Safeguarding, Child Protection & Prevent Policy

Responsibility for Policy Implementation	Executive Leadership Team
Responsibility for Policy Review	Director of People Services
Date of most recent review	August 2020
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Policy ratified by: Executive Leadership Team	
Jason Beaumont CEO	**Date: 28th September 2020**

Purpose

Access Creative College, Coaching Connexions and Armstrong Works (The Group) 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. For the purposes of this policy, the word 'student' covers all those engaged in learning within the group including centre based learners, apprentices and trainees.

The Group has a duty to give this document to all employees and other adults in regular contact with young people and adults at its centres and employer based locations. 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 aged 18 or under who are affected by, or at risk of, significant harm. The Group will also ensure that appropriate and complementary systems relating to Adults 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.

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Safeguarding, Child Protection and Prevent Policy Statement

The Group believes that the welfare of the individual is paramount. The Group recognises its duty and responsibility to protect when there is a cause for concern.

The Group 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.

The Group 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

The Group 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.

The Group is committed to the principle of safe recruitment, selection and vetting of all staff.

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

Definitions

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.

Both mental and physical health or development are relevant to safeguarding and the welfare of children and young people.

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 and Neglect *is defined by the Department of Health as:*

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

The early identification of abuse and neglect is vital and **all** staff should be aware that safeguarding issues are rarely 'stand alone' events that can be covered by one definition or label. If staff are unsure they should always speak a designated safeguarding lead.

All staff should be aware that safeguarding incidents and/or behaviours can occur between learners outside the learning environment and can be associated with external factors. These include factors outside the familial setting and learners can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

Female Genital Mutilation (FGM)

All staff should speak to the DSL with regard to any concerns about female genital mutilation. There is however a specific **legal duty on teachers** regarding such cases. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police.

Indicators of abuse and neglect

Abuse is a form of maltreatment of a child, young person or adult and may constitute a single act or a series of repeated actions or by failing to prevent harm. Abuse may be in a family, institutional or community setting by those known to them or by others, including adults, young people or children. Abuse may take various forms, for example:

- Physical abuse: Physical injury/violence, including bullying
- Emotional abuse: the persistent emotional maltreatment of a child or young person including bullying via cyberbullying and harassment as well as exploitation and corruption.
- Sexual abuse: where an individual is forced to enter into a sexual act without their consent, or where they are unable to consent. Sexual abuse can take place online and tecnology can be used to facilitate offline abuse.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse and both occur where there is an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

- 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: the persistent failure to meet basic physical and/or psychological needs, likely to result in the serious impairment of development. This includes the failure to act when action is needed.

- Upskirting: "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)

- Online Abuse: this can be linked to emotional abuse, bullying or sexual abuse outlined above

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. Abuse can also be attributed to the attempts by extremist groups to radicalise young people and groom them to support their cause and activities. Online activities are a major tool used to target young people and the Government's Prevent Strategy seeks to highlight this growing risk.

Mental health

All staff should be aware that mental health problems can be an indicator that a young person has suffered or is at risk of suffering abuse, neglect or exploitation. If staff have a mental health concern about a young person that is a safeguarding concern, immediate action should be taken following The Group's reporting procedures. (Consider adding link to 'Mental Health and Behaviour in Schools')

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."

Core British Values (*referred to in various guidance as 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/herself 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.

General Advice

Staff and adults in education are well placed to notice possible signs of abuse, extremism or radicalisation in young people and vulnerable 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

An unexplained change in attendance levels

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.

It may be that they disclose that approaches have been made to them or others that they are aware of or that pressure has been applied to accept views or doctrines which promote extremist behaviors or have been asked to participate in such behavior.

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
- Listen to what is said carefully but avoid asking probing questions; simply ask any questions needed to clarify what is being said
- 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 using the appropriate safeguarding reporting system, reporting what has happened and what you have done
- If there is an urgent or serious risk or cause for concern, in addition to using the appropriate reporting reporting system, ensure that you speak with the Designated Safeguarding Lead or a manager so an immediate intervention can be made where appropriate
- 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 a Designated Safeguarding Lead in the first instance and use the appropriate reporting system Designated Safeguarding Lead (DSL).

- 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)

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

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 report the concern immediately using the appropriate system and speak directly with a Designated Safeguarding Lead where necessary. You should never deal with any issues in isolation.

It is vital that all concerns are recorded and submitted on the same day they arise. Urgent concerns must also be communicated immediately by phone or in person to an appropriate Designated Safeguarding Lead. This principle applies to all partners within The Group.

In the case of apprentices, a concern may be identified by or disclosed to the employer or the Industry Practitioner. A disclosure may be made direct to a National DSL. All concerns are managed in accordance with this policy and monitored by the Safeguarding Coordinator.

