



# SAFEGUARDING & PREVENT POLICY

Last updated October 2021. Next Review Date: September 2022

## PBE SAFEGUARDING YOUNG PEOPLE AND CHILD PROTECTION

### POLICY AND PROCEDURES

Introduction to Safeguarding Young People and Child Protection The safety and welfare of our students is of the utmost importance. PBE has a statutory obligation to safeguard and promote the welfare of its students (under The Children Act 1989 and Section 175 of the Education Act 2002). All staff working in PBE must protect young people and vulnerable adults from harm and abuse and be aware that any student may be at risk of harm or abuse. By law, we have a duty to safeguard and promote the welfare of our students through identifying any child welfare concerns and taking action to address them, in partnership with families and other agencies where appropriate.

In addition to our Safeguarding young people and child protection policy and procedure, we have other policies and procedures that support our young people. We also ensure that issues of child protection and safeguarding are raised with students during induction and through the curriculum.

Our policy applies to all staff, governors and volunteers working in PBE and students. The Policy covers:

- ❖ Students under the age of 18
- ❖ Students aged 18 or over who have learning or physical disabilities, mental illness or are supported by Social Services i.e. vulnerable adults and looked after children
- ❖ Students who have concerns regarding their siblings or offspring

There are a number of elements to our policy:

- ❖ Ensuring safe recruitment practice in checking the suitability of all our staff and volunteers to work with students
- ❖ Raising awareness of child protection issues amongst all staff and volunteers and of what to do if they have concerns
- ❖ Providing training for all staff to proactively engage in preventing radicalisation and extremism, as part of the Government's "PREVENT" strategy
- ❖ Developing effective links with relevant agencies and co-operating as required with their enquiries regarding child protection matters including attendance at case conferences and core group meetings
- ❖ Establishing and maintaining a safe environment in which students feel secure and are encouraged to talk freely about anything that concerns them
- ❖ Ensuring students know that they can approach their tutor or other members of staff if they are worried about anything including issues related to radicalisation and extremism
- ❖ Providing early intervention and support as soon as a problem emerges at any point in the young person or vulnerable adult's life.
- ❖ Including opportunities in the curriculum to develop and equip students with the skills needed to recognise risks and stay safe from abuse Supporting students who have been abused or may be at risk of harm in accordance with any agreed child protection plan

- ❖ Ensuring we respond appropriately to any concern or allegation about a member of staff or volunteer
- ❖ Ensuring staff follow accepted health and safety practices when working with students and that, where appropriate, risk assessments are carried out
- ❖ For students who are over 18 and not defined as vulnerable adults, to help them if they feel they are at risk through creating an environment, where they are encouraged to talk to the Police and/or other specialist services.
- ❖ DfE guidance - "Keeping Children Safe in Education" (DfE, 2016)
- ❖ "What to do if you are worried a child is being abused – Advice for Practitioners (HM Government, 2015)
- ❖ "Working Together to Safeguard Children" (HM Government, 2015)
- ❖ "Prevent Duty Guidance for FE Institutions for England and Wales", (HM Government, 2015)

#### Definition

Safeguarding and promoting the welfare of students relates to any child or young person (ie. under 18 years of age) or a vulnerable adult up to the age of 25 who has suffered from, or may be at risk of physical injury, neglect, emotional abuse or sexual abuse (see Appendix 2 for definitions).

#### Recognition

The first indication of concern about a student's welfare is not necessarily the presence of a serious injury.

Early intervention when concerns are raised ensures support can be given before problems worsen.

Concerns may be because of:

- o bruises or marks on a student's body
- o remarks made by the student, another student, a parent or another adult
- o observations of the student's behaviour
- o unexplained changes in the student's behaviour or personality
- o evidence of disturbance or explicit detail about abuse or possible abuse in a student's writing or exhibited in other behaviours
- o evidence of neglect, failure to thrive or exposure to unnecessary risks
- o unauthorised absence from PBE
- o Information about the parent(s)\carer(s) of the child or their home background
- o Disclosure of concerns by the young person/parent/carers/peers

#### Designated Staff for Child Protection and Safeguarding

The Designated Safeguarding Lead for safeguarding children is the Head of the centre who is responsible for the operational management of the safeguarding process. There is a team of Safeguarding Nominates, who are responsible for safeguarding and child protection issues. Any member of staff concerned about a student should tell the Designated Safeguarding Lead, Deputy Lead Officer/s or one of the Safeguarding Nominates immediately. If they are unavailable they should talk to a senior manager or the Principal. There is also a nominated Governor for safeguarding and child protection.

