**SAFEGUARDING AND PREVENT**

**Handbook for Employers**

2022/23

**INTRODUCTION**

At St Brendan’s Sixth Form College safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who comes into contact with children, their families and carers, has a role to play, including employers.

In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should always consider what is in the **best interests** of the child.

We take an ‘**it can happen here**’ approach where safeguarding is concerned. Everyone who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action. Victims of harm should never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

We are committed to safeguarding and promoting the welfare of children by:

* The provision of a safe environment in which children and young people can learn.
* Acting on concerns about a child’s welfare immediately.
* Fulfilling our legal responsibilities to identify children who may need early help or who are suffering, or are likely to suffer, significant harm.

This document will provide you with a greater understanding of:

* Key definitions, including safeguarding, child protection and the categories of abuse and neglect
* Your role and responsibilities as an employer and that of our safeguarding team (including the Designated Safeguarding Lead)
* Who to contact if you have a concern and who can support you
* How to work safely with children and young people who are undertaking n in-person or virtual work placement.

You should complete and sign Appendix B and email this to [ceiag@stbrn.ac.uk](mailto:ceiag@stbrn.ac.uk)

**PART 1 - SAFEGUARDING**

**WHAT IS SAFEGUARDING**

**Safeguarding** is the term used for the many different actions we all must take to try and ensure that all our students and vulnerable adults are safe from abuse, protected from maltreatment, prevent the impairment of health and development and to ensure they grow up in safe and effective care.

**Child protection** is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Safeguarding and promoting the welfare of children means:

* Protecting children from maltreatment.
* Preventing impairment of children’s mental and physical health or development.
* Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
* Taking action to enable all children to have the best outcomes.

**Abuse** is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

There are four key categories of abuse:

* **Physical Abuse** - is deliberately physically hurting a child.
* **Emotional Abuse** (including Domestic Abuse) - Persistent emotional maltreatment of a child such as to cause effects on the child’s emotional development. Sometimes called psychological abuse. It may involve serious bullying- including online bullying through social networks, online games or mobile phones- by a child’s peers.
* **Sexual Abuse and Child Sexual Exploitation (CSE)** – any sexual activity with a child. Many children and young people who are victims do not recognise themselves as such.
* **Neglect** – a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is likely to result in serious impairment of a child’s health or development.

**SAFEGUARDING… it’s everyone’s responsibility**

**Your responsibility**

The College is wholly committed to safeguarding its students. **All employers** have a duty to safeguard students from harm, and to report any concerns that they have to the Designated Safeguarding Lead (DSL) or Deputy DSL.

**Designated Safeguarding Lead**

The Designated Safeguarding Lead (DSL) has additional responsibilities in ensuring the safety and wellbeing of children and young people involved in an organisation. The DSL is the point of contact for anyone in an organisation who is concerned about a child. The role is also responsible for leading on:

* Safeguarding policies and procedures;
* Training and development;
* Receiving concerns about a child;
* Reporting, storing and retaining child protection records following the organisation’s policies and procedures.

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| **Designated Safeguarding Lead**  Laura Howe-Haysom  Head of Student Services  [laura.howe-haysom@stbrn.ac.uk](mailto:laura.howe-haysom@stbrn.ac.uk)  0117 9777766 #**1309** | **Safeguarding Link Governor**  Antonia Corrigan  Foundation Governor  [antonia.corrigan@stbrn.ac.uk](mailto:antonia.corrigan@stbrn.ac.uk) | **Deputy Designated Safeguarding Lead**  Alexandra Moruzzi  Vice Principal  [alexandra.moruzzi@stbrn.ac.uk](mailto:alexandra.moruzzi@stbrn.ac.uk)  0117 9777766 #**1104** |

**SAFEGUARDING CONCERNS**

**Spotting the signs**

Some children are unable or afraid to disclose their concerns, which is why it is so important that employers understand the signs and indicators which may indicate a child is suffering harm.

Some common signs that there may be something concerning happening include:

* Unexplained changes in behaviour or personality
* Becoming withdrawn
* Seeming anxious
* Becoming uncharacteristically aggressive
* Lacks social skills and has few friends, if any
* Poor bond or relationship with a parent
* Knowledge of adult issues inappropriate for their age
* Running away or going missing
* Always choosing to wear clothes which cover their body.

These signs don’t necessarily mean that a child is being abused, there could be other things happening in their life which are affecting their behaviour.

