PREVENT POLICY

What is the Prevent Duty?
Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on certain bodies, listed in Schedule 3 to the Act (including schools and colleges), to have "due regard to the need to prevent people from being drawn into terrorism".

What is Extremism?
The government has defined extremism in the 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." This also includes calls for the death of members of the British armed forces

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.

The aim of this policy is to:
- Sustain and develop awareness of Prevent in the College
- Recognise current practice which contributes to the Prevent agenda
- Identify areas for improvement and respond to these.

National Picture

The government's counter-terrorism strategy, CONTEST, has four elements: Pursue, Protect, Prepare and Prevent. Prevent aims to stop people becoming terrorists or supporting terrorism.

The Counter-Terrorism and Security Act of 2015 places a duty on education providers, alongside other agencies, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). 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.

Context

The Government's document *Channel: Protecting vulnerable people from being drawn into* terrorism *(2020)* says that "all communities are affected by the threat from terrorism but the nature and extent of the threat will vary across the country: local responses need to be appropriate and proportionate to local circumstances… Prevent's focus is on preventing individuals from becoming terrorists or supporting terrorism rather than the promotion of more general work on community cohesion or integration."

Our understanding of risks in our local context is informed by regular engagement with the Prevent Lead for Further and Higher Education in Essex and the quarterly presentation by the East of England police forces of the Counter-Terrorism Local Profile (CTLP). We recognise that Prevent concerns in our area are at present evenly split between Islamist extremism and far-right extremism, and the overall threat level in England, Scotland and Wales is "substantial".

Any student who is vulnerable might be susceptible to radicalisation. Guidance material for Prevent suggests that that students who show the following characteristics might be at risk of being drawn into radicalisation:

- susceptibility to indoctrination;
- being at a transitional time in life;
- a need for identity, meaning and belonging;
- being influenced or controlled by a group;

- feelings of grievance and injustice;
- feeling under threat due to recent conflict or absent family relationships;
- mental health issues which are not being addressed;
- a desire for status; a desire for excitement and adventure;
- a need to dominate others; a desire for political or moral change.

1. Local Partnerships

1.1 The College has a working partnership with local Safeguarding agencies including Essex Police, Essex County Council and Essex Social Services. We collaborate productively if students or staff are under investigation and commit to a multi-agency approach to protect people at risk from radicalisation.

1.2 Information sharing is in line with the College's Safeguarding and Data Protection policies, as well as the guidelines laid out in *Channel: Protecting vulnerable people from being drawn into terrorism (2020)*

1.3 The College has strong links with partner schools and information sharing on vulnerable students is a key part of work in admitting and enrolling new students. This is important to understand potential tensions within our youth communities and support transition arrangements for some of the most vulnerable students.

2. College

2.1 The following aspects of the College's work link closely to the Prevent agenda:
- College Mission Statement
- Child Protection Policy
- Safeguarding Policy
- Equality & Diversity Policy
- Keeping Children Safe in Education • Safer recruitment – including governors.
- Senior Tutors and Pastoral Team

2.2 Prevent sits within Safeguarding at the College. The College recognises that the welfare of its students is paramount and takes seriously its responsibility to safeguard and promote the welfare of the young people in its care. The purpose of this policy is to ensure that students are protected and to enable staff and volunteers to safeguard and promote the welfare of students whilst promoting a culture which makes the College a safer place to learn.

2.3 The Safeguarding policy and procedures are well established and understood by staff. The Safeguarding Team meets regularly and any concerns raised under the Prevent agenda are discussed within this group.

2.4 Whilst Prevent sits within the College safeguarding policy and procedures, other aspects of College life contribute to the agenda:
- Equality & Diversity
- Additional Studies programme
- Bullying and Harassment policy
- Tutorial programme
- Charity Fundraising
- Student Forums and Student Voice
- Student Council
- Chaplaincy

2.5 The College has an active Equality and Diversity officer and an Equality and Diversity committee who are aware of the actions of the safeguarding Team in relation to Prevent. Equality and Diversity is a standing item on all College meetings.

2.6   Risk of radicalisation of a student has been added to the Risk Register and is monitored by the Senior Management Executive and the Governors' Audit Committee.

3.   Responsibilities of College staff, leadership and governors

3.1   Statutory guidance "Keeping Children Safe in Education" is updated annually. In addition, our Child Protection Policy makes explicit reference to the Prevent duty. Every year, each staff member and governor reads and signs to say they have understood this guidance.

3.2   It is every staff member's responsibility to respond appropriately to students whose behaviours are challenging and inappropriate. Line managers support and encourage staff in this and skills are developed through INSET. Safeguarding training focuses on recognising vulnerability to harm, including grooming and exploitation.

