Prevent Policy

Eastern Region Roof Training Group Ltd

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The purpose of this policy is to:

- Ensure an awareness of Prevent within ERRTG
- Embed British Values into the curriculum and ways of working
- Recognise current practice which contributes to the Prevent agenda
- Outline the procedure for reporting concerns through CHANNEL
- Identify areas for improvement

Introduction to Prevent

The government's strategy for countering terrorism CONTEST strategy is split into 4 areas: Pursue, Protect, Prepare & Prevent. All education institutions have to comply with the Prevent Duty under the Counter Terrorism Act 2015.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

The Prevent strategic objective is to stop people from becoming or supporting terrorists or radicalisation and challenge all forms of terrorism, including the influence from far-right extremist

groups.   The Prevent duty is to protect people from all streams of extremist activity and not solely aimed at one specific group.

The Prevent strategy has 3 key objectives and will specifically:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice & support
- Work with sectors and institutions where there is a risk of radicalisation which we need to address

Within the Home Office Prevent Duty guidance document, it sets out very clear expectations and responsibilities of board members, leaders, managers and staff. Some of these are detailed below –

"We expect active engagement from boards, managers, leaders & staff with other partners including the police and regional Prevent coordinators"

"We expect institutions to demonstrate that they undertake appropriate training & development for boards, leaders, managers & staff"

"Where Ofsted finds a publicly funded provider inadequate action will be taken. In the case of private training providers this is likely to result in their contract being terminated".

Prevent is part of safeguarding learners and all FE providers have a duty to safeguard their learners from all aspects of abuse, exploitation and radicalisation. Implementing the Prevent Duty can be a sensitive issue for some learners & communities, and it is important to reiterate this is not about spying on learners or staff or about stopping conversations on controversial or sensitive topics. The Prevent Duty is intended to safeguard providers, learners & staff from being exposed to exploitation or radicalisation and to support the discussion and understanding of complex and controversial issues.

ERTG will provide all staff and delivery partners with the support they need to implement the Prevent Duty. This will include annual safeguarding & Prevent heath checks & risk assessments, arranging training, awareness sessions for staff & management, developing teaching & support materials, sharing good practice from the sector and ensuring communication is frequent and open.

Our local Prevent Coordinator in the East of England is David Layton-Scott for the academic year 2019-20.

Please read this policy in conjunction with Eastern Region Roof Training Group's Safeguarding Policy.

Please follow the link for further guidance about reporting a prevent concern;
https://educateagainsthate.com/what-should-i-do-if-i-have-a-concern-about-a-child/

Why do we need this policy?

Prevent is one of 4 strands of the Government's counter terrorism strategy – CONTEST. The UK currently faces a range of terrorist threats. Terrorist groups who pose a threat to the UK seek to radicalise and recruit people to their cause. Therefore, early intervention is at the heart of Prevent which aims to divert people away from being drawn into terrorist activity. Prevent happens before any

criminal activity takes place by recognising, supporting and protecting people who might be susceptible to radicalisation. The national Prevent Duty confers mandatory duties and responsibilities on a range of public organisations, including Independent Training Providers, and seeks to:

- **Respond** to the ideological challenge of terrorism and aspects of extremism, and the threat we face from those who promote these views.
- **Provide** practical help to prevent people from being drawn into terrorism and violent extremism and ensure they are given appropriate advice and support.
- **Work** with a wide range of sectors where there are risks of radicalisation which needs to be addressed, including education, criminal justice, faith, the internet and health. The Government has created a system of 'threat level' which represents the likelihood of a terrorist attack in the near future. The current threat level from international terrorism in the UK is severe, which means that a terrorist attack is highly likely.

Our Prevent Policy has five key objectives:

1**. To promote** and reinforce shared values, including British Values; to create space for free and open debate; and to listen and support the learner voice.

2. **To breakdown** segregation among different learner communities including by supporting inter-faith and inter-cultural dialogue and understanding; and to engage all learners in playing a full and active role in wider engagement in society.

