

Safeguarding Children and Vulnerable Adults Policy

(inc Online Safety and Prevent)

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1. Policy Statement

1.1 Intech Centre has a statutory and moral duty to ensure that the Centre functions with a view to safeguarding and promoting the welfare of children/young people and vulnerable adults receiving education and training at the Centre.

1.2 Throughout these policies and procedures, reference is made to “children and young people”. This term is used to mean “those under the age of 18”.

1.3 It is also recognised that some adults are vulnerable to abuse. Accordingly, the procedures are also applied to allegations of abuse and the protection of vulnerable adults. Guidance on who is a ‘vulnerable adult’ is taken from ‘No Secrets’ (Department of Health 2000), which defines vulnerable adults as: ‘those adults who are or may be in need of community care services by reason of mental or other disability, age or illness’.

1.4 The definition of vulnerable adults includes (but is not exclusive to) individuals with any of the following:

- Learning Difficulties
- Physical Impairments
- Sensory Impairments
- Mental Health Needs
- Age Related frailty
- Living in sheltered accommodation
- Detained in custody or under a probation order
- Requiring assistance in the conduct of his/her affairs
- Receiving a service or participating in an activity targeted at older people, people with disabilities or with
- Physical or mental health conditions

1.5 The Centre will refer concerns that a child, young person or vulnerable adult might be at risk of significant harm to the prime contractor (as appropriate), the police or in cases of radicalisation to the Channel Scheme as appropriate.

1.6 Senior Manager and all staff working with children/young people and vulnerable adults will receive training adequate to familiarise them with child/vulnerable adult protection issues and their responsibilities and the Centre’s procedures and policies, with refresher training at least every year.

1.7 The governing body recognises the following as definitions:

Consent is when a person voluntarily gives verbal permission to another for something to happen or agrees to do something. Consent is reversible.

Consent is not given if:

- ✗ The person asked isn’t saying anything
- ✗ The person asked is not sober
- ✗ The person asked didn’t say no
- ✗ The person asked said yes earlier, is in a relationship and they didn’t say no

[Consent short video](#)

1. **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or otherwise causing physical harm. Physical injury may occur as a result of injury inflicted by a family member, including a brother or sister, or by another person, or an injury sustained accidentally but as a result of neglect. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately

causes ill health to a child whom they are looking after. This situation is commonly described using terms such as fabricated or induced illness by proxy, or Munchausen syndrome by proxy.

Bullying can also be a form of physical and emotional abuse. However, it is more often between peers and needs to be dealt with locally by tutors with the assistance of Senior Manager, with cases reported as per the Anti Bullying & Harassment Policy.

2. **Psychological/Emotional abuse** is the persistent emotional ill-treatment of a person such as to cause severe and persistent adverse effects on him or her emotional development. It may involve conveying to that child or person that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on the child or person concerned. It may involve causing that child or person to feel frightened or in danger, or exploitation or corruption. Emotional and other forms of abuse may occur as a result of domestic violence. Some level of emotional abuse is involved in all types of ill-treatment or abuse, though it may occur alone.
3. **Sexual abuse** is where a vulnerable person has not consented or could not consent or was pressured into consenting, into carrying out sexual acts on someone or having sexual acts performed on them. Including, rape, assault by penetration and sexual assault. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activity such as involving children or vulnerable adults in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging them to behave in sexually inappropriate ways. Sexual abuse may also take place through the inappropriate use of cameras and phone images.
4. **Neglect** is the persistent failure to meet a child or vulnerable adult's basic physical and/or psychological needs, likely to result in the serious impairment of his or her health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, or the failure to ensure access to appropriate medical care or treatment. It may also involve the neglect of basic emotional needs.
5. **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.

1.8 In respect to vulnerable adults, we identify eight forms of abuse. In addition to the five above identified:

1. **Financial abuse** is defined as the misappropriation of money or assets; transactions to which the person could not consent or which were invalidated by intimidation or deception; or, the misuse of assets. Examples include misuse of benefits, denying access to money, not spending allowances on the individual, and unreasonable restriction on a person's right to control over their lives to the best of their ability.
2. **Discriminatory abuse** is defined as any form of abuse based on discrimination because of a person's race, culture, belief, gender, age, disability, sexual orientation, etc.
3. **Institutional abuse** is defined as repeated incidents of poor professional practice or neglect, and inflexible services based on the needs of the providers rather than the person requiring the service.

