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**Safeguarding Policy**

**Board Approved: June 2019**

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## Safeguarding Policy 2019 Key Personnel

### V Learning Network

Designated Safeguarding Lead – Stephen Howard

Deputy Designated Safeguarding Lead – Kelly Channon, Jan Kelly

Nominated Trustee – Caleb Stevens

### Transferable Skills Training

Designated Safeguarding – Ossie Glover  
Deputy Designated Safeguarding Lead – John Roberts

### Open Doors

Designated Safeguarding Lead – Cassie Roberts, Julie Hardal  
Deputy Designated Safeguarding Lead – Dawn Utko

### Q&A

Designated Safeguarding – James Browning  
Deputy Designated Safeguarding Lead – Penny Richards

### Kehelland

Designated Safeguarding Lead – Anthea Hedge  
Deputy Designated Safeguarding Lead – Phil Slack

### Shekinah

Designated Safeguarding – Nabil Mirza  
Deputy Designated Safeguarding Lead – Tracey Ikerd

### Sunflower

Designated Safeguarding Lead – Charlotte Dennis  
Deputy Designated Safeguarding Lead – Tracey Campbell

## 1. Purpose

V Learning Network (hereafter referred to as VLN) and the member organisations providing funded learning have the responsibility of ensuring that young people and vulnerable adults are safeguarded. This involves the following:

* ensuring the safety of the young person or vulnerable adult
* raising awareness of any abuse
* investigating the suspected or alleged abuse
* assessing the needs of the young person or vulnerable adult
* putting in place actions to reduce any identified or potential risk
* ensuring the protection of the young person or vulnerable adult where abuse has been substantiated or where concerns remain
* ensuring all parties are kept informed at all times.

**The aim of this Policy is to ensure that:**

* VLN ensures the wellbeing of all staff, volunteers and learners who operate with the network
* Safeguarding is treated as a top priority at all times and any instances of possible transgression are fully investigated and the results acted upon.

## 2. Statutory Duties

* The Safeguarding Vulnerable Groups Act 2006
* The Teacher Standards 2012
* Working Together to Safeguarding Children 2015
* Keeping Children Safe in Education 2016
* HM Government Information Sharing 2015
* What to do if you’re worried a child is being abused 2015

## 3. Definitions

3.1 Safeguarding and promoting the welfare of children is defined as:

* Protecting children from maltreatment;
* Preventing impairment of children's 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.

3.2 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.

3.3 Staff refers to all those working for or on behalf of VLN, full or part time, temporary or permanent, in either a paid or voluntary capacity.

3.4 Child/Young person includes everyone under the age of 18.

3.5 Parents refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

3.6 A vulnerable adult is defined as any person aged 18 years or over, who is or may be in need of community care services by reason of mental or other disability, age or illness; andwho is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation. *(Law Commission Report 231, 1995)*

Vulnerable adults are likely to be those adults who are:-

* elderly and frail
* have a physical disability or sensory impairment
* have a learning disability
* have an incapacitating physical illness
* have a mental illness
* are receiving assistance from drug & alcohol services
* are vulnerable through being the recipient of abuse within a domestic situation
* are vulnerable due to dispossession and asylum seekers

Additional factors may be people who suffer from :-

* physical frailty
* sensory impairment
* challenging behaviour
* drug or alcohol problems
* poverty and homelessness
* under medication

## 4. Policy Principles

The welfare of the child or vulnerable adult is paramount

* All children and vulnerable adults regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.
* We recognise that all adults, including temporary staff, volunteers and trustees, have a full and active part to play in protecting our learners from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a person is at risk of harm;
* All staff believe that VLN should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual.
* Learners and staff involved in child and vulnerable person protection issues will receive appropriate support and supervision.

## 5. Policy Aims

* To demonstrate VLN’s commitment with regard to safeguarding to learners, parents and other partners.
* To support the learner’s development in ways that will foster security, confidence and independence.
* To provide an environment in which young and vulnerable people feel safe, secure, valued and respected, and feel confident to, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
* To raise the awareness of all teaching and non-teaching staff of the need to safeguard learners and of their responsibilities in identifying and reporting possible cases of abuse.
* To provide a systematic means of monitoring learners known or thought to be at risk of harm, and ensure VLN, contributes to assessments of need and support packages for those individuals. To emphasise the need for good levels of communication between all members of staff.
* To develop a structured procedure within VLN which will be followed by all members of the network’s community in cases of suspected abuse.
* To develop and promote effective working relationships with other agencies, especially the Police and Safeguarding referral agencies.
* To ensure that all staff working within VLN who have substantial access to learners have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check and a single central record is kept for audit.

