

**Kidderminster College**

**Prevent Procedure**

Date approved: November 2017

Approved by: Senior Leadership Team

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Executive Lead: N/A

Responsible Manager: Assistant Principal – Learner Engagement

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# **1. Introduction**

Section 26(1) of the Counter-Terrorism and Security Act 2015 (“the Act”) imposes a duty on “specified authorities”, when exercising their functions, to have due regard to the need to prevent people from being drawn into terrorism Further Education providers are “specified authorities”.

**It is a condition of funding that all further education and independent training providers must comply with relevant legislation** and any statutory responsibilities associated with the delivery of education and safeguarding of learners.

“The aim of the Prevent Duty is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism”. Terrorist groups often draw on extremist ideology, developed by extremist organisations. “The Government has defined extremism in the Prevent strategy 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. We also include in our definition of extremism calls for the death of members of our armed forces”.

**2**. **Safeguarding and the Prevent Duty**

The document ‘Keeping children safe in education (September 2016) identified radicalisation as one of sixteen additional safeguarding concerns. It is important that as part of Safeguarding, all students are protected from radicalisation. Kidderminster College recognises that members of staff and students have a role to play in preventing radicalisation. All complaints, allegations or suspicions relating to radicalisation must be taken seriously and discussed with the Division's Designated Safeguarding Lead.

# **3. Definition of radicalisation**

Radicalisation is the process where someone has their vulnerabilities or susceptibilities exploited towards crime or terrorism – most often by a third party, who have their own agenda.

Concerns related to radicalisation

Where there are concerns that a student is being radicalised or where there are concerns that a student is expressing extremist views, then in line with the government Prevent Duty guidance, these concerns must be raised in the same way that any other safeguarding concern would be raised. The member of staff with the concern should discuss their concerns with the Division's nominated manager with responsibility for child protection (Appendix 1). They will then confer with the Divisional Designated Safeguarding Lead. If they consider that the information given indicates that the learner may be at risk of radicalisation they will make a referral in line with the Prevent Duty guidelines.

**4. People responsible Safeguarding and Prevent**

Safeguarding is everyone’s responsibility however there are specific staff with responsibility for safeguarding issues at Kidderminster College and they are referred to in this document as “nominated managers”, “Divisional designated managers” or "NCG's designated lead”. A list of names, titles and contact details for these managers, other relevant members of staff and other relevant agencies is attached at Appendix 1.

# **5. Reporting concerns**

# Where staff have concerns about a learner or learners who may be displaying or demonstrating behaviours which could be considered to be linked to radicalisation, then these concerns must be reported to the nominated manager for safeguarding or in their absence a deputy designated safeguarding manager as soon as possible and within 2 hours.

**The form in Appendix 3 should be used to record the information.**

The names and contact details of managers who have responsibility for Prevent issues are included in Appendix 1.

* + If you are unable to contact the nominated manager in your Division or the Divisional deputy designated manager, you should contact the NCG Designated Manager immediately.
	+ If a learner is in immediate danger or at risk of serious harm, for example in a life threatening situation, call the emergency services by dialling 999. You must then communicate the information to the appropriate manager/s in college (see appendix 1)
	+ A flowchart describing this referral process is attached at Appendix 3.

**At no point should college staff undertake any investigatory interviews.**

* Written Records - The Divisional Designated Safeguarding Lead shall retain a copy of:
* The report to local Prevent Team
* Any notes, memoranda or correspondence dealing with the matter
* Any other relevant material
* Copies of reports, notes etc should be kept securely locked at all times, and kept for a period of 7 years

# **6. Allegations about a Member of Staff**

# The following procedures must be applied where allegations relating to the radicalisation of a member of staff are received.

There are a number of sources from which a concern or an allegation might arise, including from:

* A learner
* A parent
* A member of the public
* A disciplinary investigation
* Another member of staff

The person to whom an allegation or concern is reported **must not question or investigate the matter further**; they must:

* Treat the matter seriously;
* Avoid asking leading questions and keep an open mind;
* Make a written record of the information as soon as possible which should include:

	+ the name of the complainant
	+ When and where the alleged incident took place, including date and time
	+ Who was present
	+ The account of what is alleged to have happened
	+ Your name, signature and date

**The form in Appendix 3 should be used to record the information.**

* Contact the nominated manager immediately to report that an allegation has been made
* The nominated manager who is also the Divisional Designated Safeguarding Lead will contact the Head of HR.
* If the nominated member of staff is unavailable, you should report directly to the Deputy Designated Manager.

If neither the nominated nor Deputy Designated Manager are available, contact the Divisional Head of HR or NCG’s designated manager for further guidance.

