



SAFEGUARDING AND PREVENT POLICY FOR YOUNG PEOPLE AND ADULTS

This policy covers British values and should be read in conjunction with the College's Equal Opportunities Policy and Students Welfare and Services policy.

1.0 Introduction

London School of Commerce & IT (LSCI) is a further and higher education institution offering various courses including apprenticeship courses for the young people and adults. The College is committed to Safeguarding and promoting the welfare of young people and adults, and expects all staff, volunteers and partners to endorse and practice this commitment at all times. LSCI staff regards each learner as a unique individual and therefore seek to support learner development, which will foster security, confidence and independence. Prevention of Extremism and Radicalisation is vital within the College to Safeguard and Promote the welfare of all young persons in line with our statutory duties. A Table of Definitions of all relevant terminologies are given in Appendix 1.

When operating this policy London School of Commerce & IT uses the following accepted Government 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'.

There is no place for extremist views of any kind within the College, either from internal sources - students, staff or governors, or external sources - College community, external agencies or individuals. Our students see our College as a safe place where they can explore controversial issues safely. Our teachers encourage and facilitate this - we have a duty to ensure this happens.

We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for young persons 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.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

We provide training to our staff and students in identifying radicalisation. This training is designed by the Metropolitan Police and is mandatory for all our staffs and students. The training is delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

Furthermore, at LSCI we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Student Charter signed by every student. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

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

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, 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;

- 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 equalities policy, 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.

The College recognises that high self-esteem, peer support, a safe and secure College environment and clear lines of communication with trusted adults helps all young people and adults. These are regarded as central to the wellbeing of the individual and are therefore seen to be an intrinsic part of all aspects of the curriculum and ethos of the College.

In safeguarding and promoting the welfare of young people and adults, LSCI is committed to creating an ethos which values working collaboratively with others, respects diversity (including culture, race, disability and sexual orientation), promotes equality, and promotes participation of young people and adults in the processes.

The College expects that all members of staff and volunteers who come into contact with young people and vulnerable adults treat them as individuals and make them feel respected and valued as an essential part of the College's commitment to safeguarding young people and vulnerable adults.

2.0 Purpose

1. The Counter Terrorism and Security Act 2015 places an obligation on all higher education institutions as relevant bodies to consider the need to prevent individuals from being drawn into terrorism.
2. This legislation is reinforced through the Prevent duty guidance for higher education institutions in England and Wales, known as the 'Prevent Duty.'
3. The purpose of this Policy is to provide a comprehensive overview of the requirements of the Prevent Duty and the College strategies for compliance.
4. At its core, LSCI approach to the Prevent policy is a safeguarding measure designed to ensure the welfare of our students, staff, and all community members. This policy aims to maintain a secure, welcoming, and inclusive environment, promoting academic

freedom, encouraging healthy discourse and debate, while concurrently protecting those who may be vulnerable.

5. We strive to balance our legal obligations under the Prevent Duty with our commitment to celebrate and respect the cultural, religious, and ethnic diversity of our staff and students.

3.0 Policy statement

Safeguarding is protecting an individual especially child, young people and vulnerable adults to live free from abuse, harm and neglect.

The overall aim of this policy is to:

- safeguard all learners of the College;
- safeguard College staff, volunteers and visitors in carrying out their duties in teaching, supervising and supporting learners at the College premises, and carrying administrative responsibilities in the workplace.

The College management is committed to ensure safeguarding and promoting the welfare of all learners by:

Prevention - providing a safe environment for young people and adults to learn and live in, e.g. through robust staff recruitment, policies and procedures that support safeguarding, a positive College atmosphere which promotes our College values and provides excellent pastoral and welfare support for all learners.

Protection - identifying young people and adults who are suffering, or likely to suffer significant harm, e.g. by neglect, physical injury or abuse, psychological abuse, sexual abuse, emotional abuse, financial abuse, discriminatory abuse or any aspect of bullying, harassment or coercion.

