



Understanding Safeguarding and Prevent

Level 2

About the Level 2 Certificate in Understanding Safeguarding and Prevent

Safeguarding is about protecting people from abuse and ensuring their rights are upheld. If you work with children and young people, you may have completed numerous courses on safeguarding already. However, safeguarding is not a static subject. New threats emerge and better ways of working are developed that help to reduce the likelihood of harm and abuse happening to children and young people.

The ‘new threats’ of our time include cyber-bullying and cyber-stalking, as well as online grooming for sexual exploitation. They also include the radicalisation of children and young people by extremists. In some instances, this radicalisation has led young British nationals to carry out terrorist activities, both here in the UK and abroad.

Therefore, this important course combines three inter-related themes: safeguarding in general; online safety; and the Prevent duty.

The Prevent duty came into force as part of the Counter-Terrorism and Security Act in 2015. It places a duty on educational providers and other public bodies to help prevent children, young people and vulnerable adults from being radicalised and drawn into terrorism. This means identifying those at risk and taking the appropriate actions. The Prevent duty is linked to safeguarding in that it aims to protect the same vulnerable individuals.

If you work with children, young people or vulnerable adults, you have a legal duty in respect of safeguarding and Prevent. You need to understand what that duty is, how to identify individuals at risk, and how to take action to prevent or report issues relating to safeguarding and Prevent. This course aims to provide you with the practical knowledge you need to be able to comply with this duty.

Aims

The aims of the course are to develop knowledge and understanding of:

- The Prevent duty.
- How workers can comply with the Prevent duty.
- How to identify individuals at risk of radicalisation.
- How to recognise the signs of radicalisation.
- What actions to take in response to radicalisation.
- The Safeguarding duty.
- How to ensure individuals are properly safeguarded.
- How to identify individuals at risk from abuse, harm or neglect.
- Recognising the signs of abuse and neglect.
- Actions to take in response to allegations, disclosures or suspicion of abuse or neglect.
- How to support vulnerable individuals to stay safe online.

Course content

This course has three units. These have been grouped together into two modules.

Module A

Unit 1: Understanding the Prevent duty

Module B

Unit 2: Understanding safeguarding

Unit 3: Understanding online safety

Section 1

The Prevent duty

In this section you will learn about:

- The key features of the Prevent duty.
- Why does the Prevent duty exist?
- The strategic objectives of the Prevent duty.
- Relevant terminology.
- Who needs to comply with the Prevent duty?
- Your own role and responsibilities in relation to the Prevent duty.

The key features of the Prevent duty

The Prevent duty is a part of the UK Government's **counter-terrorism strategy** in England and Wales, and in Scotland. The duty does not apply at all in Northern Ireland. It became law in the Counter-Terrorism and Security Act 2015. It affects local government, education at all levels, children's provision, the health sector, probation and probation services, and the police.

The Prevent duty **creates a legal obligation** for these bodies to place an appropriate amount of importance on the need to prevent people from being drawn into terrorism. In making decisions and in other day-to-day activities, these authorities must **consciously consider how they can prevent people from being drawn into terrorism**.



The Prevent duty is designed to stop people from becoming involved in terrorism, supporting terrorism or being drawn into non-violent extremism.

The Counter-Terrorism and Security Act 2015 includes **clear definitions** of terrorism and extremism. We will look at these later in this section.

The Act states that staff who need to implement the Prevent duty must be given **appropriate training**. This training should cover what radicalisation is, what extremism is, the links between extremism and terrorism, and how to challenge extremism. Staff should also be trained in how to assess whether people are at risk of radicalisation, and they should know how to refer cases to the relevant authorities.

Organisations must **develop action plans** to implement the Prevent duty and must **create policies and procedures** to protect people who may be vulnerable to radicalisation. These policies and procedures will be **monitored by an enforcement body**: the Home Office for local government; Ofsted for schools; and the Care Quality Commission for adult social care in England (the Care Inspectorate in Scotland).