**VLN will support all learners by:**

* Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
* Promoting a caring, safe and positive environment within the network.
* Responding sympathetically to any requests for time out to deal with distress and anxiety.
* Offering details of helplines, counselling or other avenues of external support.
* Liaising and working together with all other support services and those agencies involved in the safeguarding of children and vulnerable adults.
* Notifying the appropriate agency/ies as soon as there is a significant concern.
* Providing continuing support to an individual about whom there have been concerns who leaves the network by ensuring that appropriate information is copied under confidential cover to their new setting and ensuring the appropriate records are forwarded as a matter of priority.
* Learners are taught to understand and manage risk through our person, social, health and economic education. This includes online safety.

## 6. Prevention / Protection

### 6.1 The VLN community will:

* Work to establish and maintain an ethos where learners feel secure, are encouraged to talk and are always listened to.
* Include regular consultation with learners e.g. through safety questionnaires asking them to report any incidents no matter how minor
* Ensure that all learners know there is an adult in the organisation whom they can approach if they are worried or in difficulty.
* Include safeguarding across the entire curriculum, including equipping learners with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work and online-safety
* Ensure all staff are aware of VLN’s guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

### 6.2 Keeping VLN Safe:

We will ensure that;

* All staff receive information about VLN’s safeguarding arrangements, VLN’s safeguarding statement, staff behaviour guidance, child protection and vulnerable adult safeguarding policy, the role and names of the Designated Safeguarding Lead and their deputy(ies), and sign to say they have read it.
* All staff receive safeguarding and child protection training at induction and undertake the ETF on line safeguarding test;
* All members of staff are trained in and receive regular updates in online safety and reporting concerns;
* All staff and Trustees have regular child protection awareness training, updated as appropriate, to maintain their understanding of the signs and indicators of abuse;
* The child and vulnerable protection policy is made available via the VLN website or other means and that learners/parents/carers are made aware of this policy.
* VLN works with Local Authorities when additional needs of individuals are identified and contributes to early help arrangements and inter-agency working and plans;
* Our lettings policy will seek to ensure the suitability of adults working with vulnerable individuals on VLN premises at any time;
* The name of the Designated Safeguarding Lead and deputy(ies), are clearly advertised in the premises with a statement explaining the VLN’s role in referring and monitoring cases of suspected abuse;
* All Trustees will take a safeguarding level 2 qualification.

### 6.3 Safeguarding Checks

* All partners will submit safeguarding data quarterly
* This data will be analysed and acted upon with a report being presented to the VLN board
* All partners will be subject to unannounced Safeguarding inspections
* Failure to adhere to safeguarding requirements will be treated as a serious breach of a partner’s contractual requirements.

## 7. Roles & Responsibilities

* All Network members and their Boards of Trustees understand and fulfil their responsibilities, namely to ensure that;
* There is a Child Protection and Vulnerable Adult Safeguarding policy;
* Vulnerable adult protection, safeguarding, recruitment and managing allegations policies and procedures, including the staff behaviour, are consistent with statutory requirements, are reviewed annually and that the Child Protection and Vulnerable Adult Safeguarding policy is publicly available on VLN’s website or by other means;
* Ensures that all staff including temporary staff and volunteers are provided with the Child Protection and Vulnerable Adult Safeguarding Policy;
* All staff have read Keeping Children Safe in Education (2016) part 1 and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
* VLN and its partners operate a safer recruitment procedure that includes statutory checks on staff suitability to work with children and vulnerable adults and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training;
* VLN has procedures for dealing with allegations of abuse against staff, volunteers and against other learners and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
* A member of the Trust Board, is nominated to lead on Safeguarding issues by each Governing Body and will take lead responsibility for safeguarding and child protection.
* At least one member of the governing body has completed safer recruitment training to be repeated every five years.
* A Designated Safeguarding Lead will be appointed and their duties are explicit in the role holder’s job description;
* The DSL and deputy(ies) undertake appropriate identified training every two years;
* All other staff have safeguarding training updated as appropriate;
* Learners are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal social health and economic education;
* Appropriate safeguarding responses are in place for learners who go missing from education;
* Appropriate online filtering and monitoring systems are in place;
* Enhanced DBS checks are in place for all Trustees;

