

Contact Details

Chickenshed

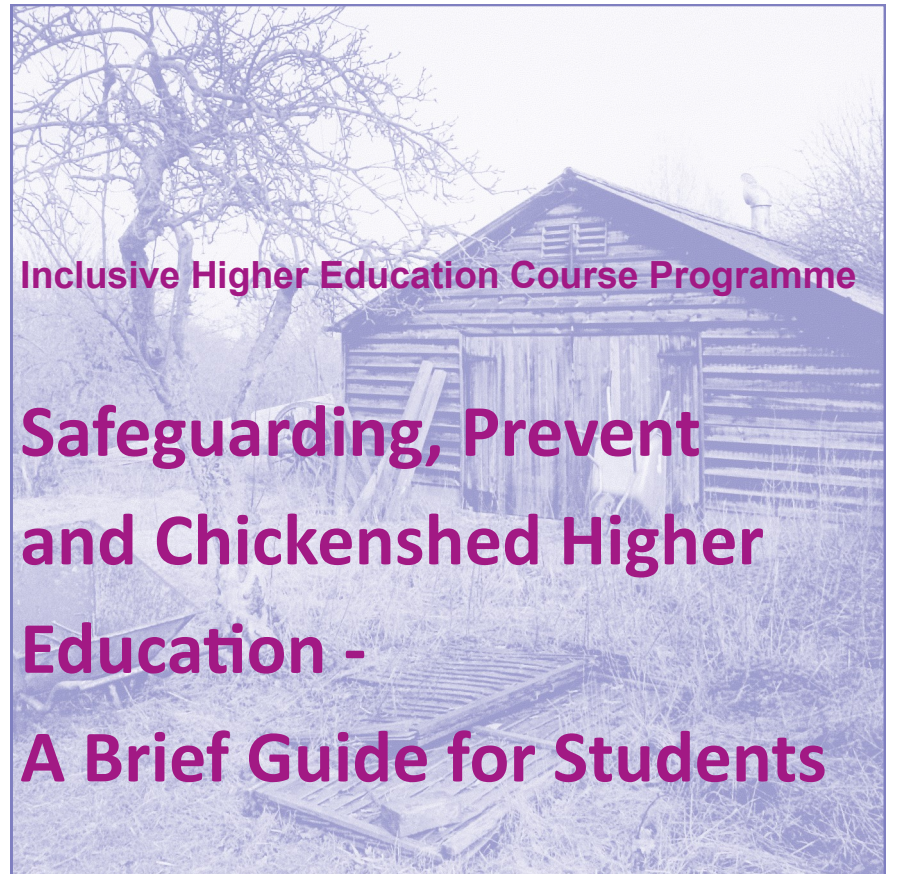
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CHICKENSHED

THEATRE CHANGING LIVES



Inclusive Higher Education Course Programme

**Safeguarding, Prevent
and Chickenshed Higher
Education -**

A Brief Guide for Students

Introduction

Safeguarding as an issue can affect all students in some way:

- A. You may be an 18+ year old student who is “at risk” in some way either through physical health, mental health or other situations which make you “vulnerable” or “at risk”. This can be temporary or longer term
- B. You may be a friend of someone or know someone who is an 18+ year old student who is “at risk” in these or other ways
- C. Someone at home may be “at risk” or “vulnerable” and you may be helping to support their care. This person may also be under 18 years and so legally a “child”
- D. You may be anxious about another student and whose views you feel are being dominated or controlled by someone else in an unacceptable way

In these or other situations it is always useful to make yourself known to tutors or mentors giving the area of “safeguarding” you feel relates to you. This can be purely for information purposes but it can enable Chickenshed to suggest ways that the organisation can help you - if or when the need arises.

Tutors or Mentor/Support Team members will inform the Safeguarding Team at Chickenshed who are Paul Morrall - Lead Safeguarding and Prevent Officer, Matthew Lyons, Charlotte Bull, Joelyn Morrall, Belinda McGuirk, Robin Shillinglaw.

Referrals and Interventions

- If you have a Prevent related concern, you should share this with one of the designated Safeguarding Officers: Paul Morrall, Matthew Lyons, Charlotte Bull, Jojo Morrall, Robin Shillinglaw
- In some instances concerns are shared externally (could be a borough representative) so other parts of the community are called on to support a vulnerable individual
- A Local Authority/Government process called Channel is available for voluntary referral and support for vulnerable students.

