STAT07 - Prevent Policy

Policy Author:	Head of Student Services	**Policy Owner:**	Vice Principal Funding & Operations
Approved Date:	March 2021	**Review Date:**	August 2022

Purpose of the Policy

The Prevent Policy 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 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, charities, the internet and health.

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1.   Policy Statement

Prevent is part of a Government initiative to develop a robust counter terrorism programme – CONTEST.

The UK faces a range of terrorist threats. All the terrorist groups who pose a threat to us seek to radicalise and recruit people to their cause.

A system of threat level has been created which represents the likelihood of an attack in the near future. The five levels are:
- **Critical**- an attack is expected imminently
- **Severe** – an attack is highly likely
- **Substantial** – an attack is a strong possibility
- **Moderate** – an attack is possible but not likely
- **Low** – an attack is unlikely

The current threat level from international terrorism in the UK is 'severe' which means that a terrorist attack is a strong possibility.

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 students and service users make it crucial to be involved in the Prevent Policy. 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.

Revised Ofsted guidance (September 2019) states:
- 'Inspectors should ensure there is a clear approach to implementing the Prevent duty and keeping children and learners safe from the dangers of radicalisation and extremism'.
- 'Inspectors will consider the extent to which leaders, managers and those responsible for governance ensure that arrangements to protect children and learners meet statutory requirements, follow the applicable guidance, and promote their welfare – including the prevention of radicalisation and extremism'.
- 'the college has due regard to the need to prevent people from being drawn into terrorism in accordance with the Counter-Terrorism and Security Act 2015'.

For the purposes of this Policy, violent extremism in the name of ideology or belief is defined as violence, incitement to violence, terrorism, incitement to terrorism, or other activities that may result in violent behaviour or terrorist activity in the name of an ideology or a set of beliefs.

As a general principle, the College has a statutory responsibility to:
i.   At all times, and by all means, seek to create a safe environment for the entire College community.
ii.   Operate the policy to specifically encompass children, young people, vulnerable adults and adults who may be temporarily vulnerable.
iii.   Acknowledge that abuse may take many forms; physical, sexual, financial and material, emotional, neglect, FGM, forced marriage, HBV, hate crime, radicalisation and risk to self and/or others.
iv.   Work with external agencies, in particular, Dorset Safe Schools and Community Team, The Dorset Police Prevention Team and the Pan Dorset Safeguarding Partnership and the Local Authority Designated Officer, whilst always placing the welfare of the individual at the centre of any action taken.

2. Policy Objectives

This Policy has five key objectives:
1. To promote and reinforce shared values; to create space for free and open debate; and to listen and support the student voice.
2. To break down segregation among different student communities including supporting inter-faith and inter-cultural dialogue and understanding, and to engage all students and service users in playing a full and active role with wider engagement in society.
3. To ensure student safety and that the College is free from bullying, harassment and discrimination.
4. To provide support for students and service users who may be at risk and develop appropriate sources of advice and guidance.
5. To ensure that students, service users and staff are aware of their roles and responsibilities in preventing violent extremism and radicalisation.

3. Policy

3.1. Principles
This Policy is not directed at any specific ideology, religion, religious group or religious faith, or at the proponents of any other sets of beliefs. Its principal aim is to ensure that the College is able to monitor, manage and deal effectively with the threat posed by any individual or group of individuals engaging in violent extremism in the name of ideology or belief.

The Policy commits the College to the promotion of cohesive and inclusive College community relations which do not allow any particular individual or group of individuals to be marginalised, stigmatised or excluded from College life.

3.2. Leadership and Values
To provide an ethos which upholds core values of shared responsibility and wellbeing for all students, service users, staff and visitors and promotes respect, equality, diversity, inclusion and understanding. This will be achieved through:
- Promoting core values of respect, equality, diversity and inclusion, democratic society, learner voice and participation.
- Building staff and student understanding of the issues and confidence to deal with them.
- Deepening engagement with local communities.
- Actively working with local schools, local authorities, police and other agencies.

3.3. Teaching and Learning and Assessment
To provide a curriculum which promotes knowledge, skills and understanding to build the resilience of students and service users, by undermining extremist ideology and supporting the student 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.
- Adapting curriculum 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 groups to support learning while ensuring that the input supports College goals and values.
- Encouraging active citizenship and student voice.

3.4. Student Support

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

- Maintaining strong and effective student support services which have thorough understanding of the Prevent agenda.
- Establish robust external links with LA Prevent team and CTU.
- Listening to what is happening in the College and the community and actively engaging in the Safeguarding groups.
- Implementing anti-bullying strategies and challenging discriminatory behaviour.
- Helping students, service users and staff know how to access support in College and or through community partners.
- Supporting problem solving and repair of harm.
- Supporting at risk students, service users through safeguarding and crime prevention processes.
- Focussing on narrowing the attainment gap for all students, service users.

3.5. 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.
- Understanding and managing potential risks within the College and from external influences.
- Responding appropriately to events in local, national or international news that may impact on students, service users and communities.
- Ensuring measures are in place to minimise the potential for acts of violent extremist within the College.
- Ensuring plans are in place to respond appropriately to a threat or incident within the College.
- Developing effective ICT security and responsible user policies.
- Promoting awareness across the whole College community.
- Responding swiftly to signals that a young person is At Risk.

For further details on the referral process see Appendix 1 - Referral Process for Concerns Involving Terrorism or Radicalisation.

