



# Prevent Strategy

## SCOPE AND PURPOSE

This policy provides a clear framework to structure and inform our response to safeguarding concerns for people who may be vulnerable to the messages of extremism.

Our approach to the Prevention of Extremism and Radicalisation (Prevent) will focus on:

- Safeguarding all learners and staff from exposure to circumstances that exacerbate the risk of radicalisation.
- The education of all learners and staff regarding the risk and nature of radicalisation
- The provision of information and resources that support awareness-raising.
- Liaison and communication with relevant local and national agencies that support the Prevent.
- Promotion of the support mechanisms available should a learner or staff member have concerns relevant to terrorist and extremist activity.

This policy refers to any activity or risk of activity that would be categorised as promoting radicalisation or extremism.

**Radicalisation** is defined as the process by which people come to embrace radical ideology or beliefs that accept, use or condone violence, including acts of terrorism and extremism.

**Extremism** 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

**Terrorism** is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

**CONTEST**, The United Kingdom's Strategy for Countering Terrorism was updated in June 2018 on the back of an increased risk of terror in the United Kingdom following a series of attacks escalating in 2017. There is a legal duty on certain bodies in the exercise of their functions, to have "*due regard to the need to prevent people from being drawn into terrorism*". Authorities subject to the provisions must have regard to this guidance and the Prevent Duty when carrying out their business. There is a statutory responsibility for education providers.

Prevent is 1 of the 4 elements of 'CONTEST', the government's counter-terrorism strategy. The 4 elements are: Pursue, Protect, Prepare and Prevent. It aims to stop people from becoming terrorists or supporting terrorism.

## **RATIONALE**

The Prevent Strategy 2011 has three specific strategic objectives:

- 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 and support.
- Work with sectors and institutions where there are risks of radicalisation that we need to address.

## **NATIONAL GUIDANCE AND STRATEGIES**

Prevent is a key part of the Government's strategy to stop people from becoming terrorists or supporting terrorism. Early intervention is at the heart of Prevent in diverting people away from being drawn into terrorist activity. Preventing happens before any criminal activity takes place. It is about recognising, supporting and protecting people who might be susceptible to radicalisation. The Prevent strategy objectives are:

There is an important role for further education and independent training providers in helping to prevent people from being drawn into terrorism, which includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. It is a condition of funding that all further education and independent training providers must comply with relevant legislation and any statutory responsibilities associated with the delivery of education and safeguarding of learners.

It is important to realise that the risk of radicalisation in institutions does not just come from external speakers. Radicalised learners can also act as a focal point for further radicalisation through personal contact with fellow learners and through their social media activity. Where radicalisation happens away from training or the workplace, the learner concerned may well share his or her issues with other learners. Changes in behaviour and outlook may be visible to staff.

The Revised Prevent duty guidance for England and Wales sets out in paragraphs 65 to 76 the four themes independent training providers should focus on. These are Risk assessment, Staff development and training, Working in partnership and IT policies. All Independent training providers are subject to a duty under section 26 of the counter terrorism and security act 2015.

[www.gov.uk/government/publications/prevent-duty-guidance.](http://www.gov.uk/government/publications/prevent-duty-guidance)

## **FUNDAMENTAL BRITISH VALUES**

British values of democracy, rule of law, liberty and respect and tolerance of different faiths and beliefs are promoted at The Learning Station to counter extremist ideologies. This is promoted through apprentice, learner and staff induction, training and via learning activities and the virtual learning zone.

## **RUN, HIDE, TELL**

To ensure learners and staff know how to keep themselves safe if caught up in a terror attack, the government campaign Run, Hide and Tell has been widely promoted to learners and staff through induction, training activities and virtual learning zone.

**PURPOSE AND OBJECTIVES** We will guide our learners to understand others, promote common values and values diversity, promote awareness of human rights and of the responsibility to uphold and defend them and develop the skills of participation and responsible action. We take extremely seriously our key role in preparing all our young people for life in modern Britain and supporting and upholding Fundamental British Values.

We aim to encourage working towards a society with a common vision and a sense of belonging by all. Communities: a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in training and in the wider community. We achieve the above objectives by:

- Providing an induction on equality and diversity, safeguarding, and other associated policies.
- Providing opportunities for learners to engage in professional discussion and freedom of speech whilst balancing this with protecting the welfare of learners and staff.
- Educating learners to identify radicalising influences and risk/indicators that may make an individual vulnerable to being drawn into exploitation for the purpose of extremism.
- Training learners to know who to contact or report to if they have concerns relating to the prevention of extremism and radicalisation.

## **LEARNER WELFARE**

Learner welfare checks will be conducted during teaching and learning activities. Supporting the learner's welfare includes providing an opportunity to discuss concerns that a learner wishes to disclose, this may include concerns surrounding radicalisation or extremism or other safeguarding concerns. Support for welfare concerns may include referral to the DSL or external support agencies.

## **STAFF TRAINING**

Staff receive prevent training during induction, and when updates are required, there is a new or emerging risk or there is a change in legislation or government guidance. All staff will be trained in:

- Exemplify British values in their management, teaching and through general behaviours, this will include reviewing curriculum, materials, use of technology in training, policies, and procedures.
- Encourage learners to respect other people with regard to the protected characteristics set out in the Equality Act 2010. This includes training to support staff to respectfully challenge views and opinions that oppose the Equality Act 2010 and Fundamental British Values.
- Understanding the factors that make people vulnerable to being drawn into terrorism, be able to recognise this vulnerability and be aware of what action to take in response.
- Understanding when and how to make referrals to the DSL or to the Channel programme and where to get additional advice and support.
- Understand this policy and procedure and the Prevent Risk Assessment and what it means to them.
- Understand the government's anti-radicalisation strategy, Prevent, to enable them to identify those at risk of being drawn into terrorism and to challenge extremist ideas.
- Contractors who are providing training will also receive Prevent training.

