INTERNAL PROCEDURE

Title: **PREVENT STRATEGY**

POLICY HOLDER: **Assistant Principal Student Services**

SMT OWNER: **Principal**

VERSION NO: **8 (2023)**

LAST REVIEWED: **September 2024**

Accessibility: If you would like this information in an alternative format, e.g. Easy to Read, large print, Braille or audio tape, or if you would like the procedure explained to you in your language, please contact the College's marketing team on 01603 773 169.

Further information: If you have any queries about this policy or procedure, please contact the named policy holder or the College's marketing team on 01603 773 169.

Amendments log

Review date	Version	Changes	Originated by
06.08.17	2	Annual update	HRH
28.08.18	3	Annual update	HRH
18.09.19	4	Annual update	HRH
27.09.20	5	Annual update	HRH
09.03.21	6	Updated current threat level to Substantial (08/02/21)	HRH
28.06.21	7	Annual update Updated 2.4: Ofsted guidance and inserted Footnote referencing change. 6.2 IT procedures, updated Prevent contacts	HRH
01.12.21	7	Updated current threat level to Severe.	HRH
05.09.22	7	Updated current threat level to Substantial	HRH
20.09.23	8	Annual update DSL and Safeguarding Officer contact update p.3 12. Legislation update p.9 Appendix 4 Prevent contact updated	HRH
Sept 24	8	Annual review	HRH

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Contents

1.   Introduction and background

1.1 What is Prevent?

Prevent is part of the Government's counter terrorism strategy, known as CONTEST. The strategy is based on 4 areas of work:

1. pursue: to stop terrorist attacks
2. **prevent**: to stop people becoming terrorists or supporting terrorism
3. protect: to strengthen our protection against a terrorist attack
4. prepare: to mitigate the impact of a terrorist attack

Prevent is 1 of the 4 elements. It aims to stop people becoming terrorists or supporting terrorism. The Prevent strategy aims to:

- respond to the ideological challenge we face from 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 (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with

The national strategy covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism.

1.2 Current threat level

The Government's current assessment of the level of threat faced by the UK from international terrorism is substantive, meaning that an attack is a strong possibility.

There are five levels of threat:

- Low – an attack is unlikely
- Moderate – an attack is possible but not likely
- Substantial – an attack is a strong possibility
- Severe – an attack is highly likely
- Critical – an attack is expected imminently

The level is set by the Joint Terrorism Analysis Centre and the Security Service (MI5).

2. Rationale

Why do we need a College Prevent strategy?

2.1 There is an important role for our College in helping prevent people in our local community being drawn into terrorism. Terrorism includes both violent and non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

2.2 Universities' and Colleges' commitment to freedom of speech and encouragement of debate for the advancement of knowledge means that we have a

unique opportunity to be an arena for challenging extremist views and ideologies. However we recognise that there is a risk that some people may use HE & FE institutions as a platform for drawing people into terrorism. We take seriously our role in excluding those promoting extremist views that support or are conducive to terrorism.

2.3 As a publicly funded body, we have a duty to comply with relevant legislation and any statutory responsibilities associated with the delivery of education and safeguarding our students.

2.4 Ofsted guidance[1] states that inspectors will examine:

- the provider prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law (PD)

- those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding, and promoting the welfare of learners (L&M)

- have appropriate child protection arrangements, which: identify learners who may need early help, and who are at risk of harm or have been harmed – this can include, but is not limited to, neglect, abuse (including by their peers), grooming, exploitation, sexual abuse and online harm; secure the help that learners need and, if required, refer in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to learners (L&M)

2.5 The Teacher Standards[2] require us to promote fundamental British values within our College and through our curriculum order to prevent extremism and to promote tolerance and respect for others:

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: …

- … not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs (Part Two: Personal and Professional Conduct)

3. Prevent and Safeguarding

3.1 In our College we regard a student's vulnerability to being radicalised as another form of abuse. Therefore the Prevent agenda sits within our College Safeguarding procedures and staff should use the same process for reporting any concerns they have about students being vulnerable to radicalisation in the same way that they would any other safeguarding concern. It is important that staff report any concerns

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[1] Education inspection framework - GOV.UK (www.gov.uk)
[2] Teachers' standards: overview (publishing.service.gov.uk) Accessed Sept 2024

about an individual and not take a 'wait and see' attitude if they suspect that a student is vulnerable to being radicalised so that the Safeguarding team can build up a picture of the student's vulnerability and act if necessary.

3.2 See Appendix 1 for our Safeguarding procedure for reporting concerns and disclosures.

3.3 For referrals to Channel (see 4.3 for details) our referral point is the local Prevent lead at Norfolk Constabulary. A College Designated Safeguarding Lead will make this referral.