Summary

Negative issues which affect Safeguarding can happen to anyone and therefore need to be something that every student is aware of. Chickenshed would not want any student to “suffer in silence” if their Safeguarding risk or if that happens to students they know.

As a result Chickenshed put a lot of time and care into making sure Safeguarding issues are regularly discussed amongst staff and also into making communication channels to mentors and all staff are open to any students with this type of concern.

Please don't hesitate to ask if you need help or if this booklet raises questions in your own mind about Safeguarding and Prevent.

Definition taken from: 'Tackling extremism in the UK Report', The Prime Minister's Task Force on Tackling Radicalisation and Extremism, www.gov.uk, December 2013

Extremism can come in many forms and can be built on many different prejudices or potentially aggressive or violent defense of very specific points of view (Extremism can target race, religion, sexuality, gender, political/social opinion amongst others).

Potential Signs of Vulnerability to Becoming Dominated, Pressured or Radicalised could be:-

- A. Irrational prejudice
- B. Suddenly adopted racist views
- C. Negative peer pressure
- D. Exposure to negative propaganda
- E. Choosing to self-exclude without reason
- F. Sudden influence leading to an aggressively expressed opinion change
- G. Use of the internet in an unbalanced, secretive way backed up by negative verbal expressions of prejudice or anger towards certain people or groups. This could be accompanied by an extreme change of routine and even social circle.

None of these signs "prove" any vulnerability to violent, aggressive, prejudiced extremism. A Safeguarding Officer can help decide if any of these signs is of concern .

Ways in which the Safeguarding Team can help a student "at risk":

- A. advice
- B. Financial support
- C. Help to apply for student loans, D.S.A's or letters to help with benefits
- D. Referral to a Counsellor
- E. Referral to Medical Support Officer
- F. Support to communicate/mediate with family
- G. Support to liaise with External Agencies/Social Workers
- H. Reasonable temporary adjustments to deadlines, schedules or timetables to take into account the situation

Incorporating Prevent Prevent Issues Within Safeguarding Policy

The Prevent duty is part of Chickenshed's Safeguarding Policy and Practice. It is a Government led programme to attempt to ensure that organisations can identify where a student – or indeed a member of staff, is being pressurised, controlled or radicalised" to forcibly change their views or opinions which may be "extreme" and may be threatening to others. Whichever political, social or educational opinion this type of behaviour starts from - it is not an inclusive standpoint. Students would follow the same path of referral to Safeguarding Team through Tutors if this issue becomes a concern.

Chickenshed Inclusive Safeguarding of Adults at Risk/ Vulnerable Adults Policy - An Extract to Further Inform Students

Introduction to Chickenshed Safeguarding of Adults at Risk/ Vulnerable Adults Process and Practice for Students and “Adults at Risk”

Everyone over the age of 18 can be a “Vulnerable Adult” at various times in their life.

1.Chickenshed believes passionately in an inclusive definition of ‘Vulnerable Adult’ and “Adults at Risk”, we don’t single out certain perceived categories of individuals as coming under the ‘Adults at Risk/Vulnerable Adults’ term and certain other groups of individuals as not coming under the term.

Chickenshed believes that this is not necessarily an inclusive perspective and would not wish to separate people in this way by definition.

Therefore though a ‘Safeguarding of Vulnerable Adults/Adults at Risk’ process would generally apply to individuals over the age of 18 or 25 with, for example, ‘disabilities’ or ‘learning difficulties’ or various forms of mental illness, the need to oversee and pay attention to the needs of all adults at any time in its activities is a vital goal for Chickenshed to aspire to. Vulnerability or Risk can be temporary or longer term and thus cannot be confined to a restricted definition.

they are just as guilty as the powerful. There are no innocents here. The only truly effective punishment is death. It is the only sure way to silence those who challenge you. So kill all those who would challenge you without exception, feel no remorse and do not listen to their weasel words”

Quotation 4

Some races are, by their very nature, inferior to other races. Their values are inferior. Their behavior is inferior. Change is necessary and may need to be aggressive and violent.

These are quite extreme versions of comments which may come up in different ways in normal conversation. The harm these comments might cause is clear.

What is Extremism as Defined by Government?