**RESPONSIBILITIES** Trainers or other staff, to whom a disclosure regarding Prevent-related concerns has been made, must inform the Designated Safeguarding/Prevent Lead or in their absence the deputy to ensure that appropriate action is taken.

Our Safeguarding Lead has a responsibility to:

- Establish or use existing mechanisms for understanding the risk of radicalisation.
- Ensure staff understand the risk and build the capabilities to deal with it.
- Communicate and promote the importance of the duty.
- Ensure staff implement the duty effectively.

## **REPORTING AND MONITORING**

The implementation of the Policy and the effectiveness of Enterprise4all's safeguarding arrangements will be monitored by the Enterprise4all's Safeguarding group which meets periodically and is chaired by the Project Director. Internal and external referrals will be reported annually to Directorate and the Board.

## **STAFF ROLES AND RESPONSIBILITIES**

All staff should have an awareness of the PREVENT agenda and the various forms radicalisation takes in being able to recognise signs and indicators or concerns and respond appropriately.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period. Staff will be alert to changes in learners' behaviour.

## **VULNERABILITY/RISK INDICATORS**

All staff and learners will be trained to recognise the risks and reasons why a person may be vulnerable to being drawn into exploitation for the purpose of extremism and these indicators include the following lists.

The following lists are not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable young person experiencing these factors are automatically at risk of exploitation for the purposes of extremism. The accepted view is that a complex relationship between the various aspects of an individual's identity determines their vulnerability to extremism.

There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences. The following indicators may help to identify factors that suggest a person or their family may be vulnerable or involved with extremism:

<b>Identity crisis</b>	Distance from cultural/religious heritage and uncomfortable with their place in the society around them.
<b>Personal crisis</b>	Family tensions; sense of isolation; adolescence; low self- esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging.

Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy. Perceptions of injustice; feelings of failure; rejection of civic life.

Experiences of imprisonment; poor resettlement/reintegration, previous involvement with criminal groups.

**Access to Extremist Influences:**

- Reason to believe that the young person associates with those known to be involved in extremism.
- Possession or distribution of extremist literature/other media material likely to incite racial/religious hatred or acts of violence.
- Use of closed network groups via electronic media for the purpose of extremist activity.

**Experiences, Behaviours and Influences:**

- Experience of peer, social, family or faith group rejection
- International events in areas of conflict and civil unrest have had a personal impact on the young person resulting in a noticeable change in behaviour
- Verbal or written support of terrorist attacks
- Extended periods of travel to international locations known to be associated with extremism
- Evidence of fraudulent identity/use of documents to support this
- Experience of disadvantage, discrimination, or social exclusion
- History of criminal activity
- Pending a decision on their immigration/national status

**More Critical Risks Include:**

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance/behaviour

**REFERRAL AND INTERVENTION PROCESS**

If a child, vulnerable adult, apprentice, or learner is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

**Designated Safeguarding Lead/Prevent Lead: Louise Jolly**

All original notes or paper files must be passed to the DSL for secure storage. All electronic records must be added to the Safeguarding and Prevent log and will be stored on the secure drive.

If in exceptional circumstances the DSL or deputy is not available, this should not delay appropriate action being taken. Speak to a member of staff and/or seek advice from local authority children's social care or adult care. Make a referral by completing a prevent referral form at your local safeguarding board by searching here <http://www.safecic.co.uk/> as well as Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care or adult care team. It should be recognised that concerns of this nature, in relation to violent extremism, are most likely to require a police investigation, as part of the Channel Panel process.

- <https://www.gov.uk/government/publications/prevent-duty-guidance>
- <https://www.gov.uk/report-child-abuse-to-local-council>
- <https://www.npcc.police.uk/CounterTerrorism/Prevent.aspx>

The Department for Education has a dedicated telephone helpline, 020 7340 7264, which staff can call to raise concerns about extremism with respect to a learner. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk) Note that this is not for use in emergency situations.

**In an emergency**, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger.
- Think someone may be planning to travel to join an extremist group.
- See or hear something that may be terrorist-related.

## **CHANNEL REFERRAL PROCESS**

Some concerns which are identified may have a security dimension to them. For this reason, it is important that liaison with the police forms an early part of all investigations. The Prevent Police Team will carry out an initial assessment and, if appropriate, set up a multi- agency meeting to agree actions for supporting the individual.

If it is deemed that there are no concerns around radicalisation, appropriate and targeted support will be considered for the young person.

## **FREEDOM OF SPEECH**

We will not suppress freedom to express controversial or unpopular views, provided that the expression of those views does not go beyond the articulation of points of view and does not constitute incitement to riot, insurrection, racial hatred, religious hatred, sexual harassment or other activities which are likely to cause a breach of the peace or public disorder or are otherwise unlawful.

Whilst upholding the principles of freedom to express potentially controversial or unpopular views, The Learning Station will not permit its premises or resources to be used to promote or support extremism and will provide opinions that challenge views that oppose Fundamental British Values or the Equality Act 2010.

In considering whether to allow the expression of potentially controversial or unpopular views, we shall also take account of its wider legal duties, in particular the Equality Act 2010 and Fundamental British Values:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct that is prohibited by law
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

### **DATA PROTECTION AND GDPR**

All data relating to Prevent and Safeguarding concerns is held in accordance with our Data Protection Policy. This policy conforms to the Data Protection Act 2018 and GDPR.

In relation to data on Prevent and Safeguarding concerns will be held for the specific purpose of enabling us to put in place any support, guidance and advice which learners may need above and beyond that offered to learners. In some instances, the need to prevent harm or the risk of harm, in conjunction with police request, may override data protection considerations.