Prevent Duty Policy & Procedure

NextStep Training Ltd

1. Policy Statement

Prevent is one strand of the Government's counter terrorism strategy, CONTEST. Its main aim is to prevent people from becoming terrorists or supporting terrorism.

Section 26(1) of the Counter-Terrorism and Security Act 2015 ("the Act") imposes a duty on "specified authorities", when exercising their functions, to have due regard to the need to prevent people from being drawn into terrorism. There is an important role for independent training providers, in helping prevent people 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.

NextStep Training recognises that the current threat from Terrorism and Extremism in the United Kingdom is real and severe and can involve the exploitation of vulnerable people. Prevent is one of the elements of CONTEST, the government's counter terrorism strategy. Prevent is about safeguarding our learners to keep them both safe and within the law. We also recognise that as majority of our learners are adults, some of whom have dependent children, that we have a responsibility to raise awareness and provide information, advice and guidance on prevent strategies that this group may utilise.

2. Purpose

Safeguarding employees and Learners

As we have a duty to safeguard our employees and learners we have designed this policy to provide a clear framework to structure and inform our response to safeguarding concerns for those people who may be vulnerable to the messages of extremism.

In addition, it provides details of the local inter agency process and expectations in identifying appropriate interventions based on the threshold of need and intervention model and the Channel process.

Meeting our legislative duty

The Counter Terrorism and Security Act 2015 has introduced the Prevent Duty for various bodies including all FE colleges, adult education providers and independent learning providers with SFA funding or with over 250 students enrolled. The Prevent duty requires all FE and training providers to have "due regard to the need to prevent people from being drawn into terrorism" Counter Terrorism and Security Act 2015: Part 5, Chapter 1, Section 26

Meeting Ofsted requirements

Ofsted include Prevent compliance and engagement in all inspections. (see point 4)

Meeting Funding requirements
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.

3. Scope
All employees

4. Ofsted Expectations
(Extract: Further Education and skills inspection handbook Oct 18)

Ofsted will ensure the company meets their Prevent responsibilities and ensure that British values are promoted by inspecting the company to see:

Effectiveness of Leadership and Management
- the extent to which leaders promote all forms of equality and foster greater understanding of and respect for people of all faiths (or those of no faith), races, genders, ages, disabilities and sexual orientations (and other groups with protected characteristics), and how well learners and staff are protected from harassment, bullying and discrimination, including those based with employers and at other sites external to the provider
- how well the provider prepares learners for successful life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different backgrounds, faiths and beliefs
- the effectiveness of safeguarding practice, including the prevention of radicalisation of learners and compliance with the 'Prevent' duty

Quality of Teaching, Learning and Assessment
- teaching, learning and assessment promote equality, raise awareness of diversity and tackle discrimination, victimisation, harassment, stereotyping, radicalisation and bullying
- staff are aware of and plan for individual learners' diverse needs in teaching or training sessions and provide effective support, including making reasonable adjustments for learners who have special educational needs and/or disabilities
- teaching promotes learners' spiritual, moral, social and cultural development

Personal Development, behaviour and welfare of learners
- how well learners know how to protect themselves from the risks associated with radicalisation, extremism, forms of abuse, grooming and bullying, including through the use of the internet, and how well they understand the risks posed by

adults or young people who use the internet to bully, groom or abuse other people, especially children, young people and vulnerable adults
- how well learners know how to keep themselves fit and healthy, both physically and emotionally
- the extent to which learners feel and are safe and have a good understanding of how they can raise concerns if they do not feel safe; the confidence that any concerns they may have are taken seriously and followed through appropriately
- learners' understanding of their rights and responsibilities as a learner and, where relevant, as an employee, as citizens and consumers in the community; and how well they work cooperatively with others in all settings and promote good and productive working relationships with their peers, employees and employers
- the extent to which learning programmes, including enrichment activities, allow all learners to explore personal, social and ethical issues and take part in life in wider society and in Britain

5. Roles and Responsibilities

NextStep Training is responsible for ensuring that all employees are aware of Prevent and Channel and understand how to report any concerns they have to the Designated Safeguarding Officer

Managing Director Ahmed Khan **(AK)** is responsible for ensuring that
- a copy of this document is available to all employees on the shared drive and a paper copy in the policy file in both premises
- the policy is available to learners and employers on the web site.