“Extremism has been defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. (Chickenshed’s addition - Students may see these values as not belonging only to a specific country e.g. Britain but belonging to the wider world. This is not a problem and many would agree. The issue is that the ‘values’ themselves are important and behaviour or actions that threaten these values may not be inclusive and may target individuals). We also include in our definition of extremism calls for the death of members of the armed forces, whether in this country or overseas”

- Be clear on what help and support looks like in this area, and who you should turn to if you have concerns. Be clear on the Safeguarding Team - Paul Morrall, Matthew Lyons, Charlotte Bull, Jojo Morrall, Belinda McGuirk, Robin Shillinglaw

Staff and Students in Education Organisations should look out for individuals making statements similar to those below. These are examples of 'extreme opinions' which may be used to influence individuals, against their will:

Quotation 1

"I truly believe that terrorism is necessary and the fear of terrorism is necessary. Governments curtail our personal and civic freedoms. Using lethal violence against the Government and civilians may be necessary"

Quotation 2

"I remember the London Bridge Bombings. I was near that pub when that bomb went off, I would not help those people dying on the ground. I know it's a gay pub and I know what these people get up to. It is disgusting in my view and shameful that we tolerate such lifestyles when family values are being eroded all around us. People don't bomb family centres do they? They bomb these dens because deep down, people know it's wrong"

Quotation 3

"I am sincere when I tell you that it is necessary to be bold and punish the powerful who would try to oppose you. You must also punish those who do nothing to help you because

Chickenshed is totally thus committed to the safeguarding of both the 'Adults' for whom a policy is a requirement and individuals who would normally not be represented by the policy – but who at various times may also be vulnerable.

2. It is vital to offer individuals the security of a 'Welfare and Safeguarding Policy' in as sensitive a way as possible. Adults will be extra – sensitive to the need for 'support' as they will have clear views of their own adulthood independence and ability to be proactive in the management of their needs. Chickenshed staff must be aware of these sensitivities.

Definitions which are 'Out There'

Some adults over the age of 18 may be aware of the definition of 'Child' as applying to individual under 18 or 'under 25 with special education/learning needs'. These individuals should be reassured of Chickenshed's inclusive approach to such definitions with every adult involved in Chickenshed activities being given the status of adult and being entitled to appropriate support to meet their needs.

3. Adults who see themselves as "At Risk/Vulnerable" or are defined by parents/carers or agencies as such will have different ways of communicating safeguarding information. Their sensitivities may be more acute and any 'disclosure' possibly less clear because of potential additional feelings of embarrassment due to them, as adults, not being able to sort out problems. Chickenshed staff must be aware of this and again be sensitive if disclosures or partial disclosures occur. However when disclosures are made the processes set out in Chickenshed's Safeguarding policy should be followed.

4. Chickenshed staff should be aware of the role of the parent/carer and the potential relationship to the 'vulnerable' adult. The parent/carer may not be the individual the adult

who reports abuse wants to be informed of the situation. This may be due to their feelings about what they want or do not want the parent/carer to know. They are adults and may want more control of this flow of information. The range of relatives, friends, reliable adults and agencies who can support the issue and help with communication needs to be constantly presented and represented so the adult feels in control.

The individual may also wish to have support to communicate information regarding abuse to those closest to them.

Safe Environment

Chickenshed believes every adult should have access to a safe, creative inclusive environment in which they can communicate. It is necessary to ensure that the welfare, care and protection of every adult are actively planned for.

The key to planning for the welfare, care and safeguarding of adults is knowledge of the individual adult and his/her needs, experiences, hopes, fears and anxieties. This information will inform all aspects of an adult's inclusive progress, welfare, care and protection.

Chickenshed's full Inclusive Safeguarding of "Vulnerable/At Risk" Adults Policy is available on the Student Virtual Learning Environment "Shedspace". A printed copy is available on request.

Brief Guidance Notes for Students to Raise Awareness of PREVENT

These guidance notes are developed from our partnership with Further Education and Higher Education providers

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Prevent - A Brief Guide for Students

Chickenshed want to raise awareness of Prevent from a Safeguarding perspective with students with the aim of students understanding how individuals become dominated or radicalised and taking part in or supporting violent extremist or even terrorist activity whilst also giving a wider perspective on the range of 'extremist' views, opinions and actions which exist in both UK and world society.

This guide will help students to:-

- Understand Prevent's aims
- Think about who may be vulnerable to radicalization and forcible extremist opinion and action
- See why some people are able to dominate , influence, manipulate and sometimes radicalize others to commit crimes
- Recognise when a vulnerable individual may be in need of support