

PREVENT POLICY

Audience:	Student
Requirement:	Essential
Policy Owner:	Director of Safeguarding
Review Delegation:	Corporation
Review Cycle:	Annual
Last Review:	August 2023
Due for Review:	August 2025

SOUTH HAMPSHIRE COLLEGE GROUP PREVENT POLICY

1.0 Statement of Principles

- 1.1. All schools and colleges are subject to a duty under section 26 of the Counter – terrorism and security Act 2015 in the exercise of their functions to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.
- 1.2. When operating this policy, South Hampshire College group (SHCG) uses the following accepted Governmental definition of extremism which is:

‘Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas’.

2.0 Scope

The Prevent duty should be seen as part of schools’ and colleges’ wider safeguarding obligations.

Safeguarding is everybody’s responsibility and, as such, this Prevent policy applies to:

- All staff, governors, visitors, volunteers and subcontractors working with the SHCG.
- All students, including full- time, part-time, HE, apprentices, students who study online or at any provider within our subcontracting network and those on work placement

Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare).

3.0 Detail

3.1 Principles of the policy

Safeguarding. Preventing vulnerable individuals from being drawn into terrorism is a safeguarding issue and College policies and procedures in place to help safeguard staff and students should consider the Prevent requirements.

Education. Students will encounter a variety of learning programmes and tutorials that explore the safeguarding issues and enable students to become educated against the threats and harm of extremism and the threats of being drawn into terrorism.

Guest Speakers. We will pay particular attention to guest speakers and events and ensure that materials and resources do not encourage or promote radicalisation or extremism. All guest speakers will be supervised during their delivery. *For further information please refer to South Hampshire College Group External Speaker Policy.

Staff awareness. Staff should be made aware of the Prevent strategy and must undergo prevent training on a minimum of an annual basis. Staff will understand their duties with regards to raising concerns and how young people can be further supported.

Governing Body. The Governing Body of SHCG will undertake appropriate training in their responsibilities as Governors, including their statutory safeguarding and Prevent duties. They will challenge the College group's executive and senior leadership teams on the delivery of this policy and monitor its effectiveness.

Accountability. Student support will maintain a risk register and will monitor the institutional risk of students being drawn into terrorism.

Celebrating diversity. The culturally diverse nature of the college group must be actively celebrated and promoted to counter the threat of radicalisation from external influences

Information sharing. Some internal and external information sharing will be necessary but only under appropriately controlled conditions. This does not amount to an agreement to share personal data on anything other than a need based and case by case basis.

Social media. Social media is a vehicle by which vulnerable individuals are particularly susceptible to radicalisation. As a college social media and internet usage from our own devices is monitored and a strict firewall is in place. An alert system operates for any web site or key words used that may cause potential risk or harm to a student.

Website Filtering. The college group will block access to specific websites, network resources and IP addresses that provide or facilitate access to extremism materials . All students and staff are required to have an understanding of our college group Acceptable Use of IT Policy.

3.2. Definitions

Keeping children Safe in Education (KCSIE) 2022 refers to the following definitions:

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism 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. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

3.3. SHCG approach

SHCG does not tolerate extremist views of any kind whether from internal sources; students, staff or governors, or external sources; college community, external agencies or individuals.

Students see our college as a safe place, free from harm or risk of harm and where necessary we will action referrals or processes to ensure the college remains a safe place for all.

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

Therefore, as a college group we will provide a broad and balanced tutorial programme, delivered by staff or external agencies so that our students understand and become tolerant of difference and diversity. We will ensure that they feel valued and not marginalized. We will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help them develop the critical thinking skills needed to engage in informed debate.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in accordance with our student behaviour management policy or through our fitness to study policy, with consideration of the implementation of the college group's Prevent Risk Assessment (*please refer to Appendix A).

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

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

3.4. Links to other agencies

SHCG will closely follow any locally agreed procedure as set out by Local Authority and/or Hampshire Safeguarding Children's Board's, Prevent Co-ordinator, police, social care and any other agency to safeguard and support individuals vulnerable to extremism and radicalisation.

We will actively engage with the police, and regional DfE Further Education Prevent Co-coordinators.

As a college we reserve the right to initiate our own internal policies in light of a safeguarding concern that may put the student, other students, or staff at risk of harm.

3.5. Raising Concerns

Where there are concerns of terrorism, extremism or radicalisation, students and staff will report them to the Designated Safeguarding Lead/ Deputy Designated safeguarding lead or Vice Principal. The procedure for reporting and referring safeguarding concerns will apply unless the threat is immediate and life threatening in which case the police will be contacted. All information regarding concerns will be fed immediately through the police, social care, prevent and any other agency that the college group deem appropriate to contact. At this stage, consideration will be taken as to whether the student will remain at home and access to all college group resources restricted, until the college group seek further clarification from all agencies involved.

