

<Creative Academy>

<Cause for Concern Policy>

Overview

A Cause for Concern Policy is a supportive framework designed to identify and assist students or individuals whose health, wellbeing, or behaviour causes worry, impacts their engagement, or poses risks to themselves or others. It enables staff to raise concerns, triggering actions like support meetings or referrals to specialist services

Key Aspects of a Cause for Concern Policy

- **Purpose:** To provide a swift, and proportionate response to, rather than simply punishing, a student in difficulty.
- **When to Raise a Concern:** Changes in behavior (withdrawn, erratic), significant academic failure, potential safeguarding issues (e.g., extremist views), or signs of distress (e.g., self-harm).
- **Procedure:** Generally involves submitting a written report (a Cause for Concern form), followed by a review by a designated safeguarding lead or academic manager, and potential development of a support plan.
- **Actions:** Actions often include meeting with the student, connecting them with counselling or specialized services, adjusting deadlines, or, in serious scenarios, initiating a formal fitness-to-study process.
- **Confidentiality:** Information is shared on a need-to-know basis, although safeguarding concerns for children or vulnerable adults may require reporting outside the organization.

This policy is frequently used in education, training, and care settings to ensure the health and safety of the individual is prioritized.

Policy for staff working with students in difficulties

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1 Aims of the Policy

1.1 This Policy aims to:

- Raise awareness of how to recognise when a student is in difficulty;
- Provide information about some common types of difficulty that students might experience;
- Provide tools to decide how serious/urgent an issue is;
- Identify appropriate internal and external sources of support to which students can be referred;
- Give practical advice to help staff respond to situations effectively and with confidence;
- Ensure that Creative Academy is exercising its duty of care to students;
- Ensure that Creative Academy is meeting any statutory requirements (such as Safeguarding for FE students under 18 and the Prevent duty)

1.2 This policy is for all Creative Academy staff who come into contact with students and not just those with formal responsibilities for pastoral care. Staff who encounter students in their day-to-day role can play an important part in supporting them. Sometimes, just listening and showing that you care about their situation is all that is needed to help. In more serious situations, being aware of the signs of problems could mean that you could help prevent the situation from escalating and becoming more complex by signposting the student to appropriate advice and encouraging them to seek support. Prompt action can also help to minimise the impact of the problem on other staff members, the student's family and friends, and other students.

1.3 This policy should help staff by providing key information relating to different types of difficulty. In addition to this guide, advice can be sought from Wellbeing Team where necessary (Appendix E).

1.4 For FE students under the age of 18, staff should read this policy in conjunction with Creative Academy's Safeguarding Children Policy. Creative Academy has additional duties in relation to how we address student difficulties for this cohort of students and we have additional responsibilities in terms of reporting abuse. Full details can be obtained: <http://www.creativeacademy.ac.uk>

2. Why students might seek help

2.1 Most people will experience difficult times and challenges during their lives, and being a student can be inherently unsettling or stressful. Any problems experienced by a student can be exacerbated by university life (e.g. being away from the usual support network, experiencing new challenges which they do not know how to tackle, worrying about the impact of an issue on their ability to meet course deadlines). Such difficulties can have a significant impact on their ability to make academic progress and to achieve their potential. Students may also be more vulnerable to outside influences that could have a negative impact on their lives, such as drink, drugs or other pressures.

3 When to report concerns

3.1 If you have identified a student you are concerned about or think needs help, you need to evaluate whether these concerns are urgent or non-urgent. Please see 'Student in Distress' flowchart see Appendix A. You may also wish to seek advice from the Head of Wellbeing.

3.2 Where there are significant concerns, such as substance abuse or self-harm, you should report these to the Head of Wellbeing. For students under 18 these should be reported using the Safeguarding Policy and Procedures. Full details are obtained: <http://www.creativeacademy.ac.uk>

3.3 Any concerns about radicalisation should be reported to the Creative Academy Manager under the procedures set out in Appendices B and D.

