

# PREVENT Policy and Procedure & Safeguarding Links Documents to our Action Plan

Version 1.2

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Overall responsibility of:

- External Safeguarding & PREVENT Consultant

## PREVENT Policy and Procedure & Safeguarding Links Documents to our Action Plan

### Introduction

Introduction and Context 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. The Prevent strategy 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

Training Skills UK has been looking to do this prior to these requirements and refers this to the Following:

- Prevent Action Plan (see appendixes)
- Safeguarding Policy and Procedure
- Wellbeing
- Safe learners Policy and Procedure
- Equality and Diversity and Equal Opportunity Policy and Procedure

Training Skills UK is committed to providing a secure environment for learners, and staff where learners feel safe and are kept safe. All adults at Training Skills UK are aware and have explained that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for learners or not.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to Training Skills UK vision for safe learning and delivery of the outcomes to all learners, as set out in s10 (2) of the Children's Act 2004<sup>1</sup>. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall arrangements to Safeguard and Promote the Welfare of all Learners in line with our statutory duties set out at s175 of the Education Act 2002.

Our company "Preventing Extremism and Radicalisation Safeguarding Policy" also draws upon the guidance contained in the "London Child Protection Procedures" and DfE Guidance "Keeping Learners Safe in Education, 2014"; and specifically DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and Peter Clarke's Report of July 2014, [<sup>1</sup> the physical, mental health and emotional well-being of children; the protection of children from harm and neglect; the education, training and recreation of children; the contribution made by them to society; and their social and economic well-being.](#)

### Company Ethos and Practice

When operating this policy, the company uses the following accepted Governmental definition of extremism which 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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.*

There is no place for extremist views of any kind in our company and facility, whether from internal sources - Learners, staff or governors, or external sources - community, external agencies or individuals. Our learners see our training location as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a facility for learning we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for learners and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our learners.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in

an informed way.

Therefore, at Training Skills UK we will provide a broad and balanced tutorial programme, delivered by skilled professionals, so that our learners are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

Furthermore, at Training Skills UK we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times learners may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by learners or staff will always be challenged and where appropriate dealt with in line with our Disciplinary Policy for learners and the Code of Behaviour for staff.

As part of wider safeguarding responsibilities Training Facility staff will be alert to:

- Disclosures by learners of their exposure to the extremist actions, views or materials of others outside of the Training Facility, such as in their homes or community groups, especially where learners have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Learners accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner training or Training Facility's, local authority services, and police reports of issues affecting learners in other Training Facility's or settings.
- Learners voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

Our Company will closely follow any locally agreed procedure as set out by the Local Authority and/or Barking and Dagenham Safeguarding Children Partnership's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

### **Ethos and Approach**

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches learners may experience elsewhere may make it harder for them to challenge or question these radical influences, this guidance and support be delivered in tutorials.

We will ensure that all of our support and approaches will help our learners build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills. We will develop strategies and staff training to ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate and address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the methodologies set out in that document following the three broad categories of:

- Making a connection with young people through positive engagement and a learner centered approach.
- Facilitating a "safe space" for dialogue, and
- Equipping our learners with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore, this approach will be embedded within the ethos of our Training Facility so that learners know and understand what safe and acceptable behaviour is in the context of extremism and any radicalisation. This will work in conjunction with our Companies approach to the spiritual, moral, social and cultural development of learners.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence, as a form of conflict

resolution. We will achieve this by using an approach that includes:

- Citizenship information
- Open discussion and debate
- Work on anti-violence and a restorative approach to conflict resolution
- Targeted programmes for British Values
- Equality and Diversity

We will also work with local partners, families and communities in our efforts to ensure our Company understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our student's experiences and horizons. We will help support learners who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a learner is being directly affected by extremist materials or influences we will ensure that the learner is offered mentoring.

Additionally, in such instances our organization will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At Training Skills UK we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage learners to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our learners safe and prepare them for life in modern multi-cultural Britain and globally.

### Use of External Agencies and Speakers

At Training Skills UK, we encourage the use of external agencies or speakers to enrich the experiences of our learners; however, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our learners.

Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the Companies values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the Company and the curriculum so we need to ensure that this work is of benefit to learners.

Our Company will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to learners are consistent with the ethos of the Company and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise learners through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are matched to the needs of learners
- Activities are carefully evaluated by our Company to ensure that they are effective

We recognise, however, that the ethos of our Company and learning is to encourage learners to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this. Therefore, by delivering a broad and balanced tutorial programme, augmented by the use of external sources where appropriate, we will strive to ensure our learners recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help learners develop the critical thinking skills needed to engage in informed debate.

