



Itchen Sixth Form College

Safeguarding

Prevent:

Policy, Procedure and Guidance

Role Responsible:	Assistant Principal (Transition and Engagement)
Written by:	Assistant Principal (Transition and Engagement)
Date approved:	October 2023
Approved by:	SLT
Publication:	Google Shared Drive – Itchen Staff – Staff Policies
Review cycle:	Annual
Next Review Date:	October 2024

Table of Contents

The Policy	3
Purpose	3
Scope	3
Definitions.....	3
The Prevent Duty	4
British Values	5
Safeguarding Ethos	5
Managing Risks	5
Principles and Values	6
Leadership and Management.....	6
Procedure.....	6
Annexe 1: Prevent and Channel – Process flow diagram for reporting a concern of a vulnerable individual	11
Annexe 2: Students at Risk of Radicalisation – Spot the Signs:	13
Annexe 3: Intruder with a weapon	17
Annexe 4: Suspect Vehicles	19
Annexe 5: Events, Lettings and Hire Policy	19
Annexe 6: External Speakers/performers and Course-Related Events Policy	20
Annexe 7: Guest speaker/performer registration and risk assessment	22
Annexe 8: Useful contacts	23

The Policy

Purpose

1. The purpose of this policy is to:
 - provide staff with the framework to promote and safeguard the wellbeing of children and young people, and in so doing ensure they meet their statutory responsibilities
 - ensure that the safety and welfare of our students is embedded in all of the college's processes and procedures
 - ensure consistent good practice across the college
 - demonstrate our commitment to protecting young people.
2. This policy sits alongside separate policies for Health and Safety within the college (see Overarching Safeguarding Statement for structure of the Safeguarding Portfolio).
3. This document is based on guidance from the [Keeping Children Safe in Education 2023](#) legislation.
4. The policy will be reviewed regularly, with input from staff, governors and students.

Scope

5. The policy relates to all staff, volunteers and governors of Itchen College, and provides them with the framework they need in order to keep children safe and secure in the college and to inform parents and guardians how we will safeguard their children whilst they are in our care.

Definitions

6. The Government's Prevent Agenda is 1 of the 4 elements of **CONTEST**, ([Counter Extremist Strategy 2018](#)) the Government's counter terrorism strategy. The UK faces a range of potential terrorist threats, including far right extremism, animal rights extremism and some aspects of non-violent extremism.
7. Within this document a number of phrases are used which can be explained:
 - **Prevent** is about safeguarding people and communities from the threat of terrorism and radicalisation. It aims to stop people becoming terrorists or supporting terrorism (see Prevent policy).
 - **Channel** provides support across the country to those who may be vulnerable to being drawn into terrorism. It is a multi-agency approach with a wide range of agencies and local partners working together to provide support for individuals.
 - **Extremism** is defined as 'the vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect of different faiths and beliefs. It also includes 'calls for death of members of the armed forces'.
 - **Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism.

- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. Its use or threat is designed to influence the government or to intimidate the public for the purpose of advancing a political, religious or ideological cause.
- **DSL** is the Designated Safeguarding Lead
- **CPOMS** is the **C**hild **P**rotection **O**nline **M**anagement **S**ystem that the college uses to report and monitor safeguarding, wellbeing and pastoral issues.

8. **The three national Prevent objectives are:**

- To respond to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views.
 - To prevent people being drawn into terrorism and to ensure that they are given appropriate advice and support.
 - To support sectors and institutions such as schools and colleges where there are risks of radicalisation.
9. These objectives lie at the heart of the [Counter Terrorism and Security Act 2015](#). This Act places a statutory duty on specified authorities, including colleges to 'have due regard', in the exercise of its functions, to the need to prevent young people in their care from taking the path to radicalisation.
10. The College has created a safe place of learning for its students, staff, governors and visitors. It is in this context that the College has considered its Prevent Duty and recognises the importance of working with staff, governors, the local authority, the police, the local safeguarding board, health professionals, local Prevent experts and others to identify and to safeguard vulnerable young people in the College.
11. The Prevent Policy therefore sits alongside Child Protection Policy as a stand-alone policy in the college's Safeguarding Suite of policies and procedures (as detailed in the Overarching Safeguarding Statement).

The Prevent Duty

12. The Prevent Duty ([The Prevent duty](#)) requires the College to:

- Work in partnership with others (staff, governors, the local authority, the local safeguarding board, the police, health professionals, Prevent professionals etc.) to ensure student safety.
- Risk assess all events and activities, off and on site, and to be aware of any where the possibility to have contact with or become involved in terrorism exists.
- Provide sufficient pastoral care and welfare support for all students and use of a faith facility.
- Have effective IT security (including the use of WIFI) and a responsible user policy in place.

13. Objectives

- To promote, implement and monitor the College's responsibilities under the Prevent Duty to students, staff, governors, sub -contractors and visitors to the College.
- To exemplify and promote British Values in governance, management, teaching and behaviours.