4 Creative Academy's role in supporting students

4.1 Creative Academy's aim is to ensure that students who need it receive an appropriate level of support to enable them to overcome obstacles to learning. Wherever possible, support should be delivered in a way that respects the students' right to make decisions about their own lives, fostering their development by enabling them to develop confidence in their ability to choose appropriate courses of action.

4.2 It is important to remember that Creative Academy employees do not have an 'in loco parentis' role in relation to adult students. Students have a right to take decisions about their own lives, even if those decisions are not ones that we would take ourselves. We cannot for example alert a student's family about a situation without the student's consent as this would be a breach of Creative Academy's Data Protection Policy. We should, however, ensure that we provide students with clear and accurate information so that they are aware of what their options are.

4.3 It should be noted that the Wellbeing Team can only work effectively with students who are willing to seek help and support. You should not take students to the Wellbeing Team against their will, or insist that they have to contact the Wellbeing Team. It can be detrimental to students' long-term wellbeing if support services are imposed on them. If they are not ready to engage then it can lead to them having a

negative impression of the support services which could persist into the long-term. This could prevent them from seeking help in the future when they might need it.

5 Identifying difficulties

The student may report difficulties to you:

5.1 Students may tell you personally that there is a problem, even if they do so in an indirect way (e.g. “Things are difficult right now...”, “I’ve had a lot going on so I wasn’t able to concentrate on my assignment”, “Do you know if Creative Academy has funding available for people who need it?”).

5.2 Often, these sorts of phrases are used to see how you react, or because the student lacks the confidence to raise the issue directly. They may not know who to talk to, and if they are worried they would be bothering you then asking indirectly can be a way of broaching the subject. If you listen and respond to them then they know that you have chosen to engage in what they are asking, rather than that you are feeling pressurised into it

5.3 A calm and understanding reaction can help to reassure students that this is a normal situation which will not result in them being seen negatively. It can be helpful to use open questions to see if they are willing to tell you more, for example, “Is there anything I can help with?” or “It sounds like things are difficult for you at the moment, would it help you to tell me a bit about it?” The information below includes some excellent guidance on having conversations with people about problems they’re experiencing, which is recommended reading for anyone who has regular contact with students in the course of their role.

Other ways of identifying students who may be in difficulty

5.4 In many cases, staff become aware of students in difficulty through being observant and noticing signs that students could be going through a tough patch. Examples of factors which could indicate an underlying issue are:

- The student’s friends or classmates might tell you there is something wrong;
- Persistent or regular absence from classes, and/or a failure to submit work;
- Persistent lateness to class, or disorganisation;
- Declining academic performance;
- Doing too much work – are they bombarding you with questions about the subject matter or spending all of their nights in the dance studio practicing? This could be a sign of anxiety about their academic abilities or they might be using study to distract themselves from an issue in their life that they cannot face addressing;

- Odd or unpredictable behaviour, including disruptive or withdrawn behaviour;
- Behaviour which indicates persistent sadness, lack of emotion, excess of emotion, irritability, tenseness or agitation;
- Lack of concentration and energy, constant fatigue;
- Inability to make decisions or to think logical issues through;
- Poor personal hygiene and/or unkempt appearance, particularly if this is out of character- have they lost or gained a lot of weight, are they dressing poorly, failing to brush their hair etc?
- Sudden change in appearance or behaviour;
- Smelling of alcohol or signs of taking drugs;
- Lack of friends, or having difficulties maintaining academic and social relationships;
- Visible bruising, cuts or scars.

5.5 If you are concerned about a particular student, perhaps because you have observed one or more of the above points, then the next stage is to decide how urgent or non-urgent and significant the difficulty is (see appendix A). You might need to gather more information first, for example, it could be helpful to discreetly ask colleagues if they have noticed the same things as you. In many cases it is sensible to have an informal, private conversation with the student to let them know what you have noticed, and to ask them if they need any support. You can also seek advice from the student's personal tutor or from the Wellbeing Team. You should always document what you have done, particularly where the student does not wish to seek further help. See appendix A or seek advice from a member of the Head of Wellbeing (Appendix E).

