



# Academy

**SJC Training Academy Trading as:**

**HB Academy**

**Prevent policy**

Author: Sarah Chidley

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# Prevent policy

## **Purpose: Prevent Statutory Duty**

Section 26(1) of the Counter-Terrorism and Security Act 2015 (CTSA) imposes a statutory duty on “specified authorities”, when exercising their functions, “to have due regard to the need to prevent people from being drawn into terrorism”. Skills Providers within the FE sector are classed as Specified Authorities.

The CTSA goes on to say “There is an important role for further education institutions, including independent training providers, in helping prevent people being drawn into terrorism, which includes not just violent extremism but also nonviolent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. 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”.

The Directors recognise it has a statutory and moral duty to ensure that HB Academy functions with a view to safeguarding and promoting the welfare of ALL learners receiving education and training through us. HB Academy’s Prevent Policy is approved by The Directors.

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|------------------------|---|
| <b>Scope:</b>          | All learners, staff, directors and visitors to the site.<br>Also, Apprenticeship employers and work placement providers |
| <b>Responsibility:</b> | The Directors   |

## **Introduction to Prevent**

The government's strategy for countering terrorism CONTEST strategy is split into 4 areas: Pursue, Protect, Prepare & Prevent. All institutions are obliged to comply with the Prevent Duty under the Counter Terrorism Act 2015.

The Prevent strategic objective is to stop people from becoming or supporting terrorists or radicalisation and challenge all forms of terrorism, including the influence from far-right extremist groups. The Prevent duty is to protect people from all streams of extremist activity and not solely aimed at one specific group.

The Prevent strategy has 3 key objectives and will specifically:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice & support
- Work with sectors and institutions where there is a risk of radicalisation which we need to address

Within the Home Office Prevent Duty guidance document, it sets out very clear expectations and responsibilities of board members, leaders, managers and staff. Some of these are detailed below –

*“We expect active engagement from boards, managers, leaders & staff with other partners including the police and regional Prevent coordinators”*

*“We expect institutions to demonstrate that they undertake appropriate training & development for boards, leaders, managers & staff”*

*“Where Ofsted finds a publicly funded provider inadequate, action will be taken. In the case of private training providers this is likely to result in their contract being terminated”.*

Prevent is part of safeguarding learners and all providers have a duty to safeguard their learners from all aspects of abuse, exploitation and radicalisation. Implementing the Prevent Duty can be a sensitive issue for some learners & communities and it is important to reiterate this is not about spying on learners or staff or about stopping conversations on controversial or sensitive topics. The Prevent Duty is intended to safeguard providers, learners & staff from being exposed to exploitation or radicalisation and to support the discussion and understanding of complex and controversial issues.

### **Objectives:**

The objectives of Safeguarding are to help keep all learners safe through:

1. The provision of a safe and healthy environment for learners in which to learn effectively
2. Delivering an appropriate safeguarding curriculum through tutorial and learning programmes
3. Ensuring Human Resources policies and procedures contain effective safeguarding measures

4. Appropriately meeting the needs of vulnerable learners (those at risk of not achieving due to negative external factors or non-academic issues such as homelessness, cared for, care leavers or anyone that has required a risk assessment.)
5. Providing staff with safeguarding training consistent with their responsibilities.
6. Having appropriate measures in place to challenge and minimise the impact of bullying and harassment
7. Dealing effectively with concerns relating to the protection of children and adults at risk, including having due regard to the need to prevent people from being drawn into terrorism
8. Providing an effective referral mechanism for reporting and support, both internal and external

Clearly, the Prevent duty is a significant part of our overall safeguarding responsibility, with key accountabilities outlined below:

#### **Directors responsibilities under the Prevent Duty –**

To establish and nurture a culture which upholds core values of shared responsibility and wellbeing for all students, staff and visitors, which also 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 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

The Directors will:

- Actively engage with partners, including the police & Prevent coordinators
- Undertake appropriate training and development in Prevent Duty
- Nominate a Prevent board member who will oversee the duty and safeguarding
- Exemplify British Values (see later in this document for definitions of these) in their conduct
- Be aware that inspection of the Prevent Duty by Ofsted will be judged as part of safeguarding which is included in the leadership & management grade. Implementation and practice of the Prevent Duty is a limiting grade for providers.
- Set the strategy for Prevent
- Ensure robust procedures are in place to ensure all staff and learners are aware of the Prevent Duty and that we are not inadvertently funding extremist organisations
- Ensure compliance with the requirements of the Equalities Act 2010 in ensuring that their organisation challenges discrimination and expects learners to comply with this legislation also
- Ensure that we challenge racism, Islamophobia, tackle hate & prejudice-based bullying, harassment and intimidation as part of their commitment to exemplification of British Values
- Appreciate the sensitivity of the subject and the need to approach the issues carefully with all learners and communities

- Responsible for ensuring that the Duty and its requirements are communicated to all levels of the organisation – management, teaching staff, support staff, volunteers and learners

**Leaders and Managers also have responsibilities under the Prevent Duty. They must ensure:**

- They have active engagement with local partners & support groups and regular contact with Prevent Coordinators
- Clear, visible policies and procedures for managing whistleblowing & complaints
- Policies are in place for learners using IT equipment safely, legally and securely
- Prevent activity complements the organisation's safeguarding and equality policies and covers welfare & safety of learners & staff
- A risk assessment is carried out to address the organisation's implementation of Prevent
- Robust procedures for managing staff and associates; and their awareness and implementation of Prevent
- Appropriate training of all staff in Prevent
- That Apprenticeship employers and work placement providers have an awareness of their role as employers and offer support and online training as required.
- Staff exemplify British Values in their management, teaching and through general behaviours in the organisation
- That opportunities within curriculum are used to promote British Values to learners
- Robust procedures for sharing information internally and externally about vulnerable individuals
- Have clear Prevent referral process with single point of contacts which are known to all staff and learners
- Pastoral care is at the heart of the provision and sufficient pastoral care is available to all learners who are vulnerable or being exploited

**Prevent & British Values**

To comply with the Prevent Duty, providers are expected to exemplify British Values in their management, teaching practice & general behaviours. British Values are defined as –

- Rule of Law
- Individual Liberty
- Mutual respect & tolerance of those from other backgrounds, religions, beliefs,
- Democracy
- Compliance with the Equality Act & those protected by it

The protected characteristics in the Equality Act are –

- Age
- Gender reassignment
- Disability

- Marriage & civil partnership
- Pregnancy & maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Tutors will be expected to understand & embed British Values into all of our delivery journeys to ensure learners are aware of them, can evidence & exemplify them & understand what it means to be a successful learner and take part in life in a modern, British society.

Learners will also be required to understand how to keep themselves protected from risks associated with radicalisation, extremism, forms of abuse, grooming, bullying & staying safe online.

HB Academy are also expected to work with employers to ensure learners are not exposed to risks associated with any of the above and adequate awareness of Prevent & British Values has taken place with workplace mentors, line managers or HR.

HB Academy and other training providers must have an open culture which allows freedom of speech and exploration of issues that affect learners locally, nationally and internationally. Providers are to operate a safe place for learners to communicate, but provide challenge where views or discussions become offensive, extreme or upsetting to others.

HB Academy will provide a curriculum that promotes knowledge, skills and understanding to build the resilience of students, 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 skills development such as social and emotional aspects of modern life
- A curriculum adapted to recognise local needs, challenge extremist narratives and promote universal rights through engaging with young people and adults; and building resilience
- Encouraging active citizenship/participation and learner voice.

HB Academy will 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 student support services
- Listening to what is happening in our organisation and the wider community
- Implementing anti-bullying strategies and challenging discriminatory behaviour
- Helping students and staff know how to access support in College and or through community partners
- Supporting “at risk” students through safeguarding and crime prevention processes
- Focussing on narrowing the attainment gap for all students

HB Academy will ensure that we have capability to managing risks and respond to events. We will ensure that the organisation monitors risks and is ready to deal appropriately with issues that may arise.

We will do this by:

- Understanding the nature of the threat from violent extremism and how this may impact directly or indirectly on the organisation
- Understanding and managing potential risks within HB Academy and from external influences
- Responding appropriately to events in local, national or international news that may impact on students and communities
- Ensuring measures are in place to minimise the potential for acts of violent extremist within the organisation.
- Ensuring plans are in place to respond appropriately to a threat or incident within the organisation
- Developing effective ICT security and responsible user policies

**The directors are committed to review this policy on an annual basis, or earlier, if there are significant changes in the landscape and associated legislation passed.**