Key point

Organisations must have appropriate policies, procedures and plans in place to implement the Prevent duty, and must train staff who are involved in carrying it out. Organisations will be monitored to ensure Prevent strategies are in place.

Specific guidance for education and childcare also requires those involved with children and young people to promote British values. These are identified as including:

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect and tolerance of different faiths and beliefs.



Activity A2

Note the details of two other terrorist incidents that you know about or have researched.

Review 7/

Since the July 2005 bombings, terrorists have carried out many more attacks, including the following in recent years:

- 16 June 2016 – Labour MP Jo Cox died after being shot and stabbed multiple times in Birstall, West Yorkshire. A man associated with far-right organisations was found guilty of her murder later that year.
- 23 March 2017 – Six people died and more than 50 were injured when a terrorist drove into pedestrians on Westminster Bridge and then ran towards parliament, stabbing a police officer to death.
- 22 May 2017 – Twenty-two people died and 59 casualties were taken to hospital, though many more were affected, when a suicide bomber struck at a concert in the Manchester Arena.
- 3 June 2017 – A van was driven into pedestrians on London Bridge, then three men got out of the van and started stabbing people. Eight people were killed and 48 were injured.
- 19 June 2017 – One person was killed and 10 were injured after a van was driven into a group of Muslim worshippers outside a mosque in Finsbury Park, London.

LONDON, 11 APRIL 2017.
 TRIBUTES LEFT FOR THE
 VICTIMS OF THE TERRORIST
 ATTACK ON WESTMINSTER
 BRIDGE AND THE HOUSES
 OF PARLIAMENT, 23 MARCH
 2017.



Sample

The Government has identified an increase in terrorism arising out of extremism and radicalisation. To counteract this, it has established the Prevent duty.

The strategic objectives of the Prevent duty

The following wording is taken from Section 26 of the Counter-Terrorism and Security Act 2015. It sums up the three strategic objectives of the Prevent duty as follows:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it.
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support.
- Work with sectors and institutions where there are risks of radicalisation that need to be addressed.



There are three strategic objectives in the Prevent strategy, covering the response to the threat of terrorism, preventing people from being drawn in to terrorism, and working with organisations to address risks of radicalisation.

Relevant terminology

It is important to understand the terminology used in relation to the Prevent duty. The most important terms are:

- Terrorism.
- Extremism.
- Radicalisation.

Other terms you may come across include:

- Having due regard.
- Terrorism-related offences.
- Non-violent extremism.
- Prevention.
- Safeguarding.
- Terrorist-related offences.
- Vulnerability.

The Government guidance on the Prevent duty defines all these terms. It can be accessed on the Government website on the left, but we have given definitions of the terms in the following table.



The UK Government

www.gov.uk

Search for the page
'Prevent duty guidance'.

Case study: Changes in schoolgirls' behaviour

Maria is 16. Recently, she seems to be spending a lot of time alone at school in break times and at lunch times. She spends a lot of time on the phone and has been seen meeting a young man at the school gates after school. Her classmates say it is her boyfriend. She has started bringing a scarf to school, which she uses to cover her face and hair when she meets her 'boyfriend'. She is taking GCSE Religion and Philosophy and her teacher has noticed that she has become very argumentative in class, condemning 'Western imperialism'. She has developed a particular interest in Islam and has asked if she can rewrite her project on the subject even though the existing project is nearly complete.

Julie is 17 and doing her A levels. She is a bright girl and her teachers had been hoping she would apply to Oxford or Cambridge. Lately her work has deteriorated. She has started wearing clothes that are too big for her and her friends have commented that she doesn't come into lunch. She seems to spend a lot of time on her own. Teachers have noticed that she seems to have lost interest in many of her after-school activities – the debating club and astronomy – and she exercises in the school gym frequently, usually at lunchtimes when it is empty.

