



**THE COLNE**  
COMMUNITY SCHOOL & COLLEGE

## **CHILD PROTECTION POLICY FOR THE COLNE COMMUNITY SCHOOL AND COLLEGE**

**APPROVED BY GOVERNORS 17 JUNE 2018  
POLICY TO BE REVIEWED 17 JUNE 2019**

<b>DESIGNATED SAFEGUARDING LEAD:</b>	<b>GREGG HEIGHWAY</b>
<b>DEPUTY DESIGNATED SAFEGUARDING LEAD:</b>	<b>MICHAEL PULFORD JACKIE GUNTHER DAVID GRIMWOOD</b>
<b>DESIGNATED SAFEGUARDING GOVERNOR:</b>	<b>FAYE WILSON</b>
<b>LEVEL 3 TRAINED STAFF</b>	<b>MATTHEW FEAKINS-WARD RACHEL HARRIGAN DAWN STANNARD FREDDIE YOUNG</b>

## Contents

<b>1</b>	<b>Introduction</b>
<b>2</b>	<b>Statutory Framework</b>
<b>3</b>	<b>Roles and responsibilities</b>
<b>4</b>	<b>Types of abuse / specific safeguarding issues</b>
<b>5</b>	<b>Procedures</b>
<b>6</b>	<b>Training</b>
<b>7</b>	<b>Professional confidentiality</b>
<b>8</b>	<b>Records and information sharing</b>
<b>9</b>	<b>Interagency working</b>
<b>10</b>	<b>Allegations about members of the workforce</b>
<b>11</b>	<b>Promoting positive mental health and resilience in school</b>
<b>12</b>	<b>Whistleblowing</b>
<b>Appendix A</b>	<b>Children and Families Hub Partner Access Map</b>
<b>Appendix B</b>	<b>PREVENT referral flow chart</b>
<b>Appendix C</b>	<b>Essex Windscreen of Need and levels of intervention</b>

## CHILD PROTECTION POLICY FOR THE COLNE COMMUNITY SCHOOL AND COLLEGE

### 1. Introduction

Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

*(Keeping Children Safe in Education – DfE, 2018)*

This Child Protection Policy is for all staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school. It should be read in conjunction with the Recruitment Policy, Staff Code of Conduct Policy, Restraining Students – Use of Force Policy, Anti-Bullying Policy, Behaviour Policy, Health, Safety and Well-being Policy, Educational Visit Policy and E-Safety Policy. It should also be read in conjunction with Keeping Children Safe in Education (DfE, 2018).

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education 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

### 2. Statutory framework

Section 175 of the Education Act 2002 (*Section 157 for Independent schools*) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

The development of appropriate procedures and the monitoring of good practice in Essex are the responsibilities of the [Essex Safeguarding Children Board](#) (ESCB). In Essex, all professionals must work in accordance with the [SET Procedures \(ESCB, 2018\)](#).

---

Our school also works in accordance with the following legislation and guidance (*this is not an exhaustive list*):

[Keeping Children Safe in Education \(DfE, 2018\)](#)

[Working Together \(HMG, 2018\)](#)

Education Act (2002)

[Effective Support for Children and Families in Essex](#) (ESCB, 2017)

[Counter-Terrorism and Security Act \(HMG, 2015\)](#)

[Serious Crime Act 2015](#) (Home Office, 2015)

Children and Social Work Act (2017)

Sexual Offences Act (2003)

Education (Pupil Registration) Regulations 2006

[Information sharing advice for safeguarding practitioners \(HMG, 2018\)](#)

[Data Protection Act \(2018\)](#)

[What to do if you're worried a child is being abused](#) (HMG, 2015)

[Searching, screening and confiscation](#) (DfE, 2018)

Children Act (1989)

Children Act (2004)

[Preventing and Tackling Bullying \(DfE, 2017\)](#)

Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)

[Sexual violence and sexual harassment between children in schools and colleges](#) (DfE, 2018)

[Promoting positive emotional well-being and reducing the risk of suicide](#) (ESCB, 2018)

[Keeping pupils and staff safe – management of behaviour in schools, including use of physical contact and restrictive / non-restrictive physical intervention to address difficult and harmful behaviour](#) (ESCB, 2018)

### **3. Roles and responsibilities**

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities (the designated safeguarding lead and deputy designated safeguarding lead) are shown on the cover sheet of this document.

#### The governing body

The governing body ensures that the policies, procedures and training in our school are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place and that the child protection policy reflects statutory and local guidance and is reviewed at least annually.

---

The governing body ensures there is a named designated safeguarding lead and deputy safeguarding lead in place.

The governing body ensures the school contributes to inter-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.

The governing body ensures that all staff members undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe.

The governing body ensures that children are taught about safeguarding, including online, ensuring that appropriate filters and monitoring systems for online usage are in place. Our children will be taught how to keep themselves safe through teaching and learning opportunities as part of a broad and balanced curriculum.

The governing body and school leadership team are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It ensures that volunteers are appropriately supervised in school.

#### The Designated Safeguarding Lead (and Deputy)

The designated safeguarding lead in school takes lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Essex Children's Social Care (Family Operations Hub) are made in accordance with current SET procedures. They work with the local authority and other agencies as required.

If for any reason the designated safeguarding lead is unavailable, the deputy designated safeguarding lead will act in their absence.

