



# PREVENT POLICY

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## **Accessibility Statement**

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## Introduction

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The Prevent Policy applies to everyone working at or attending the College. It confers responsibilities on all governors, College staff, students, agency staff and volunteers, contractors, visitors, consultants and those working under self-employed arrangements.

The aim of the Prevent Policy is to create and maintain a safe, healthy and supportive learning and working environment for our students, staff and visitors alike. We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for students. We further recognise that if we fail to challenge extremist views we are failing to protect our students from potential harm. As such the Prevent agenda, will be addressed as a safeguarding concern.

The College has adopted the Prevent Duty in accordance with legislative requirements. However, we will endeavour to incorporate the relevant duties so as not to:

(a) Stifle legitimate discussions, debate or student engagement activities in the local community; or (b) Stereotype, label or single out individuals based on their origins, ethnicity, faith and beliefs or any other characteristics protected under the Equality Act 2010.

**This PREVENT policy should be read in conjunction with:**

- [Safeguarding and Child protection policy](#)
- [Freedom of Speech Code of Practice.](#)
- The External Speaker Procedure
- [Guidelines for External Speakers.](#)
- [IT Acceptable Use Policy](#)
- [E-Safety Policy](#)

## 1. Overview

The Government's **Prevent Agenda** is 1 of the 4 elements of **CONTEST**, the government's counter-terrorism strategy. The 4 elements are

- **Pursue**
- **Prevent**
- **Protect**
- **Prepare.**

*CONTEST aims to stop people becoming terrorists or supporting terrorism.*

[Counter-terrorism strategy \(CONTEST\) 2018 - GOV.UK \(www.gov.uk\)](#) Last updated August 2018

### **The Government's Prevent strategy:**

- responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views
- provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with
- The strategy covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism.
- The Counter-Terrorism and Security Bill seeks to place a duty on specified authorities including schools, colleges and universities to 'have due regard, in the exercise of its functions, to the need to prevent people from being drawn into terrorism'.
- The College has developed a culture of safety and respect for its students, staff, governors and visitors. As part of this ethos the College has considered the Prevent Duty and the importance of collaborative working between college staff, local authorities, police, other educational institutions, policy makers and health providers to identify, detect and safeguard vulnerable people throughout the organisation.

## **2. The Prevent Duty**

### **The Prevent Duty requires further education institutions to:**

- Work in partnership with, and actively engage with Governors, Principals, managers and leaders, (from the community, mosques etc), and other partners including the police, local support agencies, Prevent, college staff and liaison officers.
- They will need to make sure that all staff have undertaken appropriate training or development and share information across relevant curriculum areas.
- Have clear and visible policies in place for both staff and learners with regard to risk assessment. This should also include policies for events that may take place by staff, student, visitors, external bodies and community organisations. They will also need to be aware of places or areas of learning where learners/staff may be in contact with, or possibility get involved with terrorism.
- Have sufficient support available welfare and pastoral care according to the individual requirements of each institution. There will also have to be clear

guidance and policies available to all on the use of prayer room and other faith-related facilities, and any issues that may occur from the use of these facilities.

- Have policies in place for the use of information technology on the premises and for the use of research in curriculum areas.

[Prevent duty guidance: for England and Wales \(accessible\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/781111/Prevent_duty_guidance_for_England_and_Wales_accessible.pdf)

March 2024

### 3. Understanding Radicalisation and Extremism:

Young people in the UK are potentially vulnerable to engagement with extremist ideologies or to being targeted by extremist organisations. It is important that the College

- should be aware of these risks and be familiar with the support networks and processes in place to protect vulnerable individuals from becoming radicalised or drawn into terrorism.

#### 3.1 Definition of Radicalisation

The Institute of Strategic Dialogue defines radicalisation as “the process through which an individual changes from passiveness or activism to become more **revolutionary, militant or extremist, especially where there is intent towards, or support for, violence.**” Driving factors behind radicalisation can include:

- Lack of integration and /or polarisation
- Identity crisis and /or isolation
- Political and/or democratic disenfranchisement
- Discrimination
- Foreign policy and /or international crises or disputes
- Political movements
- Ideologies and/or faiths

There is no stereotype for people who hold extremist views. Vulnerability, isolation and personal grievances added to strong political, religious or social views, can result in a person searching for a cause. People can become vulnerable for many reasons including:

- Low self-esteem
- Guilt
- Loss
- Isolation
- Family breakdown
- Fear
- Lack of purpose
- Anger

- Peer pressure

It is not intended to suggest that one or all of these characteristics or circumstances will drive someone to terrorism. But they often lead to a sense of injustice- be that on a personal or more far-reaching scale. Their vulnerabilities or susceptibilities are then exploited towards crime or terrorism by people who have their own agenda. There is no typical gender, age, religion or background that extremists will target, but they use a sense of “Duty”, (belonging to a specific group), “status” (need for reputation) and “Spiritual Rewards” (test of faith) as a way of drawing them in.

