



## Prevent Policy

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## Prevent

### 1. Our commitment: Prevent Duty Statement

Wessex's Prevent Policy and related procedures reflect the importance of safeguarding and promoting the welfare and wellbeing of our staff, apprentices, and learners. This policy is based on The Prevent Duty (The Counterterrorism and Security Act 2015).

Under the United Kingdom Government's 'Counter-Terrorism and Security Act 2015' a requirement was laid upon "specified authorities" including Training Providers, when exercising their functions, to have due regard to the need to PREVENT people from being drawn into terrorism.

Wessex is fully committed to safeguarding and promoting the welfare of all learners and staff and commit to safeguarding against radicalisation and extremism.

All staff, learners and services contracted to Wessex and SWATPro are required to uphold and promote the fundamental principles of human rights and British values and exemplify these in their practice, including: democracy; the rule of law; individual liberty; mutual respect and tolerance of those with different faiths and beliefs.

This statement reinforces the expectation that all staff and associates are fully engaged in being vigilant about safeguarding, radicalisation, and extremism. Wessex will ensure that the company continues to work in partnership with professional bodies, external agencies, and partners in our local community, to ensure that all learners are safe from harm.

### 2. Purpose

To ensure that Wessex can safeguard and promote the welfare of all learners and staff and to identify and act appropriately to any PREVENT concern.

### 3. Scope

Covers the Government Prevent strategy for all the company's learners, including both Children and Adults at Risk, within its main provision, as well as all subcontracted provision and all employees.

**A Child** is defined as anyone under the age of 18.

**An adult at risk (previously vulnerable adult)** is defined as any person over the age of 18 at risk of abuse or neglect because of their need for support or personal circumstance.

#### 4. PREVENT Definitions

- a. **PREVENT** is defined within the Counter- Terrorism and Security Act 2015 as preventing people becoming terrorists or supporting terrorism.
- b. The Government has defined **extremism** in the PREVENT strategy 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. We also include in our definition of extremism calls for the death of members of our armed forces”**.

##### 4.1 What is PREVENT?

**Prevent is about safeguarding and supporting those vulnerable to radicalisation.**

Prevent is 1 of the 4 elements of CONTEST, the Government’s counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

PURSUE: to stop terrorist attacks

PREVENT: to stop people becoming terrorists or supporting terrorism

PROTECT: to strengthen our protection against a terrorist attack

PREPARE: to mitigate the impact of a terrorist attack

CONTEST reflects our fundamental values and our commitment not only to protect the people of this country and its interests overseas but to do so in a way that is consistent with and indeed advances our commitment to human rights and the rule of law.

##### 4.2 What does PREVENT do?

1. Responds to the ideological challenge faced from terrorism and aspects of extremism, and the threat faced from those who promote these views.
2. Provides practical help to prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support.
3. Works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with.

##### 4.3 Who delivers PREVENT?

The Home Office works with local authorities, a wide range of government departments, and community organisations to deliver the PREVENT strategy. The police also play a

significant role in PREVENT, in much the same way as they do when they take a preventative approach to other crimes.

#### 4.4 What measures are used to challenge extremism?

- Supporting people who are at risk of being drawn into terrorist or extremist activity through the Channel process.
- Working with and supporting community groups and social enterprise projects who provide services and support to vulnerable people.
- Supporting local schools and FE and HE sector, local industry and partner agencies through engagement, advice, and training.
- Working with faith groups and institutions to assist them in providing support and guidance to people who may be vulnerable.
- Supporting people who are at risk of being drawn into terrorist or extremist activity through the Channel process.

 <p>The main aim of <b>PREVENT</b> is to <b>stop people from becoming terrorists</b> or supporting terrorism.</p>	 <p>At the heart of <b>PREVENT</b> is <b>safeguarding children and adults</b> and providing early intervention to protect and divert people away from being drawn into terrorist activity.</p>	 <p><b>PREVENT addresses all forms of terrorism</b> but continues to ensure resources and effort are allocated based on threats to our national security.</p>
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#### 5.0 PREVENT Vulnerabilities

##### Commitment

Vulnerabilities are factors that could make a person vulnerable to radicalisation, extremist tendencies and to be drawn into terrorism.

