

3SC Safeguarding Children and Vulnerable Adults Policy

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The Issue Status

The Issue Status is indicated by the version number in the footer of this document. It identifies the Issue Status of the 3SC Safeguarding Children and Vulnerable Adults Policy. When any part of this document is amended, a record is made in the Amendment Log shown below.

The 3SC Safeguarding Children and Vulnerable Adults Policy can be fully revised and re-issued at the discretion of the 3SC Senior Management Team.

Further information and policy on Document Control and Control of Records is recorded in Section 7 of the 3SC Business Management System Quality Manual.

Issue	Amendment	Date	Initials	Signed off by	Review date
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3.5	Addition of Safeguarding in Education link and new Channel Awareness link	April 2020	DB	JC	April 2021
3.6	Change of office address	May 2020	DB	JC	May 2021

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1. Introduction

1.1 Overview

This policy is designed to ensure that vulnerable adults and children are safeguarded from the risk of harm and abuse by 3SC and its stakeholders.

3SC believes that safeguarding is everybody's responsibility, with all parties who are part of our supply chain and are involved with our customers playing a part in preventing, identifying and reporting abuse and neglect.

1.2 3SC's Practice

3SC's Board is responsible for ensuring that those benefiting from, or working with, the organisation, are not harmed in any way through contact with it. They have a legal duty to act prudently which means that they must take all reasonable steps within their power to ensure that harm is prevented. It is particularly important where beneficiaries are vulnerable persons or children in the community.

Safeguarding is everyone's responsibility. Safeguarding:

- is protecting vulnerable adults or children from abuse or neglect
- means making sure people are supported to get good access to health care and stay well and preventing impairment of children's health and development
- ensures vulnerable people are treated by professionals with the same respect as other people
- is making sure that people are supported to have full and happy lives
- is making sure that people get safe and empowering care
- means ensuring that children grow up in circumstances consistent with the provision of safe and effective care and making sure that people get the support they need to make the most of their lives and get their full equal rights.

3SC's Delivery Organisation partners work directly with vulnerable groups, including children, and we must be assured that they always act in their best interests and take all reasonable steps to prevent harm to them.

Through our Due Diligence, Contract Management and Quality Assurance processes we will gain assurance that Delivery Organisations working in partnership with 3SC have safeguards in place within the organisation that protects and promotes the welfare of children and vulnerable adults. This will include checks that all Delivery Organisations have appropriate

safe recruitment processes and screening of staff, and that there are appropriate Safeguarding Policies and guidance documents in place.

1.3 Training and Supporting Materials

All 3SC staff must undertake a mandatory online training module on Safeguarding within six months of beginning to work for the organisation. It is staffs' responsibility to become acquainted with this Safeguarding policy and related policies.

Related Policies: Health and Safety, Bullying and Harassment, Whistleblowing, Recruitment, Modern Slavery Statement.

In addition, the following list of supporting materials will assist staff in gaining and improving their knowledge of Safeguarding to ensure they have sufficient knowledge of safeguarding legislation and guidance to support them in their specific roles.

The Care Act 2014

<http://www.legislation.gov.uk/ukpga/2014/23/part/1/crossheading/safeguarding-adults-at-risk-of-abuse-or-neglect/enacted>

Office of the Public Guardian – Safeguarding Policy

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/595194/SD8-Office_of-the-Public-Guardian-safeguarding-policy.pdf

NHS England – Safeguarding Adults

<https://www.england.nhs.uk/wp-content/uploads/2017/02/adult-pocket-guide.pdf>

SCIE eLearning resource: This course uses dramatised video scenarios have been used to show how safeguarding issues can develop, and to suggest ways of dealing with them that protect people at the same time as preserving their right to make choices about their lives.

<http://www.scie.org.uk/publications/elearning/adultsafeguarding/resource/index.html>

SCIE The Care Act 2014

<https://www.scie.org.uk/care-act-2014/safeguarding-adults/>

SCIE report on participation in adult safeguarding

<http://www.scie.org.uk/publications/reports/report47/>

SCIE Report Financial crime against vulnerable adults

<http://www.scie.org.uk/publications/reports/report49.pdf>

Working Together to Safeguard Children 2018 - A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722305/Working Together to Safeguard Children - Guide.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722305/Working_Together_to_Safeguard_Children_-_Guide.pdf)

The Children and Social Work Act 2017

http://www.legislation.gov.uk/ukpga/2017/16/pdfs/ukpga_20170016_en.pdf

The Children and Families Act 2014

http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf

Keeping Children Safe in Education September 2019

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping children safe in education 2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf)

2. Principles

2.1 3SC Principles

3SC will use the six safeguarding principles to measure existing safeguarding arrangements and to measure future improvements. The Principles are not in order of priority; they are all of equal importance. However, we have ordered them in this document to highlight the importance of prevention and proportionate responses.