#### The Headteacher

The Headteacher works in accordance with the requirements upon all school staff. In addition, (s)he ensures that all safeguarding policies and procedures adopted by the governing body are followed by all staff.

#### All school staff

---

Everyone in our school has a responsibility to provide a safe learning environment in which our children can learn. All staff members are prepared to identify children who may benefit from early help and understand their role within this process. This includes identifying any emerging problems so appropriate support may be provided and liaising with the designated safeguarding lead to report any concerns. All staff members are aware of and follow school processes (as set out in this policy) and are aware of how to make a referral to Social Care if there is a need to do so.

#### 4. Types of abuse / specific safeguarding issues

Keeping Children Safe in Education (DfE, 2018) defines abuse as the 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 (e.g. via the internet). They may be abused by an adult or adults or another child or children”*

The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Sexual
- Neglect

Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection.

##### Peer on peer abuse

Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, ‘sexting’ or sexually harmful behaviour.

We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

---

### Children with special educational needs and disabilities

Our school understands that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration
- Children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing signs
- Communication barriers and difficulties in overcoming these barriers

### Children missing from education

All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Missing Education and Child Employment Service, Social Care or Police).

Our school must inform the local authority of any pupil who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 days or more.

### Child Sexual Exploitation (CSE)

Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community. In Essex, the definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) has been adopted:

*"Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology".*

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The designated safeguarding lead will lead on these issues and work with other agencies as appropriate.

---

This [one page process map](#) sets out arrangements for CSE in Essex.

### Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with existing local safeguarding procedures.

### Forced marriage

A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

### Prevention of radicalisation

As of July 2015, the [Counter-Terrorism and Security Act \(HMG, 2015\)](#) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. All staff members understand how to identify those who may benefit from this support and how to make a referral to the Essex CHANNEL panel. (*Appendix B*)

---

## 5. Procedures

All staff members have a duty to identify and respond to suspected / actual abuse or disclosures of abuse. Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the designated safeguarding lead (or, in their absence, the deputy designated safeguarding lead).

All action is taken in accordance with the following guidance;

- Essex Safeguarding Children Board guidelines - the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB, 2018)
- [Essex Effective Support](#)
- Keeping Children Safe in Education (DfE, 2018)
- Working Together to Safeguard Children (DfE, 2018)
- 'Effective Support for Children and Families in Essex' (ESCB, 2017)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

Any staff member or visitor to the school will refer concerns to the designated safeguarding lead or deputy designated safeguarding lead. Where there is risk of immediate harm, concerns will be referred by telephone to the Children and Families Hub and / or the Police. Less urgent concerns or requests for support will be referred to the Children and Families Hub via the [Essex Effective Support](#) portal. Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to consult with the Children and Families Hub and / or Essex Police for advice on when to share information with parents / carers.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration of the case with the designated safeguarding lead.

If, for any reason, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Safeguarding contact details are displayed in the school to ensure that all staff members have unfettered access to safeguarding support, should it be required. Any individual may refer to Social Care where there is suspected or actual risk of harm to a child.

When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, the name of the designated safeguarding lead (and deputy) and how to share concerns with them.

## 6. Training

---

The designated safeguarding lead (and deputy) undertake Level 3 child protection training at least every two years. The Headteacher, all staff members and governors receive appropriate child protection training which is regularly updated and in line with advice from the Essex Safeguarding Children Board (ESCB). In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records of any child protection training undertaken is kept for all staff and governors.

The school ensures that the designated safeguarding lead (and deputy) also undertakes training in inter-agency working and other matters as appropriate

## **7. Professional confidentiality**

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or pupils), or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the designated safeguarding lead and may require further referral to and subsequent investigation by appropriate authorities.

Information on individual child protection cases may be shared by the designated lead (or deputy) with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so.

## **8. Records and information sharing**

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies.

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Generic data flows related to child protection are recorded in our Records of Processing Activity and regularly reviewed; and our online school privacy notices accurately reflect our use of data for child protection purposes.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible, noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. All records will be dated and signed and will include the

---

action taken. This is then presented to the designated safeguarding lead (or deputy), who will decide on appropriate action and record this accordingly.

Any records related to child protection are kept in an individual child protection file for that child (which is separate to the pupil file). All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth, or until they transfer to another school / educational setting.

Where a pupil transfers from our school to another school / educational setting (including colleges), their child protection records will be forwarded to the new educational setting. These will be marked 'Confidential' and for the attention of the receiving school's designated safeguarding lead, with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new school and then destroy any copies held in our school.

Where a pupil joins our school, we will request child protection records from the previous educational establishment (if none are received).

## **9. Interagency working**

It is the responsibility of the designated safeguarding lead to ensure that the school is represented at, and that a report is submitted to, any child protection conference called for children on the school roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s). Whoever attends will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.

If a child is subject to a Child Protection or a Child in Need plan, the designated safeguarding lead will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation. If the school is part of the core group, the designated safeguarding lead will ensure the school is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and / or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the designated safeguarding lead will inform the child's key worker immediately and then record that they have done so and the actions agreed.

## **10. Allegations about members of the workforce**

All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Handbook / Code of Conduct. The school works in accordance with statutory guidance and the SET procedures (ESCB, 2018) in respect of allegations against an adult working with children (in a paid or voluntary capacity). Section 7 of the current SET procedures provides detailed information on this.