Activity A7

Look at the case studies and, for each girl, list the causes for concern. Also note what you suspect is happening with each girl.

Causes for concern

Maria:

Julie:

Possible reasons for behaviour

Maria:

Julie:

You can check your answer at the end of this module.



Key point

Changes in attitudes, behaviours or actions, or specific types of attitudes, behaviours and actions, may be indications of potential radicalisation.

The referral process for individuals at risk of radicalisation

As part of your Prevent duty, you should understand what to do if you are concerned about an individual and think they are at risk of radicalisation. The actions you should take are known as **the referral process**. A referral can come from anyone concerned about a person who may be at risk of radicalisation, whether a family member, friend, colleague, pupil/student and so on.

Each organisation will have its own referral process. It is likely that you will **report any concerns** to your immediate supervisor or manager or to the Prevent lead, depending on your workplace procedures. You will probably also need to **document your concerns**, also in line with your workplace procedures. This may initially be in the form of **case notes relating to the individual**, but this information may be transferred into the safeguarding and Prevent system of your organisation.

In many workplaces, the individual who takes the lead on safeguarding and the Prevent duty will be the same person. This is preferable, as there are often other safeguarding issues as well as the concerns relating to the Prevent duty.

The person who is the Prevent lead will gather further information and decide what action needs to be taken.

- The case should always be identified as a safeguarding issue and any immediate safeguarding concerns should be addressed.
- If the risk is immediate (for example, if individuals are leaving the country to meet with extremists or there appears to be an immediate risk to life), this should be reported as an emergency to the police.
- If the risk is not immediate, but the lead decides there is cause for concern, the case should be referred (reported) to the local Channel panel following organisational procedures.

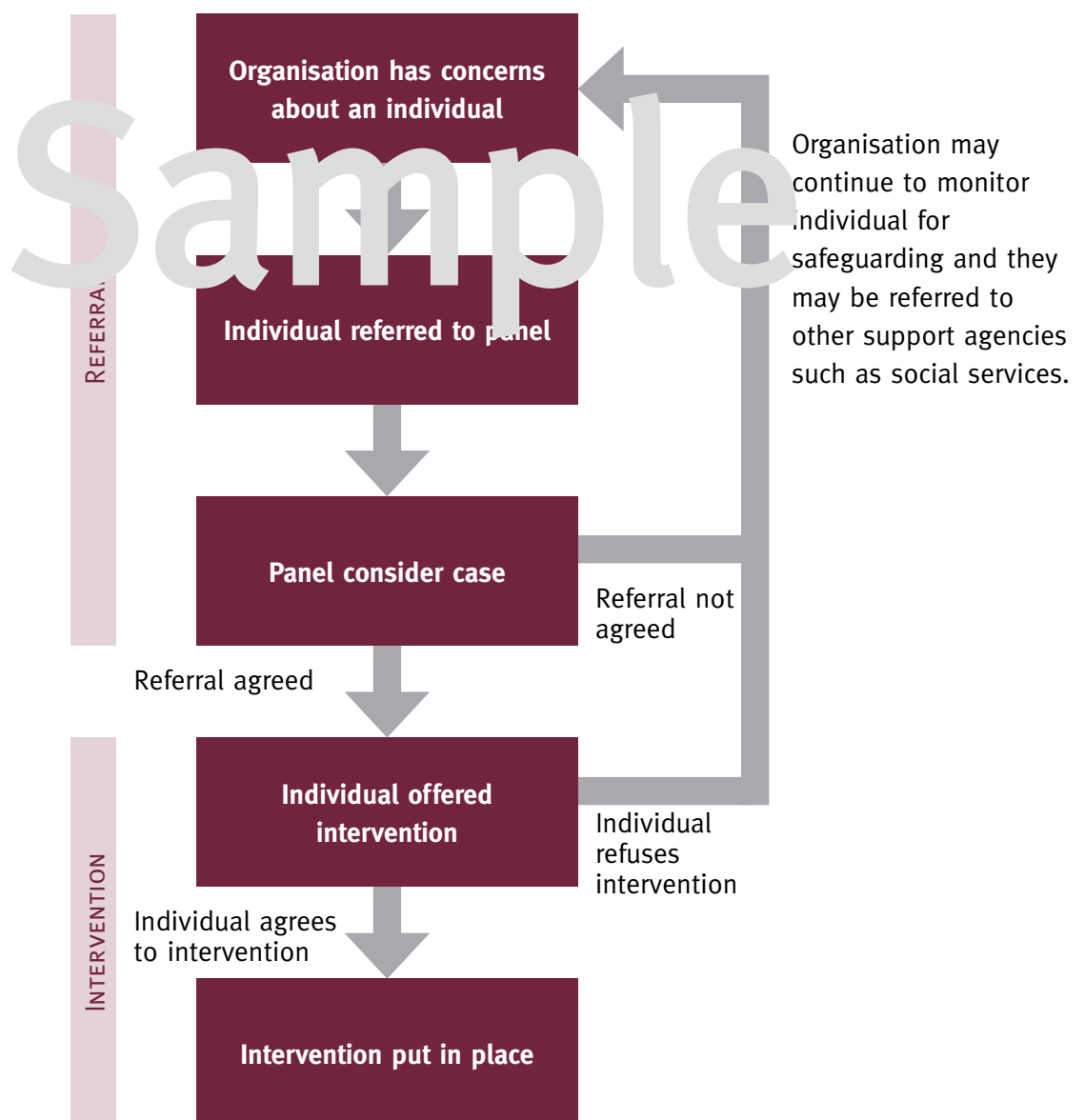
Each Channel panel is chaired by the relevant local authority and includes a range of multi-agency partners, such as the police, children's services, social services, education professionals and mental health professionals. **The panel can offer wide-ranging support**, including help with education or career advice,