Prevention of harm is always better than investigating harm that individuals have experienced, after the event. Empowerment and proportionality are critical in ensuring that individuals have the best experience possible when they are involved in safeguarding enquiries.

2.2 The Six Safeguarding Principles

The six safeguarding principles were originally produced for the safeguarding of adults but can also be applied to the safeguarding of children.

Safeguarding both adults and children is about preventing the risk of harm from abuse or exploitation or having the ability to reduce it through supporting people and awareness in making informed decisions.

- **Empowerment:** people being supported and encouraged to make their own decisions and give informed consent
- **Prevention:** it is better to take action before harm occurs
- **Protection:** support and representation for those in greatest need
- **Partnership:** local solutions through services working with their communities – communities have a part to play in preventing, detecting and reporting neglect and abuse
- **Proportionality:** the least intrusive response appropriate to the risk presented
- **Accountability:** accountability and transparency in safeguarding practice

2.3 Child Protection

For the purposes of child protection legislation, a 'child' is someone who has not yet reached their 18th birthday. This statement of intent demonstrates our commitment to safeguarding children involved with the organisation:

- the welfare of the child is paramount
- no child or group of children must be treated any less favourably than others in being able to access services which meet their particular needs
- all children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality or beliefs
- the policy applies to all board members, partners, staff and volunteers
- children and parents are informed of the policy and procedures as appropriate
- all concerns, and allegations of abuse will be taken seriously by and responded to appropriately - this may require a referral to children's social care services, the independent Local Authority Designated Officer (LADO) for allegations against staff and other volunteers, and in emergencies, the police
- 3SC are committed to safe recruitment, selection and vetting
- Internet safety and safeguards ensure restrictions on internet material available at 3SC and DO premises.

2.4 Vulnerable Adults

A Vulnerable Adult is an individual aged 18 years and above who is or may be unable to take care of themselves or is unable to protect themselves against harm or exploitation by reason of age, illness, trauma or disability, or any other reason.

This includes prisoners, in-patients receiving health care treatment, and able-bodied people who may be incapacitated or impaired for a temporary period of time.

This statement of intent demonstrates our commitment to safeguarding vulnerable adults involved with the organisation:

- the welfare of the vulnerable adult is paramount
- no vulnerable adult or group of vulnerable adults must be treated any less favourably than others in being able to access services which meet their particular needs
- all vulnerable adults without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality or beliefs
- the policy applies to all board members, partners, staff and volunteers
- vulnerable adults, carers and parents are informed of the policy and procedures as appropriate

3. Safeguarding Children and Vulnerable Adults Guidance

3.1 Introduction

It is important that children, and vulnerable adults are protected from abuse, neglect and significant harm. It is the responsibility of all 3SC employees, staff working on behalf of 3SC, volunteers and supply chain partners to safeguard and promote the welfare of children and vulnerable adults participating on all programmes delivered or managed by 3SC.

3.2 Definitions of Abuse

For children this includes:

- **Physical abuse:** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child or failing to protect a child from that harm. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.
- **Neglect:** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may involve failure to provide adequate food and clothing or shelter; failure to ensure adequate supervision; or the failure to ensure access to appropriate medical care or treatment.
- **Sexual abuse:** is forcing or enticing a child to take part in sexual activities, including prostitution. It doesn't necessarily involve violence and the child may not be aware that what is happening is abuse. The activities may involve physical contact and/or non-contact activities, such as involving children in looking at pornographic material.
- **Emotional abuse:** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature overprotection or preventing the child participating in normal social interaction.
- **Child Sexual Exploitation:** is a type of sexual abuse. Young people in exploitative situations and relationships receive things such as gifts, money, drugs, alcohol, status or affection in exchange for taking part in sexual activities. Young people may be tricked into believing they're in a loving, consensual relationship. They often trust their abuser and don't understand that they're being abused. They can be groomed and exploited online.

