



# Prevent Strategy

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Date	May 2015
Impact assessed by	Graeme Murdoch
Date	June 2017
Approved by	SMT
Date reviewed	14 June 2017
Date of next review	June 2019

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## 1. Introduction

Prevent is part of a Government initiative to develop a robust counter terrorism programme – CONTEST. Which consists of four elements:

Protect - Strengthen our protection against a terrorist attack

Prepare - Mitigate the impact of a terrorist attack

Pursue - Stop terrorist attacks

Prevent – the foundation of the three elements listed above

The Prevent Duty Guidance: for further education institutions in England and Wales was approved by parliament and this guidance came into effect from 18 September 2015.

Section 26 of the Counter-Terrorism and Security Act 2015 (the Act) places a duty on certain bodies (“specified authorities” listed in Schedule 6 to the Act), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This guidance is issued under section 29 of the Act. The Act states that the authorities subject to the provisions must have regard to this guidance when carrying out the duty.

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

Further Education colleges 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 students make it crucial to be involved in the Prevent strategy. Colleges have a part to play in fostering shared values and promoting community cohesion. Colleges have been asked to focus on the risks of extremism, which represents the greatest threat at national level, while recognising that a range of extremist activities can, and do, manifest themselves within colleges and other training settings.

Revised Ofsted guidance (September 2016) states that Inspectors should take into account:

*how well the provider prepares learners for successful life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different backgrounds, faiths and beliefs*

*the effectiveness of safeguarding practice, including the prevention of radicalisation of learners and compliance with the ‘Prevent’ duty.*

For the purposes of this strategy, extremism in the name of ideology or belief is defined as violence, incitement to violence, terrorism, incitement to terrorism, or other activities that may result in violent behaviour or terrorist activity in the name of an ideology or a set of beliefs.

## 2. Principles

As a general principle, the College has a statutory responsibility to:

- **Safeguard staff and students against being radicalised**
- At all times, and by all means, seek to create a safe environment for the entire college community;
- Operate the policy to specifically encompass children, young people, vulnerable adults and adults who may be temporarily vulnerable;
- Acknowledge that extremist behaviour may take many forms; physical, sexual, financial and material, emotional, neglect, psychological, abusive behaviours e.g. Female Genital Mutilation (FGM), forced marriage, hate crime, radicalisation and risk to self and/or others; and
- Work with external agencies, for example, North Yorkshire Counter Terrorism Unit, North Yorkshire Prevent Team, the Local Childrens' Safeguarding Board and the Local Authority's Designated Officer (LADO), whilst always placing the welfare of the individual at the centre of any action taken.
- Promote the fundamental British values\* of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different backgrounds, faiths and beliefs

\* These have been 'translated' into the College values of:

- Democracy: making decisions together, giving opportunities to develop ideas in an atmosphere where questions and input from all are valued.
- Rule of law: understanding that rules matter in a civilised society. In college our rules and codes of behaviour make it a better place to study.
- Individual liberty: Freedom for students to express themselves and the right to hold different opinions and lifestyles.
- Mutual respect and tolerance: treat others as you wish to be treated. This includes respecting faiths, beliefs, sexualities, genders or cultures that are different from your own.

In implementing this policy, due regard will also be taken of the following guiding principles:

- Where any safeguarding or more general duty of care concern is raised that may put a student or other persons at risk of harm, there are established procedures of prompt referral which every member of staff should be aware of and should be able to act on accordingly.
- In order to explore views and opinions and where necessary, challenge them, we actively promote a climate of free discussion and debate. There should be no fear that this will incur suspicion, or limit on free expression within the boundaries of our equality and diversity policy and disciplinary codes on harassment or abuse.
- That legitimate political opinions expressed by staff or students are not in any way regarded as 'extreme' or legitimising 'extremism'.
- Everyone is entitled to their own political view or opinion but no-one should privilege one view over that of others, or present one political explanation as 'expert' or not subject to challenge.