3.4 Radicalisation is the process by which individuals come to support violent extremism or terrorism. There is no typical profile for a person likely to become involved in extremism or when they typically move to adopt violence in support of their particular ideology. Some behavioural indicators are listed in Appendix 2 but these are not finite and staff should use their professional judgment and report any concerns they have.

3.5 We recognise that in Norfolk, far right extremism is present as well as radical Islamist extremism

4. Definitions

4.1 **CONTEST** is the Government's counter-terrorism strategy
CONTEST: The United Kingdom's Strategy for Countering Terrorism, July 2011 Summary
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97994/contest-summary.pdf

4.2 **PREVENT** is 1 of the 4 elements of CONTEST, the Government's counter-terrorism strategy. *https://www.gov.uk/government/policies/protecting-the-uk-against-terrorism/supporting-pages/prevent*

4.3 **CHANNEL** is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation.
Channel: Protecting Vulnerable people from being drawn into terrorism guidance, October 2012
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118194/channel-guidance.pdf

5. Strategy Aims & Objectives

This strategy aims to

- Raise awareness of Prevent in the College
- Recognise where our current working practices contribute to the Prevent agenda
- Identify areas of development
- Develop a college wide action plan with next steps – see CCN Prevent Risk Assessment

6. Monitoring this strategy

6.1 Reporting on Prevent related activities are reported to Corporation Body meetings as part of the Wellbeing and Inclusion report.

6.2 Whilst Prevent sits within the College safeguarding procedures other policies contribute to the agenda:

- Equality and Ways of Working
- Anti-Bullying and Harassment
- Online Safety and IT Acceptable Usage Policy
- Social Media Guidelines and
- Safeguarding Code of Conduct for Staff
- Visiting speakers and Fundraising, ID Badges and Visitor Protocols

7. Staff training

7.1 Prevent training has been provided to staff in various roles across the organisation.

7.2 Providing training continues to be reviewed and developed to further embed practice across the organisation.

8. Partnership work

8.1 The college has good links with local schools and is represented at various strategic partnership boards with school leaders. This work is important and enables us to understand tensions within our youth communities and support transition arrangements for some of the most vulnerable students.

8.2 The college has close working links with communities that enable us to understand local issues and tensions and work with its leaders to foster shared values, promote cohesion and reduce tensions.

8.3 The college has close working relationships with statutory organisations including Norfolk Police and the Police Community Safety Partnership, NSCP and Channel Panel.

9. Current position in College

9.1 The college has robust procedures in place relating to Safeguarding, Safer Recruitment and Code of Conduct for Staff. This is in line with statutory guidance Keeping Children Safe in Education, Working Together to Safeguard Children and Safer Working Practices.

9.2 The knowledge and understanding of the Prevent agenda by staff is good within the organisation. It is every staff member's responsibility to respond appropriately to students whose behaviours are challenging and inappropriate. It is recognised that staff require ongoing training, support and encouragement to develop and use the skills required to challenge appropriately and regular updates and bulletins are shared with staff in order to do this.

9.3 Prevent and British Values is included as part of students' induction to the college through bespoke theatre performances as appropriate, Personal Development curriculum and our Ways of Working.

10. Curriculum

10.1 The college systematically reviews its performance to ensure it narrows the attainment gap with vulnerable or disadvantaged groups/communities.

10.2 Prevent is taught during induction and as part of the Personal Development curriculum.

10.3 The college has events to raise awareness of different faiths and cultures and develops the critical thinking skills that students need in order to make informed decisions when exposed to online propaganda.

11. Student Engagement and support

11.1 The Student's Union team play a pivotal role in student cohesion and how students feel they can express themselves and play a full part in college life and maximise and enrich their time studying with us.

11.2 Student voice has been a key development of the college. The system reaches a wide range of students through a variety of different formats such as class reps, student forums and surveys.

11.3 The college has a number of confidential methods of raising concerns. A counselling, wellbeing and anti-bullying email service is available. This facility has had limited use but the college sees this as a potential way for students to disclose their concerns.

11.4 The college currently run a series of campaigns throughout the year including equality and Ways of Working, online safety. These campaigns provide the opportunities to carry out Prevent work.