- To promote and celebrate Equality and Diversity, to break down potential barriers between different student communities and to engage students in active citizenship in their College and local community.
- To ensure that the College is free from bullying, harassment and discrimination, and that students and staff feel safe.
- To identify and provide support to students who may be at risk and develop appropriate sources of advice and guidance.
- To ensure that staff and students are aware of their roles and responsibilities in preventing violent extremism and radicalisation.

Further guidance: [Revised Prevent Duty Guidance 2023](#)

[National Counter Terrorism Strategy \(CONTEST\) 2018](#)

British Values

14. The Prevent Duty says that Governors and staff should exemplify the following British Values:
 - Democracy.
 - The rule of Law.
 - Individual Liberty.
 - Mutual Respect.
 - Tolerance of those with different faiths and beliefs.
15. The Principal will lead on ensuring they are integral to management, teaching and the behaviours of staff.
16. The Chair and the Clerk will lead on ensuring they are integral to Governance.

Safeguarding Ethos

17. The Prevent Policy sits alongside the Child Protection Policy as part of an integrated Safeguarding approach.
18. The College has developed excellent relationships with external agencies to ensure that it is well informed about the Prevent Agenda on both a local and national level.

Managing Risks

19. To ensure that the College manages the risks in this area, a Prevent Duty Risk Assessment has been undertaken and the Prevent Duty Action Plan arising from this will allow the College to monitor and these risks on an ongoing basis and deal appropriately with issues which arise.
20. This **Prevent Duty Action Plan** is intended to achieve the following outcomes:
 - Staff and students understand the nature of risk from violent extremism and how this might impact directly or indirectly on the college.
 - The potential risks within the College and externally are understood and, if relevant, managed.

- The College is able to respond appropriately to local, national and international events that may impact on students and their communities.
- Measures are in place to minimise the potential for acts of violent extremism within the College.
- Plans are in place to respond appropriately to a threat or incident within the college.
- Effective IT security and responsible use of IT is in place.

21. The Prevent Duty Action Plan will be monitored on a termly basis by SLT and annually by the full Governing Body. It will be implemented in a proportionate and risk-based way.

Principles and Values

- 22. Young people have a right to feel secure and cannot learn effectively unless they do so.
- 23. All young people have a right to be protected from harm, regardless of the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- 24. All staff have a key role in the prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a young person is at risk of harm in accordance with the guidance.
- 25. We acknowledge that working in partnership with other agencies protects young people and reduces risk and we will therefore engage in partnership working throughout the child protection process to safeguard young people.
- 26. Whilst the college will work openly with parents as far as possible, we reserve the right to contact children's social care or the police, without notifying parents if this is in the young person's best interests.

Leadership and Management

- 27. We have established clear lines of accountability, training and advice to support the process of child protection and individual staff within that process.
- 28. Any individual can contact any Designated Safeguarding Lead (DSL) if they have concerns about a young person, but Debbie Finch will act as the Lead DSL (LDL) and will act in an advisory capacity to support all staff on safeguarding matters.
- 29. All **Directors of Curriculum (DoCs)** are trained **DSLs**. The Assistant Principal and Student Support Manager are also **DSLs** and will act as deputies to the Lead DSL, leading on cases in her absence. There is a nominated governor, who will act on behalf of the governing body, in liaison with the Chair of Governors.
- 30. The Assistant Principal (Growth and Engagement) will act as the Prevent representative on SLT.

Procedure

Students

- 31. Students will receive regular information in order to inform them about, and raise their awareness of, the Prevent Duty. This will be led by the Student Support Manager and the Assistant Principal (Transition and Engagement).
- 32. Information of the Prevent Duty will be promoted to students through:

- The Curriculum, where teaching staff will, where appropriate, explore controversial views and extremist ideology, challenge extremist ideology and promote universal rights such as freedom of speech and individual liberty.
- Bespoke tutorial activity led by tutors, focusing on the local context where possible.
- The College's VLE; Google Classroom.
- Equality and Diversity events.
- Safeguarding Policy and Procedures.
- Posters around the college promoting British Values, contextualised within curriculum areas wherever possible.

Staff

33. Staff will receive awareness training and guidance on how to deal with:
 - Disclosures by students about their exposure to extremist views, materials or behaviour.
 - Parental or peer concerns.
 - Inappropriate materials or language.
34. The College will ensure all staff are familiar with their Prevent Duty and are confident to take responsive steps, if they have any concerns about anyone they consider vulnerable to radicalisation.
35. All staff will receive annual updates on Prevent as part of their Safeguarding training. Training will cover national threats, but will also focus on the local context.

Governors

36. Governors will receive a regular annual report on Safeguarding and Child Protection and this will reference the Prevent Duty Risk Assessment and Action plan.
37. Governors will receive information on their Prevent Responsibilities and training on Prevent.

Internal Referral Process and Securus

38. All staff and students will be made aware as to how to recognise someone vulnerable to radicalisation and will know how to report their concerns using CPOMS.
39. We use Lightspeed software to identify students who may be in danger of being radicalised, by screening their online activity on the college's IT network.
40. Student Services review the 'hits' on a daily basis, and the LDSL will follow up any concerns. We also ensure that suitable internet filtering is in place. SLT will receive a half-termly report on Lightspeed 'hits'.