This raises the question of: **What will those signs of radicalisation look like?:**

**They will look a lot like troubling behaviour:**

- Emotional - angry, mood swings, new found arrogance
- Verbal- expressing opinions that are at odds with generally shared values.
- Physical- appearance (may include tattoos), change in routine
- Embracing conspiracy theories

### **3.2 Possible signs of radicalisation include:**

- The individual’s views become increasingly extreme regarding another section of society or government policy.
- The individual becomes increasingly intolerant of more moderate views.
- The individual expresses a desire/intent to take part in or support extremist activity.
- They are observed downloading, viewing or sharing extremist propaganda from the web and other social media platforms
- They become withdrawn and focused on one ideology.
- The individual may change their appearance, their health may suffer, (including mental health) and they may become isolated from family, friends, peers or social groups.

### **3.3 What to do if you believe someone to be at risk of radicalisation**

The College will adopt the ethos of Notice, Check, Share, where there are concerns that an individual may be vulnerable.

**Notice-** recognition of any changes in behaviour or appearance similar to those outlined above

**Check-** Speak with one of the Colleges’ safeguarding team, and see what they recommend but trust your instinct if you are still concerned

**Share-** Speak to one of the safeguarding team or the Designated Safeguarding

Officers about your concerns. Report the concern using My Concern, marking the concern as urgent if you feel the students is in immediate danger. Remember to trust your instinct.

1. *If a student is concerned about another student they should “check” with their course tutor in the first instance and “share” with the safeguarding team*
2. *If a student is concerned about a member of staff or a person who is not a member of the College, e.g. guest speakers, they should “check” with the safeguarding team and “share” with the Designated Safeguarding Officers*
3. *If a member of staff is concerned about a student, they should “check” and “share” with the safeguarding team or the Designated Safeguarding Officers.*
4. *If you are a member of staff and concerned about another member of staff you should “check” with your line manager and “share” with the Personnel Manager.*
5. *If you are a member of staff and concerned about a person who is not a member of the College, e.g. a guest speaker, please “check” and “share” with the Designated Safeguarding Officers.*

### **3.4 Responsibility for contacting PREVENT**

Any of the following people are responsible for making the decision to contact the Counter Terrorism Team at West Mercia Police if serious concerns are raised about a student:

- **Designated Safeguarding Lead/Prevent Lead**
- **Deputy Designated Safeguarding Lead**
- **Principal**

Any of the following people are responsible for making the decision to contact the Counter Terrorism Team at West Mercia Police if serious concerns are raised about a member of staff:

- Personnel Manager
- Principal

Any of the following people are responsible for making the decision to contact the

Counter Terrorism Team at West Mercia Police if serious concerns are raised about a person who is not a member of the College, e.g. a guest speaker:

- Designated Safeguarding Lead
- Head of Further Education
- Head of Higher Education
- Principal

N.B. As outlined in 'Keeping Children Safe in Education (September 2022), anyone has the right to refer to social care regarding any concerns for an individual. The College gives this right with regards to extremism and anyone can report a concern to West Mercia Police via 101. Where this does occur, please inform the Designated Safeguarding Lead with regards to student or member of the public who visits the College and the Personnel Manager with regards to a member of staff.

#### **4. Objectives**

- To promote, implement and monitor the College's responsibilities under the Prevent Duty to all students, staff, Governors and visitors at the College
- To promote and embed British Values into the organisation's procedures and curriculum offer
- To set a strategy, objectives and an action plan to achieve the Prevent Duty
- To promote the College's Values
- To break down segregation among different student groups and to engage all students in having a full and active role with wider engagement in society
  - To ensure student and staff safety
  - To ensure that the College promotes a culture of non-bullying, non-harassment and non-discrimination.
  - To provide support for students who may be at risk, and develop appropriate sources of advice and guidance.
  - To ensure that students and staff are aware of their roles and responsibilities in preventing violent extremism and radicalisation.