**Incidents that must be reported:**

* If a student is accidentally hurt;
* If you are concerned that a relationship is developing that could represent an abuse of trust or if a student is becoming attracted to you or a colleague;
* If you are concerned that a colleague is becoming attracted to someone in their care;
* If a student misunderstands or misinterprets something you have done;
* If you have had to use reasonable physical restraint to prevent a student harming themselves, or another, or from causing damage to property;
* If a student makes an allegation of abuse or suicidal thoughts;
* If you see any suspicious marks on a student;
* If you notice sudden changes in behaviour.

**Responding to a disclosure**

If a child does disclose to you, you should remember the following key points:

* **Listen carefully to what they are saying**. Be patient and focus on what you are being told. Try not to express your own views and feelings. Allow them time to talk freely and do not ask leading questions. Do not investigate or question the child, except to clarify what you have heard.
* **Stay calm and do not show that you are shocked or upset**. If you appear shocked or as you do not believe them it could make them stop talking and take back what they have said.
* **Let them know they have done the right thing in telling you**. Reassurance can be a big impact. If they have kept the abuse a secret, it can have a big impact knowing they have shared what has happened.
* **Tell them it is not their fault and they have done the right thing telling you**. Abuse is never a child’s fault. It is important they hear and know this.
* **Explain what will happen next and that you will have to pass this information on**. Do not promise to keep it a secret
* **If you consider the child to be at immediate risk of harm, tell the DSL or Deputy DSL straight away.**
* **Write up your conversation as soon as possible and send it to the DSL or Deputy DSL**.
  + Write down the time and date of the disclosure.
  + Provide a summary of what was said and the questions you asked.
  + Make a note of anyone else who was present.
  + Stick to the facts, and do not put your own judgement on it.

**DO NOT**

**WORKING SAFELY WITH STUDENTS**

All staff at an employer’s organisation are in a position of trust. The relationship between employers and students cannot be a relationship between equals and therefore it is essential that this imbalance of power is not misused. Employers must maintain appropriate professional boundaries and avoid any behaviour that exploits that position of power, or which may be perceived by others as so doing.

**One to one situations…** You should be aware of the potential risks which may arise when working alone with a student. In these situations, you should leave the door open or use a room with a window in the door and, where possible, have a colleague present.

**Photographing students…** Consent should be obtained from the student, and it must be made clear what the photograph will be used for and how long it will be kept. Employers should not use personal phones or devices to take photographs of students.

**Your contact with students…** You should not establish or seek to establish social contact with students, or their families, for the purpose of friendship or to strengthen a relationship. Remember:

* Never accept friendship or access requests from students on any social networking sites;
* Do not meet students outside of the college/employer environment unless agreed in advance by the Principal or DSL:
* Never give out personal contact details, mobile phone numbers, personal email etc.;
* Do not accept gifts that could be construed as bribes;
* You should never lend money to students.

**Physical contact with students…** It is not necessary and should be avoided at all times, even when they are distressed.

**Mobile phones and personal devices…** You should only use work devices when contacting students and not your personal number/email.

**Banter…** Hostile, offensive and bullying language that masquerades as joking or banter are never acceptable. You should always challenge language (including swearing) or behaviours which are inappropriate, offensive or deemed to be bullying and/or harassment.

**Staff / student relationships…** Ensure clear boundaries are set and do not share personal information about your private life with students.

**Your social media…** You are strongly advised to set all privacy settings to the highest possible levels on all personal social media accounts.

**Remember: If you are concerned at any point that an interaction between yourself and a student may be misinterpreted, this should be reported to your line manager and DSL/Deputy DSL immediately.**

**PART 2 – PREVENT DUTY**

**WHAT IS PREVENT**

The purpose of PREVENT is to safeguard vulnerable individuals from becoming terrorists or supporting terrorism, by engaging with people vulnerable to radicalisation and protecting them from being targeted by terrorist recruiters.

The Counter-Terrorism Act requires all Further Education providers to have due regard to the need to prevent people from being drawn into terrorism.

The UK combats the threats from terrorism through CONTEST, the UK’s counter-terrorism strategy. The aim of CONTEST is to reduce the risk of terrorism to the UK, its citizens and interests overseas so that people can go about their lives freely and with confidence.

