

Safeguarding, Child Protection & Prevent Policy

| | |
|-------------------------------------------------|-----------------------------|
| Responsibility for Policy Implementation | Senior Management Team |
| Responsibility for Policy Review | Director of People Services |
| Date of most recent review | July 2019 |
| Date of next scheduled review | July 2020 |

Policy ratified by:

Adrian Armstrong
CEO

Date:

Purpose

Access Creative College has an ethical and statutory obligation towards the safety, welfare and wellbeing of its staff and students. This document offers guidance and outline procedures that should be followed in all cases of suspected abuse and situations of serious risk against any individual within the organisation.

ACC has a duty to give this document to all employees and other adults in regular contact with young people and adults at risk of abuse or harm at its centres. It details clear lines of referral, so that you know how to act in individual cases.

Although the two terms, 'Safeguarding' and 'Child Protection' are not synonymous, they are often used interchangeably. However, Safeguarding is what we do for all learners, whilst Child Protection refers to those young people under the age of 18 who are affected by, or at risk of, significant harm. The Company will also ensure that appropriate and complementary systems relating to adults at risk of abuse or neglect, i.e. those over 19 are also in place.

PREVENT refers to specific elements of the Government's overarching Anti-Terrorist strategy defined under the section 26 (10) of the Counter Terrorism and Security Act 2015 as part of CONTEST and includes appropriate references to Channel and other measures.

Contents

[Safeguarding, Child Protection and Prevent Policy Statement](#)

[Definitions](#)

[Safeguarding](#)

[Child Protection](#)

[Abuse](#)

[Extremism](#)

[Fundamental British Values](#)

[Modern Slavery and Human Trafficking](#)

• [Definition of Slavery and Servitude Slavery](#)

• [Definition of Forced or Compulsory Labour](#)

• [Definition of Human Trafficking](#)

[Procedure](#)

[Designated Safeguarding Lead](#)

[Channel referral process](#)

[1. Potential or actual disclosure](#)

[2. Paperwork](#)

[3. Local and National Designated Safeguarding Leads' duties](#)

[Out of Hours](#)

[Allegations against staff and students](#)

[Management issues](#)

[General Advice](#)

[Staff Training](#)

[Reporting](#)

[Data Protection and GDPR](#)

[Relevant Legislation](#)

[Useful Support Contacts](#)

[NSPCC](#)

[Childline](#)

[Parentline](#)

[Respond](#)

[Think You Know](#)

[Drink Aware](#)

[Hope UK](#)

[Frank](#)

[Prevent Tragedies](#)

[FAST](#)

[Let's Talk About It](#)

[All Faiths And None](#)

[Quilliam](#)

[National Police Chiefs Council](#)

[Modern Slavery Helpline](#)

[Internet matters](#)

[Educate.against.Hate](#)

[Safeguarding Issue Referral Process](#)

[Vulnerability/Risk Indicators](#)

[Vulnerability](#)

[Access to extremist influences](#)

[Experiences, behaviours and influences](#)

[More critical risk factors include](#)

Safeguarding, Child Protection and Prevent Policy Statement

Access Creative College believes that the welfare of the individual is paramount. It also recognises its duty and responsibility to protect when there is a cause for concern.

Access Creative College also recognises its duties under section 26 (10 of the Counter terrorism and Security Act 2015) and the requirements to prevent people from being drawn into terrorism

All staff and students have the right to:

- Live and work in a safe environment and be protected from harm
- Experience emotional well-being
- Feel valued and be supported by a network of professional relationships
- Have a positive self-image
- Have a secure sense of cultural, social and racial identity
- Understand, recognise, model, support and promote a culture based on fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and/or beliefs
- Develop good interpersonal skills and confidence in social situations.

Access Creative College believes::

- That all staff and students without exception have the right to protection from abuse regardless of gender, ethnicity, disability, age, sexuality or beliefs and the right to challenge and protection from extremist behaviour, ideologies or those who promote them.
- That all concerns, and allegations of abuse including attempts to radicalise them will be taken seriously and responded to appropriately

Access Creative College is also committed to supporting and ensuring that measures to end the abuse and degrading treatment of individuals and groups through modern slavery and human trafficking are in place and do not form part of the conduct of business by the Company, its partners or supply chain.