Support - taking appropriate action to see that all young people and adults are kept safe while studying at the College.

In pursuit of these aims, the College management will ensure safeguarding as a high priority and review policies and procedures annually with the aim of:

- Raising awareness of issues relating to the welfare of young people and adults and ensuring the promotion of a safe environment for all learners within the College, work placements and related environments. This will be achieved by regularly promoting and embedding safeguarding and health and safety key messages into our teaching, learning and student support.
- Following appropriate procedures to ensure staff are trained and supported to respond appropriately and sensitively to safeguarding. This will be achieved by close monitoring of staff Continuous Performance Development (CPD) training records.
- Identifying young people and adults who have additional needs and/or at risk of significant harm and providing procedures for reporting concerns. This will be achieved by linking with all College staff and the office of the Admissions, where disclosures may be discussed.
- Additionally, the use of Complaint Procedure is used to record concerns and monitor actions put in place. Establishing clear procedures for reporting and dealing with allegations of abuse against members of staff and or learners. This will include seeking timely advice from external safeguarding agencies when learners are potentially at risk of any harm.
- The safe recruitment and employment of staff. This will be achieved by the Human Resource Team and all staff involved in the recruitment process following legislation, policy and procedures.
- Providing suitable systems to ensure the safety of visitors and all who visit the College premises. This will be achieved by the Health and Safety Manager and ensuring all risks are adequately controlled and regularly reviewed, as necessary.
- Providing environments where everyone feels valued, safe and respected where individuals are encouraged to talk and are listened to and valued. This will be achieved by the regular promotion of the College values and embedding these across every area of College activity.

4.0 Identification of Vulnerability and Risk: Risk Assessment and Action Plan

1. This policy emphasises the importance of the ability to identify individuals who might be susceptible to radicalisation. However, it is crucial to understand that the presence of certain behavioural changes does not automatically denote radicalisation. All staff and students are expected to contribute to the security of the College community by being vigilant to behavioural changes such as:
 - Support for violent activities
 - Expressing sympathy towards extremist acts
 - Expressing extreme political or radical views
 - Making significant changes in their appearance or who they hang out with
 - Spending a lot of time alone
 - Having violent extremist literature or material about weapons, explosives, or military training.
2. Observing these behaviours does not necessarily mean an individual is being radicalised; they could also be signs of other personal issues or challenges. Therefore, our initial response is centred on support and safeguarding following the protocols established in our Safeguarding Policy.
3. If an individual exhibit these signs, the first step will be to provide support and care, addressing any immediate safeguarding needs. Only if, after thorough assessment and consideration, it is deemed that a potential risk of radicalisation persists will the case be referred to the Prevent process.
4. LSCI Prevent Duty Risk Assessment and Action Plan is provided as Appendix 2.

5.0 Responsibility for Safeguarding

All staff working with young people and adults receive appropriate training to familiarise themselves with safeguarding issues and their responsibilities and the College procedures and policies, with refresher training at least every three years. There is a senior member of staff with main responsibility for safeguarding, who ensures that a range of resources and opportunities are in place, throughout the year to remind learners and staff of their responsibilities in relation to safeguarding. These include inductions for both staff and learners, safeguarding awareness activities, constantly reminding learners and staff who they should refer issues to.

6.0 Staff Member with Lead Responsibility

Key duties include: raising awareness with all staff relating to the safeguarding issues and welfare of young people and adults, and the provision of a safe environment for all those learning within the College. The staff member with Lead Responsibility undergoes Safeguarding training to keep him/her up to date with developments in Safeguarding.