Where allegations, disclosures or suspicions of attempted radicalisation or examples of extremist behavior are identified, these need to be handled sensitively; You should report the concern using the appropriate system and link with a DSL or manager immediately. Again, never attempt to deal with any issues in isolation. The relevant manager oversees concerns relating to extremist behaviour and links with Prevent via the Channel process.

The Safeguarding and Prevent Coordinator holds regular reviews with all DSL teams of the management of safeguarding and Prevent concerns. This includes tracking the chronological records of updates including those cases referred to external agencies.

Reports are generated monthly and for the Safeguarding Steering Group which meets half termly. These show levels and categories of concerns recorded by each partner of The Group and enable trends and associated issues to be identified so that actions can be taken and interventions made. The Streering Group is chaired by the Director of Education and in addition to meetings scheduled in advance throughout the year, extraordinary meetings are called in response to radical changes with the potential to impact on safeguarding concerns. These include the transition to alternative delivery models since the onset of Covid-19 and the group's strategy to maintain support for learners during this period.

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 Learner Support Manager (LSM) who is a DSL in addition to all Centre Managers being DSL trained. Larger centres have additional DSLs to support the LSM. Partners of The Group also have DSLs who link with the Safeguarding and Prevent Coordinator.

The Groups centres and partners link to two National Designated Safeguarding Leads (NDSLs) in the Central Management team of Access Creative College (Access to Music Limited) 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 Vulnerable Adults, Regional FE/HE PREVENT Coordinators, Police PREVENT Officers, Health Commissioning groups and other stakeholders.

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

There are new multi-agency working arrangements in place on a local level. The new safeguarding partners are the local authority, a clinical commissioning group for an area within the local authority and the chief officer of police for an area. Schools and colleges 'have a pivotal role to play in multi-agency safeguarding arrangements'. (p.21, KCSIE) These three partners make arrangements for providers locally to be fully engaged, involved and included in safeguarding arrangements and The Group has a statutory duty to cooperate with the published 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.

The Process for Raising Concerns and Making Referrals

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 a Designated Safeguarding Lead 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
- Record the concern on the appropriate system and where the concern is of an urgent nature, ensure that you speak with a DSL to alert them that you have submitted a concern

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
- Signatures of staff member and person (if appropriate)
- Details of parent/guardian and other support agencies involved, where appropriate

Note: All of this information is required by each of the systems currently used by our partners or within the The Group .

3. Local and National Designated Safeguarding Leads' duties

Members of staff to whom disclosures are made should contact the DSL immediately and complete and submit a concern immediately after the initial conversation. Once the relevant parties are notified, the manager may take the lead on managing the concern in collaboration with other DSLs or one of the national DSLs. .

- If the individual wants, and the circumstances warrant immediate action, to take the allegation forward themselves they can do so provided that they inform the Designated Safeguarding Lead (DSL), after taking appropriate advice. The DSL should support the individual in contacting Social Services, Police or NSPCC (as appropriate) within 24 hours of the initial disclosure/allegation.
- If a Designated Safeguarding Lead (DSL) decides that they must report the allegation, the appropriate agency should be contacted by telephone in the first instance. The date and time of the contact and the duty officer's name should be recorded.
- Alternative referral processes are used by different Local Authorities with specific local paperwork in place for example. These processes are outlined in each LA's safeguarding policy and up to date policies for all LAs where learners live should be maintained by centres and partners for ready access. The required documentation outlining the referral and detailing the disclosure/allegation should be sent within 24 hours of the initial disclosure/allegation to the relevant agency.
- 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.

- Where any proceedings follow the initial referral, the DSL should provide prompt feedback to the individual and other members of a DSL team where the referring DSL is not the person undertaking additional work in respect of the referral, regarding all further communications with external agencies.
- The DSL should ensure that all written records relating to the disclosure/allegation are kept indefinitely in a securely locked location and a copy forwarded to the national Designated Safeguarding Lead as appropriate.

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 Designated Safeguarding Lead must ensure that information on allegations against staff or students is passed to the Director of Education and/or the Director of People Services as appropriate.
- Where the Designated Safeguarding Lead is the subject of the allegation the matter should be reported to CEO who will then either act in the capacity of Designated Safeguarding Lead or nominate a suitably trained senior manager to act in that capacity
- Where the CEO is the subject of the allegation the report should be made to the Designated Safeguarding Lead in accordance with the procedure above who will liaise with the Board or other person nominated by the board to deal with the matters identified.