Access Creative College is committed to the principle of safe recruitment, selection and vetting of all staff.

See also ACC policies on Assignment Content, Bullying and Harassment, Equality and Diversity, Staff Recruitment and Values and Behavior.

Definitions

Access Creative College

Is the operating brand name of Access to Music Limited, references to Access Creative College or ACC in this document have the effect of meaning the Company's legal name.

Safeguarding

is a term which encompasses more than 'child protection' as it also includes the concept of prevention and the active promotion of wellbeing. It reflects, therefore, the new climate of being prepared, rather than reacting to a situation or event after it has taken place.

Child Protection

is those measures that are put into place once a learner has been identified as at risk of or has suffered significant harm, with the objective of protecting that individual from further risk or actual harm.

Abuse

is defined by the Department of Health as:

"...a violation of an individual's human and civil rights by any other person or persons."

Abuse may constitute a single act or a series of repeated actions and may take various forms, for example:

- Physical injury/violence, including bullying
- Emotional abuse, including bullying and harassment
- Sexual abuse, where an individual is forced to enter into a sexual act without their consent, or where they are unable to consent
- Financial abuse, where an individual is forced to part with money against their will, or money is systematically taken from them without their consent
- Neglect, including failure to act when action is needed
- Upskirting, where a picture is taken under a person's clothing without them knowing (see note below)
- Online Abuse

Abuse can be carried out by anyone, it may be related to an imbalance of power, be linked to personal or family relationships, cultural or religious background or peer to peer.

"Upskirting" was declared a criminal offence in February 2019 and involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm" (DfE, 2019a)

Extremism

is defined in HM Government guidance as:

“Vocal or active opposition to fundamental British values....including call for the death of members of our armed forces, whether at home or overseas.”

Fundamental British values

are defined as:

- Democracy
- The rule of law
- Individual liberty
- A mutual respect and tolerance for those with different faiths and beliefs

Modern Slavery and Human Trafficking

are defined in the Modern Slavery Act 2015 as:

Modern Slavery is a term used to encapsulate both offences in the Modern Slavery Act: slavery, servitude and forced or compulsory labour; and human trafficking. The offences are set out in section 1 and section 2 of the Act, which can be found at:

<http://www.legislation.gov.uk/ukpga/2015/30/section/1/enacted>

<http://www.legislation.gov.uk/ukpga/2015/30/section/2/enacted>

• Definition of Slavery and Servitude Slavery,

in accordance with the 1926 Slavery Convention, is the status or condition of a person over whom all or any of the powers attaching to the right of ownership are exercised. Since legal ‘ownership’ of a person is not possible, the key element of slavery is the behaviour on the part of the offender as if he/ she did own the person, which deprives the victim of their freedom. Servitude is the obligation to provide services that is imposed by the use of coercion and includes the obligation for a ‘serf’ to live on another person’s property and the impossibility of changing his or her condition.

• Definition of Forced or Compulsory Labour

Forced or compulsory labour is defined in international law by the ILO’s Forced Labour Convention 29 and Protocol. It involves coercion, either direct threats of violence or more subtle forms of compulsion. The key elements are that work or service is exacted from any person under the menace of any penalty and for which the person has not offered him/her self voluntarily.

• *Definition of Human Trafficking*

An offence of human trafficking requires that a person arranges or facilitates the travel of another person with a view to that person being exploited. The offence can be committed even where the victim consents to the travel. This reflects the fact that a victim may be deceived by the promise of a better life or job or may be a child who is influenced to travel by an adult. In addition, the exploitation of the potential victim does not need to have taken place for the offence to be committed. It means that the arranging or facilitating of the movement of the individual was with a view to exploiting them for sexual exploitation or non-sexual exploitation. The meaning of exploitation is set out here:

<http://www.legislation.gov.uk/ukpga/2015/30/section/3/enacted> Recent figures from the UK National Crime Agency (NCA), show that the most prominent exploitation type recorded for potential victims first exploited as a child (where this is known), was labour trafficking.

Designated Safeguarding Lead

Every organisation has by law to nominate a senior member (or several senior members) of staff to advise and guide on issues relating to allegations of, or suspected abuse. These persons are trained in related legislation and procedure and should be contacted as a matter of urgency as soon as a case presents itself. Every Access Creative College centre has a team of Local Designated Safeguarding Leads (LDSL) who coordinate and manage safeguarding and Prevent issues in that centre with support from the National Leads..