dealing with mental or emotional issues, drug/alcohol abuse, and theological or ideological mentoring from a Channel Intervention Provider (a specialist mentor).

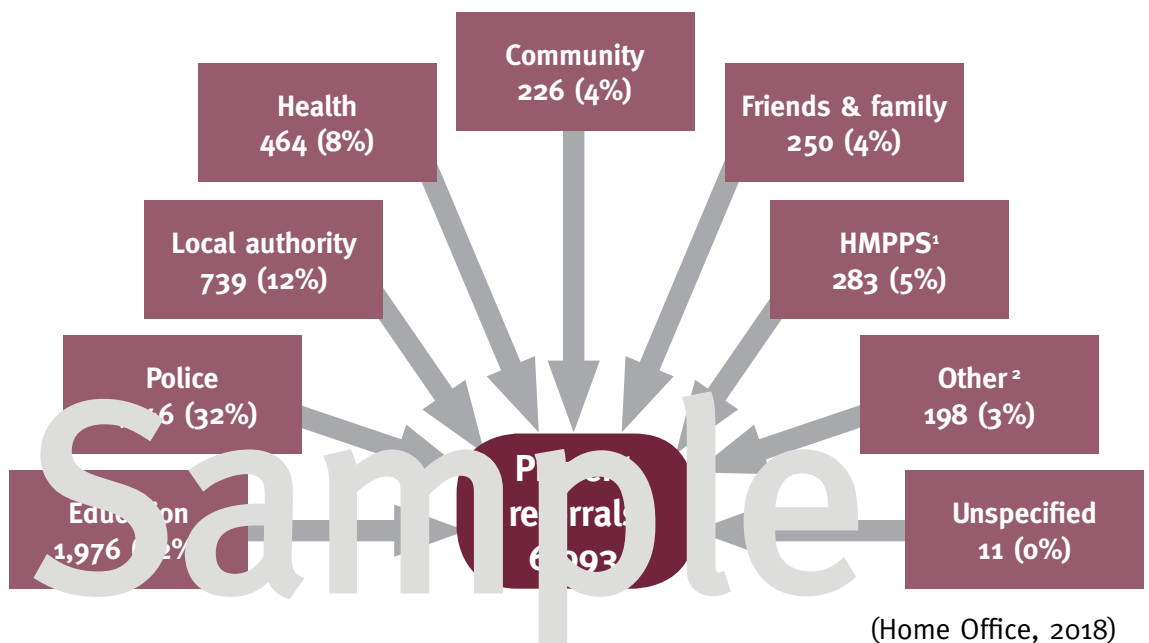
The Channel panel will either: **agree with the referral and put support in place;** or, if they feel there is not a risk in relation to Prevent, they will **go back to the organisation who has referred the case and advise them of this.** The organisation should continue to monitor the individual where there are concerns in relation to safeguarding – for example, the individual may be living in poor conditions or be at risk from neglect or harm.