Management issues

- The Group 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 vulnerable adults, or are otherwise unsuited to work with them. This includes those individuals identified as having a ‘transferable risk’; a behaviour that may impact on their suitability to work with learners.
- The Group 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.

- The Group will ensure that these measures apply to any supply staff employed within the group
- The Group 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.
- The Group 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 Core British Values through the curriculum and centre activities. Other training including Equality and Diversity, cultural awareness and risk assessment will also be provided with refresher training carried out on a regular basis.
- The Group will also ensure that a process is in place for measuring and evaluating the effectiveness and impact of training over time.
- Where The Group provides education and/or training for students under 16 years of age, the relevant local centre designated safeguarding person (LDSP) will liaise with the school and ensure that appropriate arrangements and protocols to safeguard children are agreed, put in place and monitored.
- Where vulnerable students undertake work placements with The Group, a designated person, under the direction of the Managing Director will liaise with relevant representatives of the learners host learning organisation or agencies to ensure that appropriate safeguards are put into place.
- Where learners from The Group undertake work placements with external organisations, a designated person will liaise with relevant representatives of the host organisation or agencies to ensure that appropriate safeguards are put into place.
- Where vulnerable students or those under the age of 16 engage with The Group through participation in, attendance or performance at an external event, there will be a Group designated person in attendance.
- The Group 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.

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.

All staff will receive training at least annually to introduce updates of this policy and will provide written confirmation that they have read Keeping Children Safe in Education, Part 1 and Annex A.

All Group Designated Safeguarding Leads 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 Group's 'National' Designated Safeguarding Leads based in Central Services will be trained and certificated to a minimum of level 3 which will be re-certificated every 2 years. National DSLs will liaise with and support centre DSLs and appropriate external agencies and undertake regular CPD activities in respect of their role.

Reporting and analysis of data

The Safeguarding and Prevent Coordinator oversees the generation of reports from all parts of the group summarising the volumes and types of concerns notified. This data is reviewed and appropriate advice is provided as necessary. Chronological management of cases is monitored to ensure that all aspects of necessary follow up actions have taken place in respect of concerns received.

This aim is to ensure that areas of good practice or changes to policies, procedures and processes are identified and remedial action taken. This includes any liaison with relevant external bodies and agencies that is undertaken. At centre and partner level this data is reviewed in assessing the performance of learners identified as at risk.

Headline data is then analysed showing types of concerns and is presented to the Safeguarding Steering Committee, Executive Leadership team and/or The Board of Directors for review as appropriate.

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 Group's Designated Safeguarding Leads (DSLs) will be supported through access to appropriate external agencies and support services. This includes the links established with the DfE Regional Prevent Coordinators and their local knowledge which informs updates of each centre's Prevent Risk Register.

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

Regular reports with regard to Safeguarding and Child Protection matters, which will include a summary of cases and actions taken together with recommendations for amendments to policies and procedures will be presented at the Safeguarding Steering Group, and the ELT where appropriate who will then make appropriate representation and recommendations to the Board.

The Board will receive and review recommendations submitted 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

The Group recognises that the welfare of children, young people and 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 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 person at risk. Companies within The Group 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 adults engaged in its services.

As with all data sharing, The Group will ensure that appropriate organisational and technical safeguards are in place.

Annex 1 - 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 vulnerable adults. The scheme will aim to do this by preventing those who are deemed unsuitable to work with children and vulnerable adults from gaining access to them through their work. The bill became 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 2020
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

COVID-19

ACC also recognises that additional guidance has been provided around Safeguarding issues linked to the COVID-19 Pandemic, the details of which are in keeping with this document.