Access Creative College links to two Designated Safeguarding Leads (DSLs) in the Central Management team who oversee the national safeguarding picture and implementation of safeguarding policy and practice at local level:

Ian Topping / Director of People Services / Tel: 0161 247 4931 (Direct) / 07823772558 (Mobile) / Email ian.topping@accesstomusic.ac.uk

Also National Prevent Lead:

Sue Donnellan / Safeguarding & Prevent Coordinator / Tel: 0161 247 8087 (Direct) / 07876408303 (Mobile) / Email sue.donnellan@accesstomusic.ac.uk

The Designated Safeguarding Lead, either nationally or at centre level as appropriate, will also coordinate arrangements for onward referrals to relevant external agencies including: Local Authority Safeguarding bodies, services covering both Children and Adults who may be at risk, Regional FE/HE PREVENT Coordinators, Police PREVENT Officers, Health Commissioning groups and other stakeholders.

National DSLs will also liaise with Sub-Contractors in conjunction with relevant Link managers to ensure that appropriate notifications and escalation routes are maintained in line with relevant sub contract arrangements.

It is important that all issues are handled with sensitivity and respect. All individuals have the right to make important decisions about their own lives.

Procedures

Any allegation, disclosure or suspicion of a safeguarding issue needs to be taken seriously and handled sensitively. It is important to know that where abuse is disclosed/suspected you should contact the Local Designated Safeguarding Lead (LDSL) in your centre immediately (see below) and should never deal with any issues in isolation. All concerns must be logged in the first instance with the Local Designated Safeguarding Lead (LDSL) on the Safeguarding Concern Form (SCF), indicating that it is a Safeguarding concern.

Where allegations, disclosures or suspicions of attempted radicalisation or examples of extremist behavior are identified, these need to be handled sensitively; You should contact one of the LDSL's in your centre immediately and should never deal with any issues in isolation. All concerns must be logged in the first instance with the Local Designated Safeguarding Lead (LDSL) on the Safeguarding Concern Form (SCF), indicating that it is a Prevent concern.

Channel referral process

Some concerns which are identified may have a security dimension to them. For this reason, it is important that liaison with the police forms an early part of all investigations where concerns are raised around individuals at risk of being drawn into violent extremism. PREVENT officers from the relevant Police Force will carry out an initial assessment and, if appropriate, set up a multi agency meeting to agree actions for supporting the individual. If it is deemed that there are no concerns around radicalisation, other appropriate and targeted support will be considered for the individual

1. Potential or actual disclosure

Where possible, it must be made clear to the individual that the person receiving the information **cannot** make guarantees of confidentiality. If possible, the individual should be informed about this before they are given an opportunity to disclose. If you think that someone is going to make a disclosure, then say something like this:

“If you are going to tell me something that suggests you are at risk of harm to yourself or from others, then I can't keep this information to myself and I will have to pass it on to a senior manager, to support you”.

If the person chooses not to continue:

- Arrange for them to use a privately located telephone so that they can contact a relevant helpline (see “Useful Numbers” at the back of this document)

- Or contact the Centre's Learner Support Manager to enquire about the possibility of a referral to a counsellor (bound by confidentiality).

If the person wishes to continue and make a disclosure:

- Listen carefully to what is being said
- Keep questions to a minimum, only use them to clarify what is being said
- Avoid leading questions or comments, e.g. don't put words into a person's mouth or finish off sentences, and don't jump to conclusions
- Remember that a vulnerable adult may be someone with learning difficulties
- Remember that the individual may be highly emotional
- Don't be judgmental – remember that you are not investigating the matter
- Tell the person what you are going to do with the information they have given you, and assure them that they will be kept informed of all developments
- Log the concern on the Safeguarding Concern Google form for your Centre.
- Liaise with one of the Centre's LDSLs, who will work with you to decide on the next step.

