff development activities and attendance at events
 - a summary of activities which promote safeguarding themes to learners and raise their awareness
 - key safeguarding-related developments for the previous year

10.0 PROCEDURES

10.1 Dealing with a Child or Vulnerable Adult Protection Issue

All staff must be vigilant in matters relating to safeguarding learners. Staff may find themselves having a suspicion about a learner's safety or may have to deal with an actual disclosure.

For the purposes of these procedures, a **suspicion** is considered to be based on serious concerns about an individual's well-being. This might include changes in an individual's behaviour (including becoming withdrawn, displaying extremes of emotion, inappropriate behaviour and language) and appearance (including bruising, marks, weight loss, generally looking unkempt).

A **disclosure** would be a situation where you are presented with an **allegation** or information which gives you reason to believe that an individual is or is likely to be at risk of significant harm.

TSL has identified key personnel who will provide guidance.

10.2 Designated Safeguarding Officers

Roles:

To provide clear, concise and accurate advice to staff with safeguarding concerns.

To deal with safeguarding issues and concerns in line with procedures:

1. Vicky Deakin as Lead Safeguarding Officer
2. Andy Foster as Deputy Lead Safeguarding Officer

Staff who have a safeguarding concern should contact a Designated Safeguarding Officer. The staff member will be given advice about safeguarding relating to the case and guidance on how to accurately and factually record the allegation or suspicion.

Please see **Appendix 1** for guidelines for dealing with a suspicion and **Appendix 2** for guidelines for dealing with an allegation.

The Executive Team member will be informed of all serious Safeguarding matters by the Lead Safeguarding Officer within a working day.

10.3 Dealing with Allegations made about a Member of Staff

Allegations against a member of staff must be taken seriously.

Any allegation against a member of staff must be reported **directly to the Managing Director immediately** and must not be discussed with any other member of staff or person outside TSL. In the **Managing Director's** absence, contact can be made with any other member of the Executive Team. **Please see Appendix 4 which provides full guidance on the procedures to follow.**

Where an allegation is unfounded or is a matter for disciplinary action, then TSL's own procedures will be followed.

10.5 Dealing with other Safeguarding Issues

In the first instance, any other safeguarding concerns should be discussed with your line manager.

APPENDICES

Appendix 1 – Procedures for Dealing with a Suspicion (Children, Young People and Vulnerable Adults)

Appendix 2 – Procedures for Dealing with an Allegation (Children, Young People and Adults)

Appendix 3 – Procedure for Duty Safeguarding Officer when dealing with a Suspicion or Allegation

Appendix 4 – Procedure for Dealing with an Allegation Relating to Abuse of Trust by a Member of Staff

