

# Prevent Policy



## Crackerjack Training

Last Reviewed: March 2019

Next Review: March 2020



## **The purpose of this policy is to:**

- 1.1 Ensure an awareness of Prevent within Crackerjack Training
- 1.2 Protect apprentices, learners and staff from radicalising influence.
- 1.3 Provide a clear framework to structure and inform our response to safeguarding concerns, including a supportive referral process for those who may be susceptible to the messages of extremism
- 1.4 Embed British Values into the curriculum and ways of working
- 1.5 Recognise current practice which contributes to the Prevent agenda
- 1.6 Build apprentices, learners and staff resilience to extreme narrative.
- 1.7 Identify any vulnerabilities or worrying changes in behaviour.

‘Colleges can play an important part in preventing terrorism. Just as they can help to educate young people about risk, colleges offer opportunities to help learners understand the risks associated with extremism and help develop the knowledge and skills to be able to challenge terrorist ideologies. Recent history shows that young people may be vulnerable to radicalisation. Staff in Further Education, working in partnership with other local agencies are well placed to identify needs and support the welfare of individual students who may be particularly vulnerable’. by ACC John Wright, National Coordinator Prevent.

## **2. Who does this Policy apply to?**

The Prevent Policy applies to everyone working at or attending Crackerjack Training. It confers responsibilities on all governors, Crackerjack staff, apprentices/learners, agency staff and volunteers, contractors, visitors, consultants and those working under self-employed arrangements.

## **3. Policy Statement**

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

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

- 3.1 Stifle legitimate discussions, debate or apprentice/learner engagement activities in the local community; or
- 3.2 Stereotype, label or single out individuals based on their origins, ethnicity, faith and beliefs or any other characteristics protected under the Equality Act 2010.

## **4. Why do we need this Policy?**

The Counter-Terrorism and Security Act 2015 introduced the Prevent Duty for post 16 education providers from 1<sup>st</sup> July 2015. Ofsted are including an assessment of its implications in their inspections. The Prevent Duty requires providers to have “due regard to the need to prevent people from being drawn into terrorism”. There are local characteristics which may mean that there is a greater possibility of radicalisation by particular groups. In the West Midlands and the South West serious concern is associated

with the far-right and white supremacist activity and Islamic extremism, with Animal Rights extremism also a threat in the South West.

Prevent is a strand of the Government counter terrorism strategy – 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:

- 4.1 Respond to the ideological challenge of terrorism and aspects of extremism, and the threat we face from those who promote these views.
- 4.2 Provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.
- 4.3 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.
- 4.4 A system of threat levels have been created which represents the likelihood of an attack in the near future. The five threat 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 level is set by the Joint Terrorism Analysis Centre and the Security Service (MI5).

Threat levels don't have an expiry date. They can change at any time as different information becomes available to security agents.

The current threat level from international terrorism in the UK is severe, which means a terrorist attack is highly likely.

Training Providers and 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.

4.5 As a Training Provider with apprentices/learners from the 16-25 year age group, particularly young people from ethnically diverse, and socially and economically disadvantaged areas. The age and profile of our apprentices and learners make it crucial to be involved in the Prevent strategy. We have a major part to play in fostering shared values and promoting cohesion.

This strategy has five key objectives:

- To promote and reinforce shared values, to create space for free and open debate, and to listen and support the learner voice.
- To break down segregation among different student communities by supporting inter-faith and inter-cultural dialogue and understanding, and to engage all students in playing a full and active role in wider society.

- To ensure student safety and that the environment is free of bullying, harassment and discrimination.
- To provide support for students who may be at risk and provide access to appropriate sources of advice and guidance.
- To ensure that students and staff are aware of their roles and responsibilities in preventing extremism.

## 5. Definitions

The following are commonly agreed definitions within the Prevent agenda:

- An **ideology** is a set of beliefs
- **Radicalisation** is the process by which a person comes to support terrorism and forms of extremism that may lead to terrorism
- **Safeguarding** is the process of protecting vulnerable people, whether from crime, other forms of abuse or from being drawn into terrorism-related activity
- **Terrorism** is an action that endangers or causes serious violence, damage or disruption and is intended to influence the government or to intimidate the public and is made with the intention of advancing a political, religious or ideological.
- **Vulnerability** describes factors and characteristics associated with being susceptible to radicalisation
- **Extremism** is vocal or active opposition to fundamental *British Values*, including democracy, the rule of law, Individual and mutual respect and tolerance of different faiths and beliefs.

## 6. Risk indicators for Apprentices and Learners

Indicators of an identity crisis:

- Distancing themselves from their cultural/religious heritage;
- Uncomfortable with their place in society;
- Changing style of dress or personal experience to accord with the group;
- Conversation increasingly focussed on a particular (potentially extremist) ideology;
- Possession of materials or symbols associated with an extremist cause.

## 7. Leadership and values

The Managing Director, Fiona Baker is the Prevent Lead and will ensure an ethos which upholds core values of shared responsibility and wellbeing for all learners/apprentices, staff and visitors and promotes respect, equality and diversity and understanding.