2. Paperwork

During the interview ensure written documentation is produced to record the following:

- Names of those present during the disclosure/allegation
- Date and time of the conversation
- Brief description of the allegation
- Any visible injuries
- References to any materials including physical or electronic accessed, distributed or held
- Person's preferred action
- Means of contacting the person
- Details of parent/guardian and other support agencies involved, where appropriate

All of this information is captured on the relevant Centre 'Safeguarding concern' form available online in the Centre's Safeguarding folder on the Live Policies and Procedures section in the Google Drive.

3. Local and National Designated Safeguarding Leads' duties

Members of staff to whom disclosures are made should contact one of the Centres LDSLs immediately after the initial conversation and ensure a Safeguarding Concern form is completed. An email alert is sent to the LDSLs as a form is submitted but where the concern is serious, it is vital that you personally alert the LDSL so immediate action can be taken. In the event that the LDSL is not available advice and support can be obtained from one of the National DSLs.

- If the individual wants to take the allegation forward themselves the National Designated Safeguarding Lead (NDSL) or the Local Designated Safeguarding Lead (LDSL), should support the individual in contacting relevant support agencies

including Local Authority Safeguarding Agencies, the Police or NSPCC (as appropriate) within 24 hours of the initial disclosure/allegation.

- If the National Designated Safeguarding Lead (NDSL) decides that they must report the allegation, either the NDSL, or the LDSL on the request of the NDSL, should contact the appropriate agency by telephone and send the document recording the disclosure/allegation within 24 hours of the initial disclosure/allegation. This should be recorded by the person making the referral using the safeguarding tracker. All referrals need to be followed up in writing, using the appropriate forms, documents or process required by the relevant agency or agencies concerned.
- The individual and referring staff member should be informed of the action being taken and the reasons for this decision. This should happen before the appropriate agency is informed, unless doing so would place the individual at greater risk. In this case, both staff and student should be contacted as soon as safety considerations of the individual permit.
- The LDSL or the NDSL should contact the appropriate agency or agencies concerned by telephone in the first instance. The date and time of the contact and the duty officer's name should be recorded on the tracker and the Safeguarding Concern form should be sent securely to the agency within 24 hours of the initial disclosure/allegation.
- Where any proceedings follow the initial referral, the LDSL should provide prompt feedback to the individual, and the NDSL), where the NDSL is not the person undertaking additional work in respect of the referral, regarding all further communications with any external agency.
- The LDSL, and/or the NDSL where they are involved, should ensure that all written records relating to the disclosure/allegation are recorded on the relevant form and/or tracker and kept indefinitely.

Out of Hours

In an emergency, you should call:

Ian Topping – 07823772558

Sue Donnellan - 07876408303

Allegations against staff and students

- Reporting should follow the procedure stated above
- The National Designated Safeguarding Lead must ensure that information on allegations against staff is passed to the Director of People Services.
- Allegations relating to students should be referred to the Centre Manager in the first instance.
- Where the Local Designated Safeguarding Lead is the subject of the allegation the matter should be reported to NDSL and/or the Director of People Services who will determine the appropriate action to be taken.

- Where the National Designated Safeguarding Lead is the subject of the allegation the matter should be reported to Managing Director who will then either act in the capacity of the Designated Safeguarding Lead or nominate a suitably trained senior manager to act in that capacity
- Where the Managing Director is the subject of the allegation the report should be made to the National Designated Safeguarding Lead in according to the procedure above who will liaise with the Board or other person nominated by the board to deal with the matters identified.

Management issues

- ACC will employ staff recruitment and selection procedures (and other personnel management processes) that help to deter, reject, or identify individuals who might pose a risk of abuse against young people or adults, or are otherwise unsuited to work with them.
- ACC will ensure that all staff coming into contact with young people and vulnerable adults have a satisfactory Disclosures and Barring Service (DBS) disclosure (formerly CRB disclosure) on first employment and every three years subsequently.
- ACC will also ensure that other appropriate pre employment checks are in place including validation of identity, rights to work in the UK and employment history including the appropriate sourcing and receipt of references. Information regarding staff will be maintained on a regular basis and available via a Single Central Record from the Staff HR system.
- ACC will employ student recruitment and selection procedures that identify individuals who might pose a risk against young people or vulnerable adults. Decisions to train such individuals will be taken on a case by case basis.
- There will be an ongoing programme of training for relevant staff in protection issues and online training providing an introduction to safeguarding in the workplace will form part of the staff induction programme.
- Training will also be provided to relevant staff in respect of the PREVENT duty and the promotion of Fundamental British values through the curriculum and centre activities. Other training including Equality and Diversity, cultural awareness and risk assessment with also be provided with refresher training carried out on a regular basis.
- ACC will also ensure that a process is in place for measuring and evaluating the effectiveness and impact of training over time.
- Where ACC provides education and/or training for students under 16 years of age, one of the local centre designated safeguarding leads (LDL) will liaise with the school and ensure that appropriate arrangements and protocols to safeguard children are agreed, put in place and monitored.
- Where students undertake work placements with ACC, the College will ensure that a specific person of contact, under the direction of the Centre Manager or relevant head of service will liaise with representatives of the learners host learning organisation college ensure that appropriate safeguards are put into place.