Appendix 5 - CP1 Form

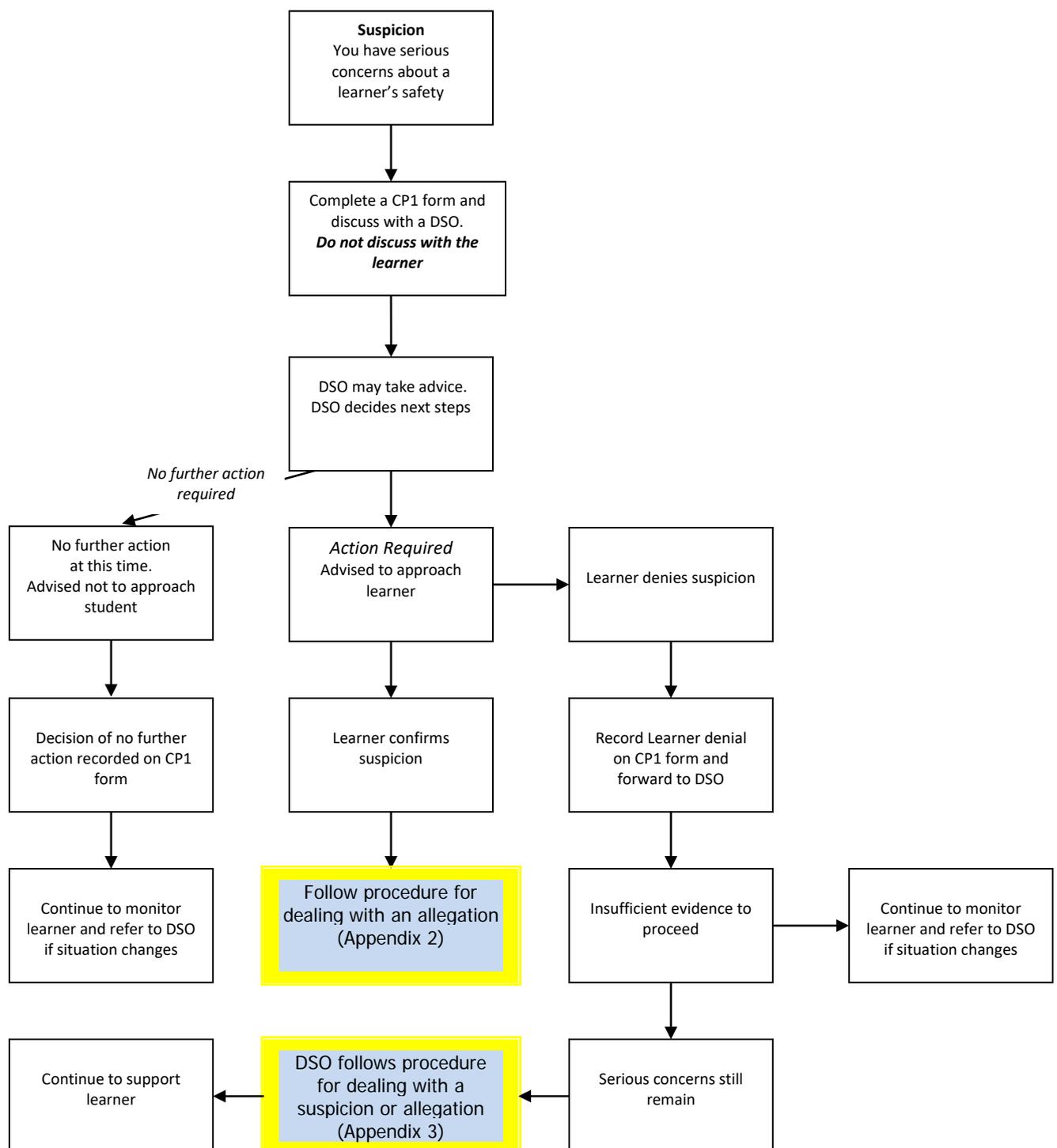
Appendix 6 - Categories of Abuse or Harm

- (i) Children**
- (ii) Vulnerable adults**

APPENDIX 1 – Procedures for Dealing with a Suspicion

It is of paramount importance to preserve the privacy of the learner whilst still taking protective action

