

P75 Prevent Policy

This policy must be read in conjunction with our main P63 Safeguarding & Child Protection Policy.

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1 THE SAFEGUARDING TEAM

Learners can contact the Safeguarding Team directly using the contact information below to get support or guidance.

E-mail: safeguarding@tchc.net

Phone: 01923 698340 option 9

Claire Jeens
Quality Director
Safeguarding Governor
safeguarding@tchc.net
07545924586

Role	Contact	Areas covered
Sam Johnson Safeguarding Manager	safeguarding@tchc.net 07720090204	<ul style="list-style-type: none"> ➤ Apprenticeships ➤ Lakeside shop ➤ Short courses ➤ All safeguarding concerns against staff, volunteers, and associates
Nicola March Designated Safeguarding Lead	safeguarding@tchc.net 07850951904	<ul style="list-style-type: none"> ➤ All GAPS centres ➤ Aylesbury centre ➤ All Partners
Angela Wheeler Safeguarding Administrator	angela.wheeler@tchc.net	

***If your local DSL is unavailable, you must contact another DSL so that you can receive advice.**

2 SCOPE OF POLICY

This policy must be read in conjunction with our main P63 Safeguarding & Child Protection Policy.

TCHC GROUP LTD has a whole company approach to safeguarding and promoting safeguarding and the welfare of children, young people and vulnerable adults at risk including preventing their abuse. This Policy is always promoted during any safeguarding training carried out by the Safeguarding Team and through our company safeguarding culture.



All staff, volunteers, and associates are committed to safeguarding and this policy, at all levels within TCHC. This policy can be found in the company documents on BrightHR and on SharePoint. Everyone must follow this policy, including, our staff, volunteers, associates, learners, employers, and partners.

Everyone working for TCHC has a responsibility to read and familiarise themselves with this policy and the procedures that go with it. Everyone working for us must put the safety and welfare of children, young people, and adults at risk first in all aspects of their work.

Everyone who works for us must inform their Line Manager if they or any adult living in their household become(s) the subject of an allegation involving a safeguarding concern or abuse against a child or vulnerable adult. If anyone is in doubt whether the situation or allegation is relevant, they should speak with Claire Jeens or Sam Johnson in the first instance.

TCHC have a legal responsibility to fulfil the prevent duty statement.

The aims of this policy are to:

- Provide effective safeguarding to our learners and support learners and staff to be resilient to extreme narratives
- Keep learners safe and protected from the dangers of radicalisation and extremism
- Inform staff, volunteers, and associates to report safeguarding concerns as per this policy
- Inform staff, volunteers, and associates in teaching roles they have a duty and responsibility to teach learners about Prevent and British values
- Inform staff, volunteers, and associates how to identify changes in behaviour of others

This policy has been developed in accordance with the following guidance and legislation:

[Counter-Terrorism and Security Act 2015](#)

[Education and Training \(Welfare of Children\) Act 2021](#)

[Working Together to Safeguard Children](#)

[Keeping children safe in education 2021](#)

[Keeping children safe in education \(2020\)](#)

[Revised Prevent duty guidance: for England and Wales](#)

[Channel and Prevent Multi-Agency Panel \(PMAP\) guidance](#)

[Protection of Freedoms Act 2012](#)

[Children Act 2004](#)

[Childcare Act 2006](#)

[Safeguarding Vulnerable Groups Act 2006](#)

[Inspecting safeguarding in early years, education and skills settings](#)

[Information sharing advice for safeguarding practitioners](#)

*to access the links above press Ctrl and Enter

3 POLICY STATEMENT

This policy applies to all TCHC staff, volunteers, and associates



All staff, volunteers, and associates must make sure they familiarise themselves with this safeguarding policy and the procedures that go with it.

All have a legal responsibility to take seriously any concerns about neglect or abuse that come to their attention and to follow the procedures set out within this policy.

Learners who have concerns about their peers or the behaviour of people towards them can use this policy to ensure they are taken seriously.