Wessex will continue to seek to identify and monitor changes in behaviour of apprentices, learners, associates, and employees.

Wessex will continue to raise awareness of the PREVENT vulnerabilities and annually refresh training about British Values to highlight areas for concern. Any concerns are to be raised with the DSL (Designated Safeguarding Lead).

## **Specific Categories**

### **a. Identity crisis**

Adolescents/adults who are exploring issues of identity can feel both distant from their parents/family and cultural and religious heritage, and uncomfortable with their place in society around them.

Radicalisers can exploit this by providing a sense of purpose or feelings of belonging. Where this occurs, it can often manifest itself in a change in a person's behaviour, their circle of friends, and the way in which they interact with others and spend their time.

### **b. Personal crisis**

Adolescents/adults may be experiencing family tensions, a sense of isolation, and low self-esteem, they may have dissociated from their existing friendship group and become involved with a new and different group of friends. They may be searching for answers to questions about identity, faith and belonging.

### **c. Personal circumstance**

Migration; local community tensions; and events affecting the young person's country of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination in the UK and/or grievances about UK foreign policy decisions.

### **d. Unmet aspirations**

Adolescents/adults may have perceptions of injustice; a feeling of failure; rejection of civic life.

### **e. Criminality**

Experiences of imprisonment, previous involvement with criminal groups, and poor resettlement/reintegration.

### **f. Autism, learning disabilities and mental health**

Adolescents/adults who experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of other. They may lack the ability to think critically, compare ideologies or challenge what they are being told in person or online.

### **g. Unemployment or under-employment**

Adolescents/adults may perceive their aspirations for career and lifestyle to be undermined by limited achievements or employment prospects. This can translate to a generalised rejection of civic life and adoption of violence as a symbolic act.

## h. Grievances

The following are examples of grievances which may play an important part in the early indoctrination of individuals into the acceptance of a radical view and extremist ideology:

- \* A misconception and/or rejection of UK foreign policy
- \* A distrust of western media reporting
- \* Perceptions that UK government policy is discriminatory (e.g., counter-terrorist legislation).

## i. The following have also been found to contribute to people joining certain groups and supporting terrorist related activity:

- \* Ideology and politics
- \* Provocation and anger (grievance)
- \* Need for protection
- \* Seeking excitement and action
- \* Fascination with violence, weapons and uniforms
- \* Youth rebellion
- \* Seeking family and father substitutes
- \* Seeking friends and community
- \* Seeking status and identity

## 6.0 PREVENT Procedures

These procedures are to be reviewed annually as part of the Self-Assessment Review (SAR) and whenever new laws and/or government guidance is issued. The review of the procedures sits with the Designated Safeguarding Lead.

### 6.1 Staff responsibilities

The responsibilities of individuals are:

#### a. The CEO

- to ensure the procedures are fully implemented
- to ensure sufficient time and resources are allocated to employees.

#### b. Designated Safeguarding Lead

- To maintain links with local and regional PREVENT leads and Channel team.
- To inform and advise all parties on legislation changes
- To implement training for all employees including CPD (Continued Professional Development), and standardisation for the designated safeguarding team.
- Carry out investigations where appropriate into welfare concerns reported and liaise with external bodies such PREVENT Channel team where appropriate.
- Support and coordinate escalation process.

- Overall management of PREVENT issues and report to Swatpro Management Team of issues that arise.
  - Review procedures and policies on a timely basis.
  - Maintain own CPD to ensure their role can be fulfilled competently.
  - To ensure compliance with the policy
- c. **Designated Safeguarding Deputies**
- To deal with employee concerns over learner’s welfare, signpost and offer guidance.
  - Carry out investigations where required and liaise with PREVENT Channel Team where appropriate.
  - Maintain own CPD to ensure their role can be fulfilled competently and seek guidance where appropriate.
  - Act as DSL (Designated Safeguarding Lead) in DSL absence.
- d. Staff and associates
- To check safety and welfare with all learners at each visit/communication.
  - To be aware of signs of radicalisation and inform DSL immediately if signs seen.
  - To provide support and referral to PREVENT Channel Team as required, if comfortable to do so, and then inform safeguarding team of their actions.
  - To undertake training as directed by the safeguarding team in a timely manner.
- e. **Support Teams**
- Be mindful of indicators that there may be a radicalisation and report any concerns immediately to the DSL.
  - To carry out training as directed by the safeguarding team in a timely manner.