The framework for CONTEST is made up of four ‘P’s:

**PURSUE**

To stop terrorist attacks

**PROTECT**

To strengthen our protection against a terrorist attack

**PREPARE**

To mitigate the impact of a terrorist attack

**PREVENT**

To stop people becoming terrorists of supporting terrorism

The Prevent programme uses early intervention to protect individuals and communities from the harms of terrorism. Prevent works in a similar way to programmes designed to safeguard people from other harms, such as gangs, drug abuse, and physical and sexual abuse, by tackling the underlying causes of radicalisation. Intervention support for vulnerable individuals is both confidential and voluntary. Prevent is delivered through a wide network of partners within communities, civil society organisations and public sector institutions.

Complying with the Prevent duty is a statutory responsibility for all education providers. Students and staff are expected to understand the Prevent duty and how to keep safe from extremism and radicalisation, and to uphold British values, which are defined in the statutory Prevent duty guidance document as:

* Democracy
* The rule of law
* Individual liberty
* Mutual respect and tolerance for those with different faiths and beliefs.

**WHAT IS RADICALISATION**

Radicalisation is the name given to the process that moves a person to legitimise their support or use of violence. **It’s where terrorism begins**.

Radicalisation can look like:

* **Extremist material online** – Radicalisers groom people using online platforms. There are also web pages which are not so noticeable, such as social media networking groups that draw people in. These groups look innocent on the outside but are actually extremist groups.
* **Public displays of hate and division** – Radicalisation can draw on all forms of extremism. For example, extremism can lead to a public display such as racially antagonistic graffiti. This might represent the actions of someone who has taken on board an ideology.
* **The adoption of icons or symbolism** – Icons and symbols are often a demonstration that someone is bonding to a group, cause or ideology. People can be drawn to imagery which they see as rebellious and socially challenging.
* **Face-to-face contact** – Radicalisation can occur in a person and can appear quite benign. There may be scenarios that look normal on the outside, such as people meeting in a public park or at a local library, that seem safe and innocent, but where a person is actually at risk.
* **Promoting ideologies** – Extremist groups use a range of means to promote their ideologies. For example, a protest or handing out material that promotes hatred and division.
* **Travelling to an area of conflict** – Travelling to an area of conflict is often well-intentioned, however it can also be misguided and very dangerous to the person concerned.

It’s important to remember that when it comes to spotting signs of radicalisation, **context is key**. To see if there is genuinely a cause for concern, you need to really understand the motivation and integrity in each instance.

**Anyone could be radicalised. There is no one social group or set of personal circumstances that lead there.**

**Why people are vulnerable to radicalisation**

There’s no single way of identifying whether a child, young person or adult is likely to be susceptible to an extremist ideology or vulnerable to radicalisation. The process of radicalisation is different for every individual. It can take place over a long period, or it can be very quick.

The emotions that can make people vulnerable to radicalisation, like anger, frustration, and confusion, are common to us all. It is important to understand why people may act in extreme ways for people or things in their lives they feel strongly about.

One of the unique features of extremist groups is that they can speak directly to vulnerabilities people may experience at times in their lives.

Push and pull factors can make a child, young person or adult learner at risk of extremism or radicalisation. Often there are several risk factors present that, seen together, can cause concern.

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| **Push factors** | **Pull Factors** |
| Push factors may include a child, young person or adult learner feeling:   * Isolated * They have no purpose * Low self-esteem * Anger or frustration * A sense of injustice * Confused about life or the world * Real or perceived personal grievances | Pull factors could include an extremist or terrorist group, organisation or individual:   * Offering a sense of community * Promising fulfilment or excitement * Making the child, young person or adult feel special and part of a wider mission * Offering inaccurate answers or falsehoods to grievances * Encouraging conspiracy theories * Promoting an ‘us vs. them’ mentality * Blaming specific communities for grievances |

**WHAT IS EXTREMISM**

Extremism and terrorism are sometimes used interchangeably. Both pose a threat to people but they have very distinct definitions. **Extremism** is the 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.

Below are some examples of extremist ideologies:

* **Extreme right-wing ideology** – the active or vocal support of ideologies that advocate discrimination or violence against minority groups.
* **Islamist extremist ideology** – the uncompromising belief that people cannot be both Muslim and British, and that Muslims living in the UK should not participate in democracy.

**What turns any type of extremism into terrorism, is the belief in using violence to further your cause.**

In the Bristol area, the local risks have been identified as extreme right wing ideology and extreme left wing (animal rights) ideology.