1.9 In respect of safeguarding individuals from **radicalisation**, the Centre works to the Prevent element of the Government's Counter Terrorism Strategy, and where deemed appropriate seeks external support for learners through referrals to the Channel Programme. This programme aims to work with the individual to address their specific vulnerabilities, prevent them becoming further radicalised and possibly entering the criminal justice system because of their actions. It is recognised that radicalisation can occur to an individual from any section of society and is not particular to any racial, ethnic or social group. It is further recognised that in many instances the process of radicalisation is essentially one of grooming by others.

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 and volunteers with information on how to refer a concern.

1.10 Online Safety

We believe that:

- children and adults (individuals) should never experience abuse of any kind
- individuals should be able to use the internet for education and personal development, and our safeguarding processes are in place to ensure they are kept safe at all times.

We recognise that:

- the online world provides everyone with many opportunities; however it can also present risks and challenges
- we have a duty to ensure that all children, young people and adults involved in our organisation are protected from potential harm online
- we have a responsibility to help keep children and young people safe online, whether or not they are using Intech Centre's network and devices
- all individuals, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting their welfare and in helping young people to be responsible in their approach to online safety.

2. Staff Responsibilities for Child Protection/ Vulnerable Adults

Senior Manager (Designated Safeguarding Lead)

2.1 Senior Manager leads responsibility for child/ vulnerable adult protection (including online abuse)

2.2 He has a key duty to take lead responsibility for raising awareness within the staff of issues relating to the welfare of children and young people, and the promotion of a safe environment for the children, young people and vulnerable adults learning within the Centre and online.

2.3 He has received training in child/vulnerable adult protection issues and inter-agency working, as required by the Local Safeguarding Children Board and will receive refresher training at least every 2 years.

1. Overseeing the referral of cases of suspected abuse/radicalisation or allegations to the prime contractors, or other agencies (such as the police, Channel) as appropriate.
2. Providing advice and support to other staff on issues relating to child /vulnerable adult protection
3. Maintaining a proper record of any child/vulnerable adult protection referral, complaint or concern (even where that concern does not lead to a referral)
4. Ensuring that parents/carers of children and young people/vulnerable adults within the Centre are aware of the Centre's Child/Vulnerable Adult Protection Policy
5. Liaising with the Children and Young People's Services Department of the Local Authority, the Local Safeguarding Children Board and other appropriate agencies
6. Liaising with referring agencies which send learners to the Centre to ensure that appropriate arrangements are made for the learners
7. Liaising with employers and training organisations that receive children or young people/vulnerable adults from the Centre on long term placements to ensure that appropriate safeguards are put in place
8. Ensuring that all staff receive basic training in child protection/vulnerable adult issues and are aware of the Centre's Child/Vulnerable Adult Protection Procedures
9. providing clear and specific directions to staff and volunteers on how to behave online through our behaviour code for adults
10. developing clear and robust procedures to enable us to respond appropriately to any incidents of inappropriate online behaviour, whether by an adult or a child/young person
11. reviewing and updating the security of our information systems regularly
12. ensuring personal information about the adults and children who are involved in our organisation is held securely and shared only as appropriate
13. ensuring that images of children, young people and families are used only after their written permission has been obtained, and only for the purpose for which consent has been given
14. providing supervision, support and training for staff and volunteers about online safety
15. examining and risk assessing any social media platforms and new technologies before they are used within the organisation.