- Where learners from ACC undertake work placements with external organisations, a specific person of contact, under the direction of the host company's Managing Director will liaise with relevant representatives of the College or other appropriate agencies to ensure that appropriate safeguards are put into place.
- Where vulnerable students or those under the age of 16 engage with ACC through participation in, attendance or performance at an external event, there will be an ACC designated person in attendance.
- ACC is committed to providing safe working and learning environments and will take appropriate action/measures to ensure the security of all premises and to control access. These measures will aim to minimize the risk of access from dangerous intruders or persons deemed unsuitable to work with or support staff and/or learners.

General Advice

Staff in education are well placed to notice possible signs of abuse, extremism or radicalisation in young people and adults because of their regular contact.

Signs of abuse, extremism or radicalisation may be obvious and sudden, for example an injury or the actions of the individual; or part of a picture over a longer period, perhaps including:

- Behaviour that is unusual for the individual, or for their age
- Work falling behind or lack of interest
- Isolation or introversion
- Promotion or expression of extreme views or information or a heightened interest in information, electronic or physical, including websites, chat rooms or the repetition of the extreme views of other individuals.

Alternatively, you may become concerned when an individual tells you about ill treatment which has happened to him or her, or to a friend, brother or sister; or when an adult claims that an individual shows signs of having been mistreated, or where they disclose that approaches have been made to them and or pressure has been applied to accept views, doctrines which promote extremist behaviors or have been asked to participate in such behavior. You should be aware of 'contextual' safeguarding where the risks to an individual's well-being occur outside of the college environment.

In all these cases, there are things you should do:

- Treat the matter seriously and reassure the individual if necessary
- React to what the individual tells you with belief
- Make it clear that you will probably have to inform others
- Tell only those who need to know
- Seek advice if in doubt

- Keep a careful watch on the individual
- Record what you have noticed, what has happened and what you have done
- If an individual has made a disclosure to you, inform them of the action you will take

There are things you should not do:

- Do not promise to keep the matter secret/confidential, even if the individual asks you to
- Do not contact a young person's parents: this is the job of the Social Services Department
- Do not interrogate individuals or ask leading questions
- Do not contact either Social Services or the Police yourself, contact one of the Local Designated Safeguarding Leads (LDSL) or the National Designated Safeguarding Lead (NDSL).
- Do not speak with anyone about whom allegations are made

In addition to recognising the signs of abuse, extremism or radicalisation, all staff are to be alert to signs that a learner may be at risk from serious crime. The DfE guidance sets out what school and college staff should look out for:

“All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs” (DfE, 2019a)

And what school and college staff need to know:

“All staff should be aware of the associated risks and understand the measures in place to measure these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its criminal exploitation of children and vulnerable adults: county lines guidance.” (DfE, 2019a)

Staff Training

All staff will undertake initial safeguarding awareness training as part of induction processes on first appointment and undertake periodic updating through a variety of methods including online or e-learning, in house training and briefings.

Local Centre Designated Safeguarding Leads (LDSL) will be trained to at least level 3 standard and will also work closely with relevant local agencies. Refresher training will be undertaken on a regular basis with certificated training being undertaken every 2 years.

The Company's National Designated Safeguarding Leads (NDSLs) will be trained and certificated to a minimum of level 3 which will be re-certificated every 2 years. NDSLs will liaise with local safeguarding agencies and other appropriate external agencies and undertake regular CPD activities in respect of their role.