#### The Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead has a responsibility to:

- o Liaise with the nominated Governor, the Local Authority Education and Children and Family Services, Police and other agencies on individual child protection cases
- o Ensure that child and vulnerable adult protection procedures are in place and are updated as appropriate and as advised and coordinate safeguarding practices across PBE
- o Act as the external contact person within PBE, providing advice and support and ensuring that all staff (including temporary, supply staff and volunteers and members of the Governing Body) are aware of their role
- o Work with the Deputy Lead Officer/s to co-ordinate action within PBE on child protection issues
- o Oversee the planning of any curricular or other provision in relation to child protection and safeguarding matters and the PREVENT agenda
- o With any other relevant staff, represent PBE at child protection meetings and be a member of a "Core Group" if required
- o Ensure staff are familiar with this Policy and Procedure, the London Child Protection Procedures, DfE guidance "Keeping Children Safe in Education" (2016) and the PREVENT strategy
- o Ensure Students are aware of the issues around safeguarding and PREVENT, through enrichment and tutorial activities and know who to talk to if they have any concerns
- o Raise awareness about safeguarding and child protection on an on-going basis
- o Arrange updates on safeguarding training for staff on an annual basis and induction training on child protection for new staff.
- o Ensure that all PBE staff and volunteers are aware of PBE's policy for safeguarding children and vulnerable adults and referral procedures, and know how to recognise any concerns regarding abuse and radicalisation
- o Make known to every member of staff (including temporary and agency staff and volunteers) and every governor the names of the designated Safeguarding Officers and their roles
- o Ensure that the Designated Safeguarding Lead, the Deputy Lead Officer/s and the Safeguarding Nominates) receive update training on a regular basis, at least annually

#### The Role of the Governing Body

The Governing Body is required to ensure that PBE:

- o Raises awareness of issues relating to safeguarding and promoting the welfare of children, young people and vulnerable adults in PBE
- o Provides a safe environment in which students learn
- o Identifies children and young people who are suffering, or at risk of suffering, significant harm and takes appropriate action to see that such children and young people are kept safe at PBE
- o Ensures students at risk of radicalisation are identified and supported by PBE
- o Has procedures for reporting and dealing with allegations of abuse against members of staff and volunteers
- o Operates safe recruitment procedures
- o Designates a member of staff with sufficient authority to take lead responsibility for child protection
- o Remedies any deficiencies or weaknesses in regard to child protection arrangements that are brought to the Governing Body's attention
- o The Governing Body will approve and annually review PBE policies and procedures.

#### The Role of the Deputy Lead Officers

The Deputy Lead Officer/s have a responsibility to:

- o Ensure that detailed and accurate written records are kept, even where that concern does not lead to a referral
- o Ensure that all such records are kept confidentially and securely
- o Maintain a centralised record of all safeguarding activity
- o Act as a focal point for staff concerns and liaison with other agencies and professionals
- o Lead a team of Safeguarding Nominates who act as points of contact for staff on child and vulnerable adult protection issues
- o Oversee the referral of cases of suspected abuse and allegations of abuse to the relevant investigating agencies. Regarding suspected issues of extremism and radicalisation, these will be reported to the Safeguarding Officer who is PBE's Single Point of Contact (SPOC) for all Prevent associated issues
- o Attend appropriate training as required to keep up to date with current knowledge and in fulfilling the role as the Deputy Lead Officer/s.

#### The Role of the Safeguarding Nominates

The Safeguarding Nominates:

- o Act as a point of contact for staff on child and vulnerable adult protection issues
- o Act as a point of contact for children, young people and vulnerable adults studying in PBE on issues relating to safeguarding, extremism and radicalisation

- o Know how to make an appropriate referral
- o Keep records of all contact and ensure these are passed on to the Lead Safeguarding officer
- o Discuss individual cases with staff on a “need to know basis” to protect children's right to confidentiality
- o Liaise with Social Services and Children’s Services in accordance with the Safeguarding Children Board and the Sutton Safeguarding Children Board procedures.

