



WESTMINSTER ADULT EDUCATION SERVICE

SAFEGUARDING AND PREVENTION OF RADICALISATION POLICY

Lead Responsibility	Head of Service	Approved by	Executive Board
Version	2	Date of approval	10 February 2015
Effective from	February 2015	Date of next review	February 2016
Policy applicable to	All staff and learners		

Westminster Adult Education Service

Policy on the Safeguarding of Children, Young People and Vulnerable Adults and the Prevention of Radicalisation

1. INTRODUCTION

- 1.1 The Service aims to adopt the highest possible standards and take all reasonable steps in relation to the safety and welfare of children, young people and vulnerable adults.
- 1.2 This policy applies to all staff (including sub-contractors delivering teaching and learning on behalf of WAES), learners and volunteers who may be working with children (i.e. those aged under 16), young persons (i.e. those aged 16 to 18) and vulnerable adults (i.e. as defined by section 59 of the Safeguarding Vulnerable Groups Act 2006 and/or those persons aged over 18 who by reason of mental or other disability, age or illness are or may be unable to take care of themselves or are or may be unable to protect themselves against significant harm or exploitation) whom the Service encounters through its teaching and learning activities as well as through its community based and outreach activities.

However, it is important to be aware that following amendments to the Safeguarding Vulnerable Groups Act 2006, by the Protection of Freedoms Act 2012, adults are no longer deemed vulnerable because of their personal attributes, characteristics or abilities. An adult is considered 'vulnerable' if they receive a health, personal or social care service from a professional. Personal services would include, for example, help with financial matters, feeding, washing or dressing.

- 1.3 This policy does not seek to discourage such activities. Instead, this policy seeks to support these activities and to offer assurances to both staff, learners, volunteers and visitors that, through its implementation, the Service seeks to protect children, young people and vulnerable adults and to keep them safe from harm when in contact with learners and staff (whether acting in a paid or unpaid capacity).

2. AIMS AND OBJECTIVES

- 2.1 The Service wishes to ensure that it maintains the highest possible standards to meet its social, moral and legal responsibilities to protect and safeguard the welfare of children, young people and vulnerable adults with whom the Service's work brings it into contact, whilst recognising that it cannot act "in loco parentis". Ultimate responsibility will continue to rest with parents and carers.
- 2.2 While it is impossible to ensure that a child, young person or vulnerable adult would never come to any harm, the adoption of this policy and associated

guidelines aims to facilitate the management of the risk associated with the duty to protect such individuals.

- 2.3 The aim of this policy is to highlight the four areas that form the basis of the Service's approach to safeguarding the well being of children, young people and vulnerable adults and to set out a code of practice (see Appendix) for all staff, learners and volunteers who may work with them.
- 2.4 WAES is committed to providing a secure environment for all members of our community. We recognise the positive contribution we can make towards the PREVENT strategy: *"Supporting vulnerable individuals who are being targeted and recruited to the cause of violent extremism."* We will continue to empower all our learners to create communities that are more resilient to extremism and protecting the well-being of particular learners or groups who may be vulnerable to being drawn into violent extremist and criminal activity. We will continue to promote and reinforce shared values: to create space for free and open debate as well as providing support for learners who may be at risk.

3. IMPLEMENTATION

Risk Assessment

- 3.1 All staff that intend to, or may be put in the position of, working with children, young people or vulnerable adults should ensure that they understand the implications of this policy before commencing any programme, event, visit or other activity.
- 3.2 A designated individual should complete a risk assessment before any new or changed programme, event, visit or any other activity involving children, young people or vulnerable adults.
- 3.3 All those involved in the risk assessment process should understand that the risk assessment is not only a way to mitigate or remove any potential risks but may also be a prompt to consider alternative working practices.

Recruitment, Selection and Employment Procedures

- 3.4 The Service will take all appropriate steps to ensure that unsuitable people are prevented from working with children and vulnerable adults.
- 3.5 Where the risk assessment has identified that learners or staff are likely to have regular contact with or encounter children, young people or vulnerable adults (which might include regular processing of information), rigorous checks into their eligibility will be required. Such processes will be compliant with the Service's Equality and Diversity policy.
- 3.6 The Service is registered through Westminster City Council with the Disclosure and Barring Service (DBS) and will ensure that any member of staff or any learner who will have substantial one-to-one contact with children,

young people or vulnerable adults will be checked for relevant criminal convictions.