Reporting

The NDSLs will review details of concerns received from centres or partner organisations monthly or undertake ongoing case work reviews to identify actions, areas of good practice or changes to policies, procedures and processes required including liaison with relevant external bodies and agencies as required.

Data will also be reviewed to identify key trends or areas for further action and support, including analysis of the performance of learners identified as at risk.

The NDSLs will collate a regular report to be presented to the College Safeguarding Committee and will report annually to the Board.

The Board of Directors in exercising its duties will also receive and review regular Safeguarding and Child Protection reports. In addition all Board members will undertake appropriate Safeguarding and Child Protection training to enable them to effectively meet the challenges of their role.

The Board is fully committed to ensuring that:

- The Safeguarding and Child Protection Policy meets statutory requirements
- The Safeguarding and Child Protection Policy contains up-to-date information and references
- The Safeguarding and Child Protection Policy clearly sets out what staff should do if they have a concern about a learner
- The most up-to-date Safeguarding and Child Protection Policy is available on the website

The work of the Company's National Designated Safeguarding Leads (NDSLs) will be supported through access to appropriate external agencies and support services.

The NDSLs and/or the Board will invite professionals from other agencies to advise Access Creative College on its policy and practice as well as inform the group on current developments.

The NDSLs will produce an annual report with regard to Safeguarding and Child Protection, which will include a summary of cases and actions taken together with recommendations for amendments to policies and procedures which will be presented to the Safeguarding Committee who will then make appropriate representation and recommendations to the Board.

The Board will review the report and recommendations and determine/approve any amendments to policies and procedures. The Board will also note the outcomes of any serious case reviews or reports from external bodies in determining appropriate arrangements to be implemented.

Data Protection and GDPR

Access Creative College recognises that the welfare of children, young people and vulnerable adults is paramount. The provisions of the GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children or adults at risk of abuse or harm safe. Legal and secure information sharing between education organisations, Children's and adult Social Care, the police and other local agencies, is essential for keeping children safe and ensuring they get the support they need. Information can be shared without consent if to gain consent would place a child or vulnerable person at risk. Access Creative College will not allow concerns or fears about sharing information to stand in the way of promoting the welfare and protecting the safety of children and vulnerable people engaged in its services.

As with all data sharing, Access Creative College will ensure that appropriate organisational and technical safeguards are in place. Our data protection policy and related policies and procedures set out our obligations as data controller and processor and our legal basis for processing safeguarding data and these can be found on our website or by contacting us on - gdpr@accesstomusic.ac.uk

Relevant Legislation

Safeguarding Vulnerable Groups Act 2006

Lays the foundation for a new scheme which aims to help avoid harm, or risk of harm, to children and adults. The scheme will aim to do this by preventing those who are deemed unsuitable to work with children and adults from gaining access to them through their work. The bill becomes law in October 2008.

Source: www.everychildmatters.gov.uk

Working Together to Safeguard Children 2018

Provides statutory guidance on the roles and responsibilities of agencies working together to safeguard children/young people. Additionally, it sets out the revised framework for the multi agency partnership approach to the coordination and management of safeguarding and child protection.

The Protection of Children Act 1999

Came into force in October 2000 and introduced the Protection of Children Act (PoCA) List in which the Secretary of State has a duty to record the names of individuals who are considered unsuitable to work with children.

Source: www.teachernet.gov.uk

The Childrens Act 1989

Sections 27 and 47 of the **Children's Act 1989** place duties on a number of agencies, including local authorities (and therefore, indirectly, local education authority maintained schools) to provide assistance to social services departments acting on behalf of children in need (s27) or investigating allegations of abuse (s47). Authorisations made in 1993 and 1994 brought City Technology Colleges (CTCs), colleges of further education and Education Associations within the scope of sections 27 and 47 of the Children Act.