## 8. The Designated Safeguarding Lead

* Holds ultimate responsibility for safeguarding and child and vulnerable adult protection in VLN;
* Acts as a source of support and expertise in carrying out safeguarding duties for the whole learning community;
* Encourages a culture of listening to learners and taking account of their wishes and feelings;
* Is appropriately trained with updates every two years and will refresh their knowledge and skills at regular intervals but at least annually;
* Will refer a learner if there are concerns about possible abuse, to the appropriate bodies, and act as a focal point for staff to discuss concerns. Enquiries must be followed up in writing, if referred by telephone;
* Will keep detailed, accurate records, either written or using appropriate online software, of all concerns about a learner even if there is no need to make an immediate referral;
* Will ensure that all such records are kept confidential, stored securely and are separate from learner records, until the individual’s 25th birthday;
* Will ensure that an indication of the existence of the additional file is marked on the learner’s records;
* Will ensure that when a learner leaves VLN, relevant protection information is passed to any necessary bodies;
* Will liaise with the Local Authority and work with other agencies and professionals in line with Working Together to Safeguard Children;
* Has a working knowledge of referral procedures;
* Will ensure that either they, or another staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report where required.
* Will ensure that any individual currently with a protection plan who is absent in the educational setting without explanation for two days is referred to their social worker;
* Will ensure that all staff sign to say they have read, understood and agree to work within VLN’s Young Person and Vulnerable Adults Protection policy;
* Will organise child and vulnerable adult protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all VLN staff, keep a record of attendance and address any absences;

### 8.1. The Deputy Designated Safeguarding Lead(s)

* Is/are trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils.
* In the event of the long-term absence of the DSL the deputy will assume all of the functions above.

### 8.2 All Staff

* Understand that it is everyone’s responsibility to safeguard and promote the welfare of children and vulnerable adults and that they have a role to play in identifying concerns, sharing information and taking prompt action;
* Consider, at all times, what is in the best interests of the learner;
* Know how to respond to a learner who discloses abuse through delivery of ‘Working together to Safeguard Children’, and ‘What to do if you suspect a Child is being Abused’ (2015);
* Will refer any safeguarding or child and vulnerable adult protection concerns to the DSL.
* Will provide a safe environment in which individuals can learn;

## 9. Confidentiality

* VLN recognises that in order to effectively meet a learner’s needs, safeguard their welfare and protect them from harm VLN must contribute to inter-agency working in line with Working Together to Safeguard Children (2015) and share information between professionals and agencies where there are concerns.
* All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and vulnerable adults and that the Data Protection Act 1998 is not a barrier to sharing information where the failure to do so would place a learner at risk of harm.
* All staff must be aware that they cannot promise a learner to keep secrets which might compromise the learner’s safety or wellbeing.
* However, we also recognise that all matters relating to child and vulnerable adult protection are personal to them and their families. Therefore, in this respect they are confidential and the DSLs will only disclose information about a learner to other members of staff on a need to know basis.

## 10. Young Person and Vulnerable Adult Protection Procedures

* Abuse and neglect are forms of maltreatment of a vulnerable individual. Somebody may abuse or neglect a young or vulnerable person by inflicting harm or by failing to act to prevent harm. Individuals may be abused in the family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another learner.
* Any individual at VLN could become a victim of abuse. Staff should always maintain an attitude of “It could happen here”.

### 10.1 Risk Factors

There are certain factors and situations that may place people at particular risk of being abused. The presence of one or more of these factors does not automatically imply that abuse will result, but may increase the likelihood.