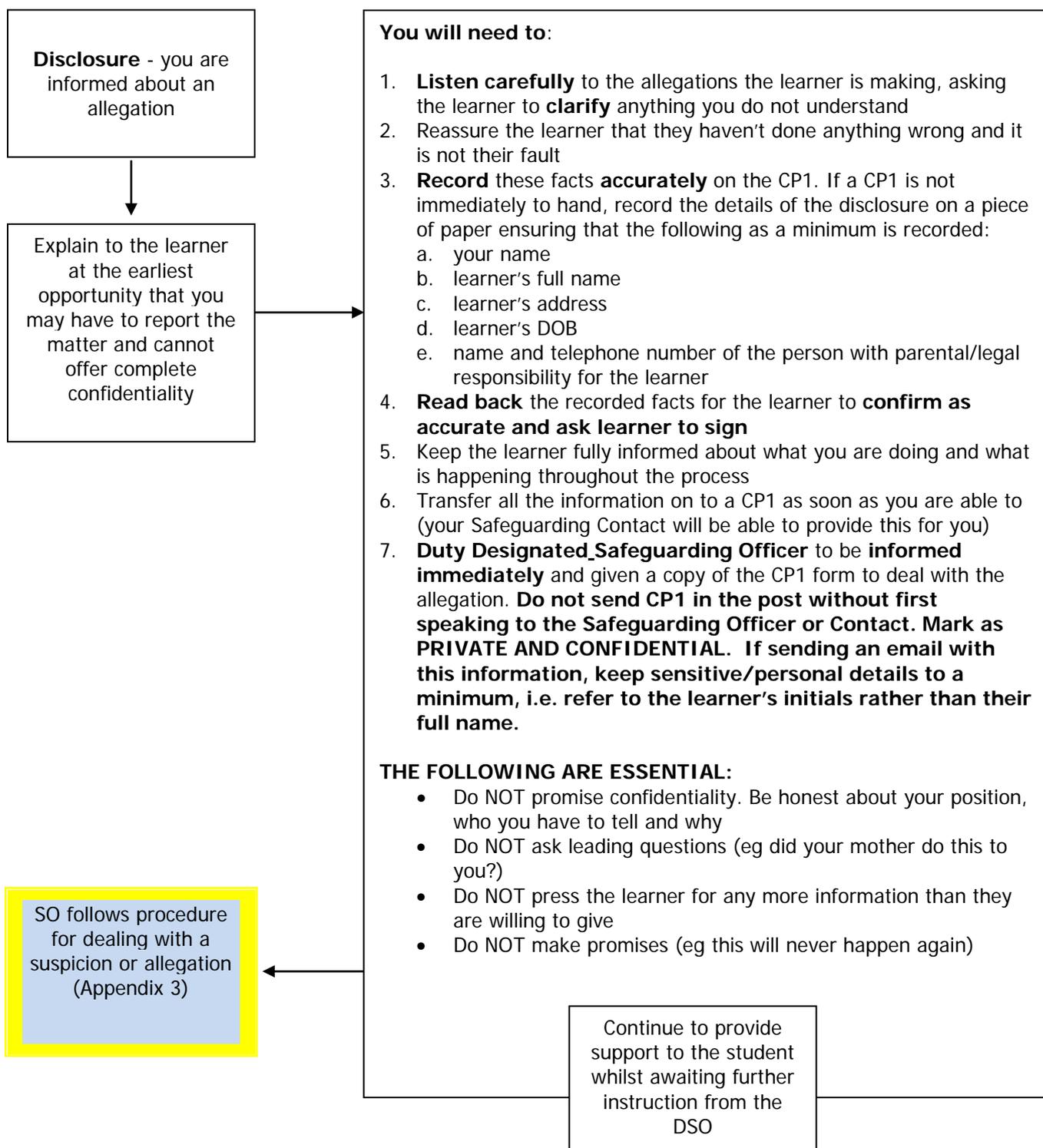
In an emergency (e.g. where there is the risk or evidence of severe physical injury), where immediate action is needed to safeguard the health or safety of the individual or anyone else who may be at risk, the emergency services must be contacted. If a crime has been committed or is suspected, the police must be contacted immediately.