6 Procedures for an emergency situation

6.1 The situation is an emergency if:

- There is an imminent risk of suicide, i.e. the student is actively suicidal and has the intention to act on it, or has already acted on it (for example by taking an overdose or cutting their wrists)
- You think that the student is likely to hurt other people, or there is a serious risk to their wellbeing
- If the student is clearly mentally or physically ill and needs urgent help

- If the student is very disturbed or aggressive to the extent that others feel threatened.

6.2 Urgent action is needed, so if possible do not delay the situation by contacting the Wellbeing Team or by taking the student to the Wellbeing Team.

6.3 If the student will accept help and if it is appropriate, you could facilitate them making an emergency appointment with their GP or transport to an A&E department of a hospital. This might involve looking up the contact details for them and allowing them use of a telephone. This option would be appropriate if, for example, the student is experiencing suicidal thoughts and wants to act to prevent them getting worse.

6.4 If the student will not accept help, or if they are so ill that they would not be able to get themselves to a GP or to A&E, tell them that you think they need emergency help and that you are going to contact emergency services. It is best if the student consents to this, but you can call emergency services without their permission if you have concerns for their safety or that of other people.

6.5 Ring 999 for police and/or ambulance services. Give clear information so that they can find you, such as your room location and your name, as well as a description of the situation. If the student is not consenting, inform the 999 despatcher because ambulance staff will only normally attend to treat a conscious non-consenting person if there is a police presence.

6.6 If you are with the student, try to get them into a safe and quiet place if they are not already. If there are colleagues available, make sure that one of them is aware of where you are, and keep other staff members updated if you move location.

6.7 Stay with the student until emergency services arrive (unless it is dangerous to do so), and answer any questions that the emergency services have. The Data Protection Act permits the disclosure of sensitive personal information if it is in the 'vital interests' of the individual or another person (e.g. information that could prevent their death).

6.8 You do not need to accompany the student to hospital or the police station, even if they ask you to.

6.9 Write down a factual account of what has happened. This does not need to be long and could be in note form, but it should include key information such as date, times, key details of the incident, whether other students were involved, and who has been made aware of it.

6.10 Make sure to write fact not opinion, or at least to make opinions clear. For example, instead of writing 'she was rude and aggressive towards me', which could be open to interpretation, write down what was said or what actions took place.

6.11 Send a copy of your notes to the Head of Wellbeing, who can follow up to see if any additional support is needed for the student or for other students who were involved.

6.12 Seek support for yourself, if you need it after the incident. This could be, for example, from your line manager or the Creative Academy Manager.

7 Referring students where there are significant concerns:

7.1 As outlined above, there may be students who present serious issues. You should always report serious issues such as mental health issues or substance abuse, to the Head of Wellbeing. For these issues you should keep a record of what you are reporting and why and talk to the Head of Wellbeing. The Wellbeing Team will be able to provide sources of support for the student.

7.2 Where you have concerns about radicalisation you should report these to the Creative Academy Manager as soon as possible. Guidance on radicalisation is set out in Appendix B.

7.3 If you have any concerns that a student may be being radicalised, drawn into extremism or terrorism, you should keep a careful record of what is prompting your concern. For example, if a student has used a series of phrases which have concerned you, it would be sensible to write them down to aid your memory so that, if a referral is required, you will be able to give accurate details. Note down dates and times where relevant. Concerns may also be raised by other students about a particular student's social media activity. Again this should be reported to the Creative Academy Manager.

7.4 Any concerns reported will be assessed by an experienced panel within Slough Borough Council and, if appropriate, referral will be made according to the Information Sharing Protocol attached at Appendix D. Please note that it is your responsibility to report concerns but it is not your responsibility to decide whether to refer a student to local authorities. If in doubt, you should inform the Creative Academy Manager of your concerns.

8 Referring a student to sources of support

This section should be used if you feel:

- That the situation is urgent but not an emergency that requires emergency services, AND/OR
- You are supporting the student with an issue and you need to provide them with information about other forms of support which are available

How to refer students to the Wellbeing Team:

8.1 In normal circumstances, it is best if you can simply give the Wellbeing Team contact details (Appendix E) to the student, so that they can contact the Wellbeing Team themselves. If you are worried about a student and you would like to know whether they have made contact with the Wellbeing Team and accessed support, please ask the student to let you know directly. We are not able to tell you if a student is using our services unless we have explicit permission to do so.