### Whistle Blowing

Where there are concerns of extremism or radicalisation Learners and Staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence.

Staff can raise issues with the External Safeguarding and PREVENT Consultant, or the Academic Manager under the Procedure (the 'Whistleblowing' procedure). Learners can raise issues in confidence on to a member the External Safeguarding and PREVENT Consultant or the Academic Manager.

## Safeguarding

Please refer to our Safeguarding Policy for the full procedural framework on our Safeguarding duties.

Staff at Training Skills UK will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or learners may be at direct risk of harm or neglect. For example; this could be due to a learner displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a learner's family that may equally place a young person at risk of harm. (These examples are for illustration and are not definitive or exhaustive).

Therefore, all adults working in Training Skills UK (including visiting staff, volunteers, contractors, and students on placement) are required to report instances where they believe a young person may be at risk of harm or neglect to the Designated Safeguarding Lead.

The Safeguarding reporting arrangements are set out fully in our Safeguarding Policy and are summarised here, as follows:

Staff complete the Safeguarding Referral Form located on the staff K Drive Centre Administration and forward to the lead Safeguarding Officer at their center.

### The Lead on Safeguarding: Natasha Crabbe

#### Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead is the focus person and local "expert" for the training facility staff, and others, who may have concerns about an individual's safety or well-being and is the first point of contact for external agencies.

In line with Recommendation 2 of Peter Clarke's Report; In Lambeth Training Facility the role of the Designated Safeguarding Lead will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

## Training

Whole facility in-service training on Safeguarding will be organised for staff and governors at least every three years and will comply with the prevailing arrangements agreed by the Local Authority and Barking and Dagenham Safeguarding Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Lead will attend Barking and Dagenham training courses as necessary and the appropriate inter-agency training organised by the Barking and Dagenham Safeguarding Board at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

## Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our company will follow Barking and Dagenham guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that CRB checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks.

We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement.

We will be alert to the possibility that persons may seek to gain positions within our Organization so as to unduly influence our Companies character and ethos. We are aware that such persons seek to limit the opportunities for our learners thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our Training Facility and staff team, we will minimise the opportunities for extremist views to prevail.

### Role of the Board

The Board of our Company will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Directors, including their statutory safeguarding duties.

The Board of our company will support the ethos and values of our facility and will support the company in tackling extremism and radicalisation.

In line with Recommendation 13 of Peter Clarke's report details of our Board will be published on our Training Facility website to promote transparency.

In line with the provisions set out in the DfE guidance "Keeping Children Safe in Education, 2014" the Directors will challenge the

facility senior management team on the delivery of this policy and monitor its effectiveness.

The board will review this policy annually, and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or, in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

### **Policy Adoption, Monitoring and Review**

This policy was considered and adopted by the Board in line with their overall duty to safeguard and promote the welfare of learners as set out in the DfE guidance “Keeping Children Safe in Education” Learners Parents and guardians will be issued with a hard copy of this policy on request and will be available on our website and Notice Boards.

This document will link and relate to our Forms for Safeguarding

This Document will link to our Action Plan for PREVENT

This document links and relates to all training and development of both learners and staff, also in relation to the visitors in what so ever capacity.

Natasha Crabbe is our designated PREVENT officer.

## APENDIXES

## PREVENT Action Plan

No.	PREVENT Vulnerability/Risk Area	Risk Y/N	Action taken/already in place to mitigate/address risk	Owner	When	RAG
1	<p><b><u>Leadership</u></b></p> <p>Do the following people, if applicable, have a good understanding of their own and institutional responsibilities in relation to the 'Prevent Duty'?</p> <ul style="list-style-type: none"> <li>• Board</li> <li>• SMT</li> <li>• Staff</li> <li>• Student Union</li> <li>• Safeguarding team</li> </ul>					
2	<p><b><u>Partnership</u></b></p> <ol style="list-style-type: none"> <li>1) Is there active engagement from the institution's board, SMT, managers and leaders?</li> <li>2) Does the institution have an identified single point of contact (SPOC) in relation to Prevent?</li> <li>3) Does the institution engage with the BIS Regional Prevent Coordinator, Local Authority Police Prevent Leads and engage with local Prevent Boards/Steering Groups at Strategic and Operational level?</li> </ol>					
3	<p><b><u>Staff Training</u></b></p> <p>Do all staff have sufficient knowledge and confidence to:</p> <ol style="list-style-type: none"> <li>1) exemplify British Values in their management, teaching and through general behaviours in the institution</li> <li>2) understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism</li> <li>3) have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response</li> </ol>					