The Reporting Line is:

41. Staff:
 - If staff have a concern about someone vulnerable to radicalisation they should follow the college's normal safeguarding procedures, including discussing the nature of their concern with the Lead DSL or any other DSL.
 - The referral will be reviewed by the Designated Safeguarding Lead and appropriate action taken. This may include making a referral to MASH, the Multi Agency

Safeguarding Hub. Ultimately this may lead to a formal referral through Channel (see Annex 1)

- In all cases, where the threat is immediate, the police should be called on 999.

42. Students:

- Students can report concerns to their tutor, subject teachers, Directors of Curriculum or any member of SLT.
- Following a report, the procedure for staff from point 1 (as outlined above) is followed

CHANNEL Procedure

43. **Channel** is about supporting those most at risk of being drawn into violent extremism and is about diverting them away from potential threat at an early stage. It is totally voluntary and identified students are not obliged to engage with it.
44. **Channel** provides support across the country to those who may be vulnerable to being drawn into terrorism. It is a multi-agency approach with a wide range of agencies and local partners working together to provide support for individuals. Coordinators are usually police officers.
45. 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.
46. The three key stages of Channel are:
- a) Identify individuals at risk of being drawn into terrorism;
 - b) Assess the nature and extent of that risk; and
 - c) Develop the most appropriate support plan for the individuals concerned.
47. Partnership involvement ensures that vulnerable individuals have access to a wide variety of support from diversionary activities through to providing specific services such as education, housing and employment. Each multi-agency panel varies according to local circumstance but partners (who are all signed up to an Information Sharing Pool) can include:
- Statutory partners such as education, NHS, probation, housing and the police service
 - Social Care
 - Children's services
 - Youth offending Services
 - Credible and reliable members of the community

The College will engage in the CHANNEL process as necessary and will make appropriate referrals to Channel should it have any concerns about an individual at risk of being drawn into extremism.

Further Guidance: [Channel Guidance](#)

External Speakers and Events

48. There are policies in place for the management of lettings and externally organised events held on the premises (Annexe 4), and of internally organised events and speakers (Annex 5). These guard against the risk of providing a platform for visiting speakers who could express views of an extreme nature and potentially draw people into terrorism.

Safeguarding and remote learning during COVID-19

49. The college is aware of the heightened threat of online grooming from extremists and conspiracy theorists during the coronavirus (COVID-19) outbreak. It is committed to safeguarding students and staff online by raising awareness of the risks. Full face-to-face

teaching will be used provided it is safe to do so, but where a small number of students need to self-isolate, or local lockdown arrangements are imposed, the college will ensure that safe, high quality remote provision is provided, based primarily on trusted Google products such as Google Meet and Google Classroom.

50. The tutorial programme will be used to raise awareness of risks and suggest strategies for keeping safe online, with resources drawn from:

- advice from [NSPCC](#) on undertaking remote education safely
- guidance from the [UK Safer Internet Centre](#) on remote education
- Guidance on [teaching online safety in schools](#) to ensure that students understand how to stay safe and behave online.

51. Support for parents and carers is made available on the Parent Information Portal. Resources for parents include:

- [support for parents and carers to keep children safe online](#) (resources to help keep young people safe from different risks online and where to go to find support and advice)
- guidance on [staying safe online](#) (information from the government on security and privacy settings)
- [Thinkuknow](#) (advice from the National Crime Agency (NCA) on staying safe online)
- [Childnet](#) (a toolkit to support parents and carers around online behaviour and technology use) and to find out where to get more help and support
- [Internet matters](#) (age-specific online safety checklists and practical tips including how to set parental controls)
- [London Grid for Learning](#) (support for parents and carers to keep their children safe online)
- [UK Safer Internet Centre](#) (tips, advice, guides and other resources, including parental controls offered by home internet providers and safety tools on social networks and other online services)

Equality impact and monitoring the policy and procedure

52. In monitoring the impact of this policy and procedure, the College will have due regard to its Equality and Diversity Policy and its single Equality Duty. It will consider any concerns raised or complaints received, based on student and staff data, feedback, surveys and/or professional judgement. If you have a question or a suggestion to improve the policy, please contact the Assistant Principal.