* Where a person needs assistance in managing urinary and/or faecal continence
* Role reversal and need for intimate personal assistance
* Where an adult is dependent on others or others are dependent on them
* Inappropriate or dangerous physical or emotional environment, eg lack of personal space
* Where there is a change in the lifestyle of a member of the household, eg unemployment, employment, illness etc
* A member of the household experiences emotional or social isolation
* The existence of financial problems
* The existence of or readily available assets
* Differences in communication or a breakdown in communication

### 10.2 General Indicators of Abuse

Where abuse has occurred one or more of the following signs or indicators may have been, or may be present, for example:

* Seeking shelter or protection, asylum seekers
* Unexplained reactions towards particular individuals or settings
* Frequent or regular visits to the general practitioner or the accident and emergency department, or hospital admissions
* Frequent or irrational refusal to accept investigations or treatments for routine difficulties
* Unexplained change in material circumstances
* Inconsistency of explanation regarding the area of possible concern
* Anorexia/bulimia or eating disorders
* Panic attacks, withdrawal of verbal communication, regressive behaviour
* Obsessive or challenging behaviour
* Self-harm
* Withdrawal
* History of domestic violence

**None of the previously mentioned indicators, or indeed those given below definitively suggests abuse. However, suspicions should be heightened if one or more of these factors exist.**

### 10.3 If staff are concerned about an individual’s welfare

* If staff notice any indicators of abuse/neglect or signs that an individual may be experiencing a safeguarding issue they should record these concerns and discuss their concerns in person with the DSL.
* There will be occasions when staff may suspect that a learner may be at risk, but have no ‘real’ evidence. The learner’s behaviour may have changed, their work could be bizarre, they may show confusion or distress, or physical or inconclusive signs may have been noticed.
* VLN recognise that the signs may be due to a variety of factors, however, they may also indicate a child is being abused or is in need of safeguarding.
* In these circumstances staff will try to give the individual the opportunity to talk. It is fine for staff to ask the learner if they are OK or if they can help in any way.
* Following an initial conversation with the individual, if the member of staff remains concerned they should discuss their concerns with the DSL and put them in writing.
* If the individual does begin to reveal that they are being harmed, staff should follow the advice below regarding a pupil making a disclosure.

### 10.4 If a learner discloses to a member of staff

**It is vital that their first experience of talking to a trusted adult is a positive one.**

During their conversation with the individual staff will;

* Listen to what the learner has to say and allow them to speak freely
* Remain calm and not overact or act shocked or disgusted – the learner may stop talking if they feel they are upsetting the listener
* Reassure them that it is not their fault and that they have done the right thing in telling someone
* Not be afraid of silences – staff must remember how difficult it is for the pupil and allow them time to talk
* Take what the learner is disclosing seriously
* Ask open questions and avoid asking leading questions
* Avoid jumping to conclusions, speculation or make accusations
* Not automatically offer any physical touch as comfort. It may be anything but comforting to a individual who is being abused.
* Avoid admonishing the individual for not disclosing sooner. Saying things such as ‘I do wish you had told me about it when it started’ may be the staff member’s way of being supportive but may be interpreted by the individual to mean they have done something wrong.
* Tell them what will happen next.

If a learner talks to any member of staff about any risks to their safety or wellbeing the staff member will let them know that they will have to pass the information on – staff are not allowed to keep secrets.

The member of staff should write up their conversation as soon as possible in the child’s own words. Staff should make this a matter of priority. The record should be signed and dated, the member of staff’s name should be printed and it should also detail where the disclosure was made and who else was present. The record should be handed to the DSL.

### 10.5 Supporting Staff

* We recognise that staff working in VLN may become involved with a learner who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
* We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

## 11. Allegations against Staff

* Staff should take care not to place themselves in a vulnerable position with a learner. It is always advisable for interviews or work with individual vulnerable learners to be conducted in view of other adults.
* Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.
* We understand that a learner may make an allegation against a member of staff or staff may have concerns about another staff member.
* If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with vulnerable individuals, the member of staff receiving the allegation or aware of the information, will immediately inform VLN’s CEO .
* The CEO on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) at the earliest opportunity and before taking any further action.
* If the allegation made to a member of staff concerns the CEO the person receiving the allegation will immediately inform the Chair of Trustees who will consult the LADO as above, without notifying the staff first.
* In the event of an allegation against a senior leadership post, the decision to suspend will be made by the Chair of Trustees with advice as above.
* Staff, learners, parents and Trustees are reminded that publication of material that may lead to the identification of a teacher/trainer/lecturer who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

## 12. Whistle Blowing

* We recognise that learners cannot be expected to raise concerns in an environment where staff fail to do so.
* All staff should be aware of their duty to raise concerns, where they exist, about the management of child and vulnerable adult protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in VLN’s safeguarding arrangements. If it becomes necessary to consult outside VLN, they should speak in the first instance, to the LADO following the Whistleblowing Policy.
* Whistle-blowing re VLN’s senior management should be made to the Chair of Trustees.