- **Bullying and Cyberbullying:** usually happens over a lengthy period of time and can harm a child both physically and emotionally. Bullying includes verbal and non-verbal abuse; threatening, intimidating or humiliating someone or ignoring or isolating someone; racial, sexual or homophobic bullying; physical assaults. Cyberbullying can involve social networks, games and mobile devices. It includes sending threatening or abusive text messages; creating and sharing embarrassing images or videos; 'trolling' - sending menacing or upsetting messages.
- **Child trafficking:** involves recruiting and moving children who are then exploited. Many children are trafficked into the UK from overseas, but children can also be trafficked from one part of the UK to another.
- **Female genital mutilation (FGM):** is the partial or total removal of external female genitalia for non-medical reasons. The age at which FGM is carried out varies. Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence.

For vulnerable adults' abuse can mean:

- **Physical:** This includes assault, hitting, slapping, pushing, giving the wrong (or no) medication, restraining someone or only letting them do certain things at certain times.
- **Domestic:** This includes psychological, physical, sexual, financial or emotional abuse. It also covers so-called 'honour' based violence.
- **Sexual:** This includes rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, taking sexual photographs, making someone look at pornography or watch sexual acts, sexual assault or sexual acts the adult didn't consent to or was pressured into consenting.
- **Psychological:** This includes emotional abuse, threats of harm or abandonment, depriving someone of contact with someone else, humiliation, blaming, controlling, intimidation, putting pressure on someone to do something, harassment, verbal abuse, cyber bullying, isolation or unreasonable and unjustified withdrawal of services or support networks.
- **Financial or material:** This includes theft, fraud, internet scamming, putting pressure on someone about their financial arrangements (including wills, property, inheritance or financial transactions) or the misuse or stealing of property, possessions or benefits.
- **Modern slavery:** This covers slavery (including domestic slavery), human trafficking and forced labour. Traffickers and slave masters use whatever they can to pressurise, deceive and force individuals into a life of abuse and inhumane treatment (also see 3SC's Modern Slavery statement)
- **Discriminatory:** This includes types of harassment or insults because of someone's race, gender or gender identity, age, disability, sexual orientation or religion.

- **Organisational:** This includes neglect and poor care in an institution or care setting such as a hospital or care home, or if an organisation provides care in someone's home. The abuse can be a one-off incident or repeated, on-going ill treatment. The abuse can be through neglect or poor professional practice, which might be because of structure, policies, processes and practices within an organisation.
- **Neglect and acts of omission:** This includes ignoring medical, emotional or physical care needs, failure to provide access to appropriate health, care and support or educational services, or not giving someone what they need to help them live, such as medication, enough nutrition and heating.
- **Self-neglect:** This covers a wide range of behaviour which shows that someone isn't caring for their own personal hygiene, health or surroundings. It includes behaviour such as hoarding.

3.3 What to do if a child or vulnerable adult discloses abuse to you

- Report the disclosure to your line manager in the first instance. If your line manager is unavailable, report the disclosure directly to the next most senior person in the organisation such as the Head of Department or CEO.
- Take the disclosure seriously and never dismiss the allegation of abuse.
- Provide a quiet and supportive environment to help the person feel at ease.
- Remember that an allegation of abuse or neglect may lead to a criminal investigation and asking leading questions or attempting to investigate the allegations yourself may cause problems for any subsequent court proceedings.
- Do not make promises regarding confidentiality.
- Explain to the person at the outset that you will need to report the disclosure and share the information with your line manager and with the CEO at 3SC.
- The CEO will, where possible, respect the wishes of the individual, however, information will be shared with external agencies where it is judged that a person is at risk of suffering significant harm.
- Report the disclosure immediately to your line manager. In the absence of your line manager, report the disclosure directly to the CEO.
- Managers must report the disclosure to the CEO immediately by phone.
- Record the concern using the discloser's own words where possible, and forward to the CEO within 24 hours.
- The CEO will identify the appropriate next steps and keep in contact with you to ensure that our Duty of Care is fulfilled.

3.4 What to do if you are concerned a child or vulnerable adult may be at risk

- Contact your manager in the first instance or the CEO if your manager is unavailable, for advice and guidance.
- Make and keep a record of your concerns. Your line manager will forward to the CEO within 24 hours.
- Discuss your concerns with the child or vulnerable adult if appropriate.

3.5 What to do if a child or vulnerable adult accuses you or another member of staff of abuse

- Contact your Manager in the first instance or if they are unavailable, or this is not appropriate for any reason, contact the CEO for advice and guidance.
- Make and keep a record of the accusation and actions taken. Your line manager (or you if this is not appropriate or your line manager is unavailable) must forward to the CEO within 24 hours.
- The CEO will take whatever steps are necessary to ensure the child or vulnerable adult is protected. This may include suspending the member of staff, contacting the Local Authority Designated Officer (LADO) in the area in which the abuse is alleged to have taken place, or contacting the police.

