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**Prevent Policy**

**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. Under section 29 of the **counter terrorism act 2015** the prevent duty guidance (last updated March 2024) outlines the responsibility and legal duty to prevent people from being drawn into terrorism. 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

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 and is substantial which means that a terrorist attack is a strong possibility.

Further Education colleges and Private Training Providers 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 learners make it crucial to be involved in the Prevent strategy. FE providers have a part to play in fostering shared values and promoting cohesion. FE providers 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 learning environments and other training settings. This strategy 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 learner voice.
2. To break down segregation among different learner communities including by supporting inter-faith and inter-cultural dialogue and understanding, and to engage all learners in playing a full and active role in wider engagement in society
3. To ensure learner safety and that the Education and Skills Training & Development is free from bullying, harassment radicalising influences and discrimination
4. To provide support for learners who may be at risk and appropriate sources of advice and guidance
5. To ensure that learners and staff are aware of their roles and responsibilities in preventing violent extremism.

In order to achieve these objectives the strategy will concentrate on four areas;

**Leadership and Values**

To provide an ethos which upholds core values of shared responsibility and wellbeing for all students, staff and visitors and promotes respect, equality and diversity and understanding. This will be achieved through:

* Promoting core values of respect, equality and diversity, democratic society, learner voice and participation
* Building staff and learner 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
* Value the importance of ensuring all staff are appropriately trained as detailed in their contract of employment
* Ensure all staff are **trained in implementing this policy**

**Teaching and Learning**

To provide a curriculum which promotes knowledge, skills and understanding to build the resilience of learners, by undermining extremist ideology and supporting the learner 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
* Training to recognise and identify changes in behaviour
* A curriculum adapted to recognise local needs, challenge and be **resilient to extremist narratives** and promote universal rights which is included in the scheme of work and discussed at each review.
* Encouraging active citizenship/participation and learner voice.

**Learner 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:

* Establishing strong and effective learner support services
* Listening to what is happening in Education and Skills Training & Development and the community
* Implementing anti-bullying strategies and challenging discriminatory behaviour
* Helping learners and staff know how to access support across Education and Skills Training & Development and or through community partners
* Supporting at risk students through safeguarding and crime prevention processes
* Focussing on narrowing the attainment gap for all learners
* Provide training for all learners throughout their course, including holding monthly discussions during reviews with the tutor.

**Managing Risks and Responding to Events**

To enable staff to manage the risks it is vital they are able to recognise the **behaviour changes and indicators of radicalisation**. These include:

* Isolation and distancing themselves from friends and family
* Significant mood changes
* Becoming defensive when people do not have the same views and beliefs as them
* Change in appearance and dress codes
* Sudden religious or political interests
* Losing interest in hobbies and education
* Sympathising with extremist groups
* Intolerance or discrimination against others from different backgrounds
* Glorifying, visiting, or promoting violent websites and images

Education and Skills Training & Development monitors risks and is ready to **respond appropriately to 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 Education and Skills Training & Development
* Understanding and managing potential risks within Education and Skills Training & Development and from external influences
* Responding appropriately to events in local, national or international news that may impact on students and communities and encouraging learners to discuss these issues using the forums
* Ensuring measures are in place to minimise the potential for acts of violent extremist within Education and Skills Training & Development i.e.’ Engaging Young People, Building Resilience, sharing training and resources such as ‘educate against hate’.
* Ensuring plans are in place to respond appropriately to a threat or incident within Education and Skills Training & Development
* Developing effective ICT security and responsible user policies (See online safety policy)
* Effectively train all staff to be able to recognise behaviour changes and indicators of radicalisation.

Education and Skills ensure that all staff have full training on Prevent, and that it is discussed during monthly reviews with the learners. Employers and learners are also given details and links to training and resources to support them in **being protected from radicalisation influences**.

This is detailed in the employer handbook and the resources section on OneFile.

**Promotion of this policy**

This policy is shared with all new staff during their induction process and all updates to this policy are shared amongst the team. This policy is located in the resources section on OneFile, and is accessible to all tutors, IQA’s, EQA’s, centre managers, learners and employers to ensure **commitment to this policy**. Prevent is discussed with learners at reviews, and staff are referred to this policy if they require any additional information.

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**Useful links for further information:**

Prevent duty guidance for England and Wales (Updated March 2024)

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Channel and Prevent Multi-Agency Panel (PMAP) guidance

<https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance/channel-duty-guidance-protecting-people-susceptible-to-radicalisation-accessible>

Counter-terrorism strategy (CONTEST)

<https://www.gov.uk/government/publications/counter-terrorism-strategy-contest>

The Prevent duty: safeguarding learners vulnerable to radicalisation

<https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation>

Educate against hate advice and training

<https://www.educateagainsthate.com/category/school-leaders/advice-and-training-school-leaders/>

Prevent duty training

<https://www.gov.uk/guidance/prevent-duty-training>