8.2 If you are particularly worried about a student and they seem anxious about contacting us, you may wish to telephone the Head of Wellbeing while the student is with you. The Head of Wellbeing will need to speak directly to the student themselves, but it can sometimes help if you make the initial call and then pass the telephone over to them. Alternatively, some students may like you to take them to the office to see the Head of Wellbeing with them the first time. These options can be particularly useful if the student lacks the confidence, knowledge or language skills to explain to us what help they need.

8.3 Alternatively, you may wish to email us to let us know that you have referred a student to us, and what your concerns are. There is an email format explanation which is available on the website. We will not be able to tell you if the student does make contact with us, but we can note their name and our staff team will look out for their contact. If you want to know the outcome, please ask the student to let you know.

8.4 Please keep in mind that we can only work effectively with students if they are willing and open to seeking help and support. Please do not insist that students come and see us if they do not wish to, as we are not able to work with students who are not willingly engaging with us.

9 Supporting the student to help themselves

This section should be used:

- If you are supporting a student who is experiencing a difficulty, which is not an urgent issue.

9.1 Remember that adult students are entitled to make their own decisions. Although you can offer options to students, you should not try to force your opinion. Even if you have experienced a very similar issue in your own life, everyone is different and will have different ways of coping. Telling a stressed person what you would do in their situation may only add an additional weight of expectation to the pressures that they are already experiencing. They may worry how they can justify to you that they do not want to take your advice.

9.2 Listen to the student in an empathetic way. Sometimes, just having someone who shows that they care can be enough to give the student strength to deal with the situation, and to prevent it from escalating.

9.3 Ask the student if they are already receiving support or if they have done in the past (for example, from their GP, mental health services, Creative Academy counselling services, Creative Academy financial advisors). If they have, it is sensible to explore whether they feel that they might benefit from further contact with those services.

9.4 Do be aware that, particularly if a student has experienced issues for a long time, they might not even realise that their experience is not the usual student experience. Signposting them to help that is available could make a significant difference.

9.5 If

you have any questions about how best to refer students to us, please contact the Wellbeing Team (Appendix C).

9.6 Do not panic if there are tears – this is a natural response to heightened emotions, and does not necessarily indicate that a situation is out of control or an emergency. Reacting as if the crying is uncomfortable for you might make the student feel judged and as if they have embarrassed themselves. Just reassure them that it is OK to cry if they need to, and offer a tissue if you have one available. A few minutes silence will give them time to recover.

9.7 Do not feel you have to ‘fix’ the student’s life, or that things will be resolved after just one meeting. Difficult issues often take time to resolve, and some may never be resolved. Sometimes, the most that can be hoped for is that students will learn how to cope with the difficulties in their life.

9.8 Do not worry too much about ‘correct language’ in relation to matters such as disability or mental health. It is more important to have a conversation than to say nothing because you are afraid that you will use the wrong word. As a rule of thumb, if you speak in a respectful tone and reflect back any language that a student uses, you are unlikely to cause offence. If you are particularly worried, you could even tell the student that you are not familiar with the terminology and ask them to correct you if needed.

9.9 Be honest with the student. Avoid making promises that you cannot be sure you can deliver on, such as “Everything will be fine”, or “We’ll make sure you get your degree one way or the other”. Phrases such as, “I’m really sorry that things are so difficult right now, I’ll do what I can to help support you whilst things are so bad” can be useful.

9.10 Look after yourself. You cannot support anyone if you are burnt out. Do not support a student if you feel out of your depth. In this case refer them to other appropriate avenues of support.

9.11 If you do offer support, set clear boundaries about what your role is, and do not be afraid to stick to them. For example, it is fine to say that you can offer support with assignment planning to help reduce any anxiety, whilst making it clear that you are not qualified to offer help with mental health conditions.