---

The school has processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff will be referred to the Headteacher (or the Deputy Headteacher in their absence). This role is distinct from the designated safeguarding lead as the named person should have sufficient status and authority in the school to manage employment procedures. Staffing matters are confidential and the school operates within statutory guidance around Data Protection.

Where the concern involves the headteacher, it should be reported direct to the Chair of Governors.

SET procedures (ESCB, 2018) require that, where an allegation against a member of staff is received, the Headteacher, senior named person or the Chair of Governors must inform the duty Local Authority Designated Officer (LADO) in the Children's Workforce Allegations Management Team on **03330 139 797** within one working day. However, wherever possible, contact with the LADO will be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils and parents and HR. The school does not carry out any investigation before speaking to the LADO.

## **11. Promoting positive mental health and resilience in school**

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school wants to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.

It is vital that we work in partnership with parents to support the well-being of our pupils. Parents should share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented.

## **12. Whistleblowing**

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.

All staff members are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school's Code of Conduct / Whistleblowing policy.

We want everyone to feel able to report any child protection / safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

---

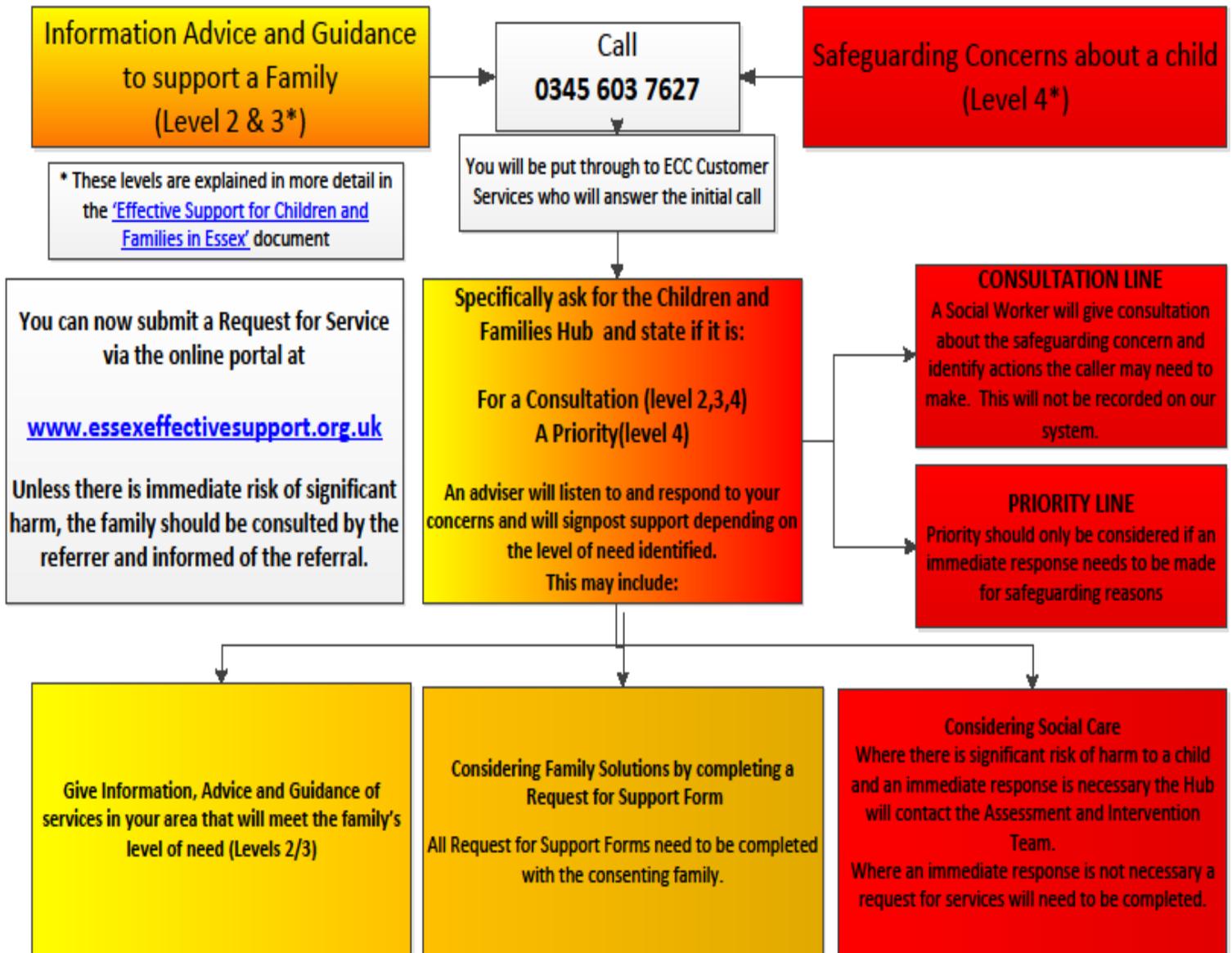


Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## **Appendix A: Children and Families Hub flow chart**

