

# P75 Prevent Policy

TCHC Group Ltd have reviewed this policy in line with COVID-19 requirements and are satisfied that these have been met.

## Contents

1	SCOPE OF POLICY .....	1
1.1	Definitions.....	2
1.2	Safeguarding Team.....	3
2	POLICY STATEMENT .....	3
3	SIGNS AND INDICATORS OF EXTREMISM AND RADICALISATION.....	4
4	SPECIFIC SAFEGUARDING ISSUES .....	5
5	INDUCTION AND TRAINING .....	5
6	PROCEDURES.....	5
6.1	General.....	5
6.2	Risk Assessment.....	6
6.3	IT procedures.....	6
6.4	Teaching and Learning .....	6
7	Useful Resources.....	7
7.1	Hashtags to look out for during COVID-19 .....	7
7.2	Important things to note .....	7
7.3	Reporting Procedures .....	7
7.4	External Reporting Procedures.....	8
8	Appendix 1. Information Requests and Sharing with the Police.....	8

## 1 SCOPE OF POLICY

TCHC Group Ltd recognises that everyone working for TCHC has a role to play in preventing violent and non-violent extremism and radicalisation. This policy focuses on raising awareness and is designed to provide a basic procedure which should be followed.

Whilst this is a stand-alone policy, it is integral to our Safeguarding Policy and must be applied as an extension to TCHC’s current and established safeguarding procedures.

The aims of this policy are to:

- Raise an awareness of “Prevent” within TCHC
- Provide a basic clear procedure to follow in response to potential radicalisation, including a supportive referral process for anyone that may be susceptible to the messages of extremism.

- To give a framework to embed British Values into our curriculum and ways of working
- Review current practice which contributes to the Prevent agenda and identifies areas for improvement

## 1.1 Definitions

The Government Counter-Terrorism and Security Act 2015, places a duty upon all education providers to have regard to the need to prevent people from being drawn into terrorism.

This Prevent Duty forms part of the wider governments CONTEST counter terrorism strategy:

- Prevent terrorism – stop people becoming terrorists
- Pursue terrorism – disrupt and stop terror attacks
- Protect against terrorism – strengthen UK protection
- Prepare to deal with terrorism – mitigate impact of attacks that can't be stopped

The Government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Extremism also includes calls for death of members of the armed forces. (Revised Prevent Duty Guidance for England and Wales (originally issued on 12th March 2015 and revised on 16th July 2015, paragraph 7).

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. (Revised Prevent Duty Guidance for England and Wales, issued on 12th March 2015 and revised on 16th July 2015, definition).

Terrorism is defined as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes with or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing political, religious or ideological cause (Section 1 of the Terrorism Act 2000).

[Please refer to the Revised Prevent Duty Guidance for England and Wales by clicking this link](#)

\*to access the link above press Ctrl and Enter

The CHANNEL panel protects vulnerable people from being drawn into terrorism.

[Channel Duty Guidance can be found by clicking this link](#)

\*to access the link above press Ctrl and Enter



## 1.2 Safeguarding Team

Telephone: 01923 698430 opt. 9

**Safeguarding  
Governor**

Claire Jeens

DSL	Contracted Hours	Locations covered
Sam Johnson	Full time	<ul style="list-style-type: none"><li>➤ TCHC Ipswich and Clacton GAPS Centres</li><li>➤ Essex, Herts, Norfolk, and Suffolk locations</li></ul>
Nicola March	Full time	<ul style="list-style-type: none"><li>➤ TCHC Thurrock and Peterborough GAPS Centres</li><li>➤ Cambridgeshire, Bedfordshire, Peterborough, Thurrock, Northamptonshire, and Kettering locations</li><li>➤ * Responsible for updating all Partners</li></ul>
Ami Nurjandoa	Part time M-W	<ul style="list-style-type: none"><li>➤ TCHC Stansted and Watford Offices</li><li>➤ Apprenticeships</li><li>➤ Kent, Surrey, Birmingham, and London locations</li></ul>

\*If your local DSL is unavailable you must contact another DSL so that you can receive advice.

## 2 POLICY STATEMENT

This policy applies to all staff employed by TCHC including temporary and hourly paid, associate staff.

All staff must make sure they familiarise themselves with this Prevent policy and the procedures that go with it.

All have a legal responsibility to take seriously any concerns about extremism or radicalisation that come to their attention and to follow the procedures set out below.

Learners who have concerns about other learners or the behaviour of adults towards them can use this policy to ensure they are taken seriously.



Learners should be encouraged to report safeguarding concerns regarding friends/family members to the <https://actearly.uk/> website, there are resources, advice and contact details to support learners if they are worried about friends/family members.