3. **To ensure** learner safety and that ERTG is free from bullying, harassment and discrimination.

4. **To provide** support for learners who may be at risk of radicalisation, and appropriate sources of advice and guidance.

5. **To ensure** that learners and staff are aware of their roles and responsibilities in preventing violent and non-violent extremism.

Definitions: The following are commonly agreed definitions within the Prevent agenda:

- **An ideology** is a set of beliefs.
- **Radicalisation** is the process by which a person comes to support terrorism and forms of extremism that may lead to terrorism.
- **Safeguarding** is the process of protecting vulnerable people, whether from crime, other forms of abuse or from being drawn into terrorism-related activity.
- **Terrorism** is an action that endangers or causes serious violence, damage or disruption and is intended to influence the government or to intimidate the public and is made with the intention of advancing a political, religious or ideological.
- **Vulnerability** describes factors and characteristics associated with being susceptible to radicalisation.
- **Extremism** is vocal or active opposition to fundamental British Values, including democracy, the rule of law, Individual and mutual respect and tolerance of different faiths and beliefs. Aims Leadership and Values To create and maintain an ethos that upholds core values of shared responsibility and wellbeing for all learners, staff and visitors whilst promoting respect, equality and diversity and understanding.

British Values are detailed within the Prevent Duty and include democracy, the rule of law, Individual and mutual respect and tolerance of different faiths and beliefs. This will be achieved through:

- **Promoting** core values of respect, equality and diversity, democratic society, learner voice and participation.
- **Building** staff and learner understanding of the issues and confidence to deal with them through mandatory staff training, specialist tutorials, awareness campaigns and community engagement activities.
- **Deepening** engagement with local communities. Teaching and Learning To provide a curriculum that promotes British Values, knowledge, skills and understanding, to build the resilience of learners by undermining extremist ideology and supporting the learner voice. This will be achieved through:
- **Embedding** British Values, equality, diversity and inclusion, wellbeing and community cohesion throughout the curriculum.
- **Promoting** wider skills development such as social and emotional aspects of learning.
- **A curriculum** adapted to recognise local needs, challenge extremist narratives and promote universal rights.
- **Teaching,** learning and assessment strategies that explore controversial issues in a way that promotes critical analysis and pro-social values.
- **Use** of external programmes or groups to support learning while ensuring that the input supports our values.
- **Encouraging** active citizenship and learner voice. Learner Support To ensure that staff take preventative and responsive steps. This will be achieved through:
- **Strong,** effective and responsive learner support services.
- Developing strong community links and being aware of what is happening in the locality, including within ERTG's own communities.
- Implementing anti-bullying strategies and challenging discriminatory behaviour.
- Recognising factors that may increase risk to a learner, i.e. vulnerability, disadvantage or hardship, and implementing early risk management strategies.
- Ensuring that learners and staff know how to access support in-house and/or via community partners.
- Supporting learners with problem solving and repair of harm.
- Supporting 'at risk' learners through safeguarding and crime prevention processes.
- Focusing on narrowing the attainment gap between the different groups of learners.
- Working collaboratively to promote support for learners across all areas of ERTG, including those learners in off-site provision. Roles and responsibilities Whilst this is a standalone policy, it is integral to our Safeguarding Policy and should be applied as an extension to ERTG's current and established safeguarding procedures.

Challenging extremism

If students make comments which could be regarded as extremist staff should encourage the students:
- to think critically
- to consider whether the evidence they have is accurate and full
- to consider whether they have received an partial and/or unsustainable interpretation of evidence.

- to consider alternative interpretations and views

Staff should use opportunities to challenge extremist narratives through discussion with students. If staff do not feel confident in challenging extremist ideas with their students they should ask for support from the Safeguarding officer.