## Children and Families Hub Partner Access Map

(Mon-Thurs 8.45-5.30pm Fri 8.45-4.30pm) Out of Hours Tel no: 0345 606 1212



### Appendix B: PREVENT Referral Flowchart

Safeguarding concerns about extremism or radicalisation are discussed with the Children and Families Hub. Where there is a radicalisation risk, a referral to Channel Panel may be required (school will be advised if so). A 'Vulnerable to Radicalisation' referral form to be completed and sent to Essex Police

Referrals received by Essex Police. Essex Police gather information to provide to partners to

**Appendix C: Essex Windscreen of Need and levels of intervention**



All partners working with children, young people and their families will offer support as soon as we are aware of any additional needs. We will always seek to work together to provide support to children, young people and their families at the lowest level possible in accordance with their needs

Children with **Additional** needs are best supported by those who already work with them, such as Family Hubs or schools, organising additional support with local partners as needed. When an agency is supporting these children, an Early Help Plan and a Lead Professional are helpful to share information and co-ordinate work alongside the child and family.

For children whose needs are **Intensive**, a coordinated multi-disciplinary approach is usually best, involving either an Early Help Plan or a Shared Family Assessment (SFA), with a Lead Professional to work closely with the child and family to ensure they receive all the support they require. Examples of intensive services are children's mental health services and Family Solutions.

**Specialist** services are where the needs of the child are so great that statutory and/or specialist intervention is required to keep them safe or to ensure their continued development. Examples of specialist services are Children's Social Care or Youth Offending Service. By working together effectively with children that have additional needs and by providing coordinated multi-disciplinary/agency support and services for those with intensive needs, we seek to prevent more children and young people requiring statutory interventions and reactive specialist services.

---



# **PREVENT Policy and Guidance**

**Southend Safeguarding Adults Board  
Essex Safeguarding Adults Board  
Thurrock Safeguarding Adults Board**

**Southend Safeguarding Children Board  
Essex Safeguarding Children Board  
Thurrock Safeguarding Children Board**



## Document Control Sheet

<b>Title:</b>	PREVENT policy and guidance
<b>Purpose:</b>	A guide for local partnerships and agencies in Southend Essex and Thurrock in preventing radicalisation
<b>Type:</b>	Operational policy and guidance
<b>Target Audience:</b>	All professionals working in Southend, Essex and Thurrock
<b>Date approved:</b>	December 2016
<b>Review Date:</b>	December 2017
<b>This replaces:</b>	n/a
<b>This should be read alongside:</b>	This Policy is compliant with all relevant legislation at the time of publication and adheres to the current SET Safeguarding Adults Guidelines and SET Safeguarding and Child Protection Procedures.
<b>Leads / Authors:</b>	Paula Ward (ESAB) Sophie Scollen Essex County Council (ECC) Heather Williams Essex County Council (ECC)

## Contents

1.0. Policy .....	21
1.1. Introduction .....	21
1.2. Definitions .....	21
1.3. Information Sharing.....	21
1.4. Recording .....	22
2.0. Guidance .....	23
2.1. Channel Panel Process.....	23
2.2. Assessing Vulnerability .....	23
2.3. Identifying Vulnerable People.....	24
2.4. Consent .....	25
2.5. Referral Process .....	26
2.6. Transfer Arrangements .....	27
2.7. Referral Flowchart.....	29
2.8. Risk and Intervention Process.....	30
2.9. Working with Partner Agencies .....	31
2.10. Channel Panels .....	29
2.11. Case Management, Recording, Supervision and Support.....	29
2.12. Training .....	29
Annex A - Blank Vulnerable to Radicalisation Referral form .....	31
Annex B - PREVENT and CHANNEL leads/administrators.....	33

## 1.0. Policy

### 1.1. Introduction

CONTEST is the overall UK strategy for Countering Terrorism. The aim of CONTEST is to reduce the risk to the UK and its interests overseas from terrorism, so that people can go about their lives freely and with confidence. It has four work streams, of which PREVENT is one. The purpose of the Prevent Strategy is to stop people becoming terrorists or supporting terrorism.

The strategy addresses all forms of terrorism and focuses work to prevent radicalisation on three key objectives:

- Challenging ideology that supports terrorism;
- Protecting vulnerable individuals; and
- Supporting sectors and institutions where there is a risk of radicalisation.

For further information see [Prevent Duty Guidance for England and Wales](#)

Channel is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children's and youth services and offender management services), the police and the local community to:

- Identify individuals at risk of being drawn into terrorism;
- Assess the nature and extent of that risk;
- Develop the most appropriate support plan for the individuals concerned.

For further information see [Channel Duty Guidance for England and Wales](#)

### 1.2. Definitions

These definitions are taken from the HM Government Prevent Strategy 2011.

- Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate on terrorist activity.
- Extremism is 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. We also include in our definition of extremism calls for the death of members of the armed forces.

### 1.3. Information Sharing

Information sharing must be assessed on a case-by-case basis and is governed by legislation. To ensure the rights of individuals are fully protected, it is important that information sharing agreements are in place at a local level. When considering sharing personal information, the specified authority should take account of the following:

- necessity and proportionality: personal information should only be shared where it is strictly necessary to the intended outcome and proportionate to it. Key to determining the necessity and proportionality of sharing information will be the professional judgement of the risks to an individual or the public;
- consent: wherever possible the consent of the person concerned should be obtained before sharing any information about them;
- power to share: the sharing of data by public sector bodies requires the existence of a power to do so, in addition to satisfying the requirements of the Data Protection Act 1998 and the Human Rights Act 1998; Data Protection Act and the Common Law Duty of Confidentiality: in engaging with non-public bodies, the specified authority should ensure that they are aware of their own responsibilities under the Data Protection Act and any confidentiality obligations that exist.