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

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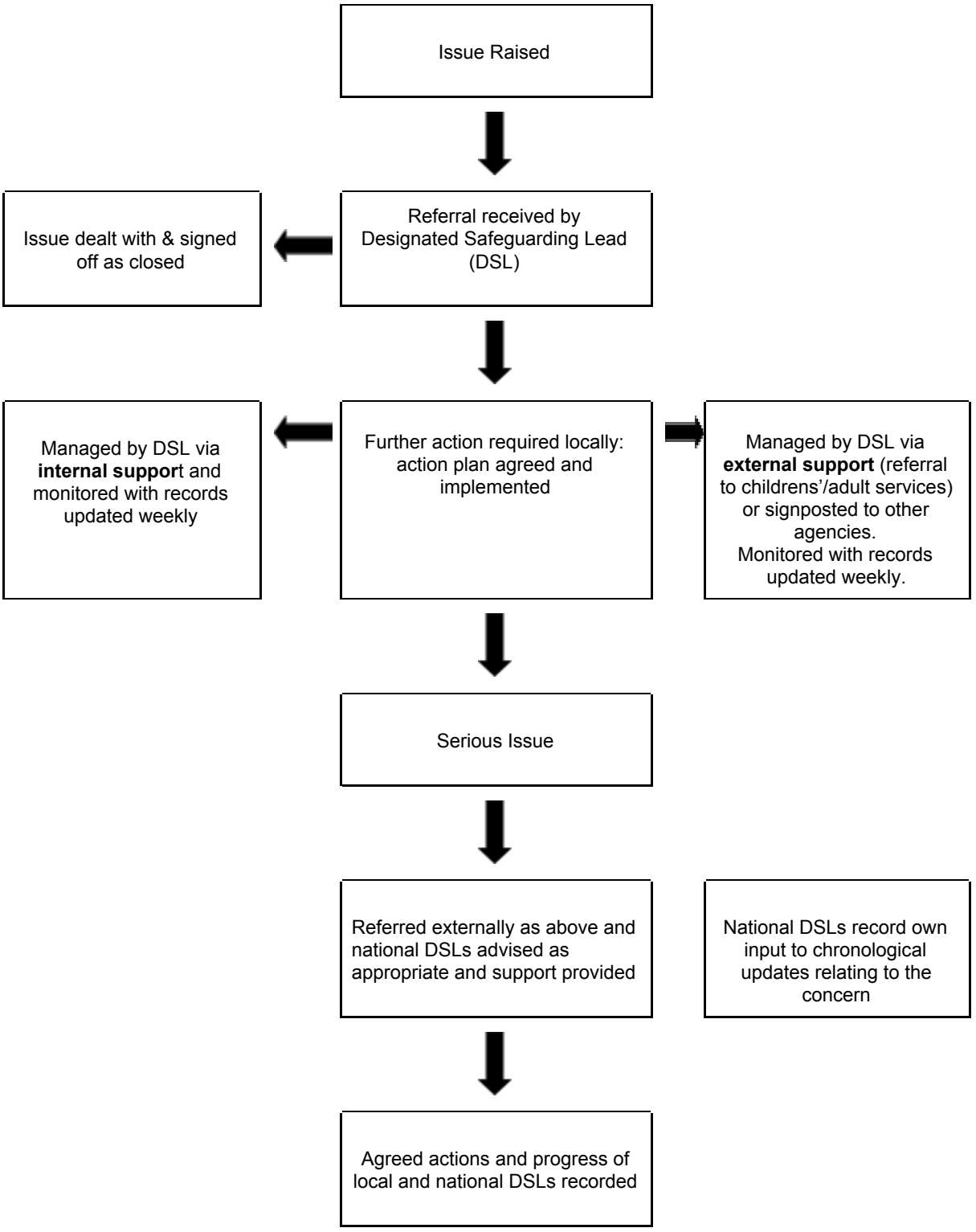
Annex 2 - Useful Support Contacts

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**
Prevent Tragedies	Website to support parents in preventing young people travelling to warzones. **www.preventtragedies.co.uk**
FAST	Families Against Stress and Trauma **www.familiesmatter.org.uk**

Let's Talk About It	Website resources to support the Prevent Duty **www.ltai.info**
All Faiths And None	Website for an Inter Faith/Belief programme offering resources for use in group discussions. **www.afan.uk.net**
Quilliam	A counter extremism think tank set up to address the challenges of citizenship, identity and belonging in a globalised world. **www.quilliamfoundation.org**
National Police Chiefs Council	ACPO guidance for Police in relation to education and training. **www.npcc.police.uk**
Modern Slavery Helpline	**0800 0121 700** or online at: **https://www.modernslaveryhelpline.org/report**
Internet matters	Online safety advice and guidance: **internetmatters.org**
Educate.against. ~~Hate~~	Online resources **,** advice and information on protecting young people from extremism and radicalisation: https://educateagainsthate.com/
SafeCall	offers support to victims of exploitation, young people can contact SafeCall directly or can be referred to SafeCall by professionals part of services offered by missingpeople.org.uk
Barnardos	The See,Hear, Respond Services is offered by Bernados to help young people in England who are experiencing harm and increased adversity during lockdown https://www.barnardos.org.uk/see-hear-respond-support-hub
Kirklees Council and NAMSS	Kirklees College and the National Association for Managers of Student Services (NAMSS) have developed a protocol for teachers delivering live lessons online and engaging in one to one activity with under 18's
MIND	MIND is a mental health charity providing support and resources to people to help deal with mental health issues https://www.mind.org.uk/
NHS	The NHS provides guidance and support for mental health issues under its One You Every Mind Matters hub https://www.nhs.uk/oneyou/every-mind-matters/

Annex 3 - Safeguarding Issue Referral Process



Annex 4 - 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 an 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