Staff Members

1. report to the Senior Manager on child/vulnerable adult protection issues
2. are trained and able to receive and make an appropriate child/vulnerable adult protection referral to external agencies
3. will be available to provide advice and support to other staff on issues relating to child/vulnerable adult protection
4. have particular responsibility to be available to listen to children, young people and vulnerable adults studying at the Centre
5. will deal with individual cases, including attending case conferences and review meetings as appropriate
6. supporting and encouraging the young people using our service to use the internet, social media and mobile phones in a way that keeps them safe and shows respect for others
7. supporting and encouraging parents and carers to do what they can to keep their children safe online
8. ensuring that user names, logins, email accounts and passwords are used effectively
9. ensuring personal information about the adults and children who are involved in our organisation is held securely and shared only as appropriate

Personal Relationships

We recognise that, from time to time, close personal relationships may develop between members of staff and volunteers. To ensure that potential conflicts of interest are avoided, employees are required to inform their (line manager) of any relationship which may affect their work or compromise the business in any way.

No personal relationships are allowed with service users. If you have a prior personal relationship with a service user, before they became a service user, you must report this to your (line manager/HR department).

Any such information will be treated in the strictest confidence. We fully acknowledge the right of employees to privacy in their personal affairs. However, experience has shown that the effect of such relationships can cause a blurring of judgement whereby conflicts of interest arise.

3. Dealing with Disclosure of Abuse: The Centre Procedures for Reporting Concerns

3.1 The Centre has published procedures for reporting cases of suspected abuse of young people or vulnerable adults. A full copy is set out in Appendix One to this document.

3.2 These procedures are issued to all members of staff and all new recruits to the Centre during their induction. Further staff (mandatory) training is provided to all Centre staff and renewed every year.

4. Recruitment and Selection Procedures

4.1 The Centre has written recruitment and selection procedures. The policy and procedures are designed with the aim of safely recruiting staff and providing a safe environment for children/young people and vulnerable adults to learn in. Key aspects of the procedures and processes are as follows;

- Job descriptions are available for all roles. All jobs contain explicit responsibility for safeguarding and promoting the welfare of learners having due regard to the Centre's Child & Vulnerable Adults Protection Policy
- A person specification setting out the key selection criteria for all roles. The person specification includes demonstrating commitment to safeguarding policies and the suitability to work with children and young adults
- A standard application form that provides for the collection of information on applicants that enables the Centre to recruit safely
- Advertising of posts externally as appropriate
- Two satisfactory references are obtained for each successful applicant as a condition of their employment. The first reference should be the applicant's existing or most recent employer. The second reference should also be from an employer. Character references are only used where an applicant has little or no previous work experience e.g. young persons. Where appropriate referees are asked specific questions about an applicant and their role in safeguarding children
- A policy on the recruitment of ex-offenders
- A policy on obtaining a satisfactory Disclosure and Barring Service (DBS) disclosure and 'barred list' check for appropriate positions as a condition of employment at the Centre.

APPENDIX ONE

Procedures for Reporting Cases of Suspected Abuse Involving Children/Young People or Vulnerable Adults

1. The Duty to Report

Intech Centre and all its members of staff have a legal duty to report cases of suspected abuse. If you, as a member of staff, have concerns that a child/young person or vulnerable adult has been mistreated or abused, you **MUST** report this.

2. What To Do If You Notice Abuse

2.1 You may become aware of potential abuse in two main ways:

1. You may observe signs in a student that lead you to suspect that they have been physically, emotionally, or sexually abused, or suffer severe neglect, or are **becoming radicalised**; or in addition in the case of a vulnerable adult, they may be experiencing financial, discriminatory or institutional abuse.
2. The students themselves may disclose to you that they have been abused.

The tables below gives examples that may indicate that an individual is being abused. In addition to these a person may be being abused by virtue of their race, gender, age, disability or sexual orientation which would indicate discriminatory abuse. Similarly, any of the examples listed may be an indication of institutional abuse if the individual is in receipt of organised care.

Possible signs of physical abuse include:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Unexplained injuries or burns, particularly if they are recurrent • Refusal to discuss injuries • Improbable explanations for injuries • Untreated injuries or lingering illness not attended to • Admission of punishment which appears excessive • Shrinking from physical contact • Fear of returning home or of parents being contacted • Fear of Undressing | <ul style="list-style-type: none"> • Fear of medical help • Aggression/bullying • Over compliant behaviour or a 'watchful' attitude • Running away • Significant change in behaviour without explanation • Deterioration of work • Unexplained pattern of absence which may service to hide bruises or other physical injuries |
|---|---|