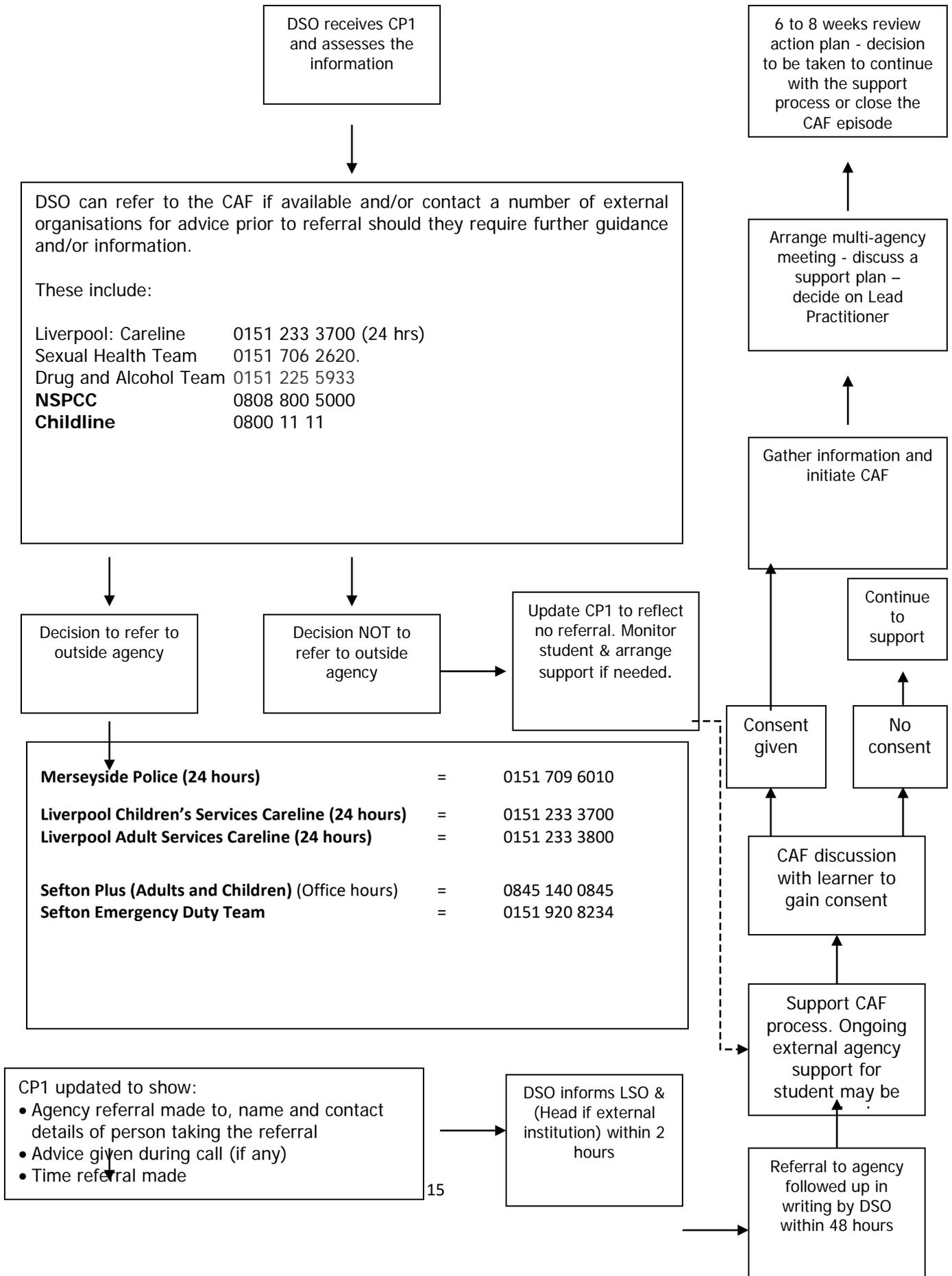
APPENDIX 2 - Procedures for Dealing with an Allegation

It is of paramount importance to preserve the privacy of the learner whilst still taking protective action

In an emergency (e.g. where there is the risk or evidence of severe physical injury), where immediate action is needed to safeguard the health or safety of the individual or anyone else who may be at risk, the emergency services must be contacted. If a crime has been committed or is suspected, the police must be contacted immediately.