Related Policies and Guidelines

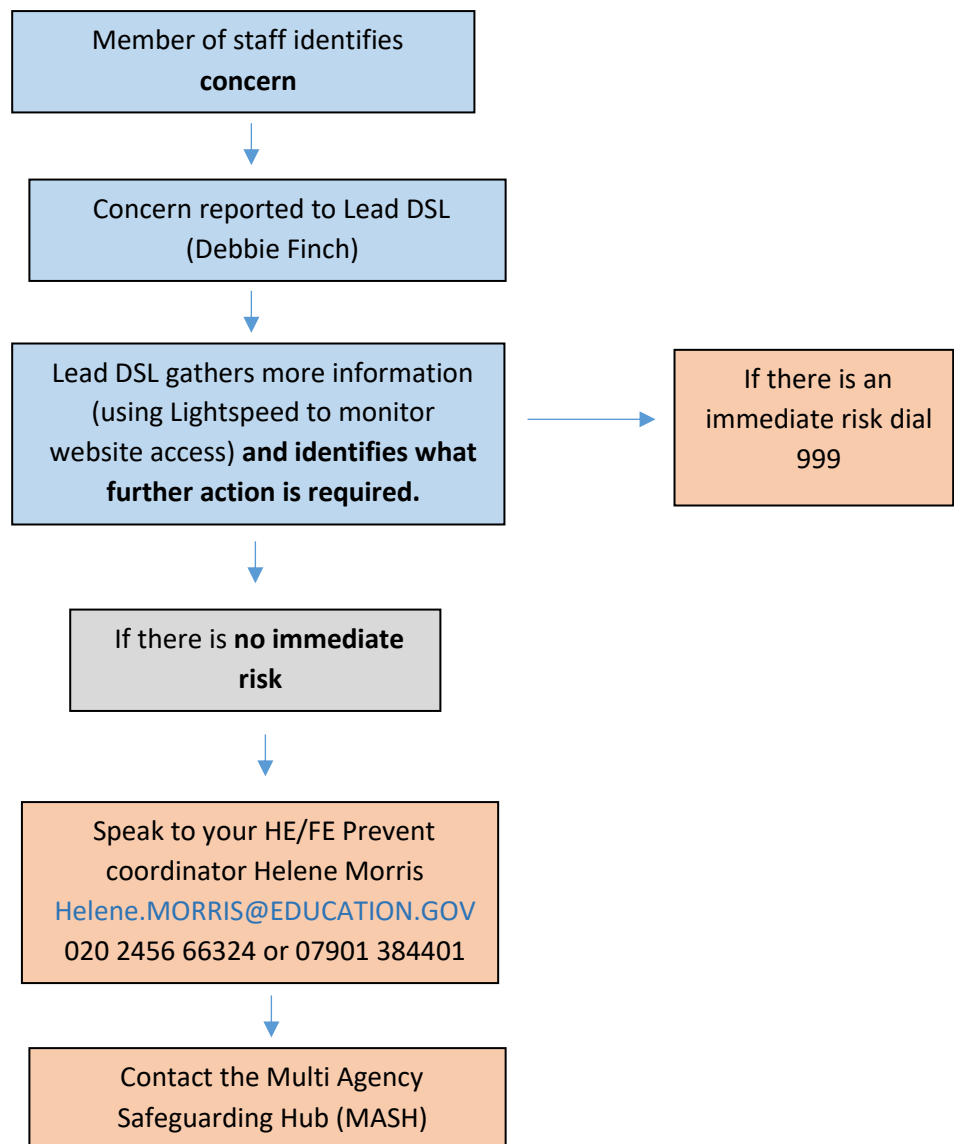
53. This policy is linked to the following policies and guidelines:

Overarching Safeguarding Statement

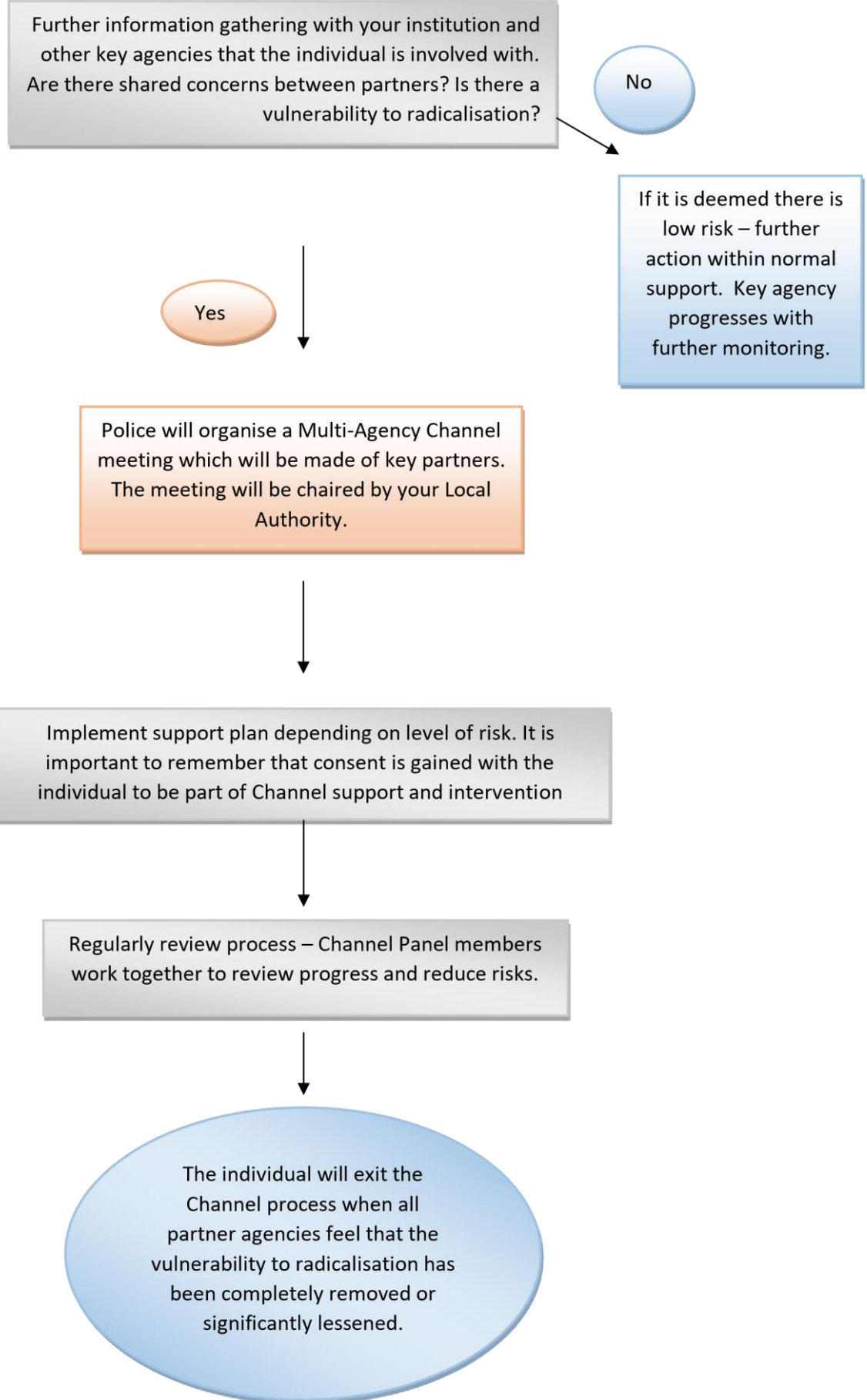
Child and Vulnerable Adult Protection Policy