The college group will inform the DfE prevent coordinator immediately and seek support from the coordinator regarding managing risk.

The college group will engage actively with the police and the Channel process working with the counter terrorism police to ensure that SHCG remains a safe place.

Depending on feedback and intelligence from all agencies involved the college group may instigate the fitness to study policy at any of the 3 stages or the Behaviour Management policy. The college group reserve the right to instigate these policies based on information the college group deem appropriate. This will be communicated to all parties, please refer to the relevant policies as required. However, SHCG will take guidance from the Police/Prevent in planning the date of this meeting as the outcome of their investigations will be vital in the preparation of this meeting.

The college operates a lockdown (Run, Hide, Tell) procedure in the event of safeguarding incident, where there is immediate risk of harm, this may include a Prevent related incident. All staff and students are made aware of this procedure at the beginning of an academic year, with regular practice testing. *For further information please refer to our Lockdown Procedure/Health & Safety Policy.

External Contacts

Helene Morris

DfE Regional Prevent Co-ordinator for the South East

Counter- Extremism Division

Prevent.southeast@service.education.gov.uk

T: 02045666324: M: 07901384401

National police Prevent advice line 0800 011 3764

Anti-terrorism hotline 0800 789321

Prevent risk assessment for further education (Draft Version)

Person completing: Ashley Martin Date Implemented: Jan 2025 Date for review: January 2026

What national risks are you aware of that could impact to your area, setting, pupils or families? For example, national threat level						
Self-initiated terrorism continues to constitute the most significant terrorist threat to the UK	Extreme Far Right Terrorism	LASIT (Left Anarchist and Single Issue Terrorism)	Islamist Terrorism			

Local Risks – risk of radicalisation in your area and institution

What specific local risks are you aware of that could impact to your area, setting, pupils or families? E.g. local extremist activity (groups active in the area)						
Extreme Far Right Terrorism - In Southampton this has been identified as the highest priority, particularly at Eastleigh and City Campus. South Hampshire and Isle of Wight (CTPSE) received the highest percentage of XRW terrorism referrals during 2022.	LASIT (Left Anarchist and Single Issue Terrorism)					

Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Person Resp.	Support available
Leadership	<i>What is the risk here?</i>	<i>What is the hazard here?</i>	<i>What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?</i>	<i>What is the risk here?</i>	<i>What does your institution need to further action to address the identified risk?</i>		
	The setting does not place sufficient priority to Prevent and risk assessment/action plans and therefore actions to mitigate risks and meet the requirements of the Duty are not effective.	Leaders (including governors and trustees) within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation. The Duty is not managed or enabled at a sufficiently senior level.	<ul style="list-style-type: none"> Members of the Senior Leadership Team (SLT) are trained in the requirements of the duty All members of SHCG participated in the mandatory training update Keeping Children Safe in Education. Prevent is embedded into safeguarding and other relevant policies and practices. There are clear policies in place which are communicated to staff, governors and students. 			SLT, ELT, Governor, Group DSL	<p>Prevent e-learning</p> <p>Home Office offer a free e-learning package on Prevent covering:</p> <ul style="list-style-type: none"> - Prevent awareness - Prevent referrals - understanding Channel <p>Users that complete this training will receive a certificate.</p> <p>https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/</p>
		Leaders do not have understanding and ultimate ownership of their internal safeguarding processes, nor ensuring that all staff have sufficient understanding and that staff implement the duty effectively.	<ul style="list-style-type: none"> There are regular reports to the Curriculum and Quality Committee regarding safeguarding and Prevent. Governors complete training to ensure awareness of own responsibilities. All Governors and SLT receive updates on key priorities and progress towards achievements throughout the academic year to ensure monitoring and compliance. This also includes the sharing of any change to national and local threats and priority areas 				<p>Work-based Learners and the Prevent Duty</p> <p>Guidance for further education (FE) providers in England on the Prevent duty in work-based learning environments</p> <p>https://www.gov.uk/government/publications/work-based-learners-and-the-prevent-statutory-duty</p>
		Leaders do not communicate and promote the importance of the duty.	<ul style="list-style-type: none"> Annual Prevent training/briefing for staff and governors. Lead Governor for Safeguarding and Prevent Clear induction for all new members of staff and further inducted into new academic year 				
		Leaders do not drive an effective safeguarding culture across the institution.	<ul style="list-style-type: none"> Senior Leadership have clear understanding of reporting and referral mechanisms. Sufficient leadership ownership – risk assessments, safeguarding policies, are signed off by SLT and ELT. 				
	Leaders do not provide a safe environment for learners.	<ul style="list-style-type: none"> A culture of safeguarding is everybody's responsibility. Features as an agenda item in all meetings at every level of the organisation Improved security measures - Card activated gates and reduced entry points. All visitors to be accompanied. 					