3.3   The Safeguarding team will continue to monitor and respond to government, local authority and police advice.

3.4   The College leadership team will ensure that prompt action is taken should an issue arise. College leaders will also aim to create an inclusive and tolerant environment, and a broad and balanced curriculum.

3.5   Governors will monitor the College's adherence to the Prevent duty, via the annual Safeguarding Report and ensure that appropriate policies and procedures are in place.

4.   Curriculum and Welfare Support

4.1   A core aim of the College curriculum is to produce students who are:

- • Responsible citizens, which includes understanding identity, valuing diversity and working co-operatively to promote positive change
- • Confident individuals, which includes developing independence, self-awareness and moral judgments
- • Successful learners, which includes developing enquiring minds, and engaging with the big issues of our world.

4.2   The College systematically reviews its performance to ensure it narrows the attainment gap with vulnerable or disadvantaged groups/communities who may or may not be more likely to be subject to radicalisation.

4.3   The College offers a wide range of subjects, many of which will make reference to values and ethics
e.g. Law, Health & Social Care, Religious Studies, Psychology. Teaching staff address controversial issues, challenge misinformed views and perceptions amongst students, challenge commonly held myths and build understanding and appreciation about others. Opportunities to continue to develop these skills are available through ongoing INSET opportunities.

4.4   The Teaching and Learning group shares good practice on embedding Equality and Diversity in lessons. Academic Departments have also been responsible for developing materials and approaches in order to respond to this issue. Opportunities for the teaching of British Values are now highlighted in schemes of work and curriculum delivery guides in every academic department.

4.5   Students receive outstanding pastoral and curricular support which helps them to stay in College and complete their courses. There are very good procedures to identify vulnerable students and their welfare and progress is closely monitored by Personal Tutors and Senior Tutors. Senior Staff meet regularly and concerns are shared.

5.   Student Engagement

5.1   Developing "active citizenship" is evident through activities such as the following:

- Duke of Edinburgh Award
- GCSE Citizenship
- Volunteering
- Student Ambassador roles
- Student voice
- Fundraising
- Expeditions to the developing world including India, Sri Lanka and Peru.
- Activities related to Black History Month
- The work of the LGBT group
- The College Culture Committee
- Multi-faith groups initiated by students and coordinated by the chaplain
- Student and staff membership of Colchester Citizens group

5.2 Listening and responding where appropriate to a wide range of student feedback is central to the College. Student voice is heard in a variety of formats to reach a wide range of students through online questionnaires (regarding their experience at College generally and specifically), subject specific student forums, student committees, the College Council and the OFSTED Learner View.

5.3 The opportunity for students to explore controversial and challenging material is integral to many curriculum areas and Additional Studies. In lessons and supervised sessions, there are clear boundaries. Where students have the opportunity to explore their own topics, supervising staff have mechanisms in place to ensure that there is an early warning about sensitive issues and that students are given the necessary guidance and support. Examples include GCSE Citizenship day of action, EPQ, College Magazine.

5.4 Materials such as posters and noticeboards are tightly controlled. A nominated senior member of staff has responsibility for approving materials.

5.5 The College has a range of methods for staff and students to confidentially raise concerns.

5.6 The weekly Tutorial programme, through a range of individual and group activities provides an effective way of providing students with:

- time to explore sensitive or controversial issues,
- understanding of contemporary issues (including, for example, fake news, conspiracy theories and manipulation via social media)
- the knowledge and skills to understand and manage difficult situations,
- the ability to recognise and manage risk and make safer choices,
- recognition of when pressure from others threatens their personal safety and wellbeing
- help to develop positive character traits, such as resilience, determination, self-esteem, and confidence
- on-line safety education

6. External groups using College premises/facilities

6.1 The College recognises that it is possible that individuals or groups linked to violent extremism could try to use College premises for campaigning. All requests for external bookings are closely vetted and if there are any concerns, these are checked with the local authorities or police.

6.2 The College has an External Speakers protocol which seeks to ensure that all external visitors comply with the Equality and Diversity policy.

7. ICT

7.1   The College uses a filtering package which seeks to block extremist material on the internet. The software is updated regularly.   The College has an internet use policy which is updated regularly, is printed in the student handbook and highlighted to students by Personal Tutors as part of their induction. The internet policy obliges students to connect to the College wifi while they are working in College, thereby ensuring that internet access is filtered, limiting access to inappropriate material so far as is reasonably possible.

8. Safer Giving Protocols

8.1   Safer giving policy and protocols are in place to ensure that money raised is for charitable causes which conform to British values.

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