There may be some circumstances where specified authorities, in the course of Prevent related work, identify someone who may already be engaged in illegal terrorist-related activity. People suspected of being involved in such activity must be referred to the police. For guidance on information sharing speak with your manager in the first instance.

#### **1.4. Recording**

Your organisations case management and recording policies should be followed in respect of Prevent casework.

## **2.0. Guidance**

### **2.1. Channel Panel Process**

The role of the multi-agency panel is to develop an appropriate support package to safeguard those at risk of being drawn into terrorism based on an assessment of their vulnerability. The panel is responsible for managing the safeguarding risk which is in line with other multi-agency panels where risk is managed, such as Multi-Agency Public Protection Arrangements (MAPPA).

The panel should be chaired by the local authority Prevent lead (see Annex B for local authority contact details) and include the Essex Police and other relevant statutory partners.

Channel is not a process for gathering intelligence. It is a process for providing support to people at risk. In common with other such programmes, it does require the sharing of personal information to ensure that the full range of an individual's vulnerabilities are identified and addressed. Information sharing must be assessed on a case by case basis and is governed by legislation.

It is not the purpose of Channel to provide an alternative to the criminal justice system for those who have been engaged in illegal activity. Channel is about early intervention to protect and divert people away from the risk they may face before illegality relating to terrorism occurs. Therefore, in line with other safeguarding processes, being referred to Channel will not lead to an individual receiving a criminal record as a consequence of the referral, nor as a result of any support they may receive through Channel.

### **2.2. Assessing Vulnerability**

Channel assesses vulnerability using a consistently applied vulnerability assessment framework built around three dimensions:

- Engagement with a group, cause or ideology;
- Intent to cause harm;
- Capability to cause harm.

The dimensions are considered separately as experience has shown that it is possible to be engaged without intending to cause harm and that it is possible to intend to cause harm without being particularly engaged. Experience has also shown that it is possible to desist (stop intending to cause harm) without fully disengaging (remaining sympathetic to the cause); though losing sympathy with the cause (disengaging) will invariably result in desistance (loss of intent).

The three dimensions are assessed by considering 22 factors that can contribute to vulnerability (13 associated with engagement, 6 that relate to intent and 3 for capability). These factors taken together form a rounded view of the vulnerability of an individual that will inform decisions on whether an individual needs support and what kind of support package may be appropriate. These factors can also be added to and are not considered an exhaustive list. By undertaking regular vulnerability assessments the progress that is being made in supporting an individual can be tracked through changes in the assessment.

## Identifying Vulnerable People

Completing a full assessment for all 22 factors requires thorough knowledge of the individual that may not be available at the point of the initial referral (see Vulnerable to Radicalisation (VTR) Referral Form at Annex A). However, there are a number of behaviours and other indicators that may indicate the presence of these factors.

Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- Spending increasing time in the company of other suspected extremists;
- Changing their style of dress or personal appearance to accord with the group;
- Their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Possession of material or symbols associated with an extremist cause (e.g. The swastika for far right groups);
- Attempts to recruit others to the group/cause/ideology.
- Communications with others that suggest identification with a group/cause/ideology.

Example indicators that an individual has an intention to use violence or other illegal means include:

- Clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- Using insulting or derogatory names or labels for another group;
- Speaking about the imminence of harm from the other group and the importance of action now;
- Expressing attitudes that justify offending on behalf of the group, cause or ideology;
- Condoning or supporting violence or harm towards others;
- Plotting or conspiring with others.

Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include:

- Having a history of violence;
  - Being criminally versatile and using criminal networks to support extremist goals;
-

- Having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or
- Having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

### **2.3. Consent**

People who are vulnerable to violent extremism or radicalisation are more likely to be reached by supportive services if issues of consent are handled with sensitivity and an informed understanding of the issues.

Before making a referral, practitioners should respond as we would to all concerns, by clarifying the information.

For children this will ordinarily involve talking to the child/young person and their family (unless the family is implicated in potential extremism), and to other professionals working with the child/young person. Any referral should be made with the young person/family's knowledge and consent, unless to do so would place the child/young person at risk of harm.

For adults (over 18 years old) practitioners should seek the consent of the person who may be at risk of extremism or radicalisation before taking action or sharing information. In some cases, where a person refuses consent, information can still lawfully be shared if it is in the public interest to do so. This may include protecting someone from serious harm or preventing crime and disorder.

When there are grounds to doubt the capacity of those aged 16 and over steps need to be taken to provide support to enable them to give informed consent to be referred to the Channel Panel, please refer to the [Mental Capacity Act 2005](#) for further information.

As a voluntary programme, no Social Care work can take place without the agreement and engagement of the service user.

Any practitioner who is in doubt about whether or not they should share information, or whether they have consent either to share information or carry out a piece of work, should consult the above guidance, or consult their line manager or Prevent Lead. Advice on information sharing can also be sought from the Information Governance Team in their Authority. Any worker who believes

a crime is being committed, or planned, or is aware of any terrorist activity, should contact Essex Police Prevent team without delay.