We have a duty to act if there is a cause for concern and to notify the appropriate agencies, so that they can investigate and take any necessary action. Any suspicion, allegation or incident of extremism or radicalisation must be reported as soon as possible and in any event within 2 hours to the Safeguarding Team who have responsibility for safeguarding.

A Prevent risk register must be created and monitored each year by the Safeguarding Team.

The Managing Director is responsible for ensuring:

- That, based on a risk assessment, there is a sufficient number of trained and competent staff with designated responsibility for safeguarding (the “Safeguarding Team”)
- That relevant information and material is effectively communicated to all staff.
- Staff are held accountable for their actions.

### 3 SIGNS AND INDICATORS OF EXTREMISM AND RADICALISATION

There is no single pathway to radicalisation. However, there are behavioural traits that could indicate that someone has been exposed to radicalising influences.

Online behaviour:

- Changing online identity
- Having more than one online identity
- Spending a lot of time online or on the phone
- Accessing extremist online content
- Joining or trying to join an extremist organisation

Observable behaviour:

- Becoming increasingly argumentative
- Refusing to listen to different points of view
- Unwilling to engage with children who are different
- Becoming abusive to children who are different
- Embracing conspiracy theories
- Feeling persecuted
- Changing friends and appearance
- Distancing themselves from old friends
- No longer doing things they used to enjoy
- Converting to a new religion
- Being secretive and reluctant to discuss their whereabouts
- Sympathetic to extremist ideologies and groups

## 4 SPECIFIC SAFEGUARDING ISSUES

All staff must have an awareness of safeguarding issues, one key issue is listed below. Staff should be aware that behaviours can be linked to extremism and radicalisation which can put people in danger.

### [Hate](#)

\*to access the link above press Ctrl and Enter

## 5 INDUCTION AND TRAINING

TCHC will ensure that all staff members receive appropriate Prevent and Safeguarding training which is regularly updated and in line with statutory guidance.

All new staff members will take part in Prevent and Safeguarding training at induction. This includes training on TCHC's Prevent Policy and the role of the Designated Safeguarding Leads. A copy of this policy and procedures will be provided to new staff at induction, each new staff member signs this off as part of their induction training. All new staff members will also complete LSCB (or LSCB-approved) child/vulnerable adult protection training within the first week.

All staff members undergo refresher training on Prevent and Safeguarding throughout their employment with TCHC, at least annually, to keep them up to date with current knowledge to safeguard children (for example, via e-learning).

The Safeguarding Team and teaching, assessment and quality assurance staff undergo Prevent training as part of continued professional development delivered by the DfE.

## 6 PROCEDURES

### 6.1 General

TCHC takes seriously its duty of care and will be proactive in seeking to prevent people from being drawn into terrorism. It will do this in several ways:

- Through the creation of an open culture which respects all individual rights and discourages bullying and discrimination of all kinds
- By informing people of their rights to be free from harm and encouraging them to talk to TCHC staff if they have any concerns
- Through the IAG and Mentoring programmes and an ongoing programme of support, at an appropriate level, to promote self-esteem, social inclusion and address the issue of extremism and radicalisation in the wider context.
- We ask learners throughout their programme if they have any safeguarding concerns. For example, through Induction, IAG, Learner Reviews, Work Placement and Teaching, Learning and Assessment Plans.



## 6.2 Risk Assessment

The Prevent Duty 2015 states that:

'The statutory guidance makes clear that schools and childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.'

[Department for Education Departmental Advice](#)

\*to access the link above press Ctrl and Enter

It is important when working with children, young people and vulnerable adults that you are in possession of case history and as much background information as you can collect about them. This information will provide you with evidence of whether a formal Risk Assessment is carried out before engaging with that person.

When a Risk Assessment is carried out it must be recorded on the TCHC Risk Assessment Form. It must then follow the procedures outlined in the Risk Assessment to ensure the information is shared with the Safeguarding Team, so appropriate measures can be put in place before any engagement activity takes place.

## 6.3 IT procedures

TCHC ensure that our staff and learners are safe from terrorist and extremist material when accessing the internet, our company provided laptops have filters to prevent certain materials being accessed.

If any staff spot any words, sentences or terms are searchable on our devices that should be filtered, or have any issues with any documents, or images saved on the device, please report to the safeguarding team and alert I.T to ensure the device is de-activated for future use.

All teaching and assessment staff are equipped with TCHC posters which include 'How to Stay Safe Online' which they display for all classroom lessons. This document provides top tips for how to keep someone safer when they go online.

## 6.4 Teaching and Learning

Curriculum is our programme offer and includes the intent, implementation and impact of what we provide to learners.

Fundamental British Values are:

- Democracy
- Rule of Law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

All teaching and assessment staff must deliver a curriculum that promotes British Values, knowledge, skills and understanding that builds the resilience of learners by undermining extremist ideology and supporting the learner voice.



