

# Prevent Policy

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## 1. Introduction

The Government's national counter terrorism strategy CONTEST has four elements:

### **Pursue, Protect, Prepare and Prevent**

**Prevent** aims to stop people becoming terrorists or supporting terrorism. Education, like other key sectors, has a responsibility to promote values of openness, tolerance and facilitating free debate which is central to being a British Citizen. With the current government alert at substantial (2022) the College needs to be aware of risks and raise awareness within its community.

New statutory guidance "Keeping Children Safe in Education" was introduced in April 2014. From this guidance the College introduced a new "keeping yourself safe guidance" which identified the behaviours it expects of staff. Further developments have also taken place around safer recruitment practice to ensure that all safeguarding procedures are in place. Further Education colleges are major education and training providers for the 16 – 25-year age group, particularly young people from ethnically diverse and socially and economically disadvantaged areas. The age and profile of our learners make it crucial to be involved in the Prevent strategy. Colleges have a part to play in fostering shared values and promoting cohesion. Colleges should focus on the risks of violent extremism, which represents the greatest threat at national level, while recognising that other forms of violence and extremism can and do manifest themselves within colleges and other training settings.

This policy has five key objectives:

- i. To promote and reinforce shared values; to create space for free and open debate; to listen to and support the learner voice.
- ii. To break down 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.
- iii. To ensure learner safety and that the College is free from bullying, harassment and discrimination.
- iv. To provide support for learners who may be at risk and appropriate sources of advice and guidance.
- v. To ensure that learners and staff are aware of their roles and responsibilities in preventing violent extremism.

### **Aim**

The aim of this strategy is to:

- ✓ Develop an awareness of Prevent within the College
- ✓ Recognise current practice which contributes to the Prevent agenda
- ✓ Identify areas for improvement

## 2. To achieve these objectives this policy will concentrate on four areas:

### 2.1 Leadership and Values

To provide an ethos which upholds core values of shared responsibility and wellbeing for all learners, staff and visitors and promotes respect, equality and diversity and understanding. This will be achieved through:

- Promoting core values of respect, equality and diversity, democratic society, learner voice and participation via learner course representation, Student Council activities and opportunities to capture learner voice, Mock Elections to promote democracy.
- Building staff and learner understanding of the issues and confidence to deal with them through staff training and dedicated communication.
- Deepening engagement with local communities.
- Actively collaborating with local schools, local authorities, police and other agencies.

## **2.2 Teaching and Learning**

To provide a curriculum which promotes 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 equality, diversity and inclusion, wellbeing and community cohesion.
- Promoting wider skill development such as social and emotional aspects of learning.
- A curriculum adapted to recognise local needs, challenge extremist narratives and promote universal rights.
- Teaching and learning strategies which explore controversial issues in a way which promotes critical analysis and pro-social values.
- Use of external programmes or speakers to support learning while ensuring that the input supports College goals and values.
- Encouraging active citizenship and learner voice.

## **2.3 Learner Support**

To ensure that staff are confident to take preventative and responsive steps collaborating with partner professionals, families and communities. This will be achieved through:

- Establishing strong and effective learner support services.
- Developing strong community links and being aware of what is happening in the locality.
- Implementing anti-bullying strategies and challenging discriminatory behaviour.
- Recognising factors which may increase risk to a learner i.e. vulnerability, disadvantage or hardship and implementing early risk management strategies
- Sign posting learners and staff to access support in college and/or via community partners.
- Progress Coaches collaborating with younger learners (16-18yrs) to support problem solving.
- Supporting at risk learners through safeguarding and crime prevention processes.
- Focussing on narrowing the attainment gap for all learners.
- Working collaboratively to promote support for learners across all areas of the College to include College Nursery and learners in off-site provision.

## **2.4 Managing Risks and Responding to Events**

To ensure that the College monitors risks and is ready to deal appropriately with issues which arise. It will do this through:

- Understanding the nature of the threat from violent extremism and how this may impact directly or indirectly on the College.
- Identifying potential risks within the College and from external influences.
- Ensuring measures are in place to minimise the potential for acts of violent extremist within the College.

- Ensuring that plans are in place to respond appropriately to a threat or incident within the College.
- Responding appropriately to events reported via local, national or international news that may impact on learners and communities.
- Developing effective ICT security and responsible user policies

### 3. Reporting Concerns

**3.1 Early reporting** of any concern however apparently trivial is essential to prevent escalation in the case of an actual threat / risk. The College Safeguarding Officers are the first point of contact for staff where concerns have been raised. The College Prevent Lead is the Designated Safeguarding Lead – Deputy Principal: Corporate Relationships. College Safeguarding Officers have links with Regional Prevent Co-ordinators and specialist police advisors via a regional ‘Channel Co-ordinator’

The Due Diligence and Counter Extremism Group set up in April 2015 by the Department for Education offers a dedicated telephone helpline for college staff and Governors: telephone 020 7340 7264 or email [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk)

**3.2 Observation** of changes in learner behaviour, particularly in those learners who are most at risk due to their culture or religion. Staff should be aware of changes in learner behaviour, particularly isolation or withdrawal from activities previously enjoyed. In this instance, speak with the learner to try to establish the cause – if in doubt, seek advice. Any unexplained absences where the learner cannot be contacted or the family are unable to satisfactorily explain the learner absence or state their whereabouts, should be followed up with a Safeguarding Officer.

**3.3 External Influences** – report any literature whether in the form of books, leaflets or posters that promotes extremist activities to the Designated Safeguarding Lead – Deputy Principal: Corporate Relationships.