## 13. Physical Intervention

* We acknowledge that staff must only ever use physical intervention as a last resort, when a learner is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
* Such events should be recorded and signed by a witness.  
  Staff who are likely to need to use physical intervention will be appropriately trained.
* We understand that physical intervention of a nature which causes injury or distress to a learner may be considered under child and vulnerable adult protection and could result in disciplinary procedures.
* We recognise that touch is appropriate in the context or working with vulnerable learners, and all staff have been given ‘Safe Practice’ guidance to ensure they are clear about their professional boundary.

## 14. Sharing information

All staff will understand that child and vulnerable adult protection issues warrant a high level of confidentiality, not only out of respect for the learner and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the CEO, DSL, or chair of Trustees (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a ‘need-to-know’ basis.

Child and Vulnerable Adult protection information will be stored and handled in line with the Data Protection Act 1998 and HM Government Information Sharing and Advice for practitioners providing safeguarding services to children, young people, parents and carers, March 2016

Information sharing is guided by the following principles. The information is:

* necessary and proportionate
* relevant
* adequate
* accurate
* timely
* secure

## 15. Links to Other Policies

This policy also links to our policies on:

* Bullying & Harassment
* Equality & Diversity
* Racial Equality
* Health & Safety
* Complaints
* ICT Acceptable Use
* Social Media
* Lone Worker
* Sub Contracting

**Appendix 1**  **Safeguarding – Reporting Flow Chart**

**VLN Safeguarding Lead Officer – Stephen Howard 01566 770729**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| There is a concern about a learner in or out of the learning environment. |  | A learner describes an incident of abuse/potential abuse in or out of learning environment. | | |  | A report or allegation is received concerning a learner in or out of learning environment. |
|  | | | | | | |
| **Stay Calm**  Provide reassurance - Listen carefully - Question only to clarify – Inform caller you have a duty to pass on information. | | | | | | |
|  | | | | | | |
| **YES**  Call Emergency Services (999)  or Cornwall Council Adult Safeguarding team  0300 1234 131 (option 2)  (out of hours number 01208 251300)  Adult Safeguarding Triage Team 01872 326433  MARU 0300 1231 116 (children)  **THEN**  Record information using the safeguarding Report template |  | **ASK THE QUESTION**  Is there immediate danger to learner or need for medical attention.  Any marks or bruises?  Unsure about this – call Advice Line on | | |  | **NO**  Record information using the safeguarding Report template |
|  | | |
| Is the concern about your organisation’s Safeguarding Officer? | | |
|  | | | | | | |
| **YES**  Report the concern to VLN Safeguarding Lead. |  | | | | | **NO**  Report the concern to your organisations Learning environment Safeguarding Lead Officer |
|  | | | | | | |
| **ASSESS Possible abuse/criminal offence or poor practice/breach of code of conduct**  Pass the report on/take advice - call Cornwall LADO-01872 326536, Cornwall Adult Safeguarding Service on 01872 326433  NSPCC-0808 800 5000, Police non-emergency helpline-101, | | | | | | |
|  | | | | | | |
| **Organisational SAFEGUARDING OFFICER OR**  **VLN LEAD SAFEGUARDING OFFICER**  **TO TAKE FURTHER ACTION**   * + - * In the case of under 18s consider obtaining parental consent to share information. If unsure, seek advice from LADO. * Where allegation is against an employee, consult with Safeguarding Officer or VLN safeguarding Lead to agree appropriate action. * Where allegation/concern out of learning environment, consult with the LADO or Adult Safeguarding service | | | | | | |
| **POSSIBLE ABUSE**  Secure and record their commitment to refer to statutory agencies. Seek confirmation, within 24 hrs, that this has happened. Follow up in writing within 24 hrs.  Pass incident report form and records of all conversations to VLN Safeguarding Lead Officer for filing. | | |  | **POOR PRACTICE**  Record actions and plans agreed.  Minute the conversation, follow-up in writing within 24 hours.  Pass incident report form and records of all conversations to VLN Safeguarding Lead Officer for filing. | | |

