



# PREVENT POLICY

## **THE PREVENT DUTY**

The duty to actively promote 'Fundamental British Values' has been live from 1st July 2015. This was first set out by the government in the 'Prevent' Strategy in 2011.

The Counter Terrorism and Security Act 2015 has introduced the Prevent Duty for various bodies including all FE colleges, adult education providers and independent learning providers with SFA funding or with over 250 students enrolled.

The Prevent Duty has "due regard to the need to prevent people from being drawn into terrorism" (Anti-Terrorism and Security Act 2015: Schedule 3, Section 21).

## **WHAT IS OUR RESPONSIBILITY?**

- Assess the risks of people being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.
- All staff to actively promote British values.
- Raise awareness of the Prevent duty and British values to all staff and learners.
- Establish a reporting procedure for all concerns relating to people being drawn into terrorism.

## **WHAT IS EXTREMISM?**

Extremism is defined 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 (HM Government Prevent Strategy, 2011).

## **WHAT IS RADICALISATION?**

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

## **WHAT ARE BRITISH VALUES?**

British Values are defined as "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs"; institutions are expected to encourage students to respect other people with particular regard to the protected characteristics set out in The Equality Act 2010.

## **VULNERABILITY / RISK INDICATORS**

The following lists are not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable people / young people experiencing these factors are automatically at risk of exploitation for the purposes of extremism. The accepted view is that a complex relationship between the various aspects of an individual's identity determines their vulnerability to extremism.

The following factors may increase an individual's vulnerability:

- Identity crisis – Being distanced from cultural and or religious heritage and uncomfortable with their place in the society around them.
- Personal crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging.
- Personal circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet aspirations – Perceptions of injustice; feelings of failure; rejection of civic life.
- Criminality – Experiences of imprisonment; poor resettlement / reintegration, previous involvement with criminal groups.

## **PROCEDURES FOR REPORTING CONCERNS**

Any identified concerns as the result of observed behaviour or reports of conversations to suggest that the person supports terrorism and / or extremism, must be reported to the named designated safeguarding officer immediately and no later than the end of the working day. (Same procedure as Safeguarding).

## **STAFF RESPONSIBILITIES**

- All staff at Get SET Academy have undertaken training in the Prevent Duty as identified by their leaders and managers
- All staff at Get SET Academy are aware of when it is appropriate to refer concerns about students, learners or colleagues to the Designated Safeguarding Officer.
- All staff at The Source exemplifies British values of “democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs” into their practice.

## TEACHING APPROACHES

We will ensure that all of our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

At Get SET Academy, we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage students to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain and globally.

We recognise that the ethos of our organisation is to encourage students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and at times we may use external agencies or speakers to facilitate and support this.

## RISK ASSESSMENT

The statutory guidance makes clear that FE colleges, adult education providers and independent learning providers are expected to assess the risk of people being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. As with managing other safeguarding risks, there is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology, however it is important that all providers understand the risk so that they can respond in an appropriate and proportionate way.

Safeguarding Reporting Procedure: This procedure is to be followed when dealing with concerns, suspicions or disclosures of harm or abuse.