The responsibilities of the designated staff member with Lead Responsibility are to:

- Ensure that there are policies, procedures and systems in place to safeguard and promote the welfare of all young people and adults.
- Ensure that the Safeguarding procedures are followed and agreed actions are implemented and monitored.
- Deal with the referral of cases of abuse, allegations by referring them to the Local Authority Designated Officer for Allegations.
- Provide advice and support to staff and volunteers on issues relating to Safeguarding.
- Maintain a proper record of any referral, complaint or concern in respect of abuse or safeguarding.
- Ensure that the parents or carers of young people or adults with additional needs within the College are aware of the College's Safeguarding Policy.
- Liaise with employers and training organisations including work placements for young people and adults with additional needs at College to ensure that appropriate safeguards are put in place.
- Ensure that all staff and volunteers receive basic training on Safeguarding issues and are aware of the College's Safeguarding Policy and Procedures.
- Make recommendations' in relation to the overall "duty of care" for all learners, staff and visitors.

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Safeguarding and Prevent Policy for Young People and Adults
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Hasina Haque
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Table of Definitions

Term	Definition
Channel Process	A confidential, multi-agency initiative that identifies individuals vulnerable to radicalisation and provides tailored support to help them distance themselves from terrorist influences. It is part of the wider Prevent strategy.
Channel Referral Panel	A dedicated panel established at the College that evaluates potential cases where a referral to the Channel process may be necessary. This panel helps to determine if such a referral should occur and sets the direction for appropriate support.
Extremism	A term used to describe the action or ideology of individuals or groups who take radical views that are in vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and respect and tolerance for different faiths and beliefs.
Prevent Strategy	A key part of the UK Government's counter-terrorism initiative known as 'Contest'. It is designed to stop people from becoming terrorists or lending support to terrorism.
Radicalisation	The process where an individual's beliefs move from being relatively conventional to extreme, often resulting in support for terrorism and extremist ideologies associated with terrorist groups.
Safeguarding	Measures taken by the College to ensure the welfare of its students and staff, particularly those vulnerable to harm. In the context of the Prevent Policy, this includes actions aimed at protecting individuals from radicalisation and extremism.
Terrorism	The calculated use of violence or threat of violence against civilians with the aim to instil fear, coerce, or intimidate governments or societies in the pursuit of goals that are generally political, religious, or ideological.
College Community	This term refers to all the people connected to the College. It includes students, academic staff, professional services staff, contractors, volunteers, visitors, and external groups or individuals using college facilities. It also extends to those involved in off-campus activities organised, delivered, or officially recognised by the College, as well as participants in online forums and social media associated with the College.

LSCI Prevent Duty Risk Assessment/Action Plan

<u>No.</u>	<u>Prevent Vulnerability/Risk Area</u>	<u>Risk Y/N</u>	<u>Action taken/already in place to mitigate/address risk</u>
1	<p><u>LEADERSHIP</u> Do the following people have good understanding of their own and institutional responsibilities in relation to the "Prevent Duty"?</p> <ul style="list-style-type: none"> ➤ Board of Governors ➤ Senior Management ➤ Staff ➤ Prevent Lead 	Yes	<p>Prevent training has been provided to the Board of Directors, Senior Managers, Staff and student. All staff have completed PREVENT assessment and obtained certificates.</p> <p>The training is an ongoing process for all new staff and students.</p> <p>The Principal (Prevent Lead) provided the training to Board of Directors and the training is provided on a continuous basis.</p>
2	<p><u>Partnership</u></p> <ol style="list-style-type: none"> 1) Is there active engagement from the institution's Governors, SMT, managers and leaders? 2) Does the institution have an identified single point of contact (SPOC) in relation to Prevent? 3) Does the institution engage with the BIS Regional Prevent Coordinator, Local Authority Police Prevent Leads and engage with local Prevent Boards/Steering Groups at Strategic and Operational level? 	Yes	<ol style="list-style-type: none"> 1) There is active engagement from LSCI's Board of Directors, senior managers, other staff and leaders via the academic quality and enhancement committee. 2) LSCI have an identified single point of contact (SPOC) in relation to Prevent as Prevent Lead. 3) LSCI established links and engage with Metropolitan Police, the local Council (Tower Hamlets Council) and London Prevent Network.
3	<p><u>Staff Training</u> Do all staff have sufficient knowledge and confidence to:</p> <ol style="list-style-type: none"> 1) exemplify British Values in their management, teaching and through general behaviours in the institution 2) understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism 3) have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response 	Yes	<ol style="list-style-type: none"> 1) British values are exemplified in teaching, learning and management. Posters are displayed everywhere in the College premise. 2) All staff have sufficient knowledge and understanding on terrorism and the factors that make people vulnerable to being drawn into terrorism. These are all covered in the Prevent training. LSCI trains new staff on Prevent and provides refresher training to the existing staff every three years. 3) Prevent training developed by Home Office is provided to all staff and students.