## 2.4. Referral Process

Any agency or member of the public can make a referral to Channel. Staff need to consider however, their local safeguarding procedures in the first instance and whenever a vulnerable to radicalisation risk is of concern, they should consult with the Prevent/Safeguarding Leads within their organisation. Prevent/Safeguarding Leads should support in making the decision as to whether a referral to Channel Panel is needed and if this is the appropriate route.

Referrals should be made without delay, where there are concerns about significant harm or directly to the Police on 999 if there is an imminent risk of harm.

A referral form, which is also known as person vulnerable to radicalisation (VTR), should be requested from the Channel Panel Coordinator (see Annex B for your local authority Channel Coordinator).

Once completed, this should be returned securely to: [Prevent@essex.pnn.police.uk](mailto:Prevent@essex.pnn.police.uk) (Secure emails are GCSX, nhs.net, .pnn, cjsm, .gsi or a secure system such as Egress)

If you do not have a secure email you can set the security on the referral with a password and ring 01245 452196 (Police Prevent Team) to let them know the referral has been sent and the password to open it.

Any referral received should initially be screened by the Essex Police Prevent Team. All cases that progress through the Channel process will be subject to a thorough assessment of vulnerabilities in a multi-agency safeguarding environment.

The preliminary assessment is co-ordinated by the local authority Prevent Co-ordinator. It should be informed by multi-agency information gathering and can include consideration of an initial vulnerability assessment.

At this point partners should collectively assess the risk and decide whether the person:

- Is vulnerable to being drawn into terrorism and therefore appropriate for Channel;
- Should be referred to a different support mechanism; or
- Should exit the process.

In assessing the risk, consideration should be given to:

- The risk the individual faces of being drawn into terrorism; and
- The risk the individual poses to society.

In some cases a Channel referral will exit the process at this stage and be signposted to those support services most appropriate to their needs. If there are concerns that the person is suffering

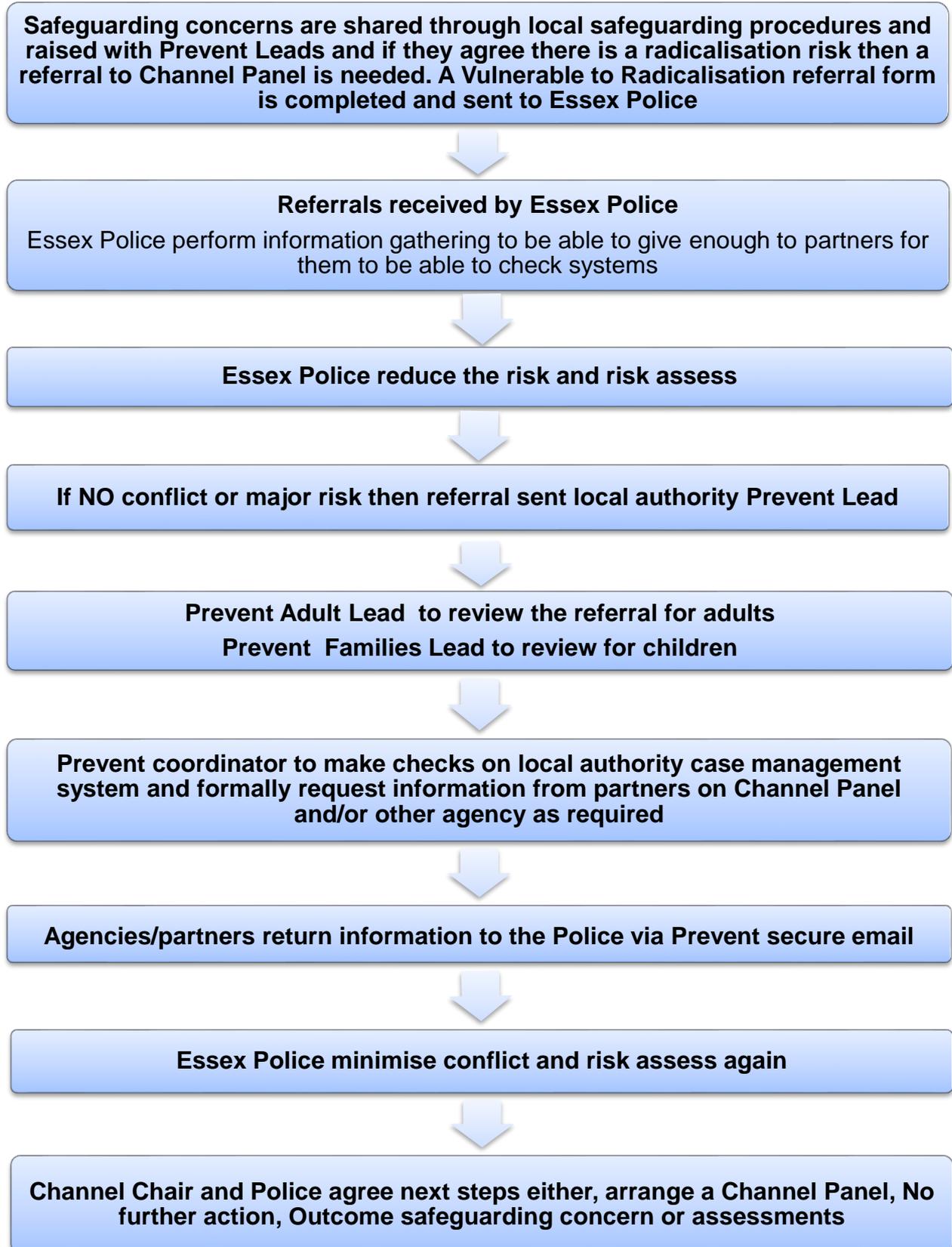
---

or likely to suffer significant harm, a referral to Children's or Adult Social Care must be made, this will be discussed and determined who will raise this before the case exits the process. If there are no concerns or low risk but the person requires additional support, a referral may be made for Common Assessment Framework and Early Help.