#### The Role of Individual Staff

Everyone in PBE must be alert to the possibility that any student could be the victim of abuse, neglect or radicalisation and must be familiar with these procedures to ensure they provide early help to the individual. Concern about a student must be discussed with the Designated Safeguarding Lead, Deputy Lead Officer/s or a Nominate immediately so that if necessary, a referral can be made without delay. In urgent situations, referral must not be delayed.

Members of staff should not investigate child protection concerns. This is done by Children’s Social Care or the Police. However, if a student says something, it is vital to listen carefully, so you can record and report it accurately. Records will also assist other members of staff who may have concerns.

#### Confidentiality of Records

Our students and their parents or carers have the right to expect all staff to deal sensitively and sympathetically with their situation. It is important that information is only available to those who need to know it. Parents and carers and where appropriate, students should be told their right to confidentiality may be breached if information comes to light suggesting possible harm to a young person. Child protection issues relating to individual cases must not be subject to open discussion in the staff room or elsewhere in PBE. Members of staff should also remember not to promise to students to keep “secrets”.

#### Working with Young People

We recognise that young people, who are abused, neglected, or who witness abuse or neglect may find it difficult to develop a sense of self worth. They may feel helpless, humiliated and a sense of blame. PBE may be the only stable, secure and predictable element in the lives of children and young people at risk. When at PBE their behaviour may be challenging and defiant or they may be withdrawn. PBE will endeavour to support the student through:

- ❖ Providing a Student Support Services team trained to deal with child protection and safeguarding concerns, including those which concern risks of radicalisation.
- ❖ Promoting a PBE ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued.
- ❖ Liaising with other support agencies that support students such as Social Services and the Child and Adolescent Mental Health Service (CAMHS)

- ❖ Ensuring that, where a student with a child protection plan leaves PBE, their information is transferred to any new PBE or training provider, immediately and the Social Worker is informed.

#### Recruitment, Selection, Training and Supervision of Staff and Volunteers

During the recruitment and selection of staff and volunteers, PBE will at all times adhere to the Government guidance contained within "Working Together to Safeguard Children" (HM Government 2016) and "Keeping Children Safe in Education" (DfE 2016). In particular, PBE ensures that each recruitment panel includes an individual that has completed appropriate safer recruitment training. Gaps in employment history evident from the application form are clarified and PBE requires specific references from employers for the last five years and ensures that all posts, paid, voluntary and through an agency, are subject to the appropriate Disclosure and Baring Service (DBS) mandatory checks. PBE maintains a single central record for all relevant individuals and this contains information regarding all of the mandatory checks.

#### Contractors and Outside Services

PBE expects all contractors and visiting speakers who are providing services within PBE and whose staff have access to PBE premises to comply with this policy. In particular, PBE requires any contractor or organisation delivering a service on behalf of PBE to provide evidence they adhere to the above requirements in terms of recruitment, selection, training and supervision of their staff and any volunteers, in particular DBS disclosure checks. The contractual paperwork issued to contractors includes specific information regarding the required checks and the expected practices of the contractors. For visiting speakers a risk assessment is completed and controlling actions determined to minimise any safeguarding risk.

PBE has developed detailed risk assessments for managing and controlling any potential risks associated with engaging staff through contractors including safeguarding and risks associated with Prevent Agenda.

#### Child Protection Procedure

If concern arises about the welfare of a student the following procedure must be followed.

##### DO NOT DELAY

- ❖ Tell the Designated Safeguarding Lead, Deputy Lead Officer/s or a Safeguarding Nominate as soon as you can
- ❖ Early referral gives more time to offer help to the student and family before the situation becomes severe or serious
- ❖ When the matter is already severe or serious, early referral gives more time for others to protect the student
- ❖ The Designated Safeguarding Lead, Deputy Lead Officer/s or Nominate may consult with Children's Social Care.