## 6.2 Key contacts for PREVENT

As PREVENT falls within the remit of safeguarding the board has delegated responsibility for implementing the required PREVENT procedures to Wessex Lead Designated Safeguarding lead and they will seek advice from SWATPro lead.

Role	Name	Email	Tel.no
Wessex Training and Assessment Ltd	Lynn Croucher	<a href="mailto:lynncroucherweyt@gmail.com">lynncroucherweyt@gmail.com</a>	01305 770007 07768211068
Swatpro Lead Designated Officer	Kathleen Harrison-Ford	<a href="mailto:supportme@swatpro.org.uk">supportme@swatpro.org.uk</a>	01392 437659

### 6.3 Protecting apprentices, learners, and employees.

Wessex will provide regular training for employees, associates, apprentices, and learners, follow up through reviews and through daily contact to work with apprentices and employees to develop resilience to extreme narratives and deal with any issues raised by apprentices, learners, or employees.

#### 6.3.1 Employee Handbook - Keeping employees safe

To maintain both staff and the learner's safety, the following are strictly prohibited:

- Befriending learners on personal social media sites
- Distributing personal telephone numbers
- Visiting learners at home or transporting learners to and from locations (this includes travelling in the car with a learner driving)
- Using sarcasm, insults, or belittling comments towards learners
- Receiving or giving gifts (detailed in contract of employment)
- Personal relationships with learners (Position of Trust Offence)
- Viewing of extremist video content or propaganda.

It is important to be mindful of the following when conducting oneself:

- Locations of a one-to-one meeting with colleagues. These should take place at a neutral location
- Ensure online classrooms and the one-to-one environment are professional and that backgrounds are blurred where possible. If this is not possible, one's environment is clear of distraction and materials that are inappropriate.
- One will naturally build a rapport with learners through the apprenticeship contact, and the learners may see one as a confidante and support but be sure to maintain professional boundaries whenever carrying out work on Swatpro's behalf.
- Be respectful of all young and vulnerable people, and appreciate one is in a position of trust. One can listen to their concerns and support them.
- Uphold confidentiality within certain remits when required by the situation but be careful not to promise to keep secrets or ask others to do so.
- Avoid spending time alone with learners in a closed environment. If this is unavoidable for example during a formal assessment/ examination, ensure a member of the site staff is aware where one is and monitors this.
- Be careful when giving learner advice – as this is based on one's own opinion, focus support on information (facts) and guidance (signposting).
- Be mindful of any learners one acquires that by default creates a conflict of interest i.e., a partner or friend becomes a learner. Discuss appropriateness/ alternative assessor arrangements with your line manager.
- Accepting if a learner offers one a gift of any sort because of the support through their programme, this is prohibited under one contract of employment.
- If at any point one feels unsafe in a learner's company inform the employer, your line manager, the designated safeguarding officer and leave the premises.



- If at any point one feel unsafe in an employer’s company leave the premises, inform your line manager and the designated safeguarding officer.