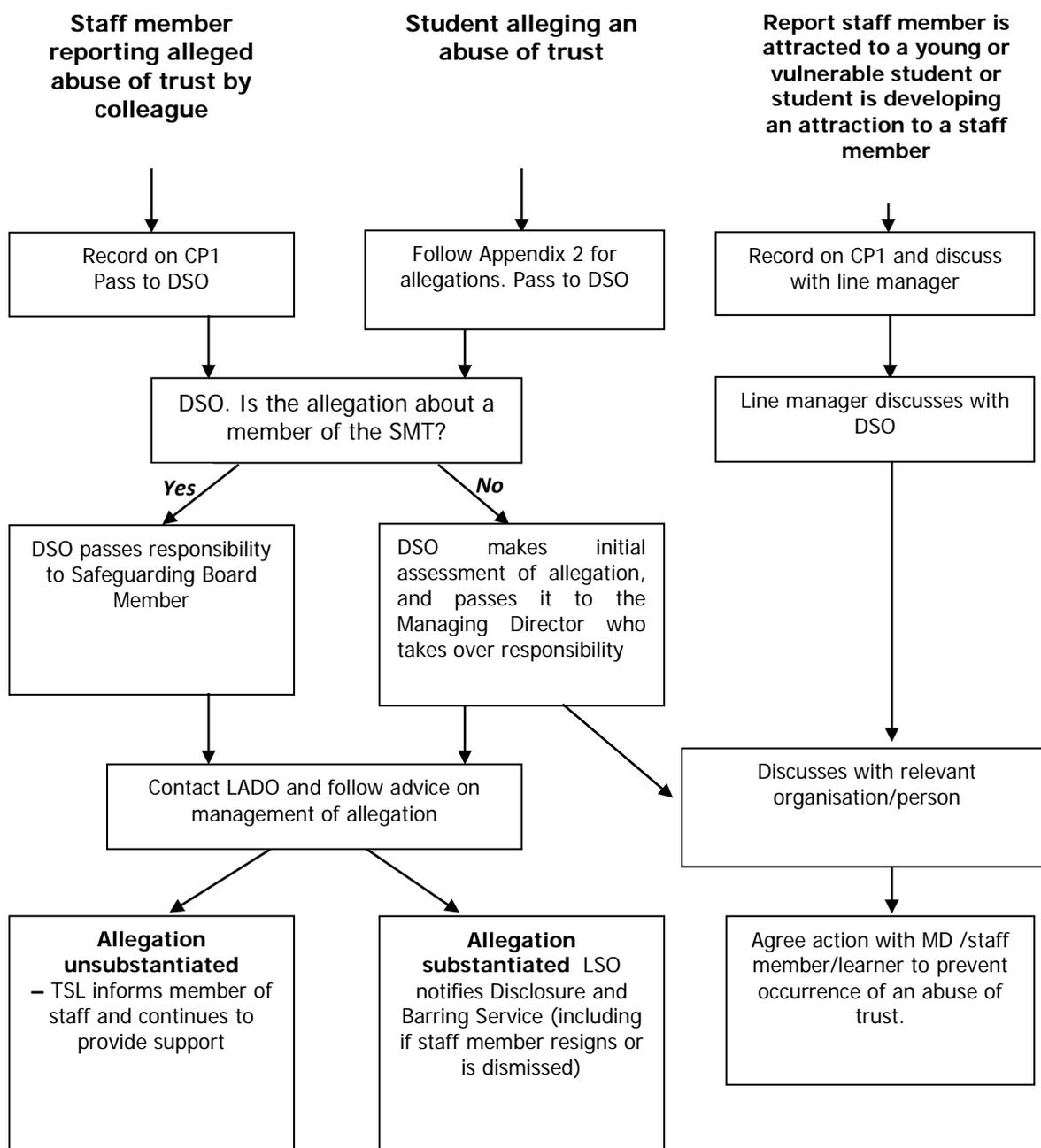
APPENDIX 3 - Procedure for Designated Safeguarding Officer when dealing with a Suspicion or Allegation



APPENDIX 4 – Procedure for Dealing with an Allegation Relating to Abuse of Trust by a Member of Staff or Volunteer

Abuse of a position of trust is defined as sexual activity with a child under 18 years or other vulnerable adult.

Staff members are deemed to include volunteers, contractors, etc.



Throughout procedure, member of staff who is alleged to have abused their trust should be supported. This may involve a referral to internal or external counselling services, occupational health, other relevant professional support services or support from Human Resources.

APPENDIX 5 Child Protection Reporting Form (CP1)

Form completed by _____

Full name			
Section		Tel No	
Date		Time	

Learner Details

Full name			
DOB		Current age	
Address		Tel no	
		Course	
Postcode		LTM name	

Details of parent(s) or person(s) with parental responsibility

Full name			
Address		Postcode	
		Tel no	

Details of any agencies supporting the learner (eg Social Worker, LAC Officer, etc)

Agency		Contact name	
Is a EHAT in place?	Delete as appropriate Yes	Tel no	

Does the learner have any protected characteristics: Tick relevant boxes & consider impact