Programme Manager Harpreet Dhaliwal **(HD)**, Office Manager Vanessa Pinzon (VP) **DSL**, Tutor Anna Kirpichnikova (AP) **DDSL**
- The programme manager and DSL are responsible for ensuring the adherence of this policy by all employees

The Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead Vanessa Pinzon (VP) is responsible for
- Ensuring that all employees take part in the Prevent and Channel training.
- Ensuring that they keep up to date with Prevent and Channel government guidance and report changes in the management meetings.
- Making themselves available to any employee that have concerns about the radicalisation of a colleague or learner.
- Making themselves available to any learner that has concerns about the radicalisation of a fellow learner and available to provide information, advice, guidance and referral to learners who have concerns about the radicalisation of their dependents.
- Assisting the managing director to ensure the validity and sufficiency of the policy and procedures in this document.
- Lead the referral process in consultation with the managing director.

The programme manager and IQA team

The programme manager and IQA team are responsible for ensuring that the Delivery Team take opportunities (planned, unplanned and embedded) to promote and raise awareness of Prevent in teaching and assessment processes, through mentorship, training, observation of teaching and assessment and IQA processes.

The Delivery Team

The Training Team are responsible for taking opportunities (planned, unplanned and embedded) to promote and raise awareness of Prevent in teaching and assessment processes Learners

All Employee's Responsibility

Individual employees are required to act in accordance with the policy and procedures, to enable early identification of radicalised colleagues or learners.
Report any concerns to the safeguarding Lead as soon as they occur.
For up to date guidance on Prevent and Chanel for our organisation please also see
http://www.preventforfeandtraining.org.uk/

5. Policy Implementation - Procedures

To enable us to Prevent and Channel as practicable we need to understand some key terms:

Radicalisation

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

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.
Extremism may also call for the death of members of our armed forces, whether in this country or overseas (HM Government Prevent Strategy, 2011).

Community Values

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 schools, colleges and in the wider community.

Equality, Diversity and Community Cohesion

As part of our every-day training and development of our learners, assessors must aim to guide them to
- understand others
- promote common values

- value diversity
- promote awareness of human rights and uphold and defend them
- develop the skills of participation and responsible action.
- encourage working towards a society in with a common vision and sense of belonging by all.

We do this through discussion in sessions of legislation and attitudes that protects society and discussing safeguarding issues in progress reviews.

Training
All employees (including Managing Director) are required to take part in Prevent Training, to enable their understanding of the subject and their responsibilities to each other and our learners. We will use the

National Guidance and Strategies
PREVENT is a key part of the Government's strategy to stop people becoming terrorists or supporting terrorism. Early intervention is at the heart of PREVENT in diverting people away from being drawn into terrorist activity. PREVENT 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:
- Ideology: respond to the ideological challenge of terrorism and the threat we face from those who promote it.
- Individuals: prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- Institutions: work with sectors and institutions where there are risks of radicalisation which we need to address.

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

Vulnerability/Risk Indicators
The following lists are not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable people 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 young person or their family may be vulnerable or involved with extremism:

- **Identity crisis:** Distance from cultural/religious heritage and uncomfortable with their place in the society around them.
- **Personal crisis:** 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.
- **Personal circumstances:** 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.
- **Unmet aspirations:** Perceptions of injustice; feeling of failure; rejection of civic life.
- Criminality: 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 had a personal impact on the young person resulting in a noticeable change in behaviour
- Verbal or written support of terrorist attacks
- First-hand experience of racial or religious hate crime
- 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 risk factors 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

Embedding British Values

British values and preventing the exploitation of vulnerable individuals are integrated into curriculum areas

- Use of opportunities in the curriculum e.g. the teaching of health and safety law and employment law in vocational areas
- Discussion about the impact of democracy in topics taught e.g. health and safety and employment law
- Rules for effective classroom behaviour which demonstrate tolerance and mutual respect for faiths and beliefs
- Discussion of individual freedom in relation to careers and education
- Critical analysis of online content
- Training and Assessment Officers to develop critical thinking approaches to all teaching
- Support apprentices to see how British values e.g. mutual respect and tolerance are relevant to their workplace experience
- Support a positive environment to discuss challenging and current issues with students

Referral and Intervention Process

Any identified concerns as the result of observed behaviour or reports of conversations to suggest that the person supports terrorism and/or extremism, must be reported to the named designated safeguarding person (or in their absence a director of the company), immediately and no later than the end of the working day.

As part of the referral process, the designated safeguarding officer will also raise a referral to the police.

Risk Assessment

Centre carries out regular risk assessments related to Prevent duty and updates staff members and learners.

Policy Approved by:

Date: 22/04/2024
Ahmed Khan: Managing Director