9.12 Do not offer support out of working hours, or provide your home or mobile telephone numbers. This can confuse the student and lead to over-dependence rather than the development of coping skills. If you are worried about how a student will cope when you are unavailable, provide the contact details of a 24 hour support service such as Nightline (in term time) or Samaritans. (Appendix E).

9.13 If you offer ongoing support to the student, regularly stop to consider whether you are still the best person to do this or if you are getting out of your depth in relation to an escalating situation (possibly through discussion with the Head of Wellbeing). If you are getting out of your depth, refer the student to other avenues of support.

9.14 Keep brief notes of what support has been offered and when.

10 If a student will not accept help

10.1 Apart from in a situation requiring emergency services' attendance, there is little that can be done without a student's permission. We cannot force students to engage in medical treatment or emotional support, and indeed it could be a breach of the Equality Act 2010 to try to require this. There is an offence of discrimination by perception, in which people are disadvantaged because of a perception that they have a disability, so we should not require a student to undergo additional obligations on the suspicion that they have a mental or physical health problem.

10.2 If a student is not prepared to engage with help or talk to you about their problems, then, in general, that decision needs to be accepted. However, this does not prevent you from implementing Creative Academy policies such as the disciplinary procedures or fitness to practise procedures if the student's behaviour is disruptive to others or if it presents a risk to others.

10.3 If a student will not engage with you, it is good practice to document this (ideally in a short email to the student explaining what options are available to them for support in case they wish to take it up in the future). Depending on the situation, you may also find it helpful to contact your Head of Subject, Head of School, or Head of Wellbeing for advice.

11 Student Confidentiality and data protection

11.1 In all cases, staff must be mindful that when a student discloses a problem to you, it is normally on the basis of trust. Students may at times ask you to keep the matter confidential. Where this occurs, you may need to explain to the student that there are some things you will need to disclose to others, and ideally seek their consent to do so. Most members of staff do not have a professional duty to keep information confidential, and it is also accepted that with service teams (e.g. Counselling) there is a degree of disclosure that is appropriate between colleagues. What is vitally important is that a student's private business should be treated with discretion, that any information is relayed on a "need to know" basis, and that any written/electronic records are kept appropriately, with due regard to the Data Protection Act.

11.2 While dialogue between colleagues is important, the Data Protection Act prohibits staff from disclosure of any information about registered students to third parties (including parents and sponsors) unless there is a potential life and death situation. Any queries about a student's progress, state of mind etc, (and even simple queries about whether they are registered at Creative Academy) should therefore be handled carefully and should not be answered without the student's consent in writing.

11.3 Creative Academy's Data Protection Policy <http://www.creativeacademy.ac.uk> and Appendix D of the Policy sets out guidance for staff on disclosure. Generally, personal information must not be disclosed unless it is in the 'vital interests' of that person. Advice can also be obtained from the Creative Academy Head of Wellbeing.

12 References and helpful resources

12.1 Below are some sources which may help you deal with individual situations. Appendix E also lists useful contact numbers of organisation to which students might be referred.

Equality Act 2010

12.2 The Equality and Human Rights Commission (“EHRC”) has drawn up specific guidance for Higher Education institutions about the Equality Act 2010 and how it applies: Equality Act 2010 Technical Guidance on Further and Higher Education. It includes relevant examples and clear and straightforward explanations of each of the requirements. It can be downloaded for free from <http://www.equalityhumanrights.com/publication/equality-act-2010-technical-guidance-further-and-higher-education>

Having conversations with people about their difficulties, and avoiding pitfalls

12.3 Samaritans’ guidance on holding these sorts of conversations is here:

<http://www.samaritans.org/difficultconversations>

12.4 They also have brief and straightforward guidance on active listening skills, which enable you to help people talk through their problems: <http://www.samaritans.org/how-we-can-help-you/what-speak-us-about/if-you%E2%80%99re-worried-about-someone/how-start-difficult/active>

12.5 Student Minds have produced a guide called ‘Look After Your Mates’ which is aimed at helping students to support friends with mental health conditions. This may also be useful for staff who would like to develop basic listening and emotional support skills: <http://www.studentminds.org.uk/guide-for-friends.html>

Mental Health information

12.6 There is some excellent guidance on different mental health conditions, treatments and so on, available on the Mind website at: <http://www.mind.org.uk/information-support/types-of-mental-health-problems/> and on the Rethink website at: <https://www.rethink.org/carers-family-friends>

Radicalisation/Extremism

12.7 Under Section 26 of the Counter-Terrorism and Security Act 2015, Creative Academy has to ensure it pays “due regard to the need to prevent people from being drawn into terrorism”. Appendix B for guidance to staff on how to deal with potential radicalisation.