## Make Written Note

- ❖ At the earliest opportunity make a written record of your concerns - record facts accurately and be
- ❖ clear when you are expressing an opinion and the basis for this - these notes will help to ensure
- ❖ accuracy in recalling events later - notes should be legible, signed and dated
- ❖ These notes must be shared with the Designated Safeguarding Lead, Deputy Lead Officer/s or Nominate as soon as possible.

## Concern from Something the Child Says

Listen - do not ask questions or interrogate

Remain calm - if you are shocked, upset or angry the student will sense this and this could stop them from saying more

Reassure - the student has done nothing wrong - tell them it is alright to talk

Do not promise to keep it secret - tell the student you cannot keep the matter secret and will need to take advice from someone who can help.

## Referral Process

Only the Designated Safeguarding Lead, Deputy Lead Officer/s or Safeguarding Nominates can make a referral. However, a referral must not be delayed - if the Designated Safeguarding Lead, Deputy Lead Officer/s or Safeguarding Nominates are not available, a senior member of staff should be advised and the referral made (see London Child Protection Procedures for details). Children's Social Care will be happy to discuss concerns even if you are not sure at that stage that a referral needs to be made.

## Remember

- ❖ If in doubt, consult
- ❖ Do not ignore concerns, even if these are vague
- ❖ Your first responsibility is to the student
- ❖ If you need help or support to manage your own feelings, this can usually be provided. Speak to your Line Manager for advice.

## Contact with the Family

Contact with the family should be discussed with the Designated Safeguarding Lead, Deputy Lead Officer/s or Nominate, who may consult with Children's Social Care In cases where a minor physical injury causes concern, it is usual practice to discuss this with the parent or carer. If the explanation



suggests a non-accidental cause for the injury, (or a failure to protect the student from harm), the student, parent or carer should be informed that the matter must be referred to Children's Social Care.

In cases of possible neglect or emotional abuse, the concern may have built up over a period of time. There may have been discussion previously between PBE staff and the family about sources of help, but if concerns persist, the Designated Safeguarding Lead, Deputy Lead Officer/s or Nominate will need to refer Children's Social Care and will normally advise the family of this.

In cases where there are suspicions of sexual abuse, the Designated Safeguarding Lead, Deputy Lead Officer/s or Nominate will seek immediate advice from Children's Social Care before discussing this with the family.

#### Recording

- ❖ All records relating to child welfare concerns will be kept on a separate student file and the file will be kept securely and stored centrally - a chronology of concern should be kept
- ❖ Written records of any concerns about students will be kept, even where there is no need to refer the matter immediately
- ❖ Information from records will only be accessed by staff on a "need to know" basis
- ❖ Staff will need to know when a student is subject to a Child Protection Plan (previously the Child Protection Register), so they can monitor the student's welfare
- ❖ Records relating to the student's welfare will remain on the student's file as long as the young person
- ❖ When the student leaves PBE, the new PBE or provider if known, will be advised in writing that our records contain information about child protection concerns even where these are no longer current. Records should be sent in a way that is lawful in terms of the requirements of the Data Protection Act.

#### Concern about a Staff Member, Carer or Volunteer

Allegations or concerns about a member of staff, worker or volunteer must immediately be notified to the Designated Safeguarding Lead or the Head of Human Resources (or the chair of governors if the concern is about the Director).

- ❖ The Designated Safeguarding Lead (or Chair of Governors) will always consult the Local Authority Designated Officer (LADO) (contactable through the local council)
- ❖ Following consultation, the Designated Safeguarding Lead (or Chair of Governors) will decide on appropriate action. This could include:
  - ❖ immediate referral to Social Services
  - ❖ consideration of disciplinary proceedings
- ❖ It is important to bear in mind that although the concern may relate to an individual student, other students may also be at risk

❖ The procedures in "Keeping Children Safe in Education" (DfE 2016) and the LSCB Procedure will be followed in such cases

❖ Appropriate consideration will be given to referral of a member of staff to the Disclosure and Barring Service (DBS) if appropriate