Age	<input type="checkbox"/>	Sex (Gender)	<input type="checkbox"/>	Disability	<input type="checkbox"/>	Sexuality	<input type="checkbox"/>	Religion/Beliefs	<input type="checkbox"/>	Gender Reassignment	<input type="checkbox"/>
Race	<input type="checkbox"/>	Socio-economic disadvantage	<input type="checkbox"/>	Marriage & Civil Partnership	<input type="checkbox"/>	Pregnancy/Maternity	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

Concerns/suspicions: *Complete this box if: (i) You have concerns about the wellbeing of a young person or vulnerable adult, but the learner has not made a disclosure or confirmed your concerns (ii) Your concern relates to inappropriate behaviour from another member of staff where no disclosure has been made (iii) You are recording concerning information provided by a third party about a young person or vulnerable adult. **Please use a continuation sheet if necessary**

Nature of concern: * Please record your concerns clearly and legibly

Has a continuation sheet been used? Yes No

Disclosure: *Complete this box if you are recording an actual disclosure from a learner. Disclosures from a third party must be recorded in the concerns/suspicions box until the learner in question confirms the concern

* Please record your concerns clearly and legibly

<p>Has a continuation sheet been used? Yes <input type="checkbox"/> No <input type="checkbox"/> If no, please ask the learner to sign below</p> <p>I confirm that the above statement is a true account of the disclosure I have made</p> <p>Learner name: (please print) _____ Date: _____</p> <p>Learner signature: _____</p>

Protective action taken: * To be completed by Duty Safeguarding Officer ONLY			
Agency and contact name		Date and time of contact	
Tel no		Copy of CP1 sent to Child Protection	Delete as appropriate Yes No
Actions other than reporting to Child Protection			

Follow up procedures: * For administration purposes ONLY.			Log No:
Follow up action required?	Delete as appropriate Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, give details	
Feedback received from CP	Delete as appropriate Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, give details	

APPENDIX 6 - Categories of Abuse or Harm

Abuse is a violation of an individual's human and civil rights by any other person or persons. Abuse may consist of a single act or repeated acts. It may be physical, verbal or psychological, it may be an act or neglect or omission to act, or it may occur when a vulnerable person is persuaded to enter into financial or sexual transaction to which he or she has not consented, or cannot consent. Abuse can happen in any relationship and result in significant harm to, or exploitation of, the person subjected to it. *(DoH, 2000)*

As well as the definitions outlined below a learner may be deemed to be neglected or abused if someone fails to act in order to prevent harm. These categories apply to both children and vulnerable adults and are as follows:

(i) Children

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a young or vulnerable person. "Munchausen Syndrome by Proxy" may also constitute physical abuse, whereby a parent or carer feigns the symptoms of, or deliberately causes ill health in a child.

Psychological or Emotional Abuse

This is the persistent psychological or emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's psychological development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of psychological or emotional abuse is involved in all types of ill treatment of a child, although this abuse can occur in isolation.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to

ensure access to appropriate medical care or treatment. It may also include neglect of a child's basic emotional needs.

(ii) Vulnerable Adults

Physical Abuse

Physical abuse may involve hitting, slapping, pushing, kicking, rough handling or unnecessary physical force either deliberate or unintentional, misuse of medication, restraint or inappropriate sanctions.

Sexual Abuse

This includes rape and sexual assault or sexual acts to which the vulnerable adult has not consented, or could not consent to, or was pressured into consenting. Sexual abuse can occur between people of the same sex and it can also occur within a marriage or any long-term relationship. A relationship of trust should exist between a member of staff or a volunteer and the person for whom they are caring. It would be seen as a betrayal of that trust, and therefore abusive, for that member of staff or volunteer to have a sexual relationship with the person they are caring for.

Psychological Abuse

This includes emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks.

Financial or Material Abuse

This may include theft, fraud, exploitation or pressure in connection with wills, property, enduring power of attorney, inheritance or financial transactions. This also includes the inappropriate use, misuse or misappropriation of property, possessions or benefits. Typical signs may be loss of jewellery or personal property; lack of money to purchase basic items; inadequate clothing; loss of money from wallet or purse, etc.