Safeguarding

12.8 Creative Academy's Safeguarding Policy and Procedure can be found at <http://www.creativeacademy.ac.uk>, and must be referred to when dealing with difficulties experienced by students under the age of 18.

Appendix A - Students in Distress: How to Respond

Staff member concerned about a student in distress

Non-Urgent

If the student is or appears:

- Withdrawn, low in mood, tearful or unduly anxious or has a sudden deterioration in academic performance AND
- Does not display features considered as Urgent/Emergency

Urgent/Emergency

- Very aggressive/threatening towards the staff member or other students
- Suicidal/actively talking about suicide
- Disorientated or is displaying psychotic behaviour
- Taken an overdose of drugs/alcohol
- A recent victim of an assault or an attack
- A risk to self or others

- Talk to the student and explain your concerns
- Clarify why the student is upset and identify what existing support is in place
- Identify if the student wishes or is willing to seek help
- Advise the student of the services available to them and encourage the student to make contact with the relevant services themselves by providing them with contact details
- If a student does not wish to follow your advice, respect their wishes. No further action should be taken at this stage unless the student's condition deteriorates to become Urgent/Emergency.
- Do not probe further. It is now up to the student to decide how much/if any information they wish to share.

- If possible consult a colleague and try not to act alone (it is important to ensure your own safety and that of the distressed student)
- Talk to the student and explain your concern (unless you think this will aggravate the situation) and if it is a life-threatening emergency, request an ambulance by calling 999. Inform the Creative Academy Manager (seek the student's consent but contact anyway).
- In non life-threatening yet urgent situations, identify if the student is willing to seek help and seek consent from the student to contact the relevant professional services, the student's own GP, the Creative Academy counsellor, the Head of Wellbeing or the student's own emergency contact.
- Contact A&E if other services are unavailable or closed.

Appendix B - Dealing with potential Radicalisation/extremism

1 Section 26(1) of the Counter-Terrorism and Security Act 2015 (“the Act”) imposes a duty on “specified authorities”, when exercising their functions, to have due regard to the need to prevent people from being drawn into terrorism.

2 You should remember that the duty covers all aspects of radicalisation, including far right extremism, animal rights extremism and so on.

3 Creative Academy works closely with communities and partner agencies particularly the Slough Borough Council Prevent Coordinators to safeguard vulnerable individuals who are at risk from potential radicalisation. It will seek advice from them if there is an individual who is causing concern or if there is a request for an external speaker about whom Creative Academy is concerned.

4 There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.

5 Some of the risk factors which could make a student susceptible to radicalisation are the following:

- A perception / experience of discrimination
- Experience of identity-based harassment
- Significant change in life, such as family break-up, unexpected failure of exams, confusion about the sense of purpose in life
- Depression or a feeling of worthlessness
- Negative views of policing
- Lack of trust in democratic government
- A perception that specific communities are being unfairly treated
- An aspiration to defend specific communities when they are perceived to be under attack or unjustly treated
- A perception of biased media coverage
- Personality-driven factors
- Family or local allegiances

- A lack of a sense of 'belonging' and purpose
- A desire for status or excitement
- Socio- economic factors
- Contact with people expressing supremacist ideology, which sanctions the use of extreme violence as a response to perceived social injustice and dysfunction.
- A perception that a specific identity is under threat from social change
- Rhetoric and language of apparently non-violent extremist groups
- Peer pressure

6 Supporting students at risk of being drawn into terrorism is often about diverting people away from potential harm at an early stage. The UK's 'Prevent' counter-terrorism strategy is focused on providing practical help to stop people from being drawn into terrorism. The strategy covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism.