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Partnership	The setting is not fully appraised of national and local risks, does work with partners to safeguard children vulnerable to radicalisation, and does not have access to good practice advice, guidance or supportive peer networks.	The provider does not establish effective partnerships with other partners including police, DfE Regional Prevent Coordinator, and the local authority.	<ul style="list-style-type: none"> Regular emails updates received from which is shared with appropriate colleagues. Local risks and themes from police are shared with the DSL (Designated Safeguarding Lead)/ DDSL (Deputy Designated Safeguarding Lead)and disseminated as appropriate within appropriate confidentiality levels with appropriate staff and embedded into practice and training. The College receives regular information f and has access to the local counter terrorism co-ordinator for the area. Identified SPOC at each campus 	Yellow	Improved relationships with Prevent Coordinators	Group DSL	<p>Prevent duty guidance</p> <p>Outlines the requirements of the duty, including working in partnership with others.</p> <p>https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales#c-a-risk-based-approach-to-the-prevent-duty</p> <p>Understanding channel</p> <p>An overview of channel support and the Prevent Multi-Agency Panels (PMAP).</p> <p>https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance</p> <p>Sign-up for Educate Against Hate newsletter</p> <p>Latest news, blogs and resources to help teachers, school leaders and designated safeguarding leads protect students from radicalisation</p> <p>https://signup.es-mail.co.uk/Signup/da659377ec9fa9e8d40363308d4a84ac</p>
		Learners not engaged on Prevent duty implementation.		Yellow			
		No SPOC for Prevent-related activity.		Green			

Understanding Risk

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Support available
Staff training	Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.	Appropriate staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism		Green	Consider differentiated Prevent training for various roles within the College to provide additional training where it would be best practice to do so. Ensure all Safeguarding Team have completed the three modules for	Group DSL, DSLs, VPS,	<p>Prevent e-learning</p> <p>Home Office offer a free e-learning package on Prevent covering:</p> <ul style="list-style-type: none"> Prevent awareness Prevent referrals Understanding Channel <p>Users that complete this training will receive a certificate.</p> <p>https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/</p>
		Appropriate staff including governors, do not know what measures are available to prevent people from being drawn into terrorism and do not know how to obtain support for people who may be exploited by radicalising influences.	<ul style="list-style-type: none"> All staff complete an induction training in Safeguarding and Prevent. Regular updates provided to staff through meetings, cross college communication briefings. DSL/DDSL attends regular Prevent related updates (either as part of meetings, training, email communication from Prevent and Safeguarding leads) There is an annual safeguarding update for all staff to attend This is also part of the induction process for new staff Robust EDI plan to further advance safeguarding Principles. Few incidents of disciplinary and safeguarding referrals for concerns regarding discrimination or intolerance of different beliefs. Training and awareness raising in place to promote and embedding of British Values for staff and students on all modes of study Teaching staff use opportunities in learning to educate and challenge. Staff exemplify British Values in their management, teaching and through general behaviour, including through opportunities in the curriculum. British values embedded into the tutorial resources used in the tutorial programme. Displayed across campuses. All staff and Governors attend annual Prevent training. 	Yellow	Training requirements are fully documented - Evidence of attendance of which is monitored Consider group DSL and quality quality assuring	Group DSL, CPO	<p>Prevent resources, guidance and support</p> <p>The department's Educate Against Hate website provides a range of training and guidance materials.</p> <p>www.educateagainsthate.com</p>
		Volunteers and subcontractors missed out of training plan as not considered as staff.		Yellow	Review of subcontractor training.	Group DSL/ Director of adults and online	