Possible signs of emotional abuse include:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Continual self-deprecation • Fear of new situations • Inappropriate emotional responses to painful situations • Self-harm or mutilation • Compulsive stealing/scrounging • Drug/solvent abuse | <ul style="list-style-type: none"> • 'Neurotic' behaviour – obsessive rocking, thumb-sucking, and so on • Air of detachment – 'don't care' attitude • Social isolation – does not join in and has few friends • Desperate attention-seeking behaviour • Eating problems, including overeating and lack of appetite • Depression, withdrawal |
|--|---|

Possible signs of Sexual Harassment, Sexual Violence and Sexual Consent include:

- Bruises, scratches, burns or bite marks on the body
- Scratches, abrasions or persistent infections in the anal or genital regions
- Sexual awareness inappropriate to the person's age – shown, for example, in drawings, vocabulary, games and so on
- Frequent public masturbation
- Attempts to teach others about sexual activity
- Refusing to stay with certain people or to go to certain places
- Aggressiveness, anger, anxiety, tearfulness
- Withdrawal from friends
- being sent unsolicited explicit sexual material and being pressured to send nude pictures
- Promiscuity, prostitution, provocative sexual behaviour
- Self-injury, self-destructive behaviour, suicide attempts
- Pregnancy – particularly in the case of young adolescents who are evasive concerning the identity of the father
- Recoiling from physical contact
- Eating disorders
- Tiredness, lethargy, listlessness
- Over-compliant behaviour
- Genital discharge/irritation
- Sleep disturbance
- Unexplained gifts of money
- Depression
- Changes in behaviour

Possible signs of neglect include:

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing
- Frequent lateness or non-attendance at Centre
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing or scrounging
- Constant tiredness

Possible signs of financial abuse include:

- Loss of jewellery and personal property
- A bill not being paid when money is entrusted to a third party
- Unexplained withdrawal of cash
- Lack of money to purchase basic items
- Misuse of benefits
- Inadequate clothing
- Theft of property
- Over protection of money or property
- Loss of money from a wallet or purse

Possible signs of radicalisation include:

- The individual's views become increasingly extreme regarding another section of society or government policy
- The individual becomes increasingly intolerant of more moderate views
- The individual expresses a desire/intent to take part in or support extremist activity
- They are observed downloading, viewing or sharing extremist propaganda from the web
- They become withdrawn and focused on one ideology
- The individual may change their appearance, their health may suffer (including mental health) and they may become isolated from family, friends, peers or social groups.

Online Abuse include:

- **Cyberbullying** or **online bullying** is any type of bullying that happens online. Unlike bullying that takes place offline, online bullying can follow the child wherever they go and it can sometimes feel like there's no escape or safe space.
- **Emotional** abuse is any type of abuse that involves the continual emotional mistreatment of a child and this can happen both on and offline
- **Sexual abuse** is when a child or young person is forced or tricked into sexual activities. Sexual abuse can happen online - for example, a child could be forced to make, view or share child abuse images or videos or take part in sexual activities on conversations online.
- **Grooming** is when someone builds a relationship with a child so they can sexually abuse, exploit or traffic them. Children and young people can be groomed online or face-to-face by a stranger or by someone they know.
- **Sexting** is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexual messages. It's online abuse if a child or young person is pressured or coerced into creating or sending these types of images
- **Sexual exploitation** is a type of sexual abuse. When a child is sexually exploited online they may be persuaded or forced to create sexually explicit photos or videos or have sexual conversations.

Hate Crime include: if you think the person's behaviour was motivated by prejudice against you

- it's a hate crime if someone assaulted you and used homophobic language or threw a brick through your window and wrote racist graffiti on your house.
- If you've experienced abuse and you think it's because of your age, your local police force might treat it as a hate incident.
- If you've experienced something that wasn't a crime, but you think it was motivated by prejudice against you, it's a hate incident. For example, if someone shouted abuse at you from their car.
- It's still a hate crime if someone made a mistake about your identity. For example if they attacked you because they thought you were Muslim, but you aren't.