3.6 The Five Rs

All staff, board members, volunteers, partners and others have a responsibility to actively make the working environment safe and secure for all. To do so they should consider and act on the '5 Rs' – **Recognise Respond Record Report Refer**.

3.6.1 Recognise

The ability to recognise the signs and indicators of abuse is of fundamental importance. Abuse can happen anywhere at any time. Abuse, or suspected abuse, may occur on the premises of 3SC, our Delivery Organisations or in the home or in any other setting in which the individual may find themselves.

3SC staff and all those who play a part in meeting an individual's needs should be aware and informed of the signs and indicators of abuse so that they can identify concerns and possible abuse can be recognised, investigated and acted on seamlessly and effectively. Abuse of children or vulnerable adults may include direct disclosure or it may be the behaviour of the

potential abuser which causes a staff member to be suspicious. When there is a potential problem the next step is to record the incident, the disclosure or the concern that they have, and know how, where and who to report concerns to.

3.6.2 Respond

No report of, or concern about, possible abuse should ever be ignored. In order to determine the most appropriate response, find out whether you are dealing with an allegation from a participant against a member of staff or a fellow participant, or another person outside the organisation. Detailed clarity is vital. Is this a disclosure from an individual alleging abuse to themselves or to another? Is it the reporting of a concern or suspicion? What, precisely, is alleged to have happened?

Remain calm and demonstrate interest and concern. Listen well. Ask open questions (not leading or suggestive ones) and gather just enough information to know that it is a disclosure of abuse, and how immediate the danger or harm is to the individual. Inform the person sharing a disclosure or concern with you that the disclosure/concerns must be recorded and passed on so that possible abuse can be dealt with. Reassure them that this will be done on a limited “need to know” basis, with as few others as possible knowing the identity of the complainant and that all in the chain of reporting will respect confidentiality.

Reassure the individual that they have done the right thing in reporting their concerns and that you will do everything you possibly can to help. Do not make unrealistic promises. Ensure that testimony is recorded and reported, and that the complainant and subject of the complaint are treated in line with policy and guidance.

3.6.3 Record

A record of the concern, suspicion or allegation should be made at the time or as soon as possible after the event. It is not advisable to make a written record whilst an individual is disclosing abuse, as it may deter them from speaking. You are not expected to remember every detail of the conversation but should record as accurately as possible what has been alleged, using key phrases and words of the complainant. Your record should use accurate quotation where possible.

Your record should also, if felt appropriate, include factual observations about the physical and emotional state of the individual sharing their concerns with you. Include whether there

was something specific happening at that particular time that could have prompted the disclosure. Your record should make clear what is factual and what is additional information or your interpretation.

The information should be recorded and stored securely, in line with confidentiality requirements, and should be accessible only to those who need to access it as part of the action taken to resolve a complaint or allegation.

3.6.4 Report

Report your concerns to your line manager in the first instance. This should be the “default” action to be taken. In the event of this not being possible you should consider reporting your concerns to the CEO. Should reporting to your line manager be inappropriate for whatever reason, you should not hold back from reporting, but do so directly to the CEO. In all cases, however, those who receive your report should, without delay, having carefully recorded your testimony, report this themselves to the CEO. If the CEO is unavailable, or an allegation has been made against them, you should report your concerns to one of the Heads of Department, but you should not delay reporting.

All providers of services within our Delivery Organisation supply chain should ensure they have a member of staff of suitable seniority and with appropriate training and support, with designated responsibility for all aspects of Safeguarding. This person should be publicly identified in ways, locations and formats that are easily accessible to all. It is advisable that this person has a designated deputy or deputies who can act in their absence or if they are the subject of allegations.

Once you have reported concerns about abuse to any of the colleagues mentioned above the responsibility for taking any further decisions and/or actions resides with them. The designated person may not share the details of this with you for the confidentiality of the individual concerned. If you are genuinely concerned that the matter has not been taken forward you can make a referral directly out of the organisation but bear in mind that action and referrals may have been made already that you are unaware of.