The organisation making the referral will usually discuss this with the individual and their parents or carers (where appropriate) before making the referral, unless they believe that the individual could be at risk if they are open about the referral. For example, if parents of a child were involved in the radicalisation, and there was a risk the child may be removed from school and sent abroad.

THE CHANNEL PROCESS



- Of those referred to Channel panels in 2016/17, a total of 61 per cent (3,704) were due to concerns about Islamist extremism, and 16 per cent (943) related to concerns about far-right extremism. The number of far-right referrals increased by 25 per cent on the previous year.
- More than 1,600 children under the age of 15 were flagged as a risk, as well as 1,800 between the ages of 15 and 20 – the largest age group represented.
- As you will see below, the education sector made the most referrals, followed by the police.



Real-life case study: A successful deradicalisation

According to the Home Office, one person who benefited from the Channel programme was Joe, who was drawn to the extreme right wing when he was just 15. He started going to football matches and fell under the influence of some older individuals who had far-right views.

His behaviour soon became a problem for others and he started getting into trouble, including using racial discrimination at school. This eventually escalated to violent behaviour, which saw Joe getting in trouble with the police. He was referred to Prevent, where he met his mentor, Nick, who helped him broaden his views.

Notes:

1. Her Majesty's Prison and Probation Service.
2. 'Other' sector of referral includes employment, fire services, HMRC, HO Immigration Enforcement, military and other.



Unit 2

Understanding safeguarding

This unit explores the topic of safeguarding. You will learn about what safeguarding means and the rights that people have to stay safe. You will also look at the legislation that establishes the duty of safeguarding and sets up the requirement and processes for vetting staff who work with children, young people and vulnerable adults.

As part of your safeguarding responsibilities, you will need to understand the local policies and systems that exist to deal with safeguarding issues and be able to identify the sources of information and advice about your role. In addition to these areas, you will look at the signs and symptoms of abuse and at why some individuals are more vulnerable to abuse. We conclude by looking at how you should respond to suspected or alleged abuse or harm; or if an individual tells you that they have been abused or harmed.

This unit should provide the knowledge and understanding you need to support the safeguarding of children, young people or vulnerable adults in your workplace.

Content

This unit has four sections:

Section 1: Safeguarding, and related legislation

Section 2: Safeguarding in context

Section 3: Signs of abuse or potential harm

Section 4: Responding to abuse or harm



Children's right to stay safe

Children's rights are set out in more detail in the United Nations Children's Fund's **Convention on the Rights of the Child**. This international treaty (or agreement) is accepted and applied by many countries, including the UK. A 'child' is defined as anyone up to the age of 18 years.

Convention articles that are relevant to child protection and the right to stay safe are:

- Protection of rights – a general clause ensuring all children's rights are protected.
- Protection from kidnapping – protection against children being taken out of the country illegally.
- Protection from all forms of violence.
- For children who cannot be looked after by their own family, the right to special care and to be looked after properly.