This will be achieved through:

- 7.1 Promoting core values, equality and diversity, democratic society, learner voice and participation.
- 7.2 Building staff, apprentices and learners understanding of the issues and confidence to deal with them through deepening engagement with local communities and faith groups.
- 7.3 Actively working with local schools, local authorities, police, Home Office including attendance at regional workshops and conferences.

## **8. Teaching and Learning**

To provide a curriculum which promotes British Values knowledge, skills and understanding to build the resilience of apprentices and learners, by undermining extremist ideology and supporting the learner voice. This will be achieved through:

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

## **9. 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:

- 9.1 Establishing strong and effective apprentice and learner support services.
- 9.2 Listening to what is happening within Crackerjack Training and the community.
- 9.3 Implementing anti-bullying strategies and challenging discriminatory behaviour.
- 9.4 Helping students and staff know how to access support within Crackerjack Training and/or through community partners.
- 9.5 Supporting problem solving and repair of harm.
- 9.6 Supporting at risk students through safeguarding and crime prevention policies/processes
- 9.7 Focusing on narrowing the attainment gap for all students.

## **10. Managing Risks and Responding to Events**

To ensure we monitor risks and are ready to deal appropriately with issues which arise.

This will be achieved through:

- 10.1 Understanding the nature of the threat from extremism and how this may impact directly or indirectly on Crackerjack Training.
- 10.2 Understanding and managing potential risks within the organisation and from external influences.
- 10.3 Responding appropriately to events in local, national or international news that may impact on students and communities.
- 10.4 Ensuring measures are in place to minimise the potential for acts of extremism within Crackerjack Training
- 10.5 Enforcing effective ICT security and responsible user policies.
- 10.6 ICT suite, when in use, is to be supervised by a member of Crackerjack Training staff, at their discretion.

10.7 Ensuring that privacy and security settings are enabled on all Crackerjack Training computers and laptops. This includes the blocking of specific extremism related searches via the internet.

10.8 Monitoring internet usage for both staff and students daily, reporting any concerns to Fiona Baker.

## **11. Channel Programme**

If concerns were raised about an individual apprentice or learner, the Lead Safeguarding Officer, Fiona Baker would notify West Midlands Regional Prevent Lead for Further and Higher Education Hifsa Haroon-Iqbal - Email: [Hifsa.Haroon-Iqbal@EDUCATION.gov.uk](mailto:Hifsa.Haroon-Iqbal@EDUCATION.gov.uk) or Mob: 07551-136132 and a Channel Panel made up of a range of multi-agency partners would be held. A support programme would then be tailored to the individual's needs.

### **Advice and Support:**

Emergency Duty Team: 0121 675 4806

Marie Foster, Safeguarding Officer EMAIL: [Marie.foster@birmingham.gov.uk](mailto:Marie.foster@birmingham.gov.uk)  
TEL: 0121 303 6754

Multi-Agency Safeguarding Hub (MASH): 0121 303 1888 or email [ehst@birminghamchildrenstrust.co.uk](mailto:ehst@birminghamchildrenstrust.co.uk)

Outside hours, please call the Emergency Duty Team on 0121 675 4806

National Counter Terrorism Security Office: 0800 789 321

### **Remember to:**

**NOTICE – CHECK – SHARE**

## Appendix A

### **What is Channel?**

Channel is an early intervention multi-agency process designed to safeguard vulnerable people from being drawn into violent extremist or terrorist behaviour. Channel works in a similar way to existing safeguarding partnerships aimed at protecting vulnerable people.

### **Who does Channel work with?**

Channel is designed to work with individuals of any age who are at risk of being exploited by extremist or terrorist ideologues. The process is shaped around the circumstances of each person and can provide support for any form of radicalisation or personal vulnerabilities.

### **How does Channel work?**

Each Channel Panel is chaired by a local authority and brings together a range of multi-agency partners to collectively assess the risk and can decide whether a support package is needed. The group may include statutory and non-statutory partners, as well as lead safeguarding professionals.

If the group feels the person would be suitable for Channel, it will look to develop a package of support that is bespoke to the person. The partnership approach ensures those with specific knowledge and expertise around the vulnerabilities of those at risk are able to work together to provide the best support.

### **What does Channel support look like?**

Channel interventions are delivered through local partners and specialist agencies. The support may focus on a person's vulnerabilities around health, education, employment or housing, as well as specialist mentoring or faith guidance and broader diversionary activities such as sport. Each support package is tailored to the person and their particular circumstances.

### **How will the person be involved in this process?**

A person will always be informed first if it's felt that they would benefit from Channel support. The process is voluntary and their consent would be needed before taking part in the process. This process is managed carefully by the Channel Panel.

**Who can make a referral?** Anyone can make a referral. Referrals come from a wide range of partners including education, health, youth offending teams, police and social services.

**What happens with the referral?** Referrals are first screened for suitability through a preliminary assessment by the Channel Coordinator and the local authority. If suitable, the case is then discussed at a Channel panel of relevant partners to decide if support is necessary.

### **Raising a concern**

If you believe that someone is vulnerable to being exploited or radicalised, please use the established safeguarding or duty of care procedures within your organisation to escalate your concerns to the appropriate leads, who can raise concerns to Channel if appropriate.