### 6.3.2 Keeping Apprentices and Learners Safe

- It is the responsibility of Wessex to ensure that employers understand the requirements of The PREVENT Duty to the sort of issues that may be indicators of concern in this regard. This is to be achieved this by issuing an Employer contract setting out minimum requirements regarding safeguarding. Swatpro will provide training for key employer staff.
- Wessex is required to ensure the employer is well versed in PREVENT and the specific requirements of the provider with regards to safeguarding and reporting.
- Health and safety vetting and monitoring to be carried out during learner induction, this will involve a discussion between the tutor, employer and learner and allows for the tutor to be confident in the employer’s ability to keep the learner safe during their employment and also to help educate the learner in looking after their own welfare and that of others while at work.
- Learners must be made aware of all Wessex’s relevant policies, who the designated persons are and how to report a concern during their induction to the programme. There is also a direct email address to allow the learners to access support from the designated safeguarding officer confidentially.
- Monthly topics in relation to British values, equality, and diversity, safeguarding and prevention from being drawn into terrorism are to be discussed during apprenticeship visits with the learner and employer. Swatpro ‘Clicks to Learn’ Learning Centre Courses surrounding these activities are to be discussed and documented at each visit, along with pastoral checks. These discussions and documented.
- Before the end of a learner’s programme, whether successful or incomplete, tutors are to inform the DSL of any identified and open PREVENT matters. This will then allow the DSL to make informed decisions on where and how the learner might need and be able to access ongoing support or for families, other agencies or follow on organisations (other providers or employers where known) to be involved.

### 6.3.3 The Employer’s Role

- Employers themselves are not subject to the Duty or to statutory requirements in respect of PREVENT in the same way that providers are (unless the employer themselves are a “specified authority”). Therefore, Wessex must ensure that employers are sufficiently well informed to understand their vital role as cooperative partners with providers when undertaking to take learners on training programmes.
- Employers must have clear guidelines on absence reporting involving learners and the measures that should be undertaken with clarity around timeframes. The existence of implementation of such robust procedures provides consistency, protects staff, and helps to identify serious concerns at an early stage. One needs to ensure that employers understand that Apprentices who are absent or avoiding interaction as vulnerable until the circumstances are clarified and all absence

involving 16 to 18-year-old young people should involve early intervention and reporting.

- Unexplained and lengthy absence from the workplace, study sessions or prearranged meetings with assessors could be an indication of PREVENT issues and need to be investigated at an early stage.

#### 6.3.4 The role of the internet

- The internet plays an increasingly prominent role in the process of grooming for organised crime and radicalisation. It is used extensively by extremist and terrorist groups.
- Wessex Security and Estates policy reflects the requirements of the PREVENT Duty to highlight early indicators of risks through internet activity and for tutors to equip learners with a sound understanding of how to use the internet safely, its inherent dangers and how to protect themselves.

##### 6.3.4.1 Tips to stay safe online

- Know who one is talking to. Online 'friends' are strangers. NEVER meet these people alone.
- Do not give out personal information whilst chatting or posting online. This includes email address, passwords, or phone numbers.
- Not everything online is true! Research and verify.
- Protect children and the vulnerable.
- Protect your online reputation. 'Think before you post'. One's post can be 'used' by anyone.
- Know where to find help. How to report, how to block and how to delete. If something upsets you online. Tell someone.
- Do not give into pressure. If it is something you would not tell your family or friends, it is highly likely the wrong thing to do.
- Check the content is appropriate. Remember children can see anything on the internet.
- Only open messages from people you trust. Message, texts, emails, files, photos can be a virus or unpleasant messages or distressing photos.
- Speak to someone if you feel uncomfortable or are worried about someone you know.
- Keep it safe. Use online privacy settings.
- Watch your own conduct. Be wise.

##### 6.3.4.2 - Supporting videos showing how grooming can occur

[Sami Tells Ste That He's Been Groomed By An Extreme Group | Hollyoaks](#)

[Online Gaming Video](#)

[Let's talk about it](#)

## 7.0 Reporting a Concern

Wessex staff and associates will raise any issues raised by apprentices, learners, or employees with the DSL (Designated Safeguarding Lead). The DSL will triage the concern and raise incidents using the latest version of the National Prevent concern form.

This is the latest version of the National Prevent concern form. Please use no other versions.