- To have their best interests considered and the right to care and protection when in foster care or adopted.
- Refugee children have the right to special protection where they have been forced to leave their own country, in addition to the other rights under the convention.
- Protection from child labour that is dangerous or may damage their health or education.
- Protection from harmful drugs and being used in the drug trade.
- Protection from sexual exploitation and abuse.
- Protection from abduction, sale and trafficking.
- Protection from any form of exploitation that affects their welfare or development.
- Protection from cruel or harmful punishments, even if they should break the law; the right not to be put in prison with adults; the right not to be sentenced to death or to life imprisonment without the possibility of release.

Governments must believe that they can protect children from the effects of war.

- Children affected by abuse, violence, neglect or exploitation should receive special help to recover.
- Children who break the law should have fair treatment in a justice system that protects their rights, including appropriate legal representation.

The Convention also says that, where the protection under the country's own legislation is better than that provided by the Convention, then those laws should apply.

Did you know?

The Convention on the Rights of the Child defines a child as any individual under the age of 18. This definition of a child also applied in UK law.

You can find out more about the Convention on the Rights of the Child and the protection it offers children on the United Nations Children's Fund (UNICEF) website.



UNICEF

www.unicef.org.uk

Search for 'UN Convention'

Activity B1

Research one of the rights contained in the Human Rights Act 1998 or the Convention on the Rights of the Child. Choose one you think might be relevant to your job role or a job role you have researched. Describe situations in the job role where you think the right would apply.

Sample



Key point

Everyone has the right to stay safe, and this right is protected in legislation and by international agreement.

Key legislation relating to safeguarding

Safeguarding is not covered by one specific law in the UK. There are several pieces of legislation that cover different aspects of safeguarding.

The detail and key features of these laws will be incorporated into organisations' policies and procedures, so **if you follow your organisation's policies and procedures you should be complying with the law**. Because of this, you do not need to know the detail of safeguarding legislation. However, it is important to know about the main laws that apply, so that you can **understand why particular policies and procedures exist**.

Unit 3

Understanding online safety



New technology and the Internet are important tools for education, business and society. They open up a world of possibilities for research and connectivity which just 20 years ago did not exist, and children and young people, in particular, embrace this new technology and media.

However, whilst many opportunities presented by the technology and media are positive, it also presents new risks to children, young people and vulnerable adults. Bullying, abuse, grooming and exploitation can all take place online and, because of the often isolating nature of technology – on personal phones, tablets or laptops and frequently out of sight of responsible adults – the risks can lead to harm.

Anyone who works with children, young people and vulnerable adults has safeguarding and Prevent responsibilities and this includes a responsibility to reduce online risks and ensure that individuals are kept safe as far as possible. This unit looks at what is inappropriate online and the consequences of inappropriate or illegal online activity. It also looks how online risk can be reduced and the potential signs and changes in behaviour that should raise questions and concerns about individuals.

Content

This unit has three sections:

Section 1: The potential consequences of online activity

Section 2: Reducing the risks posed online

Section 3: Causes of concern and sources of support/advice

Section 1

The potential consequences of online activity

In this section you will learn about:

- Definitions of online risk.
- Online conduct.
- Online contact.
- Online content.

Definitions of online risk

Online risks for vulnerable individuals (children, young people or vulnerable adults) are generally categorised into three areas:

- Conduct risk.
- Contact risk.
- Content risk.

Conduct risk

Conduct risk is the risk that individuals are involved in **online behaviour** that is inappropriate or illegal, or puts them at risk.

A vulnerable individual can also put themselves at risk through their own conduct, for example by sharing their own personal information or by making derogatory comments about themselves, which may encourage others to do so.

Contact risk

Contact risk is where an individual puts themselves at risk through **online contact with inappropriate people** who may seek to harass or abuse them or manipulate their behaviour for their own purposes.