Everyone has a legal responsibility to take seriously any concerns about extremism or radicalisation that come to their attention and to follow the procedures set out in this policy.

Learners should be encouraged to report safeguarding concerns regarding friends/family members to the <https://actearly.uk/> website, there are resources, advice and contact details to support learners if they are worried about friends/family members.

4 TYPES OF ABUSE

4.1 Homophobic bullying

- Bullying usually aimed at gay, lesbian or bisexual individuals or those with gay, lesbian or bisexual relatives/friends
- The use of generic insults relating to homophobic terms
- Continued unwanted attention through personal contact (directly with you through your friends and family) telephone calls letters, emails, text messages or internet chat rooms.

4.2 Racist bullying

- Racial taunts, graffiti, gestures
- Refusal to work with others because they are from a different culture.

4.3 Sexist bullying

- Sexism means discrimination based on sex or gender, or the belief that because men are superior to women.
- Such a belief can be conscious or unconscious.
- In sexism, as in racism, the differences between two (or more) groups are viewed as indications that one group is superior or inferior.
- Sexism limits the options available and can lead to discrimination or less favourable treatment.
- Sexist discrimination is a means of maintaining domination and power.

4.4 Disabled people bullying

- People with disabilities—such as physical, developmental, intellectual, emotional, and sensory disabilities—are at an increased risk of being bullied.

- Any number of factors— physical vulnerability, social skill challenges, or intolerant environments— may increase the risk.

4.5 Hate crime

- Hate crime is any offence against a person or property, which is motivated by the offender’s hatred of people because they are seen as being different
- People do not have to be a member of a minority community to be a victim of hate crime
- Any incident where an individual or group of people are targeted because they are believed to be of a different race, religion/belief, sexual orientation, gender identity or have a disability can be reported as a hate crime.

5 RADICALISATION AND EXTREMISM

The Counter Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children’s services providers, in the exercise of their functions, to have due regard for the need to prevent people from being drawn into terrorism (‘the Prevent duty’).

Extremism: The holding of extreme political or religious views e.g. animal welfare rights, environmentalists, EDL/white supremacy groups, anti-gay groups, Islamic/Christian ideology. All staff, associates and volunteers are required to undertake mandatory e-learning and live training; this provides staff, associates and volunteers with information on how to refer a concern.

6 THE COUNTER-TERRORISM AND SECURITY ACT 2015

The Government Counter-Terrorism and Security Act 2015, places a duty upon all education providers to have regard to the need to prevent people from being drawn into terrorism.

This Prevent Duty forms part of the wider governments CONTEST counter terrorism strategy:

- Prevent terrorism – stop people becoming terrorists
- Pursue terrorism – disrupt and stop terror attacks
- Protect against terrorism – strengthen UK protection
- Prepare to deal with terrorism – mitigate impact of attacks that can’t be stopped

The Government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Extremism also includes calls for death of members of the armed forces. (Revised Prevent Duty Guidance for England and Wales (originally issued on 12th March 2015 and revised on 16th July 2015, paragraph 7).

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. (Revised Prevent Duty Guidance for England and Wales, issued on 12th March 2015 and revised on 16th July 2015, definition).

Terrorism is defined as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes with or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing political, religious or ideological cause (Section 1 of the Terrorism Act 2000).

7 SIGNS AND INDICATORS OF EXTREMISM AND RADICALISATION

There is no single pathway to radicalisation. However, there are behavioural traits that could indicate that someone has been exposed to radicalising influences.