### **3. Key Objectives**

This strategy has five key objectives:

- 3.1. To promote and reinforce shared values; to create space for free and open debate; and to listen and support the student voice.
- 3.2. To break down segregation among different student communities including supporting inter-faith and inter-cultural dialogue and understanding, and to engage all students in playing a full and active role with wider engagement in society.
- 3.3. To ensure student safety and that the College is free from bullying, harassment and discrimination.
- 3.4. To provide support for students who may be at risk and develop appropriate sources of advice and guidance.
- 3.5. To ensure that students and staff are aware of their roles and responsibilities in preventing extremism and radicalisation.

### **4. Ethos**

This strategy is not directed at any specific ideology, religion, religious group or religious faith, or at the proponents of any other sets of beliefs. Its principal aim is to ensure that the College is able to monitor, manage and deal effectively with the threat posed by any individual or group of individuals engaging in extremism in the name of ideology or belief.

The strategy commits the College to the promotion of cohesive and inclusive College community relations which do not allow any particular individual or group of individuals to be marginalised, stigmatised or excluded from College life.

#### **4.1. 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, a democratic society, student 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 education providers, local authorities, police and other agencies.

#### **4.2. Teaching and Learning**

To 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.
- Adapting the curriculum to recognise local needs, challenge extremist narratives and promote universal rights.
- Teaching and learning strategies which explore controversial issues in a way which promotes critical analysis and pro social values.
- Use of external programmes or groups to support learning while ensuring that the input supports college goals and values.
- Encouraging active citizenship and student voice.

#### 4.3. 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:

- Maintaining strong and effective student support services which have thorough understanding of the Prevent agenda and key contributory factors in the radicalisation of people e.g. isolation, family breakdown, poverty etc
- Establish robust links with relevant external agencies.
- Listening to what is happening in the College and the community and actively engaging in the Prevent strategy working groups.
- Implementing the College's Safeguarding Policy and anti-bullying strategies and challenging discriminatory behaviour.
- Helping students and staff know how to access support in College and or through community partners.
- Supporting problem solving and repair of harm.
- Supporting at risk students through safeguarding and crime prevention processes.
- Focussing on narrowing the attainment gap for all students.

#### 4.4. Managing Risks and Responding to Events

To ensure that the College monitors risks and is ready to deal appropriately with issues which arise. It will do this through:

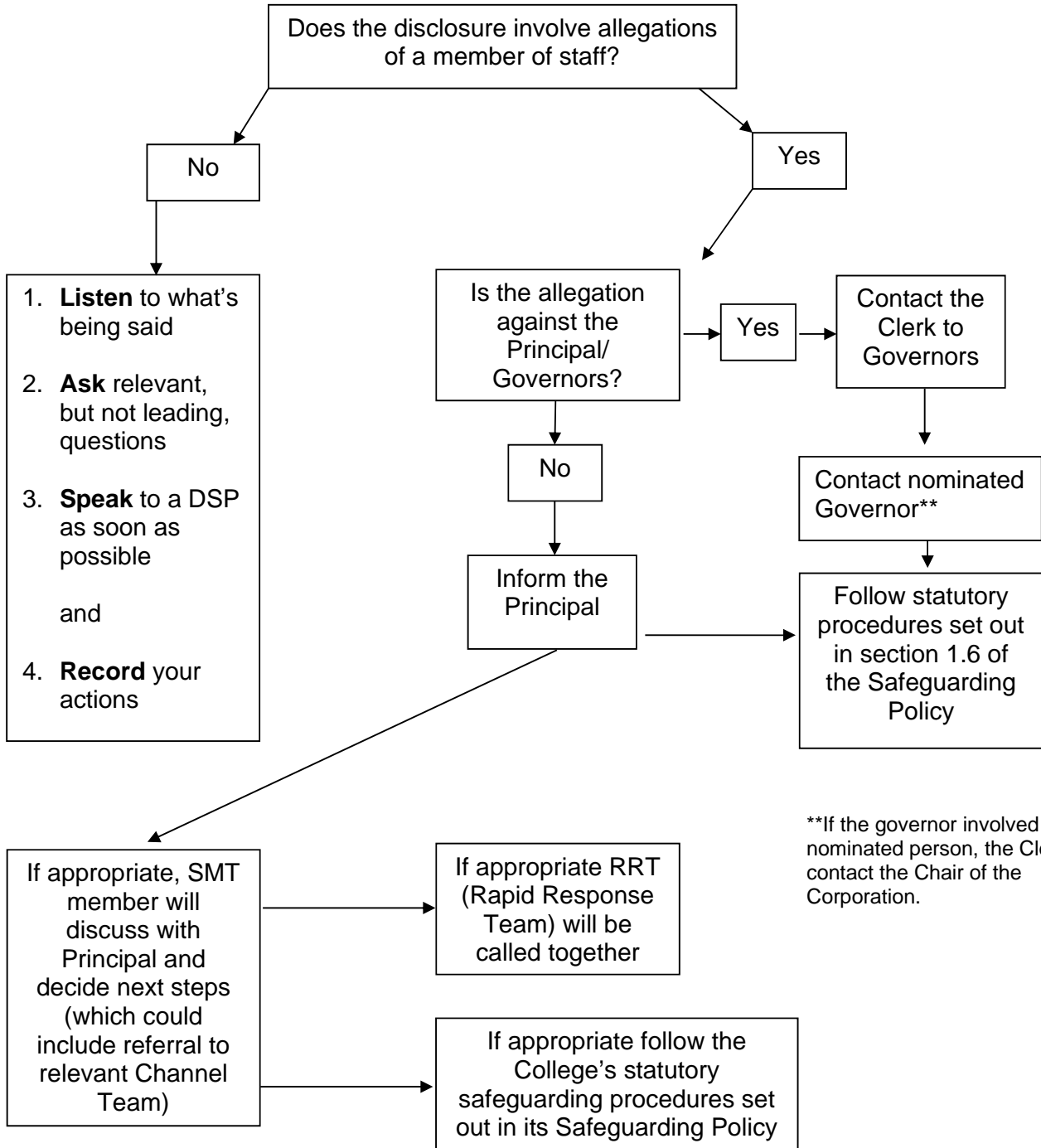
- Maintaining an up to date risk assessment.
- Understanding the nature of the threat from extremism and how this may impact directly or indirectly on the College.
- Understanding and managing potential risks within the College and from external influences, including from external speakers/guests (see separate protocol).
- 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 extremist within the College.
- Ensuring plans are in place to respond appropriately to a threat or incident within the College.
- Implementing effective ICT security and responsible user policies.
- Promoting awareness across the whole College community.
- Recognising and responding swiftly to signals that a young person is at risk.
- Continually reviewing and updating any internal Prevent Duty training.

#### 4.5 Reporting and oversight

Reporting of activities and issues relating the College's Prevent duty include:

- To Monthly SMT Monitoring meetings
- To the College's Safeguarding Strategy Group (3 – 4 meetings per year) e.g. any referrals to Channel
- To the College's Equality and Diversity Group (3 – 4 meetings per year) e.g. activities undertaken with students to raise their awareness
- To the Governing Body (through an annual report)
- Inclusion with the College Strategic Plan (approved by the Governing Body), and Annual Operating Plan. Progress against any actions identified is reported to SMT and the Governing Body at least twice yearly.

**Referral Process (for staff) for concerns involving terrorism or radicalisation**



\*\*If the governor involved is the nominated person, the Clerk will contact the Chair of the Corporation.

Once the information has been passed on to the relevant personnel, those involved will be offered appropriate support. A referral may be made to the relevant child or adult social services where appropriate and those involved will be informed of the outcomes (within the rules of confidentiality).