**WHAT IS TERRORISM**

Terrorism is an action or threat designed to influence the government or intimidate the public. Its purpose is to advance a political, religious or ideological cause.

It’s important to remember that not all extremist groups, whether Islamist, extreme right-wing or other, will commit terrorist or violent acts. However, some groups pose particular threats, both online and offline.

In the UK we define terrorism as a violent action that:

* Endangers a person’s life, other than that of the person committing the action;
* Involves serious violence against a person;
* Causes serious damage to property;
* Creates a serious risk to the public’s health and safety;
* Interferes with or seriously disrupts an electronic system (for example, erasing computer data or preventing a programme from running).

**WHAT TO DO IF YOU HAVE A CONCERN**

**NOTICE - CHECK - SHARE**

If you **notice** a change in an individual that concerns you, in that they may be vulnerable to radicalisation, follow the Prevent Policy.

**Check** your concern with the Designated Safeguarding Lead (DSL).

**Share** the concern with the police – the DSL will notify the police using a Prevent referral form.

**Behaviours that cause concern**

Those who work in front-line support roles will often be the first to notice if someone displays changes in their behaviour. There could be many different drivers behind these types of changes in behaviour, not just radicalisation. So, it’s important to understand why these changes are happening, before jumping to any conclusions.

Here are some changes in behaviour that may indicate radicalisation:

* **Online behaviours** – for example someone: with more than one online identity; who spends more time online and accessing extremist online content; who downloads propaganda material.
* **Increasingly agitated or violent behaviour** – for example someone: who is becoming more argumentative in their viewpoints; who is becoming abusive to others; who justifies the use of violence to solve societal issues.
* **Changing associations** – for example someone: who changes friends; alters their style of dress or appearance to accord with an extremist group; who uses a new vocabulary; who is isolated from friends and family.
* **Increasingly anti-social behaviours** – for example someone: who is unwilling to engage with people who are different; who is being secretive and reluctant to discuss whereabouts; who adopts the use of certain symbols associated with terrorist organisations.

**PROCESS IF YOU HAVE A CONCERN**

Any employer who identifies such concerns must report these to the **Designated Safeguarding Lead (DSL)**.

You should write down your concerns and give these to the Designated Safeguarding Lead.

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| **Designated Safeguarding Lead (DSL)**  Laura Howe-Haysom  Head of Student Services  [laura.howe-haysom@stbrn.ac.uk](mailto:laura.howe-haysom@stbrn.ac.uk)  0117 9777766 #**1309** | **Safeguarding Link Governor**  Antonia Corrigan  Foundation Governor  [antonia.corrigan@stbrn.ac.uk](mailto:antonia.corrigan@stbrn.ac.uk) | **Deputy Designated Safeguarding Lead**  Alexandra Moruzzi  Vice Principal  [alexandra.moruzzi@stbrn.ac.uk](mailto:alexandra.moruzzi@stbrn.ac.uk)  0117 9777766 #**1104** |

On receipt of the referral the DSL will assess the concern and determine whether the person is appropriate to be referred to Prevent.

If referred, a police gateway assessment will determine if the referral needs to be discussed at a multi-agency meeting. The assessment determines the level of vulnerability and risk around the referred person.

A multi-agency meeting, called a Channel panel decides whether the person will be adopted as a case and how they will be supported, this is detailed in the action plan created at the meeting.

In summary:

* Prevent is simply part of your safeguarding duty;
* Prevent is about helping people make better choices and staying safe;
* The aim is to support a person that is vulnerable to being radicalised so that they are not drawn into terrorism or terrorism-related activity;
* Trust your instinct;
* You should be confident that you know what to do if you spot a concern.

**EMPLOYER DECLARATION**

I agree that I have been given access to, read and understand the information set out in this document and in the below policies.

* St Brendan’s Sixth Form College Safeguarding and Child Protection Policy;
* St Brendan’s Sixth Form College Prevent Strategy;

In addition, I confirm that I:

* Know who the Designated Safeguarding Lead (DSL) is;
* Know where to get more information and/or support;
* Am aware of my responsibility to report any safeguarding concerns;
* Feel comfortable to respond to concerns raised by students;
* Understand that if I have any questions about the policy, I will raise them with the Careers Team – [ceiag@stbrn.ac.uk](mailto:ceiag@stbrn.ac.uk)