4. Definitions

4.1. Values and Behaviours

The College holds that all staff, students, service users and volunteers should commit to and uphold the following:

Ambitious	Foster high expectations for all, enabling staff and students to reach their full potential.
Supportive	Provide a safe, secure and supportive environment enabling students to contribute effectively to society.
People-Centred	Always place the interests and the needs of students, employers and our community at the heart of what we do.
Inclusive	Maintain a culture which values differences, promotes equality and embraces diversity.
Respectful	Always act with integrity, trust and respect for everyone.
Environmentally Sensitive	Consider the environment and support sustainability and positive climate change in all that we do.

4.2 Prevent Action Plan

The Prevent Policy is underpinned by the annual Prevent Action Plan monitored through the Safeguarding Committee to ensure that new guidance is communicated and embedded across the College environment.

4.3 Glossary

For further information on definitions, refer to Appendix 2.

5. Responsibility

5.1. Interim Principal

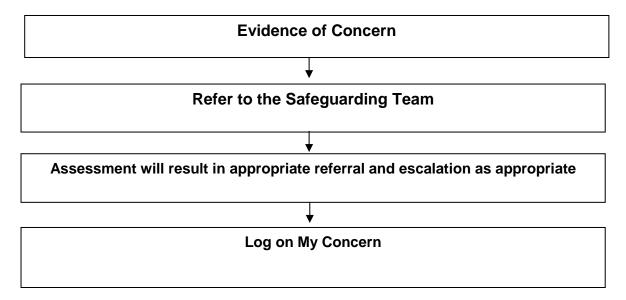| Definitions:	As above	Who Needs to Know?	• All College staff • Governors • Parents • Students, service users
Related Policies and Procedures:	• Challenge It, Stop It, Report It (May 2014) • Keeping Children Safe in Education (September 2020) • Safeguarding Policy – Child Protection and Adults at Risk • Student Charter • Online Policy • Health and Safety Policy	Approval Date:	March 2021
This policy was approved and adopted by: *Julia Howe* **Julia Howe** **Interim Principal**			

Appendix 1
Referral Process for Concerns Involving Terrorism or Radicalisation

Please follow the College safeguarding referral process

Evidence of Concern

↓

Refer to the Safeguarding Team

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Assessment will result in appropriate referral and escalation as appropriate

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Log on My Concern

Appendix 2
Glossary

There are many terms and expressions used in discussion and debate about *Prevent*. This glossary sets out what we mean when we use a particular word or phrase. These definitions relate to *Prevent* and are not always authoritative in any wider context. Some of the more contentious, or most heavily-used, terms are listed below. We draw particular attention to the way in which this document uses the terms extremism, radicalisation and terrorism.

Counter-radicalisation	Usually refers to activity aimed at a group of people intended to dissuade them from engaging in terrorism-related activity.
De-radicalisation	Usually refers to activity aimed at a person who supports terrorism and in some cases has engaged in terrorist related activity, which is intended to effect cognitive and/or behavioural change leading to a new outlook on terrorism and/or disengagement from it.
Disengagement	In the context of this document is the process whereby an individual ceases to be involved terrorism.
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.
Ideology	Is a set of beliefs.
Ideologue	Is a proponent as well as an adherent of an ideology.
Insurgent	Is an individual who fights against a government or an occupying force with the aim of overthrowing it.
Interventions	Are projects intended to divert people who are being drawn into terrorist activity. Interventions can include mentoring, counselling, theological support, encouraging civic engagement, developing support networks (family and peer structures) or providing mainstream services (education, employment, health, finance or housing).
Islamism	Is a philosophy which, in the broadest sense, promotes the application of Islamic values to modern government. There are no commonly agreed definitions of 'Islamism' and 'Islamist', and groups or individuals described as Islamist often have very different aims and views about how those aims might be realised. Some militant Islamists would endorse violence or terrorism to achieve their aims. Many Islamists do not.
Prevention	In the context of this document means reducing or eliminating the risk of individuals becoming involved in terrorism. *Prevent* involves the identification and referral of those susceptible to violent extremism into

	appropriate interventions. These interventions aim to divert the susceptible from embarking down the path to radicalisation.
Radicalisation	Refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. A **radicaliser** is an individual who encourages others to develop or adopt beliefs and views supportive of terrorism and forms of extremism leading to terrorism.
Radicalising locations	Are venues, often unsupervised, where the process of radicalisation takes place. Locations include public spaces, for example university campuses and mosques, as well as private/more concealed locations such as homes, cafes, and bookstores.
Radicalising materials	Include literature or videos that are used by radicalisers to encourage or reinforce individuals to adopt a violent ideology. Some of this material may explicitly encourage violence. Other materials may take no avowed position on violence but make claims to which violence is subsequently presented as the only solution.
Resilience	In the context of this document means the capability of people, groups and communities to rebut and reject proponents of terrorism and the ideology they promote.
Safeguarding	Is the process of protecting vulnerable people, whether from crime, other forms of abuse or (in the context of this document) from being drawn into terrorism-related.
Single narrative	Is sometimes used to refer to the particular interpretation of religion, history and politics that is associated with Al Qa'ida, IS and like minded groups. The narrative connects 'grievances' at a local and/or global level, reinforces the portrayal of Muslims as victims of Western injustice and thereby purports to legitimise terrorism. It combines fact, fiction, emotion and religion and manipulates discontent about local and international issues. The single narrative is also sometimes known as the Al Qa'ida Narrative, the Grand Narrative or the Global Extremist Narrative. The current UK definition of **terrorism** is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as 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. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
Vulnerability	Describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within *Prevent*, the word describes factors and characteristics associated with being susceptible to radicalisation.