❖ Where there are concerns regarding potential risk of radicalisation of staff members or that staff are radicalising others, this must be notified to Head of PBE, Principal or Director of HR immediately. A referral should be made to Local SPOC at S015 Met Police Unit, using Channel Process. Harm, From or To, Other Children

❖ Abuse or concerns about a risk of abuse or harm by other students is subject to the same safeguarding procedures as in respect of students being abused by an adult

❖ Professionals responding, should be alert to the risk a child or young person may pose to other young people other than any "current" victim

❖ Young people who harm others are likely to have considerable needs themselves (e.g. they may have been subjected to abuse, witnessed domestic violence or committed criminal offences). In such cases there will usually be a need to refer the alleged perpetrator of harm to Children's Social Care.

#### Requests for Assistance by Other Agencies

❖ Staff have a legal duty to assist Local Authority Children and Family Social Care Services or the Police when they are making enquiries about the welfare of students

❖ Information about a student must therefore be shared on a "need to know" basis with other agencies

❖ When telephone requests for information are received, always maintain security by checking the identity of the caller and if necessary, calling back before giving information about a student

❖ PBE has a data protection policy with a Designated Lead Officer. All communication and data sharing will be in line with this policy

❖ Always advise the Designated Safeguarding Lead or Deputy Lead Officer/s about such requests for information

❖ Requests for attendance at meetings about individual students (e.g. child protection conferences) should be notified to the Designated Safeguarding

Lead or Deputy Lead Officer/s who will arrange preparation of a report and attendance at the meeting

❖ Reports should contain information about the child's:

- academic progress
- attendance
- behaviour
- relationships with children and adults
- family

- any other relevant matter

- ❖ Reports should be objective, distinguishing between fact, observation, allegation and opinion

- ❖ Unless you specify otherwise, reports will normally be made available to the student's family.

#### Students Subject To a Child Protection Plan

- o PBE will be advised by the relevant Local Authority Social Service, when a student is subject to a Child Protection Plan

(previously the Child Protection Register)

- o The name of the key social worker must be clearly recorded on the student's record

- o PBE will participate fully in the work of Core Groups for these students, to assist with the objectives of the Child Protection Plan for the student

- o When a student is subject to a Child Protection Plan, PBE will report all unexplained absences

- o When a student is subject to a Child Protection Plan, PBE will report all behavioural changes or other concerns to the key social worker

- o When a student who is subject to a Child Protection Plan leaves PBE all the child protection information will be transferred to any new PBE or provider, if known.

#### How The Policy and Procedures Will Be Reviewed and Evaluated?

The head of centre will ensure that the policy and the procedures are reviewed and evaluated on an annual basis.

In reviewing and evaluating the policy and procedures, particular attention will be paid to ensuring that:

- ❖ The requirements of relevant legal frameworks and guidance are being met

- ❖ The processes and procedures are clearly described and are still relevant

- ❖ The arrangements for briefing and training staff are being implemented and are effective

- ❖ The cases relating to child protection have been effectively managed or that

lessons have been learnt where they have not been effectively managed and any necessary changes have been implemented

- ❖ The Designated Safeguarding Lead will keep the Designated Governor updated in terms of the above

#### Related Documents

Legislation and Guidance:

- ❖ Kent Adult Safeguarding Team

- ❖ The Children Act 1989 Report 2004, 2005, (2006)

- ❖ The Education Act, Section 175 (2002), (2004)
- ❖ Working Together to Safeguard Children (HM Government 2015)
- ❖ Keeping Children Safe in Education (2016)
- ❖ 'No Secrets': guidance on developing and implementing multi-agency policies and procedures to protect vulnerable adults from abuse (2000)
- ❖ Information Sharing (2015)
- ❖ Safeguarding Disabled Children
- ❖ The Prevent Duty
- ❖ Prevent for Schools .org
- ❖ London Safeguarding Children Board Procedures
- ❖ LSCB Multi-Agency Threshold Document
- ❖ Resolution and Escalation Protocol
- ❖ Single Point of Access (SPA) Protocol
- ❖ What to do if you are worried a child is being abused – Advice for Practitioners (2015)
- ❖ Flow Chart: Actions when there are concerns about a child (Keeping Children Safe in Education, Draft Guidance (2016)
- ❖ Flow chart of Disclosure and Barring Service Criminal Record Check and Barred List Check
- ❖ Anti Bullying Policy

## APPENDIX 1

### DEFINITIONS ABUSE/NEGLECT/HARM

Abuse is a form of maltreatment. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Abuse, neglect and safeguarding issues are rarely stand alone events that can be covered by a definition or label. In most cases multiple issues will overlap with one another.