7 People who are found to be at risk of radicalisation are then offered support through the 'Channel' programme. The Channel programme is voluntary and confidential and focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people by:

- a. identifying individuals at risk;
- b. assessing the nature and extent of that risk; and
- c. developing the most appropriate support plan for the individuals concerned.

8 Channel may be appropriate for anyone who is vulnerable to being drawn into any form of terrorism. Channel is about ensuring that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist related activity. The programme involves several agencies working together to give individuals access to services such as health, education, specialist mentoring and diversionary activities.

9 'Channel' is not about reporting or informing on individuals in order to prosecute them and will not show up on any DBS or other checks or impact negatively on an individual. It is about communities working together to support vulnerable people at an early stage, preventing them from being drawn into terrorism or violent extremism. Channel is based on the premise that people being drawn into radicalisation and recruitment can be identified and then provided with appropriate support, which may dissuade them from engaging in terrorist-related activity or other illegal activity. This support is sometimes described as 'de-radicalisation'. More information can be found at

http://www.safecampuscommunities.ac.uk/uploads/files/2017/05/advice_note_safeguarding_in_he_050517.pdf

10 Reasons for referral can include any of the following high risk indicators:

- expressed support for violence and terrorism
- possession of violent extremist literature
- attempts to access or contribute to violent extremist websites
- possession of material regarding weapons and/or explosives
- possession of literature regarding military training, skills and techniques.

11 Account should also be taken of the following lower indicators:

- claims of involvement in organisations
- espousing violent extremist ideology
- claims of attendance at training camps
- claims of involvement in combat or violent activity on behalf of violent extremist groups.

Appendix C - Prevent Duty: Information Sharing Protocol

1 Introduction

1.1 Creative Academy has a statutory duty to have due regard to the need to prevent people from being drawn into terrorism. Under the Counter-Terrorism and Security Act 2015, Creative Academy may have to share information with external bodies on external speakers, or students to provide advice and support individuals who may be at risk of being drawn into terrorism. This protocol sets out how such situations will be managed.

2 Concerns about students

2.1 Staff who have concerns about their students should follow the Concern for Student Policy and the guidance for dealing with students in difficulties and report these to the Quality Assurance and Business Manager.

2.2 Upon receipt of the concerns, the Quality Assurance and Business Manager will undertake a check as to whether there are other issues or concerns related to this student. A group will then convene to consider such concerns comprising the Creative Academy Manager, the Head of Wellbeing and the Quality Assurance and Business Manager. This group will decide what action to take, which could include the following:

- Inform the student that concerns have been raised and how to avoid the situation in future;
- Give the student advice about their social media profile where appropriate;
- Ask the student to come to an interview to discuss the concerns;
- Contact the Prevent Co-Ordinator at Slough Borough Council without giving personal details to gain further advice where it is considered that there may be issues related to extremism on a confidential basis;
- Refer the student to Channel (with their consent)
- Refer the situation to the police if it is believed that a criminal offence has taken place.

2.3 Students who have concerns about Prevent should contact the Quality Assurance and Business Manager who will refer this to the group above to investigate.

3 Sharing information on external speakers and guest lecturers

3.1 Approval of external speakers and guest lecturers should be considered through the procedure for booking events. Where concerns are raised about external speakers, these will be discussed by the Prevent Group comprising the Creative Academy Manager, the Head of Wellbeing and the Quality Assurance and Business

Manager. This group will decide what action to take as outlined in the events booking procedure.

3.2 Where Creative Academy has concerns about an external speaker, it will contact the Prevent Coordinators in Slough Borough Council for advice on a confidential basis. It might also share information through local Prevent networks.

4 Legal basis for sharing

4.1 Creative Academy will share personal and other data (name and contact details as well as relevant information related to the concern and purpose of the information sharing requirement).

4.2 The legal basis for sharing the information specified above, is by virtue of section 26 of the Counter-Terrorism and Security Act 2015. Creative Academy is designated as 'specified authority' as defined in Schedule 6 of the Act.