12. Legislation

- Education inspection framework
- Further education and skills inspection handbook
- Keeping Children Safe in Education
- The Prevent duty: safeguarding learners vulnerable to radicalisation
- Working Together to Safeguard Children

Appendix 1 Safeguarding procedure reporting concerns

Procedure

8.1 Staff at the college will be guided by the following process if a student tells them about possible abuse:

- Listen carefully and stay calm
- Do not interview the student, but question normally and without pressure, in order to be sure that you understand what the student is telling you
- Do not put words into the student's mouth
- Reassure the student that by telling you, they have done the right thing
- Inform the student that you must pass the information on, but that only those that need to know about it will be told. Inform them of whom you will report the matter to
- Note the main points carefully
- Make a detailed note of the date, time, place, what the student said, did and your questions etc
- Do not investigate concerns or allegations yourself, but report them immediately to the Safeguarding Officer

Staff at the college will report any safeguarding concerns they may have about a student to the Safeguarding Officer for advice and guidance.

They will need to complete the Staff Incident Report Form by clicking on the red Report Safeguarding button on the College Home Page. This online form will go directly to the on duty Safeguarding Officer who will respond as soon as possible.

For matters which need immediate consultation with a Safeguarding Officer the Safeguarding mobile for Norwich and Paston (07795 487 645) or for Easton (07772 785 346) should be called.

Staff should know and understand the Safeguarding procedure below:

Reporting a Concern or Disclosure and using the Red Button
See diagram below ↓
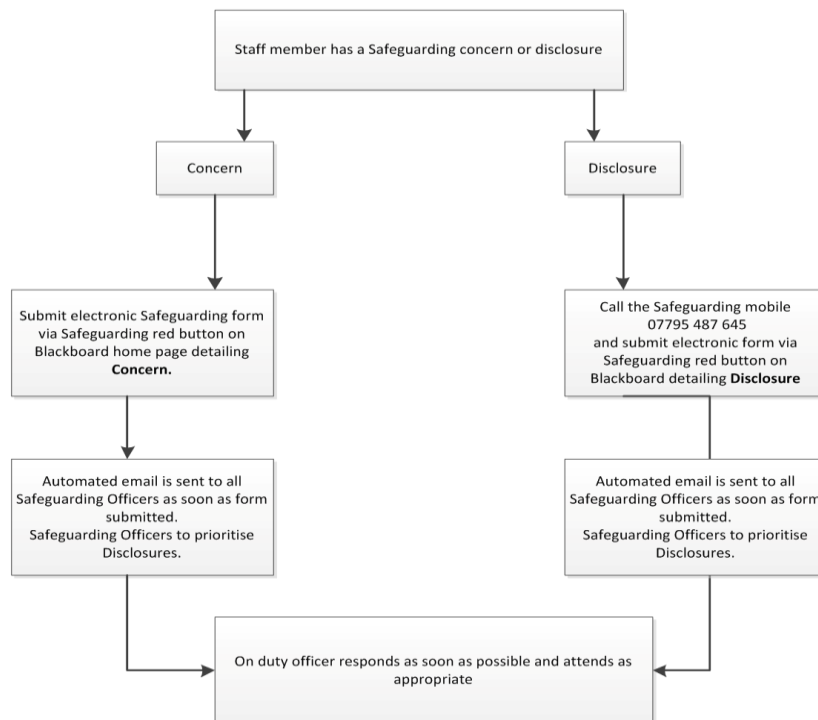
8.2 The Safeguarding Officer should be used as a first point of contact for concerns and queries regarding any safeguarding concern in the organisation. If the DSL is not available, the alternate DSL should be contacted regarding any concerns.

8.3 It is **NOT** the responsibility of staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

8.4 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Services as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

8.5 All referrals will be made in line with Norfolk Children's Services procedures as outlined in Appendix 1. Anybody can make a referral. However, it is College policy that referrals are made by the Safeguarding team. It is imperative and College procedure that all safeguarding concerns and disclosures are reported immediately to the Safeguarding team so that we can ensure that a single central record is maintained and that we share the right information when it is needed and the student receives the joined up support they need.

8.6 Confidentiality must be maintained and information relating to the individual, families shared with staff on a strictly need to know basis.

Appendix 2 Vulnerability indicators

Vulnerability indicators - taken from Channel guidance *Channel: Protecting Vulnerable people from being drawn into terrorism guidance.*
[Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism (publishing.service.gov.uk)](publishing.service.gov.uk)
Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists
- changing their style of dress or personal appearance to accord with the group
- their day-to-day behaviour becoming increasingly centered around an extremist ideology, group or cause
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups)
- attempts to recruit others to the group/cause/ideology or
- communications with others that suggest identification with a group/cause/ideology.

Example indicators that an individual has an intention to use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills
- using insulting or derogatory names or labels for another group
- speaking about the imminence of harm from the other group and the importance of action now
- expressing attitudes that justify offending on behalf of the group, cause or ideology
- condoning or supporting violence or harm towards others; or
- plotting or conspiring with others.

Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include:

- having a history of violence
- being criminally versatile and using criminal networks to support extremist goals
- having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction) or
- having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

Appendix 3: The Channel Process within FE Colleges

Guidance on Prevent and the Channel Programme

What is Prevent?
Prevent is the Government's strategy to stop people becoming involved in violent extremism or supporting terrorism, in all its forms. Prevent works within the non-criminal space, using early engagement to encourage individuals and communities to challenge violent extremist ideologies and behaviours.

What is Channel?
Channel is an early intervention multi-agency process designed to safeguard vulnerable people from being drawn into violent extremist or terrorist behaviour. Channel works in a similar way to existing safeguarding partnerships aimed at protecting vulnerable people.

Who does Channel work with?
Channel is designed to work with individuals of any age who are at risk of being exploited by extremist or terrorist ideologues. The process is shaped around the circumstances of each person and can provide support for any form of radicalisation or personal vulnerabilities.

How does Channel work?
Each Channel Panel is chaired by a local authority and brings together a range of multi-agency partners to collectively assess the risk and can decide whether a support package is needed. The group may include statutory and non-statutory partners, as well as lead safeguarding professionals. If the group feels the person would be suitable for Channel, it will look to develop a package of support that is bespoke to the person. The partnership approach ensures those with specific knowledge and expertise around the vulnerabilities of those at risk are able to work together to provide the best support.

What does Channel support look like?
Channel interventions are delivered through local partners and specialist agencies. The support may focus on a person's vulnerabilities around health, education, employment or housing, as well as specialist mentoring or faith guidance and broader diversionary activities such as sport. Each support package is tailored to the person and their particular circumstances.

How will the person be involved in this process?
A person will always be informed first if it's felt that they would benefit from Channel support. The process is voluntary and their consent would be needed before taking part in the process. This process is managed carefully by the Channel Panel.

Who can make a referral?
Anyone can make a referral. Referrals come from a wide range of partners including education, health, youth offending teams, police and social services.

What happens with the referral?
Referrals are first screened for suitability through a preliminary assessment by the Channel Coordinator and the local authority. If suitable, the case is then discussed at a Channel panel of relevant partners to decide if support is necessary.

Raising a concern
If you believe that someone is vulnerable to being exploited or radicalised, please use the established safeguarding or duty of care procedures within your organisation to escalate your concerns to the appropriate leads, who can raise concerns to Channel if appropriate.

For referrals to Channel or for more information around the process, in the first instance contact your local authority Prevent Coordinator.
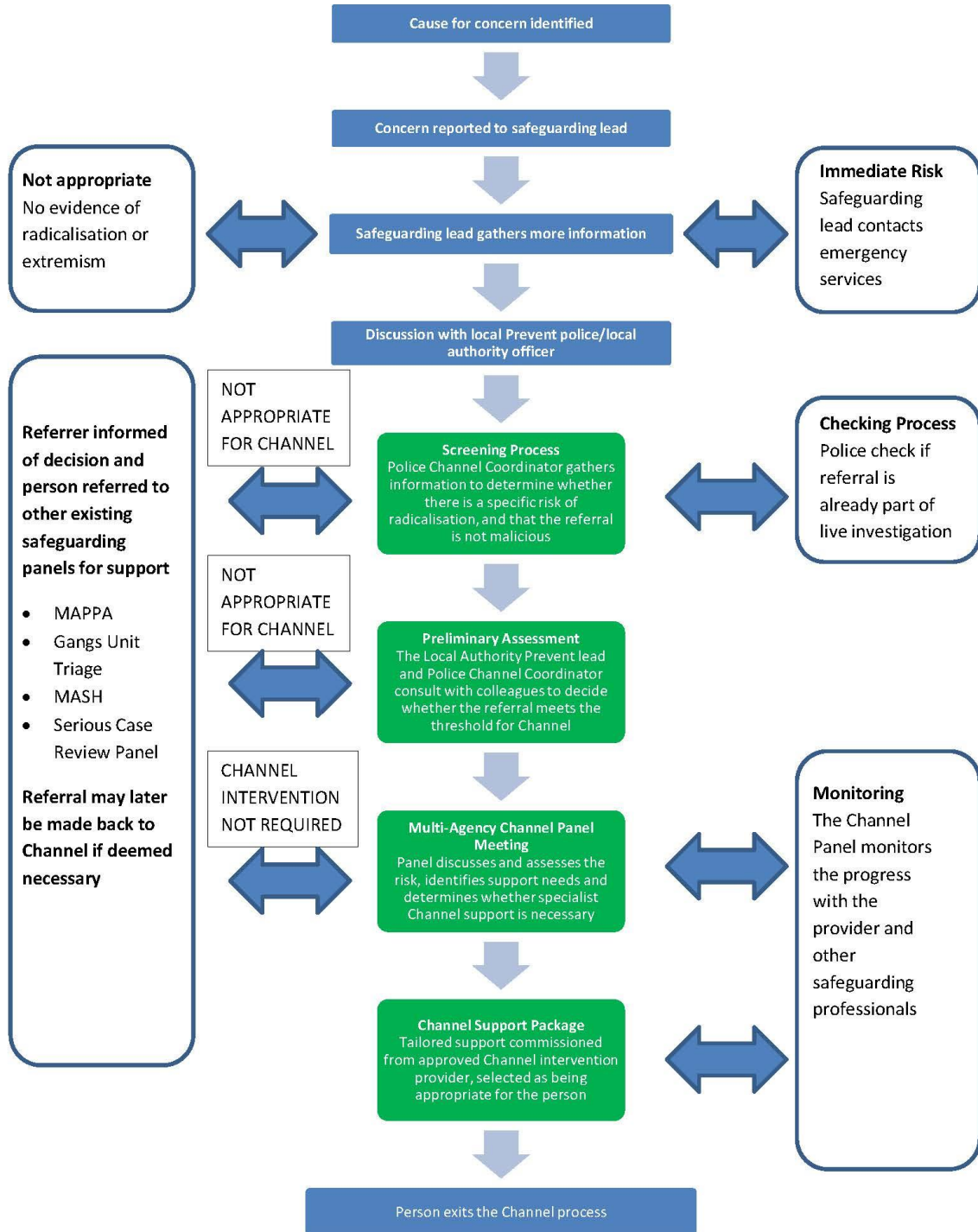
If you don't have a local authority coordinator or would like specific FE/HE guidance please contact:

Kat.cooper@camden.gov.uk   or   chris.bowles@camden.gov.uk

The Channel Process within FE Colleges

Cause for concern identified

↓

Concern reported to safeguarding lead

↓

Safeguarding lead gathers more information

Not appropriate
No evidence of radicalisation or extremism

Immediate Risk
Safeguarding lead contacts emergency services

↓

Discussion with local Prevent police/local authority officer

↓

Referrer informed of decision and person referred to other existing safeguarding panels for support

- MAPPA
- Gangs Unit Triage
- MASH
- Serious Case Review Panel

Referral may later be made back to Channel if deemed necessary

NOT APPROPRIATE FOR CHANNEL

Screening Process
Police Channel Coordinator gathers information to determine whether there is a specific risk of radicalisation, and that the referral is not malicious

Checking Process
Police check if referral is already part of live investigation

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NOT APPROPRIATE FOR CHANNEL

Preliminary Assessment
The Local Authority Prevent lead and Police Channel Coordinator consult with colleagues to decide whether the referral meets the threshold for Channel

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CHANNEL INTERVENTION NOT REQUIRED

Multi-Agency Channel Panel Meeting
Panel discusses and assesses the risk, identifies support needs and determines whether specialist Channel support is necessary

Monitoring
The Channel Panel monitors the progress with the provider and other safeguarding professionals

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Channel Support Package
Tailored support commissioned from approved Channel intervention provider, selected as being appropriate for the person

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Person exits the Channel process

Appendix 4: Key contacts

Norfolk Police Prevent Officer:
PC Christopher Boden Christopher.Boden@norfolk.police.uk
Tel: 01953 423896 or 01953 423905

Regional Prevent FE/HE Co-ordinator:
Dave Layton-Scott
Dave.Layton-Scott@luton.gov.uk

Channel Panels

Chaired by Sue Smith, Head of Education Intervention and Inspection Service at Norfolk County Council.
ChannelPanel@norfolk.gov.uk.

Make a referral

https://www.schools.norfolk.gov.uk/article/29603/Prevent-duty

Norfolk Channel Procedures (PDF) [204KB] (updated 2019) give guidance around making referrals to the Multi Agency Safeguarding Hub (MASH) about Prevent.

If you are concerned that someone may be vulnerable to radicalisation or extremism in Norfolk, you should use the **Prevent Referral Form**. It is designed in such a way to prompt the referrer to describe as much detail as possible, which in turn will allow for comprehensive and timely assessment.

Send completed forms to **Preventreferrals-NC@norfolk.police.uk**

All enquiries regarding PREVENT should go to **prevent@norfolk.police.uk**
If you have any questions about completing the referral form please call

The Prevent Team on 01953 423905 or 01953 423896 .