#### 1. Physical Abuse

This may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating otherwise causing physical harm. Physical harm may also be caused when a parent or carer feigns symptoms of or deliberately causes, ill health to a child they are looking after.

## 2. Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to the child that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. Age or developmentally inappropriate expectations being imposed on children, causing children frequently to feel frightened, or the exploitation or corruption of children.

## 3. Sexual Abuse

This involves forcing or enticing a child or young person to take part in sexual activities whether or not a child is aware of what is happening. The activities may involve physical contact including penetration or non-penetrative acts. For example, it may also include involving the child looking at or being involved in the production of pornographic material or watching sexual activities or encouraging the child to behave in sexually inappropriate ways.

## 4. Child Sexual Exploitation

Child sexual exploitation is illegal activity by people who have power over children and young people and use it to sexually abuse them. This can involve a broad range of exploitive activity, from seemingly "consensual" relationships and informal exchanges of sex for attention, accommodation, gifts or cigarettes, through to very serious organised crime. Children and young people at risk of sexual exploitation are some of the most vulnerable in our society. Many have experienced abandonment or have suffered from physical and mental abuse.

## 5. Children Missing from Education

Children missing from education are vulnerable to be exposed to abuse such as travelling to conflict zones, radicalisation, Female Genital Mutilation (FGM) and forced marriage. Unexplained or frequent absences should always be followed up to ensure they are not linked to any form of risk.

## 6. Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development such as failing to provide adequate food, shelter and clothing or neglect of or unresponsiveness to, a child's basic emotional needs.

## 7. Risk to self and /or others

This may include but is not exclusive to self-harm, suicidal tendencies or potential risk of harming others, which may or may not include children. This may be as a consequence of an individual experiencing a significant level of personal, emotional trauma and or stress.

#### 8. Financial or Material Abuse

Including theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions or the misuse of misappropriation of property, possessions or benefits.

#### 9. Discriminatory Abuse

Is an action that denies social participation or human rights to categories of people based on prejudice. PBE does not tolerate discrimination on any grounds.

#### 10. Forced Marriages

These are marriage relationships conducted without the valid consent of both parties, where duress is a factor. If there are concerns that student is in danger of a forced marriage the Designated Safeguarding Lead or Nominate will follow government guidelines and contact will be made with the "Forced Marriage Unit". Arranged marriage is an entirely separate issue and must not be confused with forced marriage.

#### 11. Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is a form of child abuse which has devastating physical and psychological consequences for girls and women. It is illegal in the UK. There are a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines. If staff have a concern regarding a girl that might be at risk of FGM they should inform the Lead Designated Officer immediately by activating the safeguarding procedure and the Lead Designated Officer. PBE has a mandatory reporting duty (under section 74 of the Serious Crime Act 2015), which places a statutory requirement upon teachers to report such cases on a girl under 18 to the Police. Failure to report such cases will face disciplinary sanctions.

#### 12. Cyberbullying

Cyberbullying and Online safety; cyberbullying is the use of communication technology to torment, threaten, harass, humiliate, embarrass or otherwise harm an individual by sending or posting text messages or pictures intended to do so. Guidance on e-security is available from the National Education Network – NEN.

#### 13. Bullying

May take many forms and is an act of aggression causing a person to feel threatened or intimidated because of those actions

#### 14. Drug Abuse

Drug abuse is the recurrent use of illegal drugs, or the misuse of prescription or over-the-counter drugs with negative consequences. These consequences may involve: problems at PBE, home or in interpersonal relationships; problems with the law; physical risks to health; and physical risks that come with using drugs in dangerous situations. Staff should always refer to the safeguarding team if they suspect a student is involved in drug abuse. It is now a specific criminal offence to supply, offer to supply or be in possession with the intent to supply any psychoactive substances under the new Psychoactive Substances Act 2016. This applies to drugs previously considered as 'Legal Highs'.