## **2.5. Transfer arrangements**

Transfer arrangements need to be discussed and decided by the Channel Panel chairs of the county the case is leaving and the county the case is moving to. They need to decide where the case sits and factor in how long the move is likely to be for.

## 2.6. Referral Flowchart



## 2.7. Risk and Intervention Process

The multi-agency panel using their professional expertise will develop a support package. This will be based on a review of the vulnerability assessment completed by the Essex Police Prevent team at the preliminary assessment stage, the needs of the individual and any risks posed to potential support providers.

Risk is a theme that runs through the entire Channel process: risk to the individual; risk to the public; and risk to statutory partners and any intervention providers.

Multi-agency panel members should consider sharing any further information with each other for the purposes of Channel, subject to a case-by-case assessment of necessity, proportionality and lawfulness.

Wherever possible, the informed consent of the individual (and their family / carers) should be obtained. The panel may conclude that the individual is better suited to alternative support mechanisms or that further assessment indicates that the individual is not vulnerable to being drawn into terrorism. In such cases the Chair of the panel is responsible for confirming the recommendation and ensuring that the decision is properly recorded.

If the panel consider that support to reduce vulnerability of being drawn into terrorist-related activity is required, they should devise an appropriate support package. This should take the form of a support plan setting out details of the statutory or community partners who will lead on delivery of the support. Consideration must also be given to potential risks posed to the provider of any support package. The action plan should highlight identified behaviours and risks that need to be addressed. This will assist in case reviews and evaluating the effectiveness of the support package. All decisions should be properly recorded.

Responses to those who are at risk from involvement in violent extremism are more likely to be effective if they are delivered at an early stage and at the lowest level of intervention. For this reason, it is important to understand the signs, and to be able to engage people effectively. It is anticipated that each Authorities Social Care service, will provide effective, whole family based interventions, but the thresholds for higher level interventions must also be understood, and applied where appropriate.

The type of activities that are included in a support package will depend on risk, vulnerability and local resource. To illustrate, a diversionary activity may be sufficient for someone who is in the early stages of radicalisation whereas a more focussed and structured one-on-one mentoring programme may be required for those who are already radicalised.

The following kinds of support might be considered appropriate:

- Life skills - work on life skills or social skills generally, such as dealing with peer pressure;
- Mentoring support contact - work with a suitable adult as a role model or providing personal guidance, including guidance addressing extremist ideologies;
- Anger management session - formal or informal work dealing with anger;
- Cognitive/behavioural contact - cognitive behavioural therapies and general work on attitudes and behaviours;

- Constructive pursuits - supervised or managed constructive leisure activities;
- Education skills contact - activities focused on education or training;
- Careers contact - activities focused on employment;
- Family support contact - activities aimed at supporting family and personal relationships, including formal parenting programmes;
- Health awareness contact - work aimed at assessing or addressing any physical or mental health issues;
- Housing support contact - activities addressing living arrangements, accommodation provision or neighbourhood; and
- Drugs and alcohol awareness - substance misuse interventions.

Community or non-statutory partners providing support to vulnerable people need to be credible with the vulnerable individual concerned and to understand the local community. They have an important role and their reliability, suitability to work with vulnerable people and commitment to shared values needs to be established. Multi-agency panels should make the necessary checks to be assured of the suitability of support providers; including checks to the Disclosure and Barring Service (DBS) for those seeking to work with children, young people and adults.

If the panel is satisfied that the risk has been successfully reduced or managed they should recommend that the case exits the process. This is noted in the minutes. The recommendations will need to be endorsed by the Chair of the panel and Essex Police Prevent lead.

If the panel is not satisfied that the risk has been reduced or managed the case should be reconsidered. A new support plan should be developed and alternative support put in place. If the risk of criminality relating to terrorism has increased the Essex Police Prevent team must consider escalating the case through existing police mechanisms and whether the case remains suitable for the Channel process.

All open cases are reviewed at every panel until the point at which they exit the process, using the vulnerability assessment framework. All decisions and actions should be fully recorded in the minutes of the meeting.

## **2.8. Working with Partner Agencies**

Home Office 2015 Prevent Guidance places a specific duty on local authorities to co-operate with all partners to support and complement their work. It is vital that all Social Care staff adopt a collaborative and co-operative multi-agency approach. Strategic and management arrangements are being developed to support practitioners in their duty to work in partnership.

Key partners include: Essex Police, especially their Prevent Team; Social Care Adults and Children; Youth Offending Services, Probation agencies, Prisons and YOIs; EHWPB Services; Early Help services; Community Safety Officers; all usual health and education colleagues including colleges and universities; and the full range of community and voluntary organisations, especially youth and faith organisations.