Source: www.parentscentre.gov.uk

Care Act 2014

Counter Terrorism and Security Act 2015

In addition to the above, further information relating to child protection can be found at:

www.direct.gov.uk/en/parents/yourchildshealthandsafety/

Information about the Disclosures and Barring Service and the requirements for DBS checks together with a range of supporting information can be found at:

www.homeoffice.gov.uk/agencies-public-bodies/dbs/

The Modern Slavery Act 2015

Information about Modern slavery and human trafficking can be found at:

<https://www.gov.uk/government/collections/modern-slavery>

Statutory Guidance

Keeping Children Safe in Education 2019

Working Together to Safeguard Children 2018

Channel Panel - The Home office guide to the Channel Panels and their operation [Channel Panel Guidance](#)

Advisory guides

Information sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers

[Adult Safeguarding: Sharing information](#)

Any questions, comments or suggestions regarding this document should be directed to:

Ian Topping

Director of People Services

07823 772558

ian.topping@accesstomusic.ac.uk

or

Sue Donnellan
Safeguarding and Prevent Coordinator
07876 408303
sue.donnellan@accesstomusic.ac.uk

Useful Support Contacts

NSPCC (National Society for the Prevention of Cruelty to Children) Helpline staffed by social workers offering support, information and advice for anyone concerned about child abuse. Guidance can be sought on a confidential basis.

Freephone: 0808 500 5000 (24/7) www.nspcc.org.uk

Childline Confidential helpline for children and young people who are in danger or have any type of problem.

Freephone: 0800 1111 (24/7) www.childline.org.uk

Parentline Confidential information and support for parents facing problems in their families.

Freephone: 0808 800 2222 (24/7) www.parentline.org.uk

Respond Challenging vulnerability and sexual abuse in the lives of people with learning disabilities.

Freephone: 0808 808 0700 www.respond.org.uk

Think You Know CEOP's Internet Safety website with support and information for parents teachers and young people on online safety and child protection

www.thinkyouknow.co.uk

Drink Aware Offering information, support, guidance and resources relating to drinking and drink related issues

www.drinkaware.co.uk

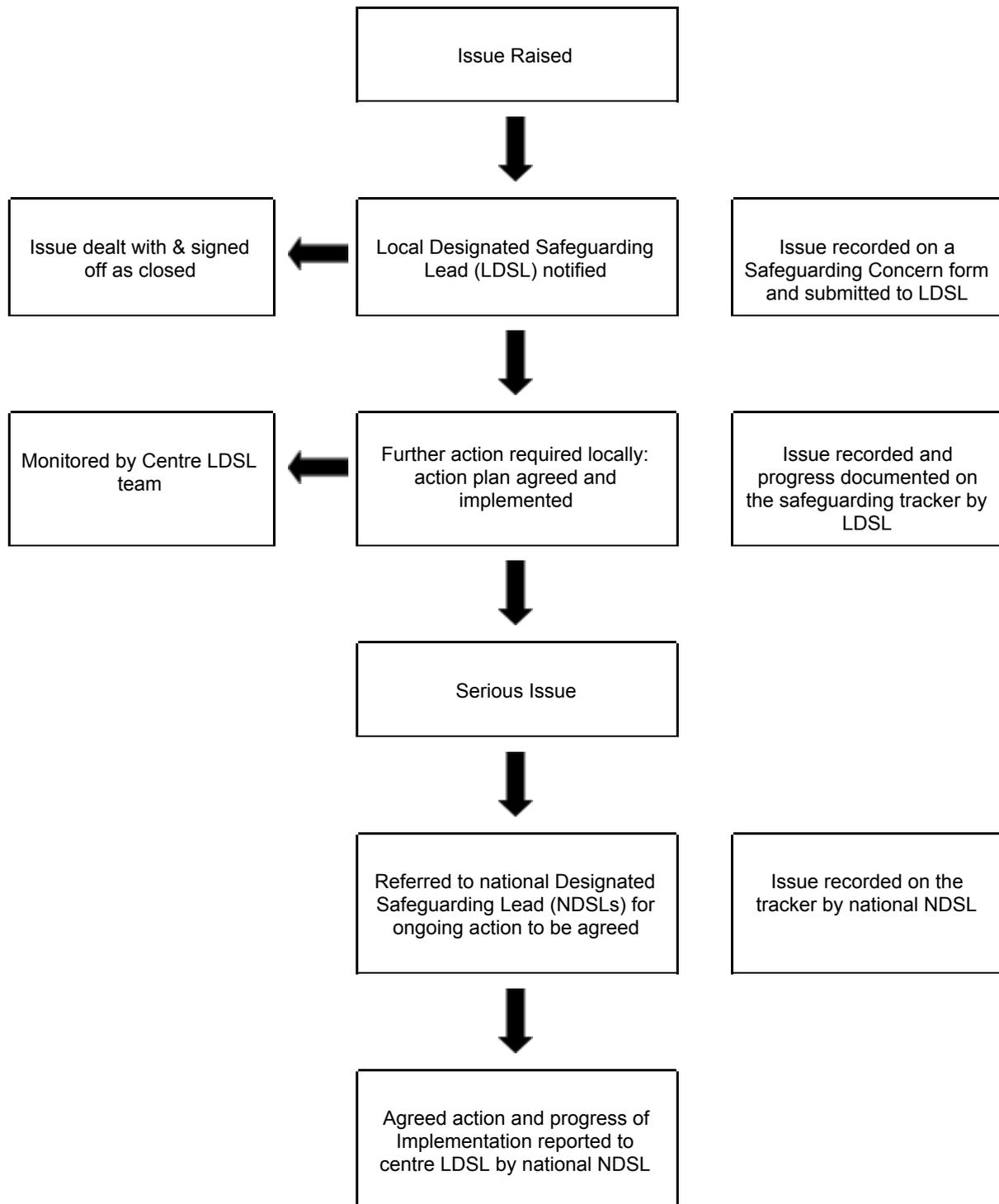
Hope UK Hope UK works with communities throughout the UK to prevent drug and alcohol-related harm to children and young people.