#### 15. PREVENT

The Prevent strategy, launched in 2007, seeks to stop people becoming terrorists or supporting terrorism. It is the preventative strand of the government's counter- terrorism strategy, CONTEST. PBEs have had a statutory duty to implement the Prevent Duty Guidance 2015. N.B. Where PBE is providing education for a child of compulsory school age, PBE shall work collaboratively with the appropriate local authority in order to share information about the attendance and/or absences of that child a the local authority deems necessary, as set out in the departmental advice – Enrolment of 14-16 year olds in full time education. PBE should also inform the relevant local authority immediately if that child is removed from roll so that the local authority can as part of their duty identify children of compulsory school age who are missing from education.

Objectives of the Prevent strategy are to:

- ❖ Respond to the ideological challenge of terrorism and the threat 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
- If there are concerns that a student is becoming radicalised and involved in an organisation which could ultimately harm the student and the community, this needs to be reported to the Designated Safeguarding Lead, Deputy Lead Officer/s or Safeguarding Nominates



# PREVENT POLICY

Last updated October 2021. Next Review Date: September 2022



## Pro Business EDGE Prevent Policy

### 1. Prevent

Preventing violent and non-violent extremism and radicalisation at Pro Business EDGE in line with the Government Prevent Strategy.

The purpose of this policy is to:

1.1 ensure an awareness of “Prevent” within Pro Business EDGE;

1.2 provide a clear framework to structure and inform our response to potential radicalisation, including a supportive referral process for those who may be susceptible to the messages of extremism;

1.3 to provide a framework to embed British Values into the curriculum and ways of working; and

1.4 recognise current practice which contributes to the Prevent agenda and identify areas for Improvement

### 2. Why do we need this policy?

#### 2.1 Background Information

Prevent is one of four strands of the Government’s counter terrorism strategy – CONTEST. The UK currently faces a range of terrorist threats. Terrorist groups who pose a threat to the UK seek to radicalise and recruit people to their cause. Therefore, early intervention is at the heart of Prevent which aims to divert people away from being drawn into terrorist activity.

2.2 Who does this policy apply to? The Prevent Policy applies to everyone working at or attending the College. It places responsibilities on all governors; College staff; learners; agency staff and volunteers; contractors; visitors; consultants; and those working under self-employed arrangements.

#### 2.3 Statement

Pro Business EDGE has adopted the Prevent Duty in accordance with legislative requirements. The aim of the Prevent Policy contributes to maintaining a safe, healthy and supportive learning and working environment for our learners, staff and visitors alike. We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for learners. We further recognise that if we fail to challenge extremist views, we are failing to protect our learners from potential harm. As such, the Prevent agenda, will be addressed as a safeguarding concern and dealt with in accordance with guidance from the National Office of Counter-Terrorism.

PREVENT happens before any criminal activity takes place by recognising, supporting and protecting people who might be susceptible to radicalisation. The national Prevent Duty confers mandatory duties and responsibilities on a range of public organisations, including Further Education Colleges, and seeks to:

2.3.1 respond to the ideological challenge of terrorism and aspects of extremism, and the threat we face from those who promote these views;

2.3.2 provide practical help to prevent people from being drawn into terrorism and violent extremism and ensure they are given appropriate advice and support; and

2.3.3 work with a wide range of sectors where there are risks of radicalisation which needs to be addressed, including education, criminal justice, faith, the internet and health.

### 3. Definitions

The following are commonly agreed definitions within the Prevent duty:

3.1 an ideology is a set of beliefs;

3.2 radicalisation is the process by which a person comes to support terrorism and forms of extremism that may lead to terrorism;

3.3 safeguarding is the process of protecting vulnerable people, whether from crime, other forms of abuse or from being drawn into terrorism related activity;

3.4 terrorism is an action that endangers or causes serious violence, damage or disruption and is intended to influence the government or to intimidate the public and is made with the intention of advancing a political, religious or ideological agenda;

3.5 vulnerability describes factors and characteristics associated with being susceptible to radicalisation; and

3.6 extremism is vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual and mutual respect and tolerance of different faiths and beliefs.