Online behaviour:

- Changing online identity
- Having more than one online identity
- Spending a lot of time online or on the phone
- Accessing extremist online content
- Joining or trying to join an extremist organisation

Observable behaviour:

- Becoming increasingly argumentative
- Refusing to listen to different points of view
- Unwilling to engage with children who are different
- Becoming abusive to children who are different
- Embracing conspiracy theories
- Feeling persecuted
- Changing friends and appearance
- Distancing themselves from old friends
- No longer doing things they used to enjoy
- Converting to a new religion
- Being secretive and reluctant to discuss their whereabouts
- Sympathetic to extremist ideologies and groups

7.1 Useful links

All staff must have an awareness of safeguarding issues, one key issue is listed below. Staff should be aware that behaviours can be linked to extremism and radicalisation which can put people in danger.

[Hate](#)

[Lets Talk About It - Working Together To Prevent Terrorism](#)

[Side by Side: the learner Prevent duty online modules](#)

[The Prevent Strategy](#)

[Please refer to the Revised Prevent Duty Guidance for England and Wales by clicking this link](#)

[Channel Duty Guidance can be found by clicking this link](#)



[YOU HAVE ACCESSED THE E-LEARNING TRAINING ON PREVENT](#)
[Prevent - The National Police Chiefs Council](#)
[LGfL Understanding Prevent, extremism and radicalisation](#)

*to access the link above press Ctrl and Enter

8 RISK ASSESSMENT

The Prevent Duty 2015 states:

'The statutory guidance makes clear that schools and childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.'

[Department for Education Departmental Advice](#)

It is important when working with children, young people and vulnerable adults that teaching staff, associates and volunteers are in possession of case history and as much background information as you can collect about them. This information will provide you with evidence of whether a formal Risk Assessment needs to be carried out before engaging with that person.

When a Risk Assessment is carried out it must be recorded on the TCHC Risk Assessment template which can be obtained from the HR department.

Any external activities must be signed off by the HR department at least one week before the activity is due to take place so appropriate measures can be put in place. The organiser is responsible for ensuring this process is adhered to. Once approval has been granted the GAPS centre outlook calendar must be updated to show this activity is taking place, with the risk assessment and off-site register attached.

Any risk assessments must be made available to the Safeguarding Team by the person who has created them by uploading them to the shared area called 'Safeguarding Risk Assessments' which can be located in the TCHC All Contracts, Courses, and Delivery folder.

9 ONLINE SAFETY

All staff, volunteers and associates are equipped with a poster for 'How to Stay Safe Online'. This document provides top tips for how to keep someone safer when they go online.

All staff, volunteers and associates complete mandatory e-learning on 'How to Stay Safe Online'.



9.1 Training

David Leyton-Scott our Prevent coordinator delivers live annual PREVENT training to staff, volunteers and associates.

10 TEACHING AND LEARNING

All teaching staff, volunteers, associates must deliver a curriculum that promotes British Values, knowledge, skills and behaviours that build resilience of learners by undermining extremist ideology and supporting the learner voice.

Fundamental British Values:

- Democracy
- Rule of Law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

How to teach British Values:

- Embedding British Values, Equality & Diversity, Inclusion and Wellbeing into the curriculum
- Promotion of social and emotional aspects of learning
- Exploration of teaching, learning and assessment strategies that explore controversial issues which promotes critical analysis
- Encouraging the learner to have a voice and promote active citizenship

11 INTERNAL REPORTING PROCESS

No matter how a concern comes to your attention it's essential that you always respond appropriately.

- Remain calm and reassure the person that they have done the right thing by speaking up
- Listen carefully and give the person time to speak
- Explain that only the professionals who need to know will be informed, never promise confidentiality if the learner is at risk of harm or danger
- Act immediately, and do not try to address the issue yourself
- Remember that it is not for you to decide whether a suspicion or claim is true; all instances must be taken seriously
- Remember it is not your role to ask the person lots of questions: it's the responsibility of the social care or the police to find out more information

If you have a Prevent concern, then you must follow our normal safeguarding reporting procedure which is outlined below.