Annexe 1: Prevent and Channel – Process flow diagram for reporting a concern of a vulnerable individual

It is important for you as a member of staff to know where to go if you have a concern that someone may be on the route to radicalisation. Below is a flow chart which aims to show the process as to which you can follow:



Once a referral has been made and enters the Channel process the below process diagram shows what happens next;



Annexe 2: Students at Risk of Radicalisation – Spot the Signs:

Signs that a student is being radicalised, or is vulnerable to being groomed, can include:

- Refusal to engage with, or become abusive to, peers who are different to themselves.
- Becoming susceptible to conspiracy theories and feelings of persecution.
- Changes in friendship groups and appearance.
- Rejecting activities they used to enjoy.
- Converting to a new religion.
- Isolating themselves from family and friends.
- Talking as if from a scripted speech.
- An unwillingness or inability to discuss their views.
- A sudden disrespectful attitude towards others.
- Increased levels of anger.
- Increased secretiveness, especially around internet use.
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions.
- Accessing extremist material online, including on Facebook and Twitter.
- Possessing extremist literature.
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations.

Young people who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – you should have confidence in your instincts and seek advice if something feels wrong.

Individuals can be drawn towards the process of radicalisation in a number of ways, many of which may overlap. When we talk about ‘vulnerability’ or ‘susceptibility’ within this context we mean individuals who, because of their circumstance, experiences or state of mind can be groomed and led towards a terrorist ideology. The following list of potential vulnerabilities is not exhaustive and all or none may be present in individual cases of concern. It is important to stress that there may be no direct evidence of criminal behaviour. Remember that safeguarding vulnerable people from radicalisation is no different to safeguarding them from other forms of potential harm.

SUSCEPTIBILITY TO INDOCTRINATION

People can often become drawn to principles and ideologies held by others and some are particularly susceptible to this type of control.

Such individuals may be lacking moral role models in their lives or experiencing a lack of access to proper education or balanced arguments that can enhance their sensitivity to this form of manipulation.

These ideologies may be shared through local ‘teachers’, national groups and often on the Internet. Individuals are attracted to those with such perceived authority and knowledge through particular

methods of indoctrination. Radicalisers use normal social processes of influence when trying to persuade vulnerable people towards their beliefs.

SOCIAL NETWORKS INVOLVEMENT IN EXTREMISM

We trust those closest to us and can be influenced by those we trust. We tend to share the same beliefs as our peers and often will not question the motives of those we love and respect.

It can be easy to follow the same ideals and it's comfortable to share the same way of thinking – even when that thinking may be misguided.

For many, friendship networks and gangs are clearly significant in certain areas and for certain groups, particularly young people. There may be reason to believe that people are associating with others known to be involved in extremism - either because they associate directly with known individuals and close friends or because they frequent key locations where these individuals are known to operate.

There may be evidence that a significant person in the individual's life has extremist views or sympathies and they may be exposed to extremist material through these close connections.

BEING AT A TRANSITIONAL TIME OF LIFE

A transitional stage in life can be anything from moving to a new area or country, ending or starting a new relationship, starting or graduating from college or university, changing jobs, recovering from an illness or a number of other situations which can leave people questioning 'what's next?'

Personal crises, significant life events such as loss or bereavement or major situational changes like homelessness or poverty can leave individuals questioning their identity and seeking new meaning.

