



Prevent Policy

Approval and Review:

Date:	October 2021
Reviewed By:	The Principal
Checked by:	Bronwen Patching
Next review due:	October 2022

Context and Aim

This strategy is written with reference to the Prevent Duty contained within Section 29 of the Counter Terrorism and Security Act 2015. The Duty states that specified authorities including Further Education Colleges, in the exercise of their functions, must have “due regard to the need to prevent people from being drawn into terrorism”.

Prevent is part of the counter-terrorism strategy CONTEST, which has four elements: PURSUE, PROTECT, PREPARE and PREVENT. Prevent aims to stop people being radicalised and becoming terrorists or supporting terrorism. Education, like other key mutual respect, tolerance and rule of law, which are central to being a British Citizen. With the current UK security threat from international terrorism at Severe and the current UK security threat level for Northern Ireland related terrorism in Britain at Moderate (July 2019) the School needs to be aware of risks and raise awareness within its community. ACPA embeds Prevent duty within our mission and values; teaching; learning; wellbeing and safeguarding approaches. Early intervention and supporting students that are vulnerable to being radicalised is key to the positive impact of Prevent work and lowering risk.

The aim of this strategy is to outline our approach to supporting the specific Prevent strategy objectives:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it; and
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- Promote British values through the school mission and values, aiming to facilitate an inclusive college community, which is strengthened by the involvement of students, staff, visitors and the local community.

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

Further detail available in Appendix 1.

Objectives

- To promote and reinforce shared school and fundamental British values; to create space for free and open debate; and to listen and support the student voice
- To break down segregation among different student communities including by supporting inter-faith and inter-cultural dialogue and understanding, and to engage all students in playing a full and active role in wider engagement in society.
- To provide a safe place of study for all students, promoting the expectation in our values that ECC will not tolerate bullying, harassment, hate incidents, grooming behaviours and discrimination.
- To provide support for students who may be at risk and appropriate sources of advice and guidance.
- To ensure that students and staff are aware of their roles and responsibilities in preventing violent extremism
- To risk assess the School in order to identify areas of improvement.
- To develop a co-ordinated risk assessment and action plan to address the identified areas for improvement.

How we will meet our Prevent duty:

Teaching and Learning

Extremists aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice. Students can be vulnerable to extremism and radicalisation due to their own vulnerabilities. Education is a powerful tool against this; equipping students with the knowledge, skills and critical thinking to challenge and debate in an informed way. We will provide a curriculum which promotes knowledge, skills and understanding to build the resilience of students, by undermining extremist ideology and supporting the student 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.

- A curriculum adapted to recognise local needs, challenge extremist narratives and promote universal rights through the Student Wellbeing and Involvement Strategy.
- Encouraging active citizenship/participation and student voice.
- Providing broad and balanced personal development and wellbeing programme that increases student's awareness and tolerance of difference and diversity.
- Ensure that guest teachers follow college guidance and safeguarding guidelines.
- We recognise the need to support students in understanding Prevent.

Student Support

To ensure that staff are confident to take preventative and responsive steps working with professionals, families and communities. This will be achieved

- Establishing strong and effective student support services
- Listening to what is happening in the School and the community and being aware of any messages which promote extremist views
- Implementing a culture of respect, 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, restorative and crime prevention processes
- Focussing on narrowing the attainment gap for all students

Managing Risks and Responding to Events

- To ensure that the School monitors risks and is ready to deal appropriately with 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 the school
- Understanding and managing potential risks within the college 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 school
- Ensure plans are in place to respond appropriately to a threat or incident within the school
- Ensure steps are taken to minimise risk of representation at any events, from parties with extreme views which promote violence or intolerance

Leadership

- School safeguarding and procedures reference the Prevent agenda and locate it within all the protective work we do to safeguard our students, visitors and members of staff.
- The Principal will maintain links with local Police, contactable via the 101. The Principal is aware of the referral procedure to 'Channel' (a process which supports people at risk of being drawn into terrorism).
- Ensure Student Voice and involvement is implemented within the College to support the importance of democracy.
- The School Evacuation Procedures will align to guidance Government counter terrorism advice.
- Disclosures by students, of their exposure to the extremist actions, views or materials of others outside, such as in their homes or community groups, especially where students have not actively sought these out.
- Students accessing extremist material online through college internet wifi.
- Parental and professional reports of changes in behaviour, friendship or actions and requests for assistance.
- Students 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 but not exclusive to gender, disability, homophobia, transphobia, race or culture.
- Attempts to impose extremist views or practices on others.
- Anti-Western, Anti-British or other extreme views.
- Students missing from education.