Content risk

Content risk is where vulnerable individuals receive or access unsuitable online content, which may include pornography, material showing extreme violence or cruelty, or content involving hate speech and radicalisation.

Did you know?

Almost a quarter of 8- to 11-year-olds and three-quarters of 12- to 15-year-olds have a social media profile (Ofcom, 2017). This is despite the fact most social media sites have a minimum age of 13.

Online conduct

We have identified that conduct risk is when individuals are involved in online behaviour that is inappropriate or illegal, or puts them at risk.

Examples of behaviour that is inappropriate or illegal include:

- **Cyber bullying**, where online media are used by a person or group of people to threaten, upset, tease or humiliate another individual. Some of the examples below are types of cyber-bullying.
- **Flaming**, referring to online 'fights' usually through emails, instant messaging or chat rooms, where angry and rude comments are exchanged.

Cyber-stalking

Cyber-stalking is where a person **follows someone obsessively online**. They may look at and/or comment on their social media sites and make persistent, unwanted contact with them. The individual they are following may feel harassed and distressed by the contact. Children, young people and vulnerable adults **can put themselves at risk** of cyber-stalking by disclosing personal information online.

Cyber-stalking can be a **crime** in the UK under harassment laws and the Malicious Communications Act 1988, for example. Depending on the form it takes it could also be prosecuted under other laws designed to protect people.

Case study: Ava 'friends' all her classmates

Henry likes Ava, a girl in his class at school. Ava has 'friended' him on Facebook, even though she does not know him very well, as she has with all her classmates. In the evenings he spends a lot of time on Facebook looking at Ava's Facebook page and those of her friends, which he can access through her page.

Henry 'likes' everything that Ava posts on Facebook and has started making comments on other people's photos and posts and those of her friends saying how beautiful she looks. He has been private messaging Ava and has sent pictures of himself to her mobile phone, after finding her phone number on one of her posts.

Ava has told one of her teachers that she feels very uncomfortable about the attention she is receiving from Henry online, that she has asked him to stop but he hasn't taken any notice.

Activity B14

Why is Henry's behaviour unacceptable? What has Ava done that has enabled him to behave like this?

You can check your answers at the end of this module.

Rules at home

At home, parents and carers should **supervise the online activity** of children and young people. Adults should be aware of the risks of inappropriate online conduct, contact and content.

Whilst organisations working with children, young people and vulnerable adults have no control over the home environment, they can support online safety at home by **educating parents about online safety** and by making them aware of the organisation's acceptable use policy.

Some organisations have drawn up **a parent agreement** to be signed by parents and carers. This is designed to bring the policy to their attention and to raise the importance of online safety with parents and carers. Such agreements generally ask:

- That parents/carers read the policy and discuss it with those individuals in their care.
- That they understand that the individual's activity on the organisation's systems will be monitored.
- That they will ensure the individual to stay safe online at home.

Whilst organisations cannot control online activity at home, they can raise awareness and work with parents and carers to ensure online safety.



Activity B20

Find a parent/carer agreement in your workplace or online. The South West Grid for Learning at <https://swgfl.org.uk> has sample policies that are widely used in schools and other organisations working with children and young people. Note down the main provisions of the agreement.

Sample

Educating individuals

An important element of online safety is educating individuals so that they always think about **'who, what and why'** in relation to information and other people online.

- **Asking who** – Thinking about **who has provided online information** will help individuals to understand that someone might have an ulterior motive in providing the information, or the information may be biased in favour of a particular cause. Thinking about **who has contacted them** should encourage them to identify strangers and representatives of organisations that may have inappropriate motives for communicating with them. They should also be aware that people online **may not always be who they say they are**.
- **Asking what** – By thinking about what they are viewing online or what someone is communicating, individuals should be able to identify **whether the information or communication is appropriate** and whether they are **comfortable** with it. They may need guidance in some areas on what is appropriate. For example, some games may appear acceptable but, when they think about what actually happens in the game, it may not be appropriate.