- 3.7 The Service has a duty to comply with the Safeguarding Vulnerable Groups Act 2006 and will ensure that any member of staff or any learner who will participate in regulated activity will be checked in line with the DBS requirements. The Service will also comply with its ongoing duty to refer relevant information to the DBS.

Dealing with suspicions or allegations of abuse

- 3.9 Concerns for the safety and well being of children, young persons or vulnerable adults could arise in a variety of ways and in a range of different settings. For example, a child may report or display signs of abuse; someone may hint that a child is at risk or that a colleague is an abuser; an individual may witness or hear about abuse in another organisation. It is essential to act quickly and professionally in all cases of suspected abuse.
- 3.10 Any allegation by a child, young person or vulnerable adult against a member of staff, another learner or a volunteer should be reported immediately to the relevant designated individual who has responsibility under this policy. In dealing with any such allegation the Service has a duty of care both to the child, young person or vulnerable adult concerned and to the member of staff, learner or volunteer against whom the allegation is made.

Training and support

- 3.11 The Service will provide appropriate guidance and training on this policy and its application to all staff and governors.

4. RESPONSIBILITY

- 4.1 Guidelines will be issued to implement this policy and designated individuals will be appointed to undertake risk assessments.
- 4.2 The Executive Board and Board of Governors will be responsible for reviewing and updating this policy. Members of the Service are encouraged to discuss any concerns under this policy with the Head of Service.
- 4.3 The Deputy Head of Service will advise on the admission of under-18 learners in conjunction with the relevant Head of Faculty and will be responsible for ensuring their welfare is monitored.
- 4.4 The Head of Human Resources will advise on the employment of under-18 members of staff and, in conjunction with the relevant WAES manager, will be responsible for ensuring their welfare is monitored.

5. PROCEDURES

- 5.1 If staff are concerned about the well-being of a learner and are concerned that there may be a safeguarding issue they should inform one of the designated Safeguarding Officers.
- 5.2 Staff must complete the WAES Referral Form and include all relevant details (Appendix 2). This is needed for WAES records. After the referral is made, the record should be passed on to the Head of Service by the Safeguarding Officer who dealt with it.
- 5.3 It is not the staff's responsibility investigate anything themselves. It is their responsibility to make the referral
- 5.4 In managing a disclosure, staff must listen carefully, record the conversation in the person's words and note the time, sign and date the record, take it seriously, reassure the individual that they are right to disclose, and explain what will happen next. The information will be shared on a 'need to know' basis.
- 5.5 Staff must not: ask leading questions, make promises they cannot keep, jump to conclusions, speculate or accuse anyone or discuss concerns with a parent, carer or family member in the first instance.
- 5.6 Following the disclosure and the referral staff may be involved in a number of ways: they may have further concerns about the learner and refer additional concerns to the safeguarding team; they may be asked to provide information or be involved in an assessment; they may be asked to provide a specific service as part of an agreed plan.
- 5.7 The WAES Safeguarding Designated Lead is the Head of Service. Concerns regarding members of staff should be referred to the Head of Service, or in her absence, the Deputy Head of Service.
- 5.8 All other safeguarding concerns regarding learners or children can be dealt with by the Designated Safeguarding Officers on the published list.
- 5.9 The Head of Service will retain records of all referrals made by Safeguarding Officers.

6. SAFEGUARDING TEAM

Designated Lead Safeguarding Officer:
Barbara Holm – Head of Service

Safeguarding Officers:

Simon Fuller – Head of Faculty, Skills for Life
Jacqui Steel - Curriculum Co-ordinator for LDD
Carol Glasgow – Childcare Manager (Child Protection)

Please note concerns regarding members of staff should go to Head of Service, or in her absence, the Deputy Head of Service.

7. PREVENTING EXTREMISM AND RADICALISATION SAFEGUARDING POLICY

WAES is committed to providing a secure environment for all members of the community.

WAES recognises that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for learners or not.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to WAES's delivery of the outcomes to all learners, as set out in s10 (2) of the Children's Act 2004. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within the preceding policy to Safeguard and Promote the Welfare of all Learners in line with our statutory duties set out in Section 175 of the Education Act 2002.

Our Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the "London Child Protection Procedures" and DfE Guidance "Keeping Learners Safe in Education, 2014"; and specifically DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and Peter Clarke's Report of July 2014.

7.1 Ethos and Practice

WAES uses the following accepted Governmental definition of extremism which 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; and/or calls for the death of members of our armed forces, whether in this country or overseas'

As a service we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for learners and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our learners.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by learners or staff will always be challenged and where

appropriate dealt with in line with our Learning and Behaviour Policy and the Unsatisfactory Performance Policy for staff.