If students behave in a way which contravenes the equality and diversity aspects of the code of conduct which they have signed then this is a disciplinary issue e.g. refusing to work with a gay student or a student of a different ethnicity. It should be dealt with through normal provider disciplinary processes.
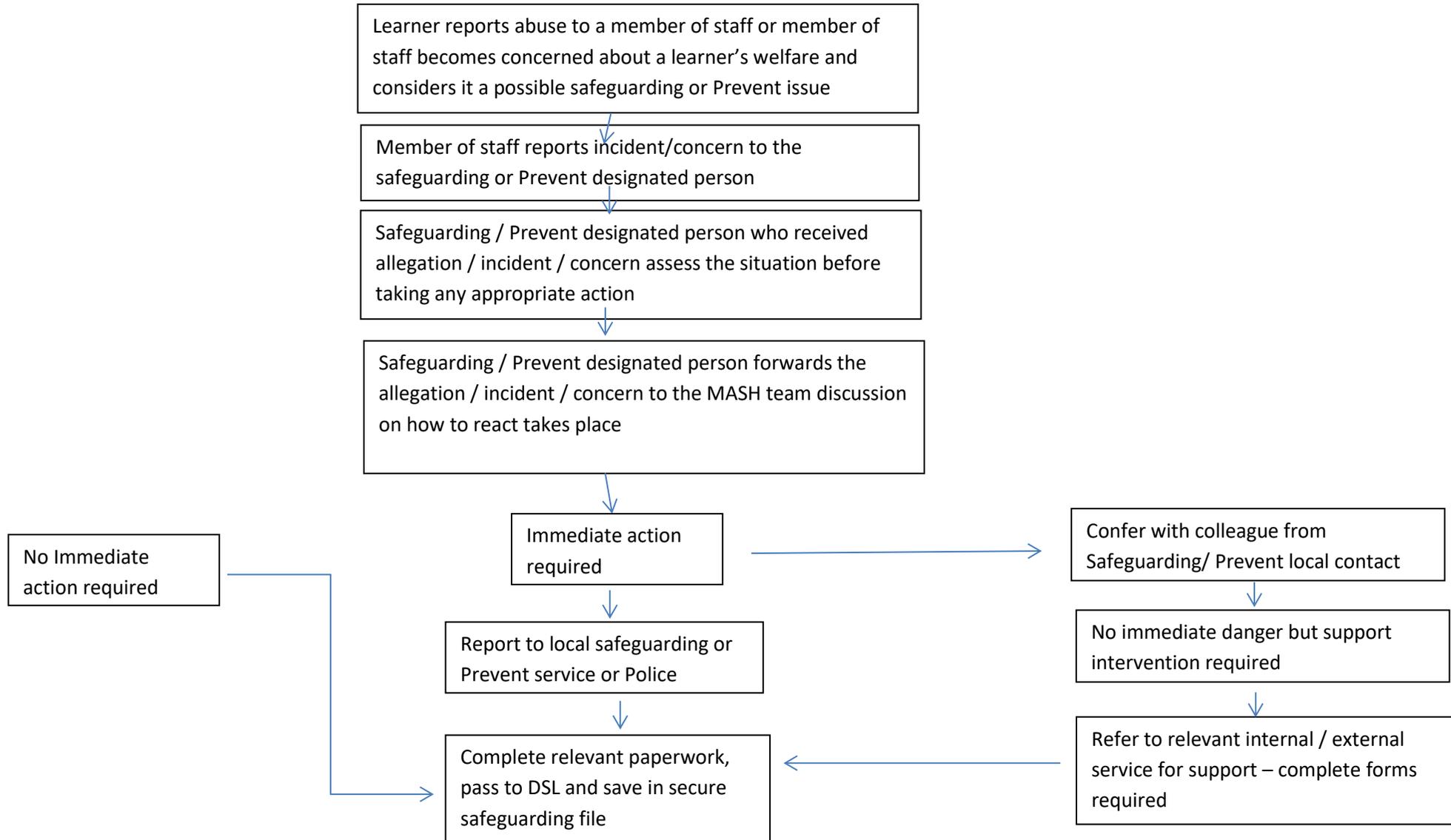
Tutors & training providers must have an open culture which allows freedom of speech and exploration of issues that affect learners locally, nationally & internationally. Providers are to operate a safe place for learners to communicate, but provide challenge where views or discussions become offensive, extreme or upsetting to others.