2.2 If a student discloses to you that they (or indeed another child/young person or vulnerable adult) have been, or are being abused/**radicalised**

DO

- ✓ **Do** listen very carefully to what they tell you.
- ✓ **Do** take what is said seriously and accept what you are told.
- ✓ **Do** stay calm and reassure the student that they have done the right thing in talking to you.
- ✓ **Do** write down as soon as you can exactly what you have been told.
- ✓ **Do** tell them that you must pass this information on but that only those that need to know will be told. Tell them to whom you will report the matter.

DO NOT

- ✗ **Do not** panic.
- ✗ **Do not** promise to keep things secret. You have a duty to refer a child/young person or vulnerable adult who is at risk.
- ✗ **Do not** lie or say that everything will be fine now that they have told.
- ✗ **Do not** criticise the abuser, especially if it is a parent/carer

- ✖ **Do not** ask lots of detailed or leading questions such as: ‘What did he do next?’ Instead, ask open questions such as: ‘Anything else to tell me?, ‘Yes’, or ‘And...?’. Do not press for answers the student is unwilling to give.

It is important that the person to whom disclosure is made **does not investigate** or question the person concerned except to clarify what they have heard. This is particularly important in cases of sexual abuse.

2.3 It is very important to record, as accurately as possible, what was said to you when you received the disclosure of abuse. Clearly all written records should be handled confidentially.

2.4 If a child/young person or vulnerable adult discloses to you that they or another child have been abused/radicalised, or if you suspect from what you observe that they are being abused, you **MUST REPORT THIS**.

2.5 You must inform the Designated Safeguarding Lead **immediately** if you have concerns that a child/young person or vulnerable adult has been, or is, being abused.

Designated Safeguarding Lead	Deputy Safeguarding Officer
Salih YILMAZ salih@intechcentre.com 020 7354 5655	Zelin Mumtaz zelin@intechcentre.com 020 7354 5655

Government PREVENT Extremism Helpline (Channel) counter.extremism@education.gsi.gov.uk 020 7340 7264	Local Authority Contact If you are worried about someone who may be at risk of abuse or harm please contact the Access and Advice Team on 020 7527 2299 or email access.Service@islington.gov.uk
101 - The number to call to contact local police	

In all cases, if you are concerned, the rule is to pass this on quickly and to seek help and further support, rather than to worry alone or to do nothing.

3. The Senior Manager (Designated Safeguarding Lead)

3.1 When a member of staff refers a case of suspected abuse to Senior Manager, he/she decides whether or not the situation should be referred to the Local Authority or the police, or whether some other course of action is more appropriate. He/she may also take advice from the Centre’s contacts in the Local Authority. If they consider that abuse may have taken place, or that a child/young person or vulnerable adult is at risk of abuse, they will formally notify the Local Authority or police about this.

3.2 At this point the Local Authority take over responsibility for the issue. If they decide that there are serious concerns, they will initiate a formal assessment and, where circumstances warrant it, involve the police.

3.3 Involvement in cases of suspected abuse can be personally disturbing and distressing. Although the individuals involved in taking the disclosure may feel a need to talk about it with someone – a colleague, a friend, a partner – they should avoid this in order to respect the confidentiality of the student concerned. The Centre can offer you guidance and time to talk over what has happened in a confidential setting.

3.4 Disclosure of, or being the subject of abuse is obviously a very difficult and distressing time for the student, who needs to be offered continuing support in the Centre. They should be made aware of the support available to them and helped to initiate contact with this support if so desired.

3.5 A confidential record will be kept of all cases referred to the Senior Manager, including details of cases referred to the Local Authority or the police. These written records will be kept securely via a restricted site on the Centre's Servers

SAFEGUARDING- PREVENT Reporting Guidance

Intech Centre believes that in order for Safeguarding to impact on all aspects of the operational life of our employees it must become the informed responsibility of all. All employees have a responsibility and duty of care to actively make the learning environment safe and secure for all and take appropriate action where necessary in order to achieve this effectively.

In order to ensure appropriate action is taken in such circumstances the Company has adopted and utilised the principles of the 5 R's Model that should be implemented and followed across all operational activities. Further information on this model can be found below.