A NEED FOR IDENTITY, MEANING AND BELONGING

It may be that an individual has encountered peer, social, family or faith group rejection or isolation. They may choose to tackle feelings of resulting low self-esteem or loneliness by exploring new groups and cultures.

They may be searching for answers to questions about identity and faith and experiencing a need to belong and feel a part of something.

Individuals may be distanced from their cultural/religious heritage and feel uncomfortable with their place in the society around them. These individuals may show signs of disassociating from existing friendship group and becoming involved with a new and different group of friends.

BEING INFLUENCED OR CONTROLLED BY A GROUP

Organisations intent on radicalising others can have an incredibly powerful and dominating effect on individuals.

People may choose to follow certain groups to earn credit amongst their peers or with those they perceive to be in an authoritative position. They may not initially be aware of the group's true intentions or fully understand the extent of the beliefs held.

Leaders and members that hold strong beliefs can use their power and influence to induce guilt, shame and a sense of duty in the wider group. Individuals who show allegiance can be left with feelings of obligation, a need to fit in, a duty to comply or to 'keep the peace' and may have concerns around their own self-perception, worried about what others will think of them if they disagree or fail to conform.

OPPORTUNISTIC INVOLVEMENT

People may be presented unexpectedly with an opportunity to become involved with groups or individuals they may not otherwise associate with. They may be taken by surprise by 'psychological hooks' that quickly take hold.

They may see an opportunity to personally benefit from a situation and subsequently and unknowingly be lead down a path of radicalisation that they do not fully appreciate or understand.

During that process people may sometimes pass through a phase of holding extremist but not violent views before reaching a position where they are prepared to pursue damaging actions.

FEELINGS OF GRIEVANCE AND INJUSTICE

People can often find themselves in situations they perceive as 'unfair'. It is at this point that they may become vulnerable to indoctrination and radicalisation.

Often the most vulnerable are those who perceive discrimination, experience racial or religious harassment, or distrust government. They may have experienced poverty, disadvantage or social exclusion that has left them with a distorted opinion of the world.

They may experience a sense of righteousness, thinking that they know the 'truth' and no one else does. Their truth can become contaminated and based on one-sided information, which, with certain influences can lead them towards a terrorist ideology.

FEELING UNDER THREAT

Individuals may be at risk due to general insecurities or feelings of vulnerability and alienation following recent conflict or absent family relationships.

Those intent on recruiting individuals to extremist activities may target people who have experienced a trauma, particularly any trauma associated with war or sectarian conflict.

RELEVANT MENTAL HEALTH ISSUES

Common forms of mental distress or disorders such as anxiety, depression, Post-Traumatic Stress Disorder (PTSD) and relational or personality problems can leave individuals particularly susceptible to radicalisation.

Perceived 'support' from others can offer a release from inner angst and turmoil. This is why those suffering from mental health issues can be particularly at risk of becoming the victims of radicalisers or groups supporting a terrorist ideology.

Vulnerability to radicalising influences is heightened among young people in particular who may be suffering from long-term, undiagnosed mental health problems.

A DESIRE FOR STATUS

Some individuals might desire greater power and increased standing within their communities due to a lack of identity, a feeling of being lost among the crowd or previous experiences of inadequacy.

People seeking a higher position in life have been found to be at risk of radicalisation because of their search for a more potent identity or a desire to command respect and control others. Individuals can be driven by feelings of unmet aspirations and may spot an opportunity to move up the ranks within their social groups.

A DESIRE FOR EXCITEMENT AND ADVENTURE

Individuals and young people in particular are often influenced by views and opinions provided by online propaganda and can associate opportunities for adventure with potentially dangerous situations.

This desire for risk-taking can be exploited by radicalisers who are intent on recruiting susceptible individuals open to new and exciting opportunities.

A NEED TO DOMINATE AND CONTROL OTHERS

Some individuals may have a natural tendency to want to dominate or rule over others. The process of radicalisation and the journey towards a terrorist ideology can present opportunities for individuals to control and lead others, which can be of great appeal to some.

Such individuals may command respect from others but this is often achieved through manipulation, intimidation or fear. They may attempt to enlist the attendance of others at private group meetings or events at institutions and they are often very vocal about particular ideologies.

A DESIRE FOR POLITICAL OR MORAL CHANGE

Some people could react strongly to the emotive subject of extremism and terrorism, often with disgust or outrage. In some cases, this can lead to an overwhelming need for change, either political or moral.

Individuals may have been personally affected by international events in areas of conflict and civil unrest, resulting in a noticeable change in behaviour. For some, watching the suffering in places of conflict and believing that they are unable to contribute can create extreme feelings of anger and alienation.

These powerful feelings experienced can leave individuals susceptible to people or groups who may offer an 'answer', a way to step in and actively tackle the problem and a network of others in support – an attractive proposition for some.

Annexe 3: Intruder with a weapon

Education institutions around the world have suffered a number of lone and group attacks. However, terrorist use of firearms and weapons is still infrequent, but it is important to consider this method of attack and be prepared to cope with such an incident.

Current National Counter Terrorism advice is to **Run, Hide & Tell**.