### 4. Aims

#### 4.1 Leadership and Values

To create and maintain an ethos that upholds core values of shared responsibility and wellbeing for all learners, staff and visitors whilst promoting respect, equality and diversity and understanding.

This will be achieved through:

4.1.1 promoting core values of respect, equality and diversity, democratic society, learner voice and participation;

4.1.2 building staff and learner understanding of the issues and confidence to deal with them through mandatory staff training, specialist tutorials and awareness campaigns etc;

4.1.3 actively working with the representatives from the community, external partners and public services.

#### 4.2 Teaching and Learning

To provide a curriculum that promotes British Values, knowledge, skills and understanding, to build the resilience of learners by undermining extremist ideology and supporting the learner voice.

This will be achieved through:

4.2.1 - embedding British Values, equality, diversity and inclusion, wellbeing and community cohesion throughout the curriculum;

- 4.2.2 - promoting wider skills development such as social and emotional aspects of learning;
- 4.2.3 - a curriculum adapted to challenge extremist narratives and promote universal rights;
- 4.2.4 - teaching, learning and assessment strategies that explore controversial issues in a way that promotes critical analysis;
- 4.2.5 - encouraging active citizenship and learner voice.

## 5. Roles and Responsibilities

Whilst this is a stand-alone policy, it is integral to our Safeguarding Policy and should be applied as an extension to Pro Business EDGE's current and established safeguarding procedures.

### 5.1 The Board of the Corporation

All Board Members have a legal responsibility under the Prevent Duty to make sure they have undertaken training in the Prevent Duty. Additionally, the Board must ensure that:

5.1.1 - all College staff have undertaken training in the Prevent Duty;

5.1.2 - all College staff are aware of when it is appropriate to refer concerns about learners or colleagues to the Safeguarding Officer;

5.1.3 - all College staff exemplify British Values into their teaching; and

5.1.4 - policies and procedures to implement the Prevent Duty are in place and acted on where appropriate.

### 5.2 Prevent Lead for Pro Business EDGE

The Training and Compliance Manager is the Prevent Lead, with responsibility for ensuring that our Prevent Policy is implemented across Pro Business EDGE and that any concerns are shared with the relevant organisations, in order to minimise the risk of our learners becoming involved with terrorism.

The Training and Compliance Manager will ensure that all new members of staff will receive Prevent training as part of their induction programme.

### 5.3 College Safeguarding and Governance

The Governors are presented with a termly report to discuss Safeguarding and Prevent concerns raised and changes to the Duty that affect Pro Business EDGE are discussed at these meetings.

### 5.4 All Staff

All staff at Pro Business EDGE have a responsibility to:

5.4.1 - create and support an ethos that upholds Pro Business EDGE's mission, vision and values including British Values, to create an environment of respect, equality and diversity and inclusion;

5.4.2 - attend PREVENT training in order to have the skills to recognise those who may be vulnerable to radicalisation, involved in violent or non-violent extremism, and to know the appropriate action to take if they have concerns;

5.4.3 - report any concerns around extremism or radicalisation via the safeguarding reporting channels;

5.4.4 - report and remove any literature displayed around Pro Business EDGE that could cause offense or promote extremist views;

5.4.5 - support the development of staff and learner understanding of the issues around extremism and radicalisation;

5.4.6 - participate in engagement with external organisations as appropriate.

## 6. Managing Risks and Responding to Events

Pro Business EDGE will ensure that it monitors risks and is ready to deal appropriately with issues which arise through the following:

6.1 understanding the nature of threat from violent extremism and how this may impact directly and indirectly on Pro Business EDGE;

6.2 identifying, understanding and managing potential risks within the College from external influences;

6.3 responding appropriately to events reported via local, national or international news that may impact on learners and communities;

6.4 ensuring plans are in place to minimise the potential for acts of violent or non-violent extremism within Pro Business EDGE;

6.5 ensuring measures are in place to respond appropriately to a threat or incident within Pro Business EDGE; and

6.6 continuously developing effective ICT security