1. Recognition
2. Response
3. Reporting
4. Recording
5. Referral

Recognition

Recognition involves the ability to recognise behaviour that may indicate that there is a safeguarding / PREVENT issue/risk. All staff should be aware and informed so that possible issues/risks can be recognised, investigated and acted on effectively.

Signs and indicators may include direct disclosure and a learner may choose anyone in the organisation to disclose to (including tutors, assessors, advisors etc.), or indeed any of these may be the ones to spot concerning signs or behaviour in the learner. This is why all employees that come into contact with learners are trained in how to recognise and respond to this situation, and how to report a concern.

Recognising signs and indicators can be difficult, as any signs could have another explanation. It is vital that all employees complete their Safeguarding/PREVENT e-learning, and are able to spot signs, react appropriately, and know when to pass on concerns to the appropriate person.

Response

Appropriate response is vital. No report relating to safeguarding or PREVENT should be ignored. Your role in the moment when you respond is to ascertain what you are dealing with and to listen. The individual may be scared, emotional or confused when telling you information, so you must stay calm, and not let them know if you are feeling panicked, shocked or outraged at what you are hearing, as this may shut them down. You need to ask open questions (not leading or suggestive ones) and gather just enough information to know that it is a disclosure relating safeguarding or PREVENT that needs to be passed on, and how immediate the danger or harm is to the individual.

Demonstrate interest and concern, and take it seriously, even if you are finding it difficult to believe because it is so shocking, or perhaps it is an allegation being made against someone known to you. Finally reassure the individual that they have done the right thing by telling you, in reporting their concerns and that you will do everything you can to help. Do not make unrealistic promises by agreeing to 'keep it quiet' but ensure that they are aware of who you have to tell and what might happen next, and that this is for their safety. If you are unclear on what the next steps will be inform the individual that you will speak to the appropriate Safeguarding representative and advise the individual on the outcome of these discussions and next steps.

It is not your role to investigate the situation; your role is to record the issue/risk and pass on to the appropriate person by completing the Safeguarding Protection Form.

Reporting

The process for reporting a safeguarding or PREVENT issue/risk is outlined in Appendix 1. It is important that where an individual is identified as being in immediate danger or requiring medical assistance the emergency services are contacted without delay.

You may wish to obtain advice from a Safeguarding Representative and details of these can be found on the policy.

Report safeguarding concerns regarding friends/family members to the <https://actearly.uk/> website, there are resources, advice and contact details to support you, if you are worried about friends/family members.

Share a Prevent concern

Call the national police Prevent advice line

0800 011 3764, in confidence, to share your concerns with our specially trained officers. *The advice line is open 9:00am – 5:00pm every day.*

Channel Contacts

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

Channel 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.

Recording

As the first point of contact you must ensure that Part 1 of the Safeguarding Protection Form is completed accurately. This section of the form must be completed by the individual that has taken the testimony and been approached by the individual raising the issue / risk / concern. Ensure all sections are completed accurately, failure to do so could result in unnecessary delays and increased risk of harm to the individual.

Whilst completing Part 1 of the form you may seek advice from your Safeguarding representative; local Safeguarding Board; Children's Services, Adult Services, or local Police. This should be done as a priority and without delay.

You should record precisely what has been alleged, using key phrases and words the individual used. You are not expected to remember every detail of the conversation, and therefore it is not recommended that notes or any other recording is made during the conversation, but immediately afterwards. You should also record your observations of the individual, as well as your interpretation of the facts as long as you clearly identify when you are doing so.

On completion of Part 1 of the Safeguarding Protection Report Form, if you have not already done so, call a Safeguarding Representative prior to emailing them, to make them aware of your email or make contact with a Safeguarding Representative via Shield.

Referral

For safeguarding issues/risks your Safeguarding Representative can advise as to who else would need to be informed from local Safeguarding Board; Local Children's Services, Local Adult Services; Local Police and other specialist agencies.

It is important that liaison with the police forms an early part of all investigations relating to PREVENT. Following referral to the appropriate safeguarding representative within Intech Centre, the relevant local police force will carry out an initial assessment and, if appropriate, set up a multiagency meeting to agree actions for supporting the individual.

If the matter involves an allegation against an employee this should be brought to the immediate attention of the Senior Manager as a priority without delay.