This will be achieved through:

- Embedding British Values, Equality & Diversity, Inclusion and Wellbeing into the curriculum
- Promotion of social and emotional aspects of learning
- Exploration of teaching, learning and assessment strategies that explore controversial issues which promotes critical analysis
- Encouraging the learner to have a voice and promote active citizenship

## 7 Useful Resources

What is Prevent and resources to support understanding: <https://www.itai.info/what-is-prevent/>  
Counter-Extremism (Preventing Radicalisation in Schools): <http://counterextremism.lgfl.org.uk/>

### 7.1 Hashtags to look out for during COVID-19

If you see any of these, please report it to the Safeguarding Team.

#deepstatevirus

#coronaviruscoverup

#CCPvirus (CCP is defined as Chinese Communist Party)

### 7.2 Important things to note

The Right Wing are getting attention from people by blaming groups for COVID-19 to draw people in and then encouraging them to view other websites for more extreme information. These groups include and are not limited to Anti-Vaccination, Anti-Government and Conspiracy.

### 7.3 Reporting Procedures

If you have a Prevent concern, then you must follow our normal safeguarding reporting procedure which is outlined below.

It is important to remember the following steps when a **disclosure is made to you**.

When working through the process it is recommended that you:

- Remain calm and reassure the person that they have done the right thing by speaking up
- Listen carefully and give the person time to speak
- Explain that only the professionals who need to know will be informed, never promise confidentiality if the learner is at risk of harm or danger
- Act immediately, and do not try to address the issue yourself
- Telephone a Designated Safeguarding Lead (DSL) to raise the concern within 2 hours of the incident, disclosure or harm
- Report the safeguarding concern through the MyConcern Safeguarding Platform (<https://www.myconcern.education/Account/Login>)

Remember that it is not for you to decide whether a suspicion or claim is true; all instances must be taken seriously.

The DSL will update MyConcern with advice within 24 hours of the reported safeguarding concern.

**Please note – should you feel your learner, yourself or any members of the public are in immediate danger, report to the police immediately and then contact our internal Safeguarding Team.**

#### **7.4 External Reporting Procedures**

- Designated Safeguarding Lead must inform the Head of Safeguarding for them to pass to local prevent co-ordinator & local safeguarding board.
- Channel process started.
- Screening undertaken by prevent officer if not appropriate for channel then alternative IAG is provided.
- Preliminary assessment by prevent officer & police.
- Multi-agency channel (meeting with police, prevent officer, local authority, health service, faith leaders, boarder agency and educators.)
- Channel support package implemented

### **8 Appendix 1. Information Requests and Sharing with the Police**

The police hold important information about children who may be suffering, or likely to suffer, significant harm, as well as those who cause such harm. They should always share this information with other organisations and agencies where this is necessary to protect children. Similarly, they can expect other organisations and agencies to share information to enable the police to carry out their duties. All police forces should have officers trained in child abuse investigation.

Effective sharing of information between TCHC Group staff and local organisations and agencies is essential for early identification of need, assessment and service provision to keep children safe. Serious case reviews have highlighted that missed opportunities to record, understand the significance of and share information in a timely manner can have severe consequences for the safety and welfare of children.

TCHC Group staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children. Whether this is when problems are first emerging, or where a child is already known to local authority children's social care (e.g. they are being supported as a child in need or have a child protection plan).

Information sharing is also essential for the identification of patterns of behaviour when a child has gone missing, when multiple children appear associated to the same context or locations of risk, or in relation to children in the secure estate where there may be multiple local authorities involved in a child's care.



Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children, which must always be the paramount concern.

All TCHC Group staff should aim to gain consent to share information but should be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent if a practitioner has reason to believe that there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. When decisions are made to share information, TCHC Group staff should record who has been given the information and why

TCHC Group staff must have due regard to the relevant data protection principles which allow them to share personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation (GDPR). To share information effectively: all TCHC Group staff should be confident of the processing conditions under the Data Protection Act 2018 and GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'

Where TCHC Group staff need to share special category personal data, they should be aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows TCHC Group staff to share information.

#### **When receiving a request for information from the Police**

- All requests for information from the Police should be in writing and should be signed by a serving Police Officer
- First check verification of the Officer who has made the request
- Consult with the Safeguarding Team and let them know exactly what information has been requested and if any reasons given for the request
- Log the request for information including all details such as who has made the request and what has been requested and why on MyConcern
- Check the ID of the officer when they arrive before handing over any information
- Information should be provided in a sealed envelope
- Log when requested information has been provided/picked up and to whom on MyConcern



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Courtney Grinham, Managing Director - TCHC GROUP LTD



## Document History

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