As soon as you spot an intruder who may pose a risk, and if it safe to do so, phone the emergency number to Reception – 246 from any College phone or either 02380 435636 Ext 246 or 023 8043 9210 from a mobile. Alternatively, any member of staff can activate a coordinated SMS/on-screen critical message alert from the ‘Send Run, Hide, Tell alert’ option at the bottom of the home menu on staff IRIS.

In the event of a member of staff activating the alert, an SMS message will be sent to all students and all staff, and in addition, the following message will flash up on all computer screens. There will be no evacuation signal. An ‘All-clear’ message will be communicated when it is safe to do so.

Intruder Alert - RUN, HIDE, TELL. Not a drill.

Either ‘RUN’ (leave the campus quickly by the safest route possible) or HIDE (by locking yourself in a room and hiding under tables, well away from windows). TELL others of this alert, if possible, without compromising your own safety. An all-clear message will be posted here, as soon as it is safe. Please ignore any fire alarms.



Students not in lessons will be informed by text message, which can be sent remotely by mobile phone. The message will read:

“Itchen College - Run Hide Tell – This is not a drill. Either Run away or Hide, locking yourself in. Ignore fire alarms.”

- **RUN** to a place of safety if your instinct tells you this is the safest action to take.
- If you are supervising students advise them to follow your lead, but if they choose not to you must make a judgement call. You must take the course of action that you believe to be right at the time; i.e. the safest course open to you, your colleagues and your students.

- If you cannot escape – **HIDE**. Consider locking yourself and others in a room. If not possible, barricade the door then stay away from it. If possible, choose a room where escape or further movement is possible. Silence any sources of noise, such as mobile phones, that may give away your presence.
- Move away from the door and remain quiet until told otherwise by appropriate authorities or if you need to move for safety reasons, such as a building fire. Remain quiet.

REMEMBER - out of sight does not necessarily mean out of danger, especially if you are not in 'cover from gun fire.'

- Keep people out of public areas, such as corridors and foyers. Students in the College Centre to evacuate the site as quickly as possible by the safest route, or to find a safe place to hide.
- When it is safe to do so – **TELL** the Police by dialling 999.
- When the situation allows various options will be used to communicate what is happening. These will include all or some of the following methods:
 - Word of mouth
 - Existing internal messaging systems – text, email, landline, mobile telephones
 - Radio (limited distribution)

In the event of an attack involving firearms or weapons, a Police Officer's priority is to protect and save lives. Please remember:

Initially they may not be able to distinguish you from the armed intruder. Officers may be armed and may point guns at you. They may have to treat the public firmly. Follow their instructions; keep hands in the air / in view. Avoid quick movement towards the officers and pointing, screaming or shouting.

Lock-down

Recent years have seen a definite move towards a 'Run, Hide, Tell' response to a terrorist attack, and a lock-down used in isolation as a standard response has been discredited following recent events. Locking doors from the inside may keep out intruders, but it may also prevent innocent students from gaining access to hiding places and leave them exposed in corridors and open spaces.

However, a lock-down may be considered to be part of a wider 'Run, Hide, Tell' policy, in that some students may decide that locking themselves in a room may be their best option if they cannot find a safe escape route.

Training in Run, Hide, Tell procedures

All staff and students will be trained annually so that they are aware of the current procedures in place.

Staff will be trained at the start of the academic year during an INSET session. The training will include a 'passive' drill, during which they will be asked to check receipt of the text and on-screen messages and consider their 'dynamic risk-assessment' response in various scenarios.

Students will be trained during the 'Run, Hide, Tell' and 'British Values' tutorial sessions, again early in the academic year. They too will be asked to consider their response in a range of different scenarios.

Annexe 4: Suspect Vehicles

Recent terrorist attacks have involved vans or lorries being used as weapons and being driven at high speeds.

All vehicular entrances to the college have been designed with right-angled turns to keep speeds low. There are no particularly vulnerable areas, and steps and a metal railing protect the College Centre from a 'ram' attack.

If you are suspicious, inform senior staff and keep others away.

Annexe 5: Events, Lettings and Hire Policy

- 1.** The College has adopted a policy to make College facilities available to community and other groups and individuals on a fee paying basis. In general, any group or individual may be permitted to hire College facilities subject to:
 - 1.1** The conditions of hire which are an essential part of the booking acceptance.
 - 1.2** The acceptability of the event for which the facility is being hired - in terms of:
 - (i) noise and nuisance in the immediate vicinity of the College;
 - (ii) public relations considerations of the perceived College association with the activity, group or individual concerned. In general, extreme political or other interest groups shall not be permitted to use College facilities, in line with our Prevent policy, which aims to protect young people from being drawn into extremism and terrorism.
 - 1.3** No over-riding or previously booked requirement exists arising from College activities.
- 2.** Fees for the hire of College accommodation are set by the Director of Finance with the approval of the Principal.
- 3.** All external applications for hire are to be approved by the Director of Finance. Fees for regular bookings are normally to be invoiced on a monthly basis in arrears.