[Click here to download the form](#)

REFERRAL PROCESS	
<p><b>By sending this form you consent for it to arrive with both your dedicated Local Authority safeguarding team &amp; Prevent policing team for a joint assessment.</b> Wherever possible we aim to give you feedback on your referral, please be aware, however, that this is not always possible due to data-protection &amp; other case sensitivities.</p> <p>Once you have completed this form, please email it to:  <a href="mailto:preventreferrals@avonandsomerset.police.uk">preventreferrals@avonandsomerset.police.uk</a></p> <p>If you have any questions whilst filling in the form, please call: <b>01278 647466</b></p>	
INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS	
<b>Forename(s):</b>	First Name(s)
<b>Surname:</b>	Last Name
<b>Date of Birth (DD/MM/YYYY):</b>	D.O.B.
<b>Approx. Age (if DoB unknown):</b>	Please Enter
<b>Gender:</b>	Please Describe
<b>Known Address(es):</b>	Identify which address is the Individual's current residence
<b>Nationality / Citizenship:</b>	Stated nationality / citizenship documentation (if any)
<b>Immigration / Asylum Status:</b>	Immigration status? Refugee status? Asylum claimant? Please describe.
<b>Primary Language:</b>	Does the Individual speak / understand English? What is the Individual's first language?
<b>Contact Number(s):</b>	Telephone Number(s)
<b>Email Address(es):</b>	Email Address(es)
<b>Any Other Family Details:</b>	Family makeup? Who lives with the Individual? Anything relevant.

<b>DESCRIBE CONCERNS</b>	<b>In as much detail as possible, please describe the specific concern(s) relevant to Prevent.</b>
Please Describe	

<p><b>FOR EXAMPLE:</b></p> <ul style="list-style-type: none"> <li>• How / why did the Individual come to your organisation's notice in this instance?</li> <li>• Does it involve a specific event? What happened? Is it a combination of factors? Describe them.</li> <li>• Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How?</li> <li>• Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact?</li> <li>• Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information?</li> <li>• Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly?</li> <li>• Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider <i>any</i> extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures.</li> <li>• Please describe any other concerns you may have that are not mentioned here.</li> </ul>	
<b>COMPLEX NEEDS</b>	<b>Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?</b>
Please Describe	
<p><b>FOR EXAMPLE:</b></p> <ul style="list-style-type: none"> <li>• Victim of crime, abuse or bullying.</li> <li>• Work, financial or housing problems.</li> <li>• Citizenship, asylum or immigration issues.</li> <li>• Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings.</li> <li>• On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency.</li> <li>• Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories.</li> <li>• Educational issues, developmental or behavioural difficulties, mental ill health (see <b>Safeguarding Considerations</b> below).</li> <li>• Please describe any other need or potential vulnerability you think may be present but which is not mentioned here.</li> </ul>	
<b>OTHER INFORMATION</b>	<b>Please provide any further information you think may be relevant, e.g. social media details, military service number, other agencies or professionals working with the Individual, etc..</b>
Please Describe	

PERSON WHO FIRST IDENTIFIED THE CONCERNS	
Do they wish to remain anonymous?	Yes / No
Forename:	Referrers First Name(s)
Surname:	Referrers Last Name
Professional Role & Organisation:	Referrers Role / Organisation
Relationship to Individual:	Referrers Relationship To The Individual
Contact Telephone Number:	Referrers Telephone Number
Email Address:	Referrers Email Address
PERSON MAKING THIS REFERRAL (if different from above)	
Forename:	Contact First Name(s)
Surname:	Contact Last Name
Professional Role & Organisation:	Contact Role & Organisation
Relationship to Individual:	Contact Relationship to the Individual
Contact Telephone Number:	Contact Telephone Number
Email Address:	Contact Email Address
RELEVANT DATES	
Date the concern first came to light:	When were the concerns first identified?
Date referral made to Prevent:	Date this form was completed & sent off?
REFERRER'S ORGANISATIONAL PREVENT CONTACT (if different from above)	
Forename:	Referrers First Name(s)
Surname:	Referrers Last Name
Professional Role & Organisation:	Referrers Role / Organisation
Relationship to Individual:	Referrers Relationship To The Individual
Contact Telephone Number:	Referrers Telephone Number
Email Address:	Referrers Email Address
SAFEGUARDING CONSIDERATIONS	
Does the Individual have any stated or diagnosed disabilities, disorders or mental health issues?	Yes / No
Please describe, stating whether the concern has been diagnosed.	
Have you discussed this Individual with your organisations Safeguarding / Prevent lead?	Yes / No
What was the result of the discussion?	
Have you informed the Individual that you are making this referral?	Yes / No
What was the response?	