As part of wider safeguarding responsibilities WAES staff will be alert to:

- Disclosures by learners of their exposure to the extremist actions, views or materials of others outside of the service, such as in their homes or community groups, especially where learners have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Learners accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner organisations, local authority services, and police reports of issues affecting learners in other settings
- Learners voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

Our Service will closely follow any locally agreed procedure as set out by Westminster City Council, the Safeguarding Children's Board and the Prevent Strategy's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

7.2 Ethos and Approach

All staff at WAES will strive to eradicate the myths and assumptions that can lead to people becoming alienated and disempowered, especially where the narrow approaches learners may experience elsewhere may make it harder for them to challenge or question these radical influences.

We will ensure that all of our support and approaches will help our learners build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills. We will develop strategies and staff training to ensure that our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate and address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution.

We will also work with local partners, families and communities in our efforts to ensure we understand and embrace our local context and values in challenging extremist views and to assist in the broadening of our learner's experiences and horizons. We will help support learners who may be vulnerable to such influences as part of our wider safeguarding responsibilities. In such instances we will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At WAES we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage learners to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our learners safe and prepare them for life in modern multi-cultural Britain and globally.

7.3 Use of External Agencies and Speakers

Our service will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to learners are consistent with the ethos of the service and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise learners through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are matched to the needs of learners
- Activities are carefully evaluated by services to ensure that they are effective

We recognise, however, that our ethos is to encourage learners to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

Therefore by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our learners recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help learners develop the critical thinking skills needed to engage in informed debate.

7.4 Whistle Blowing

When employees have concerns that the interests of others or the Service are at risk, the Westminster City Council Whistle Blowing Policy must be used. Details of this are available from HR or from the City of Westminster Intranet 'Wire'.

7.5 Safeguarding

In line with the broader Safeguarding Policy, any individuals identified as being in danger of radicalisation or exposure to extremism should be reported to the WAES Safeguarding Team as above.

At WAES the role of the Designated Safeguarding Lead will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

Appendix 1

Code of Practice

The following code of practice applies to all Service staff and learners working with children, young people or vulnerable adults, whether acting in a paid or unpaid capacity:

- Avoid unnecessary physical contact.
- Avoid taking a child, young person or vulnerable adult alone in a vehicle on journeys, however short.
- Unless circumstances make it impossible to comply, do not take a child or vulnerable adult to the toilet unless either (a) another adult is present or (b) another adult is aware (this may include a parent or group leader).
- If you find you are in a situation where you are alone with a child, young person or vulnerable adult, wherever practicable make sure that others can clearly observe you.
- Avoid close personal relationships with a child, young person or vulnerable adult in relation to whom you are in a position of trust.
- Do not make suggestive or inappropriate remarks to or about a child, young person or vulnerable adult, even in fun, as this could be misinterpreted.
- If a child, young person or vulnerable adult accuses a learner or member of staff of abuse or inappropriate behaviour, you should report this immediately to the relevant person.
- The duty to report applies equally to complaints or accusations of historic, and not just recent, abuse/inappropriate behaviour.
- If you are the recipient of any complaint or accusation from a child, young person or vulnerable adult, it is important to listen without making or implying any judgement as to the truth of the complaint or accusation.
- If a child, young person or vulnerable adult makes a complaint, or if there are other reasons for suspecting abuse, you should not attempt to investigate this yourself, but should report your concerns to the designated individual appointed under the Service's policy ("the policy") on the safeguarding of children, young people and vulnerable adults.
- Participate in the training available to you to support you in your work with children, young people and vulnerable adults.
- Remember that those who abuse children, young people and vulnerable adults can be of any age (even other children and vulnerable adults), gender, ethnic background or class, and it is important not to allow personal preconceptions about people to prevent appropriate action taking place.
- Good practice includes valuing and respecting children, young people and vulnerable adults as individuals, and the adult modelling of appropriate conduct – which would exclude bullying, aggressive behaviour and discrimination in any form.
- Those dealing with any allegations of abuse or misconduct should adhere to the principles set out in the policy. Any information received should be acted upon sensitively, effectively and efficiently. Wherever possible, those making allegations should be given information about the outcome.
- Although allegations should be reported only on a "need to know" basis, staff and learners making allegations need not be concerned that they will be

breaching confidentiality or the Data Protection Act, as complying with the policy overrides such obligations. If the person making the allegation feels they need counselling or other appropriate support from the Service, they are encouraged to seek it.

- Ensure that you comply with appropriate licensing laws.