#### **5. British Values**

The Prevent Duty states the British Values that are expected to be embedded into the curriculum offer and into the ethos of the College, they are: -

- Democracy

- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

**The College will promote British Values within a curriculum and wider context through:**

- Embedding British Values in the planning and delivery of its curriculum and induction process
- Promoting an ongoing dialogue with students relating to aspects of British Values
- Actively displaying visual information relating to British Values in virtual and physical spaces

The College will ensure that all staff are familiar with the Prevent agenda, be able to promote British Values, understand how they can recognise practice and behaviours in students and colleagues and are aware of the course of action to take if they are concerned.

## **6. Students**

Students will receive regular training and information in order to inform them of, and raise their awareness of, the Prevent agenda as part of:

- Induction process supported by a range of tutorials/training for students throughout the academic year

Information of the Prevent Agenda and Duty will be promoted to students by inclusion in :-

- Student Handbook
- Curriculum offer, lesson planning and schemes of work
- Visual information (digital and physical)
- Safeguarding policy and procedures
- On line induction information
- Training and development sessions

## **7. Staff**

Staff will receive awareness training and guidance with: -

[Prevent duty training: Learn how to support people susceptible to radicalisation | Prevent duty training \(support-people-susceptible-to-radicalisation.service.gov.uk\)](https://support-people-susceptible-to-radicalisation.service.gov.uk)

Course 1 – Awareness Course

Course 2 – Referrals Course



Course 3 – Channel or Prevent Multi Agency (PMAP) Course

Course – Refresher Awareness Course (Annually)

Annual face to face training with Regional Coordinator (when available).

## **8. Governors**

College Governors receive updates on safeguarding and child protection matters which include the Prevent agenda. Governors take a proactive role in the Prevent Strategy and receive training and regular reports from the Designated Senior Safeguarding Lead.

## **9. Partners**

The College continues to develop links with external partners in order to remain aware of developments within the Prevent Duty:

These include the Lead Prevent contact at the Department of Business, Innovation and Skills, and the Prevent Officer within Warwickshire and West Mercia Police Force.

The College is represented within the local 'Prevent and Disrupt' group at Herefordshire (West Mercia Police) with Deputy Safeguarding Lead Melissa Williams attending meetings and receiving regular information about incidents within the county and region.

## **10. Internal referral procedure**

College staff should be aware of signs of radicalisation and have the confidence to report their concerns through 'My Concern' Designated Safeguarding Leads and if appropriate to their line manager.

The Designated Senior Safeguarding Lead (Xaviere Hughes) or Deputy Safeguarding Leads (Melissa Williams and Justin Gregory) will discuss the matter with other Senior Managers and external agencies as necessary.

## **11. External referral procedure**

Any concerns that are brought to the Designated Senior Safeguarding Lead (Xaviere Hughes), or a member of the College's Safeguarding Team will be considered and, where appropriate, reported to the Chair of the CHANNEL Panel, Prevent Chair (acting) Herefordshire Council - Ewan Archibald, Prevent Police Officers - [prevent@westmercia.police.uk](mailto:prevent@westmercia.police.uk) Tel 01386 591821 and Regional Prevent Co-ordinator West Midlands for Department for Education - Alamgir Sheriyar (Sheri)

## **12. CHANNEL procedure**

Herefordshire County Council have a CHANNEL procedure in place details of which can be found here:

## Safer stronger communities – Herefordshire Council

The CHANNEL procedure is a partnership focused structure and is similar to existing, successful initiatives which aim to support individual and protect them from harm - such as involvement in drug, knife or gun crime.

CHANNEL is about supporting those most at risk of being drawn into violent extremism is about diverting people away from potential threat at an early stage - which prevents them from being drawn into criminal activity.

Partnership involvement ensures that vulnerable individuals have access to a wide range of support from diversionary activities through to providing access to specific services such as education, housing and employment. Each multi-agency panel varies according to local circumstances but partners (who are all signed up to an Information Sharing Protocol) can include:

- Statutory partners such as education, NHS, probation, housing and the police service
- Social Care
- Children's services (e.g. Common Assessment Framework co-ordinators)
- Youth offending services

Credible and reliable members of the community

The College will continue to engage in the CHANNEL process as necessary and will contact the Prevent contact should it have any concerns about a student, member of staff, Governor or visitor.