www.hopeuk.org

Frank Confidential drugs advice www.talktofrank.com

| | |
|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Prevent Tragedies</i> | Website to support parents in preventing young people travelling to warzones. www.preventtragedies.co.uk |
| <i>FAST</i> | Families Against Stress and Trauma www.familiesmatter.org.uk |
| <i>Lets Talk About It</i> | Website resources to support the Prevent Duty www.ltai.info |
| <i>All Faiths And None</i> | Website for an Inter Faith/Belief programme offering resources for use in group discussions. www.afan.uk.net |
| <i>Quilliam</i> | A counter extremism think tank set up to address the challenges of citizenship, identity and belonging in a globalised world. www.quilliamfoundation.org |
| <i>National Police Chiefs Council</i> | ACPO guidance for Police in relation to education and training. www.npcc.police.uk |
| <i>Modern Slavery Helpline</i> | 0800 0121 700 or online at: https://www.modernslaveryhelpline.org/report |
| <i>Internet matters</i> | Online safety advice and guidance: internetmatters.org |
| <i>Educate.against.Hate</i> | Online resources , advice and information on protecting young people from extremism and radicalisation: https://educateagainsthate.com/ |

Safeguarding Issue Referral Process



Vulnerability/Risk Indicators

The following lists are not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable young people and adults experiencing these factors are automatically at risk of exploitation for the purposes of extremism. The accepted view is that a complex relationship between the various aspects of an individual's identity determines their vulnerability to extremism. There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences. The following indicators may help to identify factors that suggest a young person, adult or their family may be vulnerable or involved with extremism:

Vulnerability

| | |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Identity crisis: | Distance from cultural/religious heritage and uncomfortable with their place in the society around them. |
| Personal crisis: | Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging. |
| Personal circumstances: | Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy. |
| Unmet aspirations: | Perceptions of injustice; feeling of failure; rejection of civic life. |
| Criminality: | Experiences of imprisonment; poor resettlement/reintegration, previous involvement with criminal groups. |

Access to extremist influences

- Reason to believe that the young person associates with those known to be involved in extremism
- Possession or distribution of extremist literature/other media material likely to incite racial/religious hatred or acts of violence
- Use of closed network groups via electronic media for the purpose of extremist activity

Experiences, behaviours and influences

- Experience of peer, social, family or faith group rejection

- International events in areas of conflict and civil unrest had a personal impact on the young person resulting in a noticeable change in behaviour
- Verbal or written support of terrorist attacks
- First-hand experience of racial or religious hate crime
- Extended periods of travel to international locations known to be associated with extremism
- Evidence of fraudulent identity/use of documents to support this
- Experience of disadvantage, discrimination or social exclusion
- History of criminal activity
- Pending a decision on their immigration/national status

More critical risk factors include:

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance/behavior