Reducing Permissive Environments

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Support available
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Category	Risk	Hazard	Risk management	Rag	Further action needed	Person Resp.	Support available
Building students's resilience to radicalisation	Learners are exposed to intolerant or hateful narratives and lack understanding of the risks posed by terrorist organisations and extremist ideologies that underpin them.	The setting does not provide a safe space in which young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.	<ul style="list-style-type: none"> •SHCG has a code of conduct for all staff (teaching and non-teaching staff). Staff are required to state that they have read and understood this document. A SHCG charter exists that promotes EDI and outlines staff and student commitments •Safer recruitment checks are taken out on all staff, governors, volunteers and contractors (wherever applicable). •Teaching is monitored by through observations and student voice •SHCG provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills. 		Identify opportunities for staff to state they have read and understood important documentation.	Group DSL, Director of Quality	Resources for having difficult classroom conversations Educate Against Hate has a range of resources to help teachers conduct difficult conversations with students. The 'Let's Discuss' teaching packs have been developed to help facilitate conversations about topics such as fundamental British values, extreme right-wing terrorism and Islamist extremism. www.educateagainsthate.com www.educateagainsthate.com/category/teachers/classroom-resources www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss
		The setting does not teach a broad and balanced curriculum which promotes spiritual, moral, cultural mental and physical development of students and fundamental British values and community cohesion.	<ul style="list-style-type: none"> •SHCG provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills. •Curriculum embeds fundamental British values (where possible) and features within the tutorial planner for the year. while also ensuring specific discussions can take place in a safe environment. 		Some staff need support with their confidence to discuss issues		
		British Values are not exemplified by staff and learners are unaware of both the values and how they and Prevent relate to their life and course.	<ul style="list-style-type: none"> •Curriculum embeds fundamental British values (where possible) and features within the tutorial planner for the year. while also ensuring specific discussions can take place in a safe environment. 				
		Work based learners and apprentices are not provided with the same amount of opportunities to engage with British Values and are not considered when building FBV's into the curriculum.	<ul style="list-style-type: none"> •Work based learners and apprentices are always considered when embedding FBV's into the curriculum and beyond and have the same opportunities to engage as other learners. 		<ul style="list-style-type: none"> • Consider further ways to inform and update employers 	Group DSL, Director for Apps	
IT policies	Ineffective IT policies increases the likelihood of learners and staff being drawn into extremist material and narratives online. Inappropriate internet use by learners is not identified or followed up.	Learners can access terrorist and extremist material when accessing the internet at the institution.	<ul style="list-style-type: none"> •online safety training for all staff has taken place and is part of staff safeguarding induction. •Staff attend compulsory Prevent updates which includes the growing and current risks of radicalisation. •Student induction has a focus on safety (including safeguarding and online safety). •Online Safety is embedded into tutorial programme. •Updates provided to staff via staff meetings, college communication briefings about news items to raise awareness along with relevant updates. 			COO, Group Director IT	Web filtering and online safety The Department for Education have issued comprehensive guidance on how schools and colleges should be using filtering and monitoring standards, including specific measures to comply with the Prevent duty. https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges Further guidance is available at https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring You can test whether your internet service provider removes terrorist content at http://testfiltering.com/ The Joint Information Systems Committee (JISC) can provide specialist advice and support to help providers ensure students are safe online and appropriate safeguards are in place. Teach about online extremism The 'Going Too Far?' resource from Educate Against Hate and the London Grid for Learning to help teach students about staying safe online https://www.educateagainsthate.com/resources/going-too-far/
		Learners may distribute extremist material using the institution IT system.	<ul style="list-style-type: none"> •Robust firewall and appropriate levels of internet monitoring and filtering system in place to ensure that students are safe from terrorist and extremist material when accessing the internet. •Smoothwall filtering & monitoring system (on all student PCs/laptops) alongside clear reporting processes should filtering systems flag any safeguarding or Prevent- related concerns. •Existing filtering controls are reviewed and agreed by appropriate staff •Systems in place for monitoring internet usage process in place (Smoothwall) •Authorised IT user policy in place for staff, students and other IT system users. 				
		Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	<ul style="list-style-type: none"> •Robust firewall and appropriate levels of internet monitoring and filtering system in place to ensure that students are safe from terrorist and extremist material when accessing the internet. •Smoothwall filtering & monitoring system (on all student PCs/laptops) alongside clear reporting processes should filtering systems flag any safeguarding or Prevent- related concerns. •Existing filtering controls are reviewed and agreed by appropriate staff •Systems in place for monitoring internet usage process in place (Smoothwall) •Authorised IT user policy in place for staff, students and other IT system users. 				
			<ul style="list-style-type: none"> •The designated safeguarding lead takes lead responsibility for safeguarding and child protection (including online safety) 				