All Staff at ERRTG have a responsibility to:

- **create** and support an ethos that upholds ERTG's mission, vision and values including British Values, to create an environment of respect, equality and diversity and inclusion;
- **attend** Prevent training in order to have the skills to recognise those who may be vulnerable to radicalisation, involved in violent or non-violent extremism, and to know the appropriate action to take if they have concerns;
- **report** any concerns around extremism or radicalisation via the safeguarding reporting channels;
- **report** and remove any literature displayed around ERTG that could cause offense or promote extremist views;
- **support** the development of staff and learner understanding of the issues around extremism and radicalisation through activities such as training, awareness campaigns and tutorials;
- **participate** in engagement with local communities, schools and external organisations as appropriate. Managing Risks and Responding to Events ERTG will ensure that it monitors risks and is ready to deal appropriately with issues which arise through the following:
- **Understanding** the nature of threat from violent extremism and how this may impact directly and indirectly on ERTG.
- **Identifying,** understanding and managing potential risks within ERTG from external influences.
- **Responding** appropriately to events reported via local, national or international news that may impact on learners and communities.
- Ensuring plans are in place to minimise the potential for acts of violent or non-violent extremism within ERTG.
- **Ensuring** measures are in place to respond appropriately to a threat or incident within ERTG.
- **Continuously** developing effective ICT security and responsible user policies. Ensuring compliance with related policies. Links to values and other policies.
- Prevent awareness included in learner induction sessions.

Procedure Flowcharts – The following flowcharts detail the procedures for reporting a safeguarding / Prevent incident and the Channel process for FE establishments.

Learner reports abuse to a member of staff or member of staff becomes concerned about a learner's welfare and considers it a possible safeguarding or Prevent issue

Member of staff reports incident/concern to the safeguarding or Prevent designated person

Safeguarding / Prevent designated person who received allegation / incident / concern assess the situation before taking any appropriate action

Safeguarding / Prevent designated person forwards the allegation / incident / concern to the MASH team discussion on how to react takes place

Immediate action required

Confer with colleague from Safeguarding/ Prevent local contact

No Immediate action required

Report to local safeguarding or Prevent service or Police

No immediate danger but support intervention required

Complete relevant paperwork, pass to DSL and save in secure safeguarding file

Refer to relevant internal / external service for support – complete forms required

The Channel Process within FE Colleges

Cause for concern identified

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Concern reported to safeguarding lead

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Not appropriate No evidence of radicalisation or extremism ←→ **Safeguarding lead gathers more information** ←→ **Immediate Risk Safeguarding lead contacts emergency services**

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Discussion with local Prevent police/local authority officer

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Referrer informed of decision and person referred to other existing safeguarding panels for support

- MAPPA
- Gangs Unit Triage
- MASH
- Serious Case Review Panel

Referral may later be made back to Channel if deemed necessary

NOT APPROPRIATE FOR CHANNEL ←→ **Screening Process Police Channel Coordinator gathers information to determine whether there is a specific risk of radicalisation, and that the referral is not malicious** ←→ **Checking Process Police check if referral is already part of live investigation**

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NOT APPROPRIATE FOR CHANNEL ←→ **Preliminary Assessment The Local Authority Prevent lead and Police Channel Coordinator consult with colleagues to decide whether the referral meets the threshold for Channel**

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CHANNEL INTERVENTION NOT REQUIRED ←→ **Multi-Agency Channel Panel Meeting Panel discusses and assesses the risk, identifies support needs and determines whether specialist Channel support is necessary** ←→ **Monitoring The Channel Panel monitors the progress with the provider and other safeguarding professionals**

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Channel Support Package Tailored support commissioned from approved Channel intervention provider, selected as being appropriate for the person ←→

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Person exits the Channel process