**Initial action by the Divisional Designated Safeguarding Lead**

The Divisional Designated Safeguarding Lead must report an allegation to the Prevent Team at West Mercia Police

If a concern or an allegation requiring immediate attention is received outside normal office hours the Divisional Designated Safeguarding Lead must consult immediately with the local Prevent Team.

**Malicious Allegations**

Where it is subsequently found that an allegation was made with malice aforethought, the Division will determine an appropriate course of action. This may include disciplinary action against the accuser, acceptance of a written apology (subject to agreement about future behaviour) or other such sanctions as are deemed appropriate.

**Appendix 1**

**Prevent Procedure - List of Useful Names and Contact Details**

**Kidderminster College Group – Internal Contacts**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name**  | **Title** | **Organisation** | **Tel. Number** |
| **NCG DESIGNATED MANAGER** |
| Lynne Griffin | Group Director Human Resources and Organisational Development | NCG | 0191 200 4134 |
| **DIVISIONAL DESIGNATED SAFEGUARDING LEAD**  |
| Cat Draper | Assistant Principal | Kidderminster College Division | 01562 512070 |
| **DIVISIONAL DEPUTY DESIGNATED MANAGERS** |
| Ian Hinksman | Head of Learning Support | Kidderminster College Division | 01562 512069 |
| **DIVISIONAL NOMINATED MANAGER - KIDDERMINSTER** |
| Helen Basnett | Learner Services Manager | Kidderminster College Division | 01562 512020 |

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTACTS OF SENIOR STAFF** | **Title** | **Organisation** | **Tel. Number** |
| **GROUP CHIEF EXECUTIVE** |
| Joe Docherty | Chief Executive | NCG | 0191 200 4011 |
| **DIVISIONAL HEAD** |
| Andy Dobson | Principal | Kidderminster College Division | 01562 51207407876356092 |
| **Senior Leadership Team**  |
| Cat Draper | Assistant Principal  | Kidderminster College Division | 01562 512072 |
| Palvinder Singh | Vice Principal  | Kidderminster College Division | 01562 512070 |
| Adrian Ward | Vice Principal  | Kidderminster College Division | 01562 512055 |

**Other useful contact details – External**

**KIDDERMINSTER**

|  |  |  |
| --- | --- | --- |
| **Prevent Team West Mercia Police** | **Email** | **Phone Number** |
| DC Manjit Sidhu | prevent@warwickshirewestmercia.pnn.police.uk | 01386 591825 |
| DC James Bryon |
| DC Craig Colley |

|  |  |  |
| --- | --- | --- |
| **Worcestershire Local Authority** | **Email** | **Phone Number** |
| Paul Kinsella | pkinsella@worcestershire.gov.uk | 01905 846550 |

### **Appendix 2**

MEMBER OF STAFF HAS CONCERNS ABOUT STUDENTS WELFARE in relation to RADICALISATION

### **PREVENT**

### **REFERRAL**

### **FLOW CHART**

1. Member of staff contacts nominated manager Cat Draper immediately.

2. If the nominated manager cannot be contacted, the member of staff should contact Ian Hinksman, the Divisional Deputy Designated Manager immediately.

[If neither of these managers are available seek guidance from NCG’s designated manager or Divisional Head. Ensure the nominated manager in School/Divisional Designated/Deputy Manager/NCG’s Designated Safeguarding Lead Manager is informed as soon as possible

3. If a learner is in immediate danger or at risk of serious harm, call the emergency services by dialling 999. You must then communicate this information to the appropriate manager/s in the college (see above).

Divisional Designated Safeguarding Lead no longer has concerns

Divisional Designated Safeguarding Lead still has concerns

No further action, although may need to act to ensure person is safe

Referral to Local Prevent Team,

Local Prevent Team acknowledge receipt of referral and decide on next course of action

**Appendix 3**

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| --- |
| **SAFEGUARDING YOUNG PEOPLE AND ADULTS AT RISK CONCERN LOG**Please consider the Guidance Notes overleaf before completing. This form should be used when a learner discloses to any member of staff or volunteer that they or another learner is suffering or is at risk of abuse  |

|  |  |
| --- | --- |
| Name of Learner at risk   | Date of Birth:  |
| Date and Time (concern log completed)   | Learner ID No:  |
| Names of anyone else present (witnesses)?  |
| Reason (s) for recording the incident: **N.B. Please record the following types of information (in the young person’s or adult’s at risk own words/communications) and only if offered by them. Do not interrogate to seek an answer. DO NOT investigate.**  Who (the alleged perpetrator, name or description)  What (the disclosure, a record of what was said in learner’s exact words or phrases; distinguish between fact, observation, allegation and opinion; note non verbal behaviour) - use continuation sheet if necessary)   Where (the location where the incident happened)   When (the safeguarding incident / concern / disclosure occurred)   To whom did you report the incident   Any immediate treatment required (first aid, etc)  Description of any injuries  |
| Was the learner able to provide informed consent to share information | **Yes / No** (please circle)  |
| If No, did you explain that you would have to share this information with a designated safeguarding team member and why (statutory requirement of safeguarding)  | **Yes / No** (please circle)  |
| If Yes, what did the learner say:  |
| Please check to make sure that your report is legible and content will also be clear to an independent reader in the future  |
| Your Name **Please print**…………………………………  **Please sign**……………………………………  | Job Title  Contact number  |
| Training Provider name (if not Kidderminster College)   |
| **Please pass this form to a designated safeguarding team member** **(Helen Basnett, Cat Draper, Yvette Kay, Ian Hinksman, Liz Dew, Lisa Lawson)**  |