If a learner choses to speak to you directly

|  |
| --- |
| **Do** |
| * React calmly so as not to frighten the learner. * Take what the person says seriously, recognising the difficulties inherent in interpreting what is being said by a person who has for example a speech impairment and/or differences in language. * Avoid asking leading or direct questions other than those seeking to clarify your understanding of what the person has said. They may be subsequently formally interviewed by the Police and/or Social Care Services and they should not have to repeat their account on several occasions. The first person told may become at witness at court if they have asked/gained direct relevant information. * Try to reduce any questions you may choose to ask to an **absolute minimum** and concentrate on listening to the person. Questions should never be leading and should only consist of   Who ..? Where ..? When ..? What ..?   * Reassure the learner that they are right to tell and are not to blame. * Explain to them that concerns will have to be shared with someone who is in a position to act. Do not make promises of confidentiality. * Make a written record of what has been disclosed at the earliest opportunity. * Make a full written record of what has been said, heard and/or seen as soon as possible (preferably on the day that the concern/disclosure was first identified/made) using the incident report template. * Discuss the incident report with your Safeguarding lead officer or if not available, the VLN Lead Safeguarding Officer. |
| **Don’t** |
| * Dismiss the concern * Panic or try to resolve the issue yourself. * Allow your shock or distaste to show. * Probe for more information than is freely offered to open questions. * Speculate or make assumptions about what may have happened. * Make any comments about the alleged abuser. * Make promises or agree to keep secrets. * Ask the learner or any witnesses to sign your written information as this may be significantly detrimental to any subsequent police investigation. * Take photographs of any alleged injuries. Any such recording must only be done by an approved medical or other practitioner, following referral. * Discuss the issue with anyone other than your Safeguarding officer or the VLN Lead Safeguarding Officer. |

## Appendix 2 PREVENTION OF RADICALISATION (THAT MAY LEAD TO VIOLENCE AND/OR TERRORISM)

### 16.1 Policy Statement

VLN understands its responsibilities under the Counter Terrorism & Security Act 2015 to prevent people of all ages being radicalised or drawn into terrorism and seeks to meet its obligations in the ways shown below, after setting the context.

### 16.2 Context

VLN accepts learners aged 16 + from Devon and Cornwall including Plymouth, Torbay, Barnstaple, Newton Abbot and throughout the counties’ rural areas. Centres have always promoted a multi-cultural environment where respect for and tolerance of others beliefs is required. Much of the learner demographic is from a disadvantaged background and can include learning difficulties, mental and physical health, transgender, and oppositional behavioural problems and are considered particularly vulnerable to radicalisation.

### 16.3 Working with local partners

* Make and maintain contact with the local police/ local authority. Prevent coordinator to understand their role and the support available.
* Maintain contact with local authority to ascertain other useful local agencies
* Develop local area Prevent links with other similar organisations
* Share information with all local organisations as appropriate

### 16.4 Definitions

* Radicalisation: act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of mind
* Extremism: holding extreme political or religious views which may deny right to any group or individual can be expressed in vocal or active opposition to
* Core British values: including (i) democracy (ii) the rule of law (iii) individual liberty (iv) respectful tolerance of different faiths or beliefs. NB: extremism can refer to a range of views, e.g. racism, homophobia, right-wing ideology, as well as any religious extremism.