3.6.5 Refer

Having gathered and examined all relevant testimony and information only the CEO, or their deputy, can make a decision on what action to take and whether to refer a complaint or

allegation to the appropriate people outside the organisation. No one other than the CEO should mount an investigation into complaints, allegations or suspicions of abuse. An investigation may include questioning colleagues, customers, carers, parents, volunteers, partners and the complainant. Actions of these sorts carried out by someone other than the CEO could be construed as unjustified interference which could jeopardise an investigation and any possible subsequent court case.

4. The Prevent Duty

4.1 The Prevent Duty overview

The Counter-Terrorism and Security Act 2015 contains a duty on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism. Statutory guidance issued under Section 29 of the Act has been produced to help towards understanding the implications of the Prevent Duty.

In fulfilling the duty in Section 26 of the Act, it is expected that all specified authorities will participate fully in work to prevent people from being drawn into terrorism. This duty is known as the Prevent Duty. It applies to a wide range of public-facing bodies. How they do this, and the extent to which they do this, will depend on many factors, for example, the age of the individual, how much interaction they have with them, etc. The specified authorities in Schedule 6 to the Act are those judged to have a role in protecting vulnerable people and/or our national security.

Prevent has three main objectives to:

- respond to the ideological challenge of terrorism.
- support vulnerable people and prevent people from being drawn into terrorism.
- work with key sectors and institutions and address risks.

It focuses on early intervention before any illegal activity takes place. The aim is to reduce the likelihood of individuals who support a violent extremist ideology of becoming terrorists.

4.2 The Prevent Duty: what it means for schools and childcare providers

From 1 July 2015 all schools registered early years childcare providers and registered later years childcare providers (referred to in this advice as ‘childcare providers’) must have regard to the statutory guidance.

In order for schools and childcare providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools’ and childcare providers’ wider safeguarding duties and is similar in nature to

protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, schools should provide a safe space in which children and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The Prevent duty is entirely consistent with schools' and childcare providers' existing responsibilities and should not be burdensome. The statutory guidance on the Prevent duty summarises the requirements on schools and childcare providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

A briefing note has also been provided to schools on how social media is used to encourage travel to Syria and Iraq. As with other online harms, every teacher needs to be aware of the risks posed by the online activity of extremist and terrorist groups. The local authority and local police are able to provide contextual information to help schools and childcare providers understand the risks in their areas.

4.3 The prevent duty: what it means to providers of services to vulnerable adults

All providers of services to Vulnerable Adults have a duty to report any behaviour that may be considered extremist to the authorities, "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 our armed forces, whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations.

The general risks affecting children and vulnerable adults may vary from area to area, and according to their age. Delivery Organisations (DOs) may be in an important position to identify risks within a given local context. It is important that service providers understand these risks so that they can respond in an appropriate and proportionate way. At the same time DOs should be aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet.

Within Justice Programmes, the responsibility for public protection and reducing re-offending gives both prisons and probation services a clear and important role both in working with offenders convicted of terrorism or terrorism-related offences and in preventing other offenders from being drawn into terrorism and the extremist ideas that are used to legitimise terrorism and are shared by terrorist groups.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in behaviour which could indicate that they may be in need of help or protection.

4.4 Channel

Channel forms a key part of the *Prevent* strategy. The process is a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorism. Section 37(5) of the Counter Terrorism & Security Act requires Channel panels to be set up and chaired by the responsible local authority. Members of the panel must include the responsible local authority and the police for the relevant local authority area under Section 37(1) of the Counter Terrorism & Security Act, and they have principal responsibility for Channel in their areas. The police co-ordinate activity by requesting relevant information from panel partners about a referred individual. They will use this information to make an initial assessment of the nature and extent of the vulnerability which the person has. The information will then be presented to the panel.

Channel may be appropriate for anyone who is vulnerable to being drawn into any form of terrorism. Channel is about ensuring that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist related activity. Success of the programme is very much dependent on the co-operation and co-ordinated activity of partners.

Delivery Organisation Partner Providers should understand when it is appropriate to make a referral to the Channel programme. Channel focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people. It provides a mechanism for schools and other organisations to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

4.5 eLearning modules

A Prevent eLearning module and an online general awareness training module on Channel are available. **The modules are mandatory for 3SC staff** to complete and are suitable for all front-line workers. They provide an introduction to the topics covered by this advice, including how to identify factors that can make people vulnerable to radicalisation, and case studies illustrating the types of intervention that may be appropriate, in addition to Channel.

<https://www.elearning.prevent.homeoffice.gov.uk/>

https://www.elearning.prevent.homeoffice.gov.uk/channel_awareness/01-welcome.html