<b>Have you taken any direct action with the Individual since receiving this information?</b>	Yes / No
What was the action & the result?	
<b>Have you discussed your concerns around the Individual with any other agencies?</b>	Yes / No
What was the result of the discussion?	

<b>INDIVIDUAL'S EMPLOYMENT / EDUCATION DETAILS</b>	
<b>Current Occupation &amp; Employer:</b>	Current Occupation(s) & Employer(s)
<b>Previous Occupation(s) &amp; Employer(s):</b>	Previous Occupation(s) & Employer(s)
<b>Current School / College / University:</b>	Current Educational Establishment(s)
<b>Previous School / College / University:</b>	Previous Educational Establishment(s)

<b>THANK YOU</b>
<p><b>Thank you for taking the time to make this referral. Information you provide is valuable and will always be assessed.</b></p> <p><b>If there is no Prevent concern but other safeguarding issues are present, this information will be sent to the relevant team or agency to provide the correct support for the individual(s) concerned.</b></p>

## **8.0 The Channel Programme**

### **8.1 What is Channel?**

Channel provides support across the country to those who may be vulnerable to being drawn into terrorism. The overall aim of the programme is early intervention and diverting people away from the risk they may face.

Channel uses existing collaboration between partners to support individuals and protect them from being drawn into terrorism.

### **8.2 Who delivers Channel?**

Channel is a Local Authority led multi-agency programme made up of safeguarding professionals and local partners.

### 8.3 How does Channel work?

Channel works by partners jointly assessing the nature and the extent of the risk and where necessary, providing an appropriate support package tailored to the individual's needs.

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

### 8.4 Who can access Channel?

Channel may be accessed for anyone who at risk of being drawn into any form of terrorism. Channel aims to safeguard learners of any faith, ethnicity or background before their vulnerabilities are exploited by those that would want them to embrace terrorism. The emphasis is on early intervention to protect and divert people away from the risk they face before being drawn into committing terrorist-related activity.

### 8.5 What kind of support is provided through Channel?

Examples of support provided could include mentoring, diversionary activities such as sport, health, or mental health support particularly for those who are in crisis, signposting to mainstream services such as education, employment, or housing. Support is always tailored to specific needs of the individual following assessment by the multi-agency panel.

### 8.6 Who sits on the Channel Panel?

The panel is designed to work in the same way as other multi-agency structures that are used to safeguard individuals at risk — from drugs, knife and gun crime, gangs etc. The panel is chaired by the local authority and consists of a multi-agency approach including training providers to protect learners using collaboration between local authorities, statutory partners (such as education and health organisations, social services, children's and youth services and offender management services), the police and the local community.

### 8.7 The Channel Process

Prevent works in the pre criminal stage, as it stops people becoming terrorists by noticing signs, which could indicate that they are being radicalised.

**Step 1: NOTICE** - Notice the signs of any recognisable changes.

**Step2: CHECK** - Verify these concerns. Do not be scared to research.

**Step 3: SHARE** -Talk this over with the DSL. DSL will inform DSL SWATPro and then police.

# Appendices

## Appendix A – Spotting the signs of radicalisation

LET'S  
**TALK**  
ABOUT IT

# COULD YOU SPOT THE SIGNS?

There are many varying factors that could make someone vulnerable to **radicalisation**.

- BEING AT A TRANSITIONAL TIME OF LIFE
- FEELINGS OF GRIEVANCE AND INJUSTICE
- A DESIRE FOR POLITICAL OR MORAL CHANGE
- FEELING UNDER THREAT
- OPPORTUNISTIC INVOLVEMENT
- SOCIAL NETWORKS INVOLVEMENT IN EXTREMISM
- SUSCEPTIBILITY TO INDOCTRINATION
- A NEED FOR IDENTITY, MEANING AND BELONGING
- BEING INFLUENCED OR CONTROLLED BY A GROUP
- RELEVANT MENTAL HEALTH ISSUES
- A NEED TO DOMINATE AND CONTROL OTHERS
- A DESIRE FOR EXCITEMENT AND ADVENTURE
- A DESIRE FOR STATUS