4	<p><b><u>Welfare, pastoral and Chaplaincy support</u></b></p> <ol style="list-style-type: none"> <li>1) Are there adequate arrangements and resources in place to provide pastoral care and support as required by the institution?</li> <li>2) Does the institution have chaplaincy provisions or is this support signposted locally or brought in?</li> <li>3) Are there adequate monitoring arrangements to ensure that this support is effective and supports the institutions welfare and equality policies?</li> <li>4) Does the chaplaincy support reflect the student demographic and need?</li> </ol>					
5	<p><b><u>Speakers and Events</u></b></p> <ol style="list-style-type: none"> <li>1) Is there an effective policy/framework for managing speaker requests?</li> <li>2) Is it well communicated to staff/students and complied with?</li> <li>3) Is there a policy/framework for managing on site events i.e. charity events?</li> <li>4) Are off site events which are supported, endorsed, funded or organised through the institution (including Students' Union if applicable) subject to policy/framework?</li> </ol>					
6	<p><b><u>Safety Online</u></b></p> <ol style="list-style-type: none"> <li>1) Does the institution have a policy relating to the use of IT and does it contain a specific reference and inclusion of the Prevent Duty?</li> <li>2) Does the institution employ filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material?</li> <li>3) Does this also include the use of using their own devices via Wi-Fi?</li> <li>4) Does the system alert to serious and/or repeated breaches or attempted breaches of the policy?</li> </ol>					
7	<p><b><u>Prayer and Faith Facilities</u></b></p> <ol style="list-style-type: none"> <li>1) Does the institution have prayer facilities?</li> <li>2) Are they good governance and management procedures in place in respect of activities and space in these facilities?</li> </ol>					

8	<p><b><u>Site Security</u></b></p> <ol style="list-style-type: none"> <li>1) Are there effective arrangements in place to manage access to the site by visitors and non-students/staff?</li> <li>2) Is there a policy regarding the wearing of ID on site? Is it enforced?</li> <li>3) Are dangerous substances kept and stored on site?</li> <li>4) Is there a policy in place to manage the storage, transport, handling and audit of such substances?</li> <li>5) Is there a policy covering the distribution (including electronic) of leaflets or other publicising material?</li> <li>6) Does the institution intervene where off site activities are identified or are likely to impact upon staff and/or students i.e. leafleting, protest etc?</li> </ol>				
9	<p><b><u>Safeguarding</u></b></p> <ol style="list-style-type: none"> <li>1) Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies?</li> <li>2) Do Safeguarding and welfare staff receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism?</li> <li>3) Does the institution utilise Channel as a support mechanism in cases of radicalisation and extremism?</li> <li>4) Does the institution have a policy regarding referral to Channel identifying a recognised pathway and threshold for referral?</li> </ol>				
10	<p><b><u>Communications</u></b></p> <ol style="list-style-type: none"> <li>1) Is the institution Prevent Lead and their role widely known across the institution?</li> <li>2) Are staff and students made aware of the Prevent Duty, current risks and appropriate activities in this area?</li> <li>3) Are there information sharing protocols in place to facilitate information sharing with Prevent partners?</li> </ol>				

11	<p><b><u>Incident Management</u></b></p> <ol style="list-style-type: none"> <li>1) Does the institution have a critical incident management plan which is capable of dealing terrorist related issues?</li> <li>2) Is a suitably trained and informed person identified to lead on the response to such an incident?</li> <li>3) Does the Communications/Media dep't understand the nature of such an incident and the response that may be required?</li> <li>4) Does the institution have effective arrangements in place to identify and respond to tensions on or off site which might impact upon staff, student and/or public safety?</li> <li>5) Are effective arrangements in place to ensure that staff and students are appraised of tensions and provide advice where appropriate?</li> </ol>					
12	<p><b><u>Staff and Volunteers</u></b></p> <ol style="list-style-type: none"> <li>1) Does awareness training extend to sub-contracted staff and volunteers?</li> <li>2) Is the institution vigilant to the radicalisation of staff by sub-contracted staff and volunteers?</li> </ol>					
13	<p><b><u>Freedom of Expression</u></b></p> <ol style="list-style-type: none"> <li>1) Does the institution have a Freedom of Speech/Expression policy?</li> <li>2) Does this policy recognise and incorporate the risks associated with radicalisation and extremism?</li> <li>3) Is the need to protect vulnerable individuals covered within this policy?</li> </ol>					