Neglect and Acts of Omission

This may include the deliberate withholding of or failure to provide the help or support a person needs to carry out activities of daily living. It includes the failure to provide appropriate intervention or support to help a person, who does not have the capacity to assess risk or to deal with situations which are dangerous for them or others

Discriminatory Abuse

This may include abuse, bullying and harassment based on the individual's age, sex, disability, religion, race or ethnicity or sexual orientation (DoH, 2000). Recognised signs may be very similar to psychological and emotional abuse.

Self Neglect

This is not a direct form of abuse but staff need to be aware of it in the general context of risk assessment/risk management and to be aware that they may owe a duty of care to a vulnerable individual who place him/herself at risk in this way

Other Areas of Safeguarding Concern

- Risky behaviours
- Drug or alcohol misuse
- Unsafe sexual activity
- Involvement in relationships which may cause concern
- Use of manipulation or coercion into unsafe practices or risky situations
- Potentially dangerous environments, e.g. workshop
- Forced marriages and honour based violence.
- Radicalisation where vulnerable individuals being targeted for recruitment into extremism
- FGM
- E-Safety – Cyber-bullying

Further Information on Child Sexual Exploitation and Female Genital Mutilation (Dfes 2014)

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, gifts, alcohol, gifts, money, or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. Sexual exploitation involves varying degrees of coercion, intimidation and enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. It is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM): professionals in all agencies and individuals in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There are a range of potential indicators that

a child or young person may be at risk of FGM and if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. The HM Government Multi-Agency Practice Guidelines are to be followed and local safeguarding procedures activated where suspicions may be confirmed.

RADICALISATION/EXTREMISM

Prevent is part of our counter-terrorism strategy, CONTEST. Its aim is to stop people becoming terrorists or supporting terrorism.

Within this overall framework the new *Prevent* strategy will specifically:

- 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; and
- work with **sectors and institutions** where there are risks of radicalisation which we need to address.

There is however considerable disquiet in further education and higher education institutions about the implications for free speech under some of these strategies.

Ofsted will monitor compliance with this duty as part of their existing remit to inspect publicly-funded further education colleges and independent training providers.

Appendix 7

Prevent and Channel Programme - Guidance



What is Prevent?

Prevent is the Government's strategy to stop people becoming involved in violent extremism or supporting terrorism, in all its forms. Prevent works within the non-criminal space, using early engagement to encourage individuals and communities to challenge violent extremist ideologies and behaviours.

What is Channel?

Channel is an early intervention multi-agency process designed to safeguard vulnerable people from being drawn into violent extremist or terrorist behaviour. Channel works in a similar way to existing safeguarding partnerships aimed at protecting vulnerable people.

Who does Channel work with?

Channel is designed to work with individuals of any age who are at risk of being exploited by extremist or terrorist ideologues. The process is shaped around the circumstances of each person and can provide support for any form of radicalisation or personal vulnerabilities.

What does Channel support look like?

Channel interventions are delivered through local partners and specialist agencies. The support may focus on a person's vulnerabilities around health, education, employment or housing, as well as specialist mentoring or faith guidance and

broader diversionary activities such as sport. Each support package is tailored to the person and their particular circumstances.

How will the person be involved in this process?

A person will always be informed first if it's felt that they would benefit from Channel support. The process is voluntary and their consent would be needed before taking part in the process. This process is managed carefully by the Channel Panel.

Who can make a referral?

Anyone can make a referral. Referrals come from a wide range of partners including education, health, youth offending teams, police and social services.

What happens with the referral?

Referrals are first screened for suitability through a preliminary assessment by the Channel Coordinator and the local authority. If suitable, the case is then discussed at a Channel panel of relevant partners to decide if support is necessary.

Raising a concern

If you believe that someone is vulnerable to being exploited or radicalised, please use the established safeguarding or duty of care procedures within your organisation to escalate your concerns to the appropriate leads, who can raise concerns to Channel if appropriate.

For referrals to Channel or for more information around the process, in the first instance contact your local authority Prevent Coordinator.

Channel

Tel: 0151-777-8383

Email: Channel@merseyside.police.uk

Merseyside Police Prevent Engagement Team

Tel: 0151-777-8556

Liverpool Local Authority Prevent Coordinator

Tel: 0151-233-4187

Email: Sue.harris@liverpool.gov.uk