4.3 Creative Academy will also act within the boundaries of the Data Protection Act 1998.

5 Consent

5.1 Wherever possible, the consent of the individual whose data are to be shared will be sought prior to the transfer of data unless where there are concerns relating to Creative Academy's safeguarding duties.

6 Records management

6.1 A record of each sharing event, to include the date, the name of the organisation with which the data have been shared, and details of the transaction will be securely retained by the Creative Academy Prevent Coordinator for one year after the date on which the information was shared.

Jagdev Khatkar
Creative Academy Quality Assurance and Business Manager March 2026

Appendix D - Creative Academy Contact details

THE WELLBEING TEAM

Head of Wellbeing

Krissie Smith: krissie.paul@slough.gov.uk

All Wellbeing Team enquires - General advice and support regarding Study Skills Support, fitness, nutrition, counselling or crisis management:

wellbeing@creativeacademy.org

Advice and guidance for anyone with financial issues, facing homelessness, welfare benefits advice, Student funding issues (SLC/NHS), emergency money or Tier 4 immigration

Jagdev Khatkar: Jagdev.khatkar@slough.gov.uk

Advice and guidance for anyone with a Disability/mental health condition

Krissie Smith: krissie.paul@slough.gov.uk

Injury advice and booking physiotherapy/chiropractor

Cassia Rudge: Cassia.rudge@slough.gov.uk

Appendix E - External sources of help

Service	Client Group/Issues	Location	Contact No	Website
The Samaritans	Emotional support 24 hours/day and 365 days/year	Nationwide	08457 90 90 90	www.samaritans.org.uk
Mind	Advice and guidance and drop-in centres for anyone affected by mental health issues	Nationwide	0300 123 3393	www.mind.org.uk
Sane	Emotional support for anyone affected by mental health issues	Nationwide	0845 767 8000	www.sane.org.uk
Nightline	Online and telephone support provided by London students. 6pm-8am, term time only	Skype: chat.nightline	0207 631 0101	www.nightline.org.uk
Sickle Cell Society	Advice, counselling and support groups for anyone affected by Sickle Cell Disease	Shepherd's Bush	020 8961 7795	www.sicklecellsociety.org
PACE	Support groups, individual therapy, advocacy and advice for LBTPQIA community	Euston	0207 700 1323	www.pacehealth.org.uk

NAZ Project London	Sexual health counselling, HIV and AIDS support for BME communities	Hammersmith	020 8741 1879	www.naz.org.uk
Terrence Higgins Trust	People living with HIV/AIDS, partners, families and carers. Gay men with relationship difficulties	Various London locations	0207 812 1600	www.tht.org.uk

Sharan	Culturally sensitive advice on a range of practical and support services for Asian women	Nationwide	0844 504 3231	www.sharan.org.uk
Relate	Counselling and information for all relationships	Nationwide	0300 1001234	www.relate.org.uk
Refugee Council	Advice, support groups and counselling for anyone affected by immigration or refugee issues	Finsbury Park	020 7346 6700	therapeutic@refugeecouncil.org.uk
Citizen's Advice Bureau	Legal advice on debt, family, housing, employment, tax and discrimination issues	Online	03444 111 444	www.adviceguide.org.uk
National Debtline	Advice, guidance and services for debt and financial issues	Online	0808 808 4000	www.nationaldebtline.org
Tax Credits (HMRC)	Details of benefits while studying – eligibility criteria	Online	0845 300 3900	www.gov.uk
Step Change	Debt advice and management plans	Online/Telephone	0808 138 1111	www.stepchange.org

Offenders' Families Helpline	Families and those affected by the criminal Justice System as a result of another's behaviour	London N1	0808 808 2003	www.offendersfamilieshelpline.org
Papyrus	Advice and support for young people considering suicide. Advice for anyone concerned about a young person	Online/Telephone	0800 068 4141	www.papyrus-uk.org
Survivors of Bereavements by Suicide	Support for people who have been bereaved by suicide	Ilkeston	0300 111 5065	www.uk-sobs.org.uk