Schools and some voluntary organisations are often best placed to identify emerging concerns. This places an additional duty of vigilance upon them, and they have specific support requirements. Keeping Children Safe in Education (DfE, 2018) says that protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties.

If an organisation is asked to provide information to the Channel Panel or Prevent Multi-Agency group it is your responsibility to respond within a set time frame outlined by the Prevent chair and/or administrator. It is also the organisations responsibility to notify the Channel Panel of relevant changes in circumstances or provide an update on progress/intervention.

## **2.9. Channel Panels**

Channel Panels oversee and co-ordinate Prevent interventions in Essex, Southend and Thurrock. The panel has a statutory basis: under the terms of the Counter Terrorism and Security Act 2015, local authorities must:

- Ensure a multi-agency panel exists and chair the panel
- Use the panel to develop a support plan for accepted cases and signpost to other support where cases are not accepted
- Ensure consent is sought prior to support being provided
- Co-operate with other panel partners

(South East Counter Terrorism Unit 2015)

Membership: The Channel Panel meets on a monthly basis in Essex and where needed in Thurrock and Southend. Permanent members will include Social Care (Adult and Children), and Essex Police Prevent team. Other agencies will be invited depending on need.

## **2.10. Case Management, Recording, Supervision and Support**

Case management & recording Social Care case management and recording policies should be followed in respect of Prevent casework.

Supervision & support Social Care supervision policies should be followed. The existing research into Prevent casework acknowledges the complexity of the issues around: maintaining consent and trust when dealing with complex and highly emotive issues, delivering help to families where there may be either pressure or a need to monitor and report back, balancing human rights and individual liberties against the risk of harm, operating as a confident and challenging practitioner in a politically charged environment, & understanding cultural issues.

## **2.11. Training**

WRAP (Workshop to Raise the Awareness of Prevent) is an hour/2 hour long DVD-led interactive workshop. It is aimed at frontline staff as well as the community.

The National Counter Terrorism Policing Headquarters (NCTPHQ), in conjunction with the College of Policing, have developed a general awareness e-learning package for Channel. **This e-learning is not a substitute for WRAP training**

The package includes:

- information on how Channel links to the Government's Counter-Terrorism Strategy (CONTEST) through the Prevent strategy
- guidance on how to identify people who may be vulnerable to being drawn into terrorism
- how to refer them into the Channel process.

The training can be accessed [here](#).

## Annex A

A Vulnerable to Radicalisation referral form can be found [here](#) or by contacting [sophie.scollen@essex.gov.uk](mailto:sophie.scollen@essex.gov.uk)

## Annex B – PREVENT and CHANNEL leads/administrators

Organisation	Name	Job title/role	Email
Essex County Council	Kim Spain	PREVENT Lead  Chair of Essex PREVENT Board  Essex Channel Panel Chair	<a href="mailto:Kim.spain@essex.gov.uk">Kim.spain@essex.gov.uk</a>
Essex County Council	Interim: Seema Moules	PREVENT Lead (Family Operations)  Co-Chair Essex Channel Panel	<a href="mailto:Seema.Moules@essex.gov.uk">Seema.Moules@essex.gov.uk</a>
Essex County Council	Sophie Scollen	PREVENT Safeguarding Coordinator	<a href="mailto:Sophie.scollen@essex.gov.uk">Sophie.scollen@essex.gov.uk</a>
Essex County Council	Jo Barclay	Education Lead	<a href="mailto:Jo.Barclay@essex.gov.uk">Jo.Barclay@essex.gov.uk</a>
Essex Police	Rachael Harris	Essex PREVENT Engagement Officer	<a href="mailto:Rachael.Harris@essex.pnn.police.uk">Rachael.Harris@essex.pnn.police.uk</a>
Counter Terrorism Unit	Gareth Coombs	PREVENT and Channel Lead for Essex, Suffolk and Norfolk	<a href="mailto:gareth.coombs@bedfordshire.pnn.police.uk">gareth.coombs@bedfordshire.pnn.police.uk</a>  <a href="mailto:gareth.coombs@essex.pnn.police.uk">gareth.coombs@essex.pnn.police.uk</a>
Southend-on-Sea Borough Council	Dipti Patel	Chair of Southend PREVENT Board  Head of Service for Public Protection	<a href="mailto:DiptiPatel@southend.gov.uk">DiptiPatel@southend.gov.uk</a>
Southend-on-Sea Borough Council	Yasmin Amin	PA to Dipti Patel	<a href="mailto:YasminAmin@southend.gov.uk">YasminAmin@southend.gov.uk</a>
Southend-on-Sea Borough Council	Laurence Doe	Co-Chair of Southend Channel Panel  Group Manager Quality Assurance	<a href="mailto:laurencedoe@southend.gov.uk">laurencedoe@southend.gov.uk</a>
Thurrock Council	Fran Leddra	Chair of Thurrock PREVENT Board  Chair of Thurrock Channel Panel	<a href="mailto:fleddra@thurrock.gov.uk">fleddra@thurrock.gov.uk</a>
Thurrock Council	Jason Read	Vice Chair of Thurrock Channel Panel	<a href="mailto:jread@thurrock.gov.uk">jread@thurrock.gov.uk</a>