If you see or hear something that could be terrorist related call the Police Hotline on:

**0800 789 321**

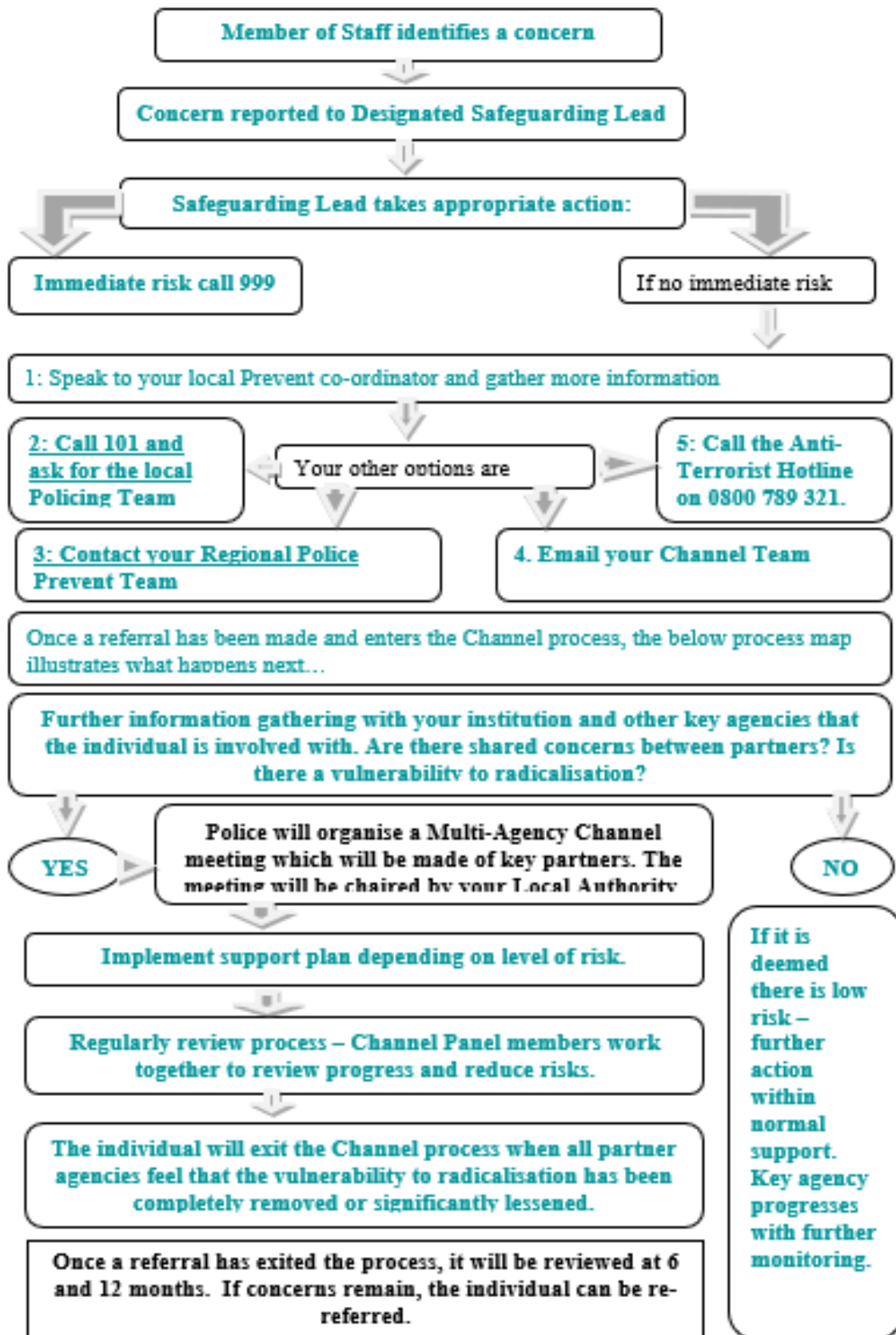
Find out more at [lta.info](http://lta.info) or search **LTAIPrevent** on social media

If you're concerned about someone in your community please contact your local police force by dialling **101** or if you require urgent police assistance dial **999**.