WHAT TO DO

- You must FIRST contact our internal safeguarding team by telephone within 2 hours of the incident/disclosure, our internal Safeguarding Team must be contacted BEFORE any external agency, unless there is immediate danger to the public.
- A DSL will get back to you by telephone as soon as possible to find out more about the concern and provide advice and support.
- If for any reason the Safeguarding Team do not answer the telephone call within the 2 hours, you must contact a Director. For example, Claire Jeens, Yuen-man Yau or Courtney Grinham within the 2 hours.
- You must then report the safeguarding concern through the MyConcern Safeguarding Platform the same day (<https://www.myconcern.education/Account/Login>). Your responsibility does not end at this point because the DSL may wish for you to contact an external agency to make a referral.
- The DSL will then update MyConcern with advice within 24 hours of the safeguarding concern being reported through the MyConcern system.
- The DSL will then discuss involving the social care team with you or if during evenings and weekends if the emergency duty team need contacting.
- Any further updates to the incident must be recorded on MyConcern under the existing case file.

Note: should you feel a learner, colleague, yourself, or any members of the public are in immediate danger, report to the police immediately and then contact our Internal Safeguarding Team.

For allegations against staff please refer to the P63 Safeguarding & Child Protection Policy.

12 EXTERNAL REPORTING PROCESS

12.1 Channel panel process

Channel is an early intervention process which will gather information as to determine whether there is a specific risk of radicalisation and whether the threat is malicious. The local authority Prevent coordinator and the police Channel coordinator will identify the type of support required and refer to a Multi-Agency Channel Panel.

A Multi-Agency Channel Panel is made up of external agencies who will arrange for tailored support, which is approved through the Channel intervention. The Department for Education has launched a helpline for anyone concerned about a child who may be at risk of extremism, or about extremism within an organisation working with children and young people.

Email: counter.extremism@education.gsi.gov.uk. **Telephone:** 020 7340 7264.



12.2 Consent

12.3 Child consent

For children this will ordinarily involve talking to the child/young person and their family (unless the family is implicated in potential extremism), and to other professionals working with the child/young person. Any referral should be made with the young person/family's knowledge and consent, unless to do so would place the child/young person at risk of harm.

12.4 Adult consent

For adults (over 18 years old) practitioners should seek the consent of the person who may be at risk of extremism or radicalisation before taking action or sharing information. In some cases, where a person refuses consent, information can still lawfully be shared if it is in the public interest to do so. This may include protecting someone from serious harm or preventing crime and disorder

12.5 In doubt about whether to share information?

Any practitioner who is in doubt about whether or not they should share information, or whether they have consent either to share information or carry out a piece of work. Advice on information sharing can also be sought from the Information Governance Team from your local Authority. Anyone who believes a crime is being committed, or planned, or is aware of any terrorist activity, they should contact the local Designated Safeguarding Lead (DSL) who will contact the local Prevent team without delay.

No referral can be made externally without Designated Safeguarding Lead (DSL) involvement.

- The Safeguarding Manager and Governor must be informed so they can pass to the local prevent coordinator & local safeguarding board.
- Channel process started.
- Screening undertaken by prevent officer if not appropriate for channel then alternative information, advice and guidance is provided.
- Preliminary assessment by prevent officer & police undertaken.
- Multi-agency channel (meeting with police, prevent officer, local authority, health service, faith leaders, boarder agency and educators.)
- Channel support package implemented.

13 APPENDIX 4. COVID-19 ARRANGEMENTS

Please refer to our main P63 Safeguarding & Child Protection Policy.

13.1 Hashtags to look out for during COVID-19



If you see any of these, please report it to the Safeguarding Team.

#deepstatevirus

#coronaviruscoverup

#CCPvirus (CCP is defined as Chinese Communist Party)

13.2 COVID-19 blaming groups

The Right Wing are getting attention from people by blaming groups for COVID-19 to draw people in and then encouraging them to view other websites for more extreme information. These groups include and are not limited to Anti-Vaccination, Anti-Government and Conspiracy.

POLICY REVIEW AND SIGN OFF



Claire Jeens
Quality Director - TCHC GROUP LTD

Document History

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