4. As a general principle, College bookings for College accommodation will take priority over external applications for hire. To maximise revenue from external hiring it is therefore important that College or departmental use is booked as soon as the requirement is known. Block bookings over extended periods, for example for drama rehearsals or sports practice, are perfectly acceptable

Cancellations of these facilities booked for an extended period, when not needed, should be passed to the Director of Finance.

5. Facilities that are under the management of The Itchen Company Limited are available for College and external bookings. The booking of these facilities should be progressed with the Sports Centre Manager subject to the guidelines set out in Financial Instruction 17.1.
6. Any person, business or club/society making a booking involving young people under 18 years of age must have the relevant DBS clearance, for safeguarding purposes. Those organising or facilitating regular or frequent use of the college facilities must have in place procedures designed to protect children and young adults. The college will ask for evidence of such procedures, and check DBS certificates, keeping records of dates and details.
7. Hirers must not promote extreme views or support activities that may be deemed discriminatory against any group or sector of the community on the grounds of age, race, gender, disability or any other legally-protected characteristics.
8. Hirers will be asked to make the college aware of the nature and activities involved in the hiring of the facilities. The nature of the hire must be declared prior to any hire commencing. Applications should be submitted at least two weeks prior to the event in order to allow time for senior staff to risk-assess the potential hirer. The college reserves the right to carry out spot-checks during any hire period and to cancel any booking if it believes the activities are contrary to the college's safeguarding principles.

Annexe 6: External Speakers/performers and Course-Related Events Policy

1. This policy is designed to protect student and staff welfare and applies to all staff, students and visitors.
2. In general, extreme political or other interest groups shall not be permitted to use College facilities, in line with our Prevent policy, which aims to protect young people from being drawn into extremism and terrorism. This extends to visiting speakers invited into college by teaching or support staff. Employees of the college must ensure that visiting speakers are risk-assessed and are accompanied at all times during the visit, and particularly during any talk or presentation given by the visitor. A 'Guest Speaker Registration and Risk Assessment'

form (see Annex 7 and available from Reception) should be completed and approved by a member of SLT. This form should be submitted at least two weeks prior to the event in order to allow time for senior staff to confidently risk-assess the speaker. Details of completed forms are logged in a spreadsheet.

3. When deciding whether or not to host a particular speaker, teaching and support staff should consider carefully whether the views likely to be expressed constitute extreme views that risk drawing people into terrorism or are shared by terrorist groups. Where staff are in any doubt that the risk cannot be fully mitigated they should exercise caution and not allow the event to proceed.
4. If the event is allowed to proceed, after a risk assessment and approval by SLT, and the speaker does express extremist views, then the speaker should be challenged with opposing views by the member of staff hosting the event. This should be done as soon as possible and certainly as part of the same event, rather than in a separate forum.
5. All visitors to the college should report to Reception and sign the e-reception book and wear their visitor's badge while on campus. The Receptionist should be briefed on expected arrival times and the purpose of the visit in advance to avoid confusion and to minimise risk.

Annexe 7: Guest speaker/performer registration and risk assessment

Guest speaker/performer registration and risk assessment

1. Guest speaker information

Name and organisation:	
Email address:	
Telephone number:	
Any safeguarding concerns of any type?	

2. Visit details

Faculty / Area visiting:	
Date & time of visit:	
Guest speaker/performer's topic:	
Location of talk:	
Base while at college:	
On-site parking required:	YES (request to Buildings Team via ITEX) NO

3. Request submitted by

Name & Signature:	
Department:	
Speaker/performer accompanied on site by (staff name):	
Measures taken to minimise risk regarding safeguarding:	

4. Approval by any member of SLT

Print & sign name:	
--------------------	--

Date:	
--------------	--

Please return completed form to Debbie Finch at least two weeks prior to the event, in order to enable senior staff to risk-assess the speaker. N.B. Guests will not be permitted to leave the Reception area without having signed in at Reception and having been met by staff member.

Annexe 8: Useful contacts

Key Personnel	Name (s)	Location in College
Lead DSL (LDSL)	Debbie Finch	Student Services W29
Deputies to LDSL	Adrian Waters Mike Jones	Student Services W29 S5
Other DSLs	Glenn Colmer Mel Lockheart Maria Sparks James Bailey Steph Cooke Kate Matthews Neil Buchanan Jo Brooke Lianne Wright	G50 E6 W29 W27a S2 N50 International Adult Education E20
College's named "Prevent" lead	Debbie Finch	Student Services W29

Nominated governor	Sarah Hammett	Via Fiona McIntyre (Clerk to Governors)
Link DSL on SLT	Mike Jones	W5
The Children Resource Service (office hours)		02380 833004
The Children Resource Service (out of office hours)		02380 233344
Hampshire MASH (office hours)		0300 555 1384
Hampshire MASH (out of office hours)		0300 555 1373
Southampton Local Authority Designated Officer (LADO)	Gemma Swann	02380 915535 LADO@Southampton.gov.uk
Department for Education Prevent Regional HE/FE Coordinator for South-East	Helene Morris	Helene.MORRIS@EDUCATION.GOV.UK 020 2456 66324 or 07901 384401
Police		101 or in emergencies 999