### 16.5 Understanding risk of extremism

* Staff, learners and other adults (group leaders, homestays etc.) may arrive at the centre already holding extremist views. Or, whilst attending the training centre they may be influenced by a range of factors: global events, peer pressure, media, family views, extremist materials (hardcopy or online), inspirational speakers, friends or relatives being harmed, social networks, and a host of other influences.
* People who are vulnerable are more likely to be influenced
* Their vulnerability could stem from a range of causes, including: loss of identity or sense of belonging, isolation, exclusion, mental health problems, sense of injustice, personal crisis, victim of hate crime or discrimination, and bereavement

### 16.6 Ways to counteract risks

* Promote a safe and supportive international environment via clear expectations of accepted behaviours and those, including radicalisation and extremism, that will not be tolerated.
* Promote core British values through documents given to learners, notices around the training centre via stand-alone classes on British culture and traditions on arrival and via curriculum. Approach is to educate that this is how things are in UK; although it may be different to your country.
* Where possible, develop critical awareness and thought to counter accepting extremism without question, especially of online material
* Challenge radical or extremist views in any context (formal or informal) via stated procedures. In most situations this would require an immediate response, referring to international environment of the training centre and tolerance expected (expected procedures in staff handbooks), then reporting concerns.
* Be ready to react when world or local events (e.g. Paris/London attacks) cause upset and the likelihood of conflicting feelings being expressed. Prevent lead to take initiative in these situations.
* Have strong filters on IT equipment and clear rules on accessing extremist/ terrorist websites/ uses of social networks to exchange extremist/ terrorist views
* Ensure that extremist speakers do not use premises to distribute material or expound views; have system for vetting any visiting speakers/ presenters
* Staff and homestays get to know learners, their home circumstances and friendship groups, making it easier to spot changes in behaviour
* Staff and homestays to be observant and vigilant in noticing any signs of radical or extremist behaviour
* Welfare, all staff and homestays to work hard supporting any learners identified as vulnerable.

### 16.7 Training

Generic online training can be provided by the Education and Training Foundation. Police/local authority also provide free face-to face training called WRAP – Workshop Raising Awareness of Prevent. Generic training must be supplemented by each ELT organisation giving their own information to stakeholders to ensure that everything fits into context.

a. Documents and face-to-face training needed to ensure staff understand this policy:

* 1. Context and expectations of Prevent
  2. Their duty to implement the policy
  3. Terminology and risks associated with radicalisation and extremism
  4. How to identify and support vulnerable students
  5. Ways the centre will counteract the risks, sharing ideas and specific training may be required e.g. exactly how are core British values going to be promoted and critical awareness developed and encouraged? Maybe use role-plays to practice how to challenge extreme views calmly and firmly without getting dragged into argument.
  6. Signs to notice that may cause concern
  7. Know the lead Prevent person and procedures for communicating concerns
  8. Know the importance of their own behaviour and professionalism in being exemplars of British values, and not discussing inflammatory subjects with learners

b. Training materials are adapted to ensure that homestay hosts understand the sections of the policy they need to be aware of.

c. Learners and group leaders must be made aware of key parts of the policy:

* 1. Understanding terminology
  2. Importance of maintaining a supportive and tolerant society in the [centre/
  3. department]
  4. What core British values are and why they are considered important
  5. Any changes to rules, particularly those regarding IT
  6. That they must report concerns/ incidents and understand the procedure to do so

### 16.8 Signs that may cause concern

* Learners talking about exposure to extremist materials or views outside the training centre (in this event, information must be shared with relevant local authorities)
* Changes in behaviour, e.g. becoming isolated
* Fall in standard of work, poor attendance, disengagement
* Changes in attitude, e.g. intolerant of differences/ having closed mind
* Asking questions about certain topics (e.g. connected to extremism)
* Offering opinions that appear to have come from extremist ideologies
* Attempts to impose own views/ beliefs on others
* Use of extremist vocabulary to exclude others or incite violence
* Accessing extremist material online or via social network sites
* Overt new religious practices
* Drawings or posters (e.g. in accommodation) showing extremist ideology/ views/ symbols. Learners voicing concerns about anyone. NB: Any concerns relating to a person under 18 are safeguarding issues and should be dealt with by safeguarding staff (if different from Prevent staff) and, where necessary, the LSCB contacted

### 16.9 How and when to react to concerns

* Everyone given name of who to contact (lead person/persons), how to contact them (email, phone etc) and contact details
* • Confidentiality assured for the person reporting a concern
* Everyone told to report any concern or incident, however small.
* Reassurance that all will be dealt with sensitively and carefully

**This policy will be reviewed after 12 months or earlier if there are changes in relevant legislation or in response to any significant incidents or changes in circumstances.**