 **KIDDERMINSTER COLLEGE Appendix 1**

**MANAGING DISCLOSURE – GUIDANCE FOR STAFF**

A wide range of possible situations can fall into the category of a ‘disclosure’. Because it is impossible to know in advance what a young person or adult at risk will say, it is advisable to follow the suggestions outlined below. Young people or adults at risk will probably tell you about incidents involving bullying or bribes, perhaps from peers. However young people or adults at risk who live in abusive situations, commonly ask trusted adults for help with minor anxieties. It can be a way of seeking out a safe situation in which to confide a major concern.

**It is important to remember:**

* Most young people and adults at risk make some attempt to ‘tell’ in the early stages of abuse. Often they are not heard. They may never tell again
* Sexual abuse of a young person or adult at risk within a family usually only ends when the secret is told. Such abuse can be ongoing over many years. It is rarely a one-off event.
* No one really wants to hear that a young person or adult at risk is being abused but unless someone hears, the abuse goes on

**It is not, however, the responsibility of the tutor to investigate suspected abuse.**

Care must be taken in asking and interpreting responses to questions about indications of abuse from young people or an adult at risk. Tutors should not ask the young person or adult at risk leading questions as this can later be interpreted as putting ideas into the mind of a young person or adult at risk. The chief task is to listen to the young person or adult at risk and not interrupt if he or she is freely recalling significant events and to make a note of the discussion to pass on to the college designated staff for safeguarding issues. As regards school links students, a copy of this note will be passed to the 14-19 Area Curriculum Co-ordinator by the designated staff. The note should record the time, date, place and people who were present as well as what was said. A copy of this is overleaf.

**Tutors should never give undertakings of absolute confidentiality to a learner.**

**When a young person or adult at risk tells:** If they disclose directly, remember that it has taken a lot of courage to get to this point and your response is crucial. This young person or adult at risk has chosen you as someone they trust. Specific care and/or assistance may be needed when communicating with learners with mental capacity difficulties.

**Listen seriously:** abused young people or adults at risk are often threatened by the perpetrator that they will not be believed. Listen in an impartial way without value judgements and show the young person or adult at risk that you take their problem seriously. Tell the young person or adult at risk that you accept what they say. Choose a place to talk where you will not be interrupted.

**Reassure the young person or adult at risk:** the threats that young people or adults at risk live under to keep the secret are very powerful and they will be frightened of the consequences of telling. Reassure them that they have done the right thing. Tell them they are not to blame. Offer ongoing support and tell them that you will follow through their disclosure.

**Empathise:** don’t tell the young person or adult at risk how they should feel. Validate their feelings and just listen. Avoid asking questions but feedback what they say if you need to respond verbally.

**Following a disclosure a staff should immediately talk to a designated safeguarding team member**

**(Helen Basnett, Cat Draper, Yvette Kay, Ian Hinksman, Liz Dew, Lisa Lawson)**

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| --- | --- |
| **Do*** Listen carefully to what is said
* Allow the pace of the conversation to be dictated by the learner

(Specific care and/or assistance may be needed when communicating with SLDD learners)* Make notes of the details of the disclosure using the learner’s words/communications where possible.
* Ask only open questions, such as:

How did that happen?What was happening at the time?Anything else you want to tell me?* Accept what the learner says. Do not ask for further details
* Acknowledge how hard it was for them to tell
* Reassure the learner that they have done the right thing
* Explain who you will have to tell (the DSO) and why (You may need large key symbol cue cards depending on individual and level of communication)
 | **Don’t*** Burden the learner with guilt by asking questions such as “why didn’t you tell me before?”
* Interrogate or pressure the learner to provide information
* Promise to keep the information confidential or make promises that you cannot keep such as “it will be alright now” (breaking confidence would be inappropriate, it is better to say that you might have to tell someone)
* Ask questions which may be considered as suggesting what might have happened, or who has perpetrated the abuse
* Criticise the perpetrator
* Force the learner to repeat what s/he has said in front of another person
* Undress the learner or examine clothed parts of their body
 |