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External speakers and events	Ineffective external speaker and events policies/processes increases the chances of extremist infiltration through events and speaking opportunities.	Ineffective or disproportionate policies and procedures for external speakers and events.	<ul style="list-style-type: none"> The College has effective policies governing Freedom of Speech in an educational setting which are based on statute. All activities in College alongside trips and visits are subject to appropriate levels of risk assessment. There is guidance in the Code of practice for Freedom of Speech for staff which may include views which may fall outside of our college values. External Speaker Policy has been introduced as well as associated procedure. All Guest speakers are required to be reviewed by designated management. This is carried out after due diligence of those hosting. Guest Speakers are to be accompanied by staff at all times. All guest speakers are required to have read and agreed policies. 			Group DSL, VP, CDS	Political Impartiality Guidance When using external agencies, schools in England must be mindful of their existing duties regarding political impartiality and to ensure the balanced presentation of political issues. Guidance on this is available on GOV.UK. https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law		
		External speakers and events policy does not exist, or does not encompass all staff, learners, and visitors.							
		No consideration of freedom of speech implications. Freedom of speech stifled by a disproportionate process or the use of Prevent to shut down legitimate debate.							
		Allowing any sort of discussion to take place under the banner of freedom of speech which could leave open the potential of the hosting of proscribed organisations, which would be against the law.							
		No risk assessment process attached to events. Ineffective or no thought on appropriate mitigations to risk, or event cancellation in place of effective risk mitigation which impacts freedom of speech.							
		Focus is only on events taking place on site. Consideration needs to be made to include provider-affiliated events that could take place off site.							
Access could be gained by an external party for the purpose of causing harm to learners and staff. Learners and staff could be exposed to extremist ideologies.	Access to the institution by external parties is not monitored, and due diligence is not carried out. Access to the institution by learners is not monitored.	<ul style="list-style-type: none"> The main campus is secure with access via valid ID card swipe system. All visitors/contractors/parents etc must report to reception. All staff students, contractors and visitor must wear visible photo ID badges with a renewed focus on the responsibility of all staff to ensure compliance and challenge any staff, students or visitors who do not display appropriate identification. Staff and Students are made aware of the importance of ID and why we challenge Visitor sign system produces a dated pass. Visitors are provided with information on H&S, safeguarding, and prevent 	<ul style="list-style-type: none"> Security Policy with lock-down process in place and a separate alert system for an effective lockdown/evacuation process. Disaster Management and Business Continuity Policy in place to mitigate impact and assist in immediate recovery post incident. 		<ul style="list-style-type: none"> Conduct a desk top exercise on disaster management to refresh understanding and increase preparation 	COO, Group Director Estates and Facilities			
				Chemicals and dangerous substances could be used in an act of harm.	The institution does not provide a safe environment conducive to learning.			<ul style="list-style-type: none"> Lockdown procedures are aligning and awaiting new system. Practice however, is in place and known Dangerous products and cleaning materials are locked away and regularly inventoried with access only for those who absolutely need 	
				Dangerous substances are not stored correctly, and learners have unsupervised access to dangerous substances including chemicals, bacteria, viruses, and toxins.					

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Management of space		Rooms can be hired out at the institution and could be used for meetings of an extremist nature due to a lack of due diligence.	<ul style="list-style-type: none"> • CCTV coverage on campus. • Security Officers on duty at all times the College premises are open. • Management rota to increase visibility of management around the modelling of appropriate and safe behaviours, address compliance with safety measures on campus. • Staff enforce the Student Charter and high college expectations of conduct and behaviour, at all stages of the student journey. • Effective communication in relation to any serious safeguarding/prevent incident management is effectively coordinated. • Access to offices in all buildings is restricted by key access to authorised personnel only. . • Letting arrangements in place for all college facilities for external bookings • Effective COSHH risk management mechanisms in place managed by the Health, Safety Manager. • Access to the building is monitored for both learners and visitors with a robust system in place for visitor management and events. • Building access is monitored and recorded to ensure security and safeguarding staff know who is on site and when. • A desk top exercise on disaster management has been conducted at SLT and awareness raised. 	High	Review room hire policy	Group DSL	
				Medium			
				Low			

National Prevent
helpline: 0800 011 3764

Internal Referral Procedure

College staff should be aware of signs of radicalisation and have the confidence to report their concerns to their line manager.

For most up to date info, please refer to the staff intranet	Tracy Mcadam	Director of Safeguarding	
Fareham	Michelle Stocker	Designated Safeguarding Lead	
	Simone Hardy	Deputy Designated Safeguarding Lead	
Eastleigh	Victoria Fitzgerald	Designated Safeguarding Lead	
	VACANT	Deputy Designated Safeguarding Lead	
Southampton	Lorraine Wheeler	Designated Safeguarding Lead	
	Katherine Shirvell	Deputy Designated Safeguarding Lead	