Risk

Failure to implement the Prevent duty risks non-compliance of Counter Terrorism and Security Act 2015 with operational and reputational impact.

Failure to identify vulnerable students early could lead to a higher risk of radicalisation.

Failure to implement British and college values could lead to a negative impact on retention, achievement, progression and sustainable, quality destinations.

Appendix 1

National Picture

The governments counter terrorism strategy CONTEST has four elements Pursue, Protect, Prepare and Prevent. Prevent aims to stop people becoming terrorists or supporting terrorism. The focus is on Al-Qaeda (AQ) and Islamic State (IS) related activity but also adopts the approaches used with other groups including the far right, which is of particular concern.

Education, like other key sectors, has a responsibility to promote values of openness, tolerance and facilitating free debate, which is central to being a British citizen. With the current government alert at severe the School needs to be aware of risks and raise awareness within its community.

The UK Government have said:

We will respond to the ideological challenge of terrorism and the threat from those who promote it. In doing so, we must be clear: the ideology of extremism and terrorism is the problem; legitimate religious belief emphatically is not. But we will not work with extremist organisations that oppose our values of universal human rights, equality before the law, democracy, and full participation in our society. If organisations do not accept these fundamental values, we will not work with them and we will not fund them. Second, we will prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support. We will build on the successful multi- agency 'Channel' programme, which identifies and provides support for people at risk of radicalisation. Third, we will work with sectors and institutions where there are risks of radicalisation. Here, progress has been made in recent years, but it is patchy and must be better. So, we will work with education and healthcare providers, faith groups, charities, and the wider criminal justice system. We will also work to tackle the challenge of radicalisation on the internet.

The government's toolkit to help schools and colleges contribute to the prevention of violent extremism says:

"Our goal must be to empower young people to come together, with their families and the wider community, to expose violent extremists and reject cruelty and violence in whatever form it takes.

Schools can make an important contribution, being a focal point for local communities and helping to build mutual respect and understanding. Extremists of all persuasions try to paint the world as black and white, accentuating division and difference, and exploiting fears based on ignorance or prejudice.”

Education can be a powerful weapon against this, equipping young people with the knowledge, skills, and reflex to think for themselves, to challenge and to debate; and giving young people the opportunity to learn about different cultures and faiths and, crucially, to gain an understanding of the values we share.

Understanding the causes of violent extremism

Evidence suggests that this path, or ‘radicalisation’ process, is not linear or predictable. The length of time taken can differ greatly from a few weeks to years and proceeding down a radicalisation path does not always result in violence. For some, but not all, of those who have become involved in violent extremism, the transition to post-16 learning was a crucial time. However, the secondary school age period was often when the process of radicalisation started which eventually tipped them into choosing to undertake violent or criminal acts.

What can make a young person susceptible to adopting extremist views and supporting violence?

The key conclusion from available evidence is that there is no single profile of a person likely to become involved in extremism, or single indicator of when a person might move to adopt violence in support of extremist ideas. However, it does appear the decision by a young person to become involved in violent extremism may:

- begin with a search for answers to questions about identity, faith and belonging
- be driven by the desire for ‘adventure’ and excitement
- be driven by a desire to enhance the self-esteem of the individual and promote their ‘street cred’
- involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support
- be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination

Glossary of terms from the Prevent Duty Guidance

‘**Having due regard**’ means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

‘**Extremism**’ is defined in the 2011 Prevent strategy as 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

‘Interventions’ are projects intended to divert people who are being drawn into terrorist activity. Interventions can include mentoring, counselling, theological support, encouraging civic engagement, developing support networks (family and peer structures) or providing mainstream services (education, employment, health, finance or housing).

‘Non-violent extremism’ is extremism, as defined above, which is not accompanied by violence.

‘Prevention’ in the context of this document means reducing or eliminating the risk of individuals becoming involved in terrorism. Prevent includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.

‘Radicalisation’ refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

‘Safeguarding’ is the process of protecting vulnerable people, whether from crime, other forms of abuse or (in the context of this document) from being drawn into terrorist-related activity.

The current UK definition of **‘terrorism’** is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. **‘Terrorist-related offences’** are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism. **‘Vulnerability’** describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.

Freedom of Expression

Schools have obligations under education law to protect and promote freedom of speech on their premises, as far as it reasonably practicable within the law, and the institutions where openly debating challenging ideas is expected. Thus the limitations on freedom of expression that schools can lawfully impose will be less than in the context of schools. Equality and Human Rights Commission, Freedom of Expression Legal Framework, p.22