4	<p><u>Speakers and Events</u></p> <p>1) Is there an effective policy/framework for managing speaker requests?</p> <p>2) Is it well communicated to staff/students and complied with?</p> <p>3) Is there a policy/framework for managing on campus events i.e. charity events?</p> <p>4) Are off campus events which are supported, endorsed, funded or organised through the institution (including Students' Union) subject to policy/framework?</p>	Yes	<p>1) The College has External Speakers policy although we do not offer or invite external speakers to LSCI premise.</p> <p>2) This is communicated with the students and staff via the induction programme</p> <p>3) There is a policy on managing on campus events, however, we do not organise such events in our campus.</p> <p>4) All events are covered within the policy.</p>
5	<p><u>Safety Online</u></p> <p>1) Does the institution have a policy relating to the use of IT and does it contain a specific reference and inclusion of the Prevent Duty?</p> <p>2) Do the institution employ filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material?</p> <p>3) Does this also include the use of using their own devices via Wi-Fi?</p> <p>4) Does the system alert to serious and/or repeated breaches or attempted breaches of the policy?</p>	Yes	<p>1) Notices are displayed on prohibited websites in the computer labs</p> <p>2) Access to prohibited websites has been blocked.</p> <p>3) All devices on Wi-Fi have the same restricted access.</p>
7	<p><u>Prayer and Faith Facilities</u></p> <p>1) Does the institution have prayer facilities?</p> <p>2) Are they good governance and management procedures in place in respect of activities and space in these facilities?</p>	No	<p>Not applicable as the College do NOT provide prayer facilities but signpost where the prayer facilities are available nearby.</p>

8	<p><u>Campus Security</u></p> <p>1) Are there effective arrangements in place to manage access to the campus by visitors and non-students/staff?</p> <p>2) Is there a policy regarding the wearing of ID on campus? Is it enforced?</p> <p>3) Are dangerous substances kept and stored on site?</p> <p>4) Is there a policy in place to manage the storage, transport, handling and audit of such substances?</p> <p>5) Is there a policy covering the distribution (including electronic) of leaflets or other publicising material?</p> <p>6) Does the institution intervene where off campus activities are identified or are likely to impact upon staff and/or students i.e. leafleting, protest etc?</p>	<p>Yes</p> <p>No</p> <p>No</p> <p>No</p> <p>No</p> <p>No</p>	<p>1) LSCI has CCTV camera in operation</p> <p>2) Students have been given ID card to carry with them on display</p> <p>3) Not applicable</p> <p>4) Not applicable</p> <p>5) Not applicable</p> <p>6) Not applicable</p>
9	<p><u>Communications</u></p> <p>1) Is the institution Prevent Lead and their role widely known across the institution?</p> <p>2) Are staff and students made aware of the Prevent Duty, current risks and appropriate activities in this area?</p> <p>3) Are there information sharing protocols in place to facilitate information sharing with Prevent partners?</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>1) This role is communicated to all staff via the academic quality and enhancement committee.</p> <p>2) The staff and students are made aware of the Prevent Duty, current risks and appropriate activities in this area in the classes by the teachers</p> <p>3) The information sharing protocol is shown in the attached flowchart</p>

Safeguarding and Welfare Flowchart