🐦
📘
📺

## Appendix B - Channel process





Appendix C - Recruitment and DBS Checks

- Wessex to carry out a safer recruitment process and ensure that all appropriate checks are carried out on inexperienced staff, including volunteers that will work or encounter children, young people, and adults at risk in line with the Disclosure and Barring Service requirements.
- Wessex will hold a Single Central Record which is to be updated annually, and as inexperienced staff are recruited.
- As part of our safeguarding and PREVENT obligations, we will re-apply for the appropriate types of DBS checks on a 3-year basis during employment with Swatpro and bi-annually for Designated Safeguarding lead and Deputies.

## Appendix D - Record Management

### 1. Guiding principles of record management

Under Data Protection records containing personal information should be adequate, relevant, and not excessive for the purpose (s) for which they are held, accurate and up to date and only kept for as long as is necessary. The introduction of the General Data Protection Regulations (GDPR) in 2018 does not change the way child protection records should be stored and retained.

### 2. Storage and Access

Disclosure and concern records are not kept on the learners main file and are always kept separately and securely, in lockable, non-portable, storage containers with access strictly controlled and limited to those who are entitled to see it as part of their duties.

### 3. Handling

Files containing sensitive or confidential data are kept secure and allow access on a 'need to know' basis and with a recording log to see who has accessed these files.

### 4. Usage

The information held within chronological records is used to escalate Channel early help or to support in criminal investigation.

### 5. Retention

Records will be kept in line with Swatpro document retention policy

### 6. Disposal

Once the retention period has elapsed, Swatpro will ensure that any disclosure information is immediately destroyed by secure means, i.e. by shredding or confidential waste disposal. While awaiting destruction, disclosure information will not be kept in any insecure receptacle (e.g. waste bin or confidential waste sack).

## Appendix E- Detailed Procedure for dealing with PREVENT Concerns

### 1. Recognition

Signs of grooming for radicalisation can be difficult to spot initially, as can a learner trying to find the right language to tell you about a concern. If anyone has any concerns over the welfare of the learner from what you have seen, heard, discussed with the learner or you have noticed changes in their behaviour which cause you safeguarding concerns, one must report it to the designated person. An individual does not personally have to believe the concerns to raise them, any concerns raised should be taken seriously.

### 2. Response

No report or concerns about possible abuse or grooming for radicalisation should be ignored. Your main role here is to listen and record with no judgements or leading questions; use open questions to gather factual details. You must stay calm and not let the learner know if you feel panicked or shocked. Do not make any promises about what will happen next, but only that you will pass it onto the designated person within Wessex, and that we will do everything we can to help. It is good practice to show support and reassurance but be mindful to maintain a situation where you do not put oneself at risk. It would also be useful to have information about the Channel programme and police details.

### 3. Record

Ensure your records notes of the incident or disclosure as close to the time as possible. The notes should be dated and signed where possible. The notes should detail what you saw/heard or what was discussed with an individual, the names of those involved and the time, location, and what action you took. Use the PREVENT form or disclosure/concern form where possible, but any form of notes will be acceptable. All notes must be signed, dated and the time recorded

### 4. Report

Report the concerns to the designated person, ensuring that you have recorded all details listed above. This communication can be face to face, via email, or phone call followed up by email. All communication and documents will remain confidential between the designated person and individual that has reported it unless the designated person deems it appropriate to take further action and involve other agencies.

### 5. Referral

The designated person will then take the decision of what course of action should be taken. Only the designated person should be taking the decision to make referrals outside of the organisation.

### Appendix G -Associated Policies

- Security and Estates Policy
- Health & Safety
- Equality & Diversity
- Safeguarding of Children and Vulnerable Adults
- Whistleblowing
- Complaints
- Crisis Management Policy – response to terrorist incident

### Appendix H - Annual Review of Guidance

<b>Date of Review</b>	<b>By whom</b>	<b>Date of next review</b>
13-07-23	DSL/CEO	13-07-24
26/02/25	DSL/CEO	26/02/26