PREVENT Policy

1. Statement of Intent

1.1 USP College recognises the positive contribution it can make towards protecting its students from radicalisation and/ or violent extremism. The college will continue to:

    a. Empower its students to create communities that are resilient to extremism.

    b. Protect the wellbeing of particular students who may be vulnerable to being drawn into violent extremism or crime.

    c. Continue to promote the development of spaces for free debate where shared values can be reinforced.

    d. Promote values of openness and tolerance which is characteristic of British values (British values is defined as ***"democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs"***).

1.2 Radicalisation is tackled using safeguarding policies and procedures in the college. Radicalisation is the process by which individuals come to support terrorism or violent extremism.

2. Relevant Legislation

    a. Prevent Duty 2015
    b. Keeping Children Safe in Education 2019
    c. Working Together to Safeguarding Children 2019
    d. Safeguarding Vulnerable Groups Act 2006
    e. The Children's Act 2004

3. Linked Policies

    a. Safeguarding
    b. Mental Health, Wellbeing and Fitness to Study
    c. Student Disciplinary Policy
    d. Lockdown Policy

4. Background

4.1 Section 21 of the Counter-Terrorism and Security Act 2015 (the Act) places a duty on certain bodies, including schools and colleges, listed in Schedule 3 of the Act, to have 'due regard to the need to PREVENT people from being drawn into terrorism'.

4.2 The college's policy is formed from the National Strategy known as Counter Terrorism Strategy (CONTEST). It has four elements:

    a. Pursue
    b. Protect
    c. Prepare
    d. PREVENT

4.3 The area in which colleges have the most influence is 'PREVENT' which aims to stop people becoming terrorists or supporting terrorism.

5. Aim

5.1 The aim of the PREVENT Policy contributes to maintaining a safe, healthy and supportive learning and working environment for our learners, staff and visitors alike. We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for learners. We further recognise that if we fail to challenge extremist views, we are failing to protect our learners from potential harm. As such, the PREVENT agenda, will be addressed as a safeguarding concern and dealt with in accordance with guidance from the National Office of Counter-Terrorism.

5.2 PREVENT happens before any criminal activity takes place by recognising, supporting and protecting people who might be susceptible to radicalisation.

5.3 The national PREVENT Duty confers mandatory duties and responsibilities on a range of public organisations, including Further Education Colleges, and seeks to:

a. Respond to the ideological challenge of terrorism and aspects of extremism, and the threat we face from those who promote these views.

b. Provide practical help to PREVENT people from being drawn into terrorism and violent extremism and ensure they are given appropriate advice and support.

c. Work with a wide range of sectors where there are risks of radicalisation which needs to be addressed, including education, criminal justice, faith, the internet and health.

6. Context

6.1 PREVENT sits within the realm of Safeguarding at the college. All staff are trained and regularly updated on the Safeguarding Policy and associated professional practices and expectations.

6.2 PREVENT is also integral to other areas within the college including:

a. Equality and Diversity

b. Health and Safety

6.3 Issues related to radicalisation are included in safeguarding reports to Corporation.

7. Definitions

7.1 The following are commonly agreed definitions within the PREVENT duty:

    a. An ideology is a set of beliefs;

    b. Radicalisation is the process by which a person comes to support terrorism and forms of extremism that may lead to terrorism.

    c. Safeguarding is the process of protecting vulnerable people, whether from crime, other forms of abuse or from being drawn into terrorism related activity.

    d. Terrorism is an action that endangers or causes serious violence, damage or disruption and is intended to influence the government or to intimidate the public and is made with the intention of advancing a political, religious or ideological agenda.

    e. Vulnerability describes factors and characteristics associated with being susceptible to radicalisation.

    f. Extremism is vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual and mutual respect and tolerance of different faiths and beliefs.

8. Who Does This Policy Apply To?

8.1 The PREVENT Policy applies to everyone working at or attending the college. It places responsibilities on all governors; college staff; learners; agency staff and volunteers; contractors; visitors; consultants; and those working under self-employed arrangements.

9. Staff Responsibilities

9.1 Compliance with the Counter-Terrorism and Security Act 2015 will require the college to demonstrate that it undertakes appropriate training and development for Governors, managers and staff. All staff receive awareness training on an on-going basis ensuring that they are up to date with PREVENT matters.

9.2 As part of the staff induction process, all staff will read and complete an assessment to ensure understanding of 'Keeping Children Safe in Education'.

9.3 There is no typical profile for a person likely to become involved in extremism, or when they move to adopt violence in support of their particular ideology. Staff should use their professional judgment to identify significant changes in behaviour which may be indicators of radicalisation.

9.4 If staff have any significant concerns about a student, staff member or visitor beginning to support terrorism and/or violent extremism, they should discuss them with the Designated Safeguarding Lead or a member of the Safeguarding Team who can refer further if necessary.

10. Governing Body

10.1 All Board members have a legal responsibility under the PREVENT duty to make sure they have undertaken relevant training.

10.2 The Board must also ensure:

    a. All college staff have undertaken training in PREVENT duty.

    b. All college staff are aware of when it is appropriate to refer concerns about learners or colleagues to the Designated Safeguarding Lead or member of the Safeguarding Team.

    c. All college staff exemplify British Values.

10.3 Policies and procedures to implement the PREVENT duty are in place and acted upon where appropriate.

11. Students

11.1 Students receive awareness training as part of their induction processes. This is further enforced through tutorial activities including exploration of the British Values topics. Curriculum teams will identify opportunities with the core study to highlight British Values too.

12. Partnerships

12.1 The college maintains well-established partnerships, including a partnership with the Counter Terrorism Unit, to receive regular updates to keep staff and students safe and well informed.

12.2 The college maintains partnerships with the Police through the Essex, Thurrock and Southend PREVENT leads to ensure high quality training and support, and works closely with the PREVENT regional coordinator.

12.3 The college is represented at the Local Safeguarding Children's Board (LSCB) and liaises with the relevant Multi Agency Safeguarding Hubs (MASH) to ensure intelligence is shared and acted upon as necessary.

Equality and Diversity Impact Assessment

This form should be used by managers and policy authors within their area of responsibility to carry out Equality and Diversity Impact Assessments (EDIAs) in relation to protected characteristics including: Marriage/Civil Partnership, Age, Disability, Gender Reassignment, Race, Religious Belief and Sex.

The word 'policy' is taken to include strategies, policies, procedures and guidance notes; both formal and informal, internal and external.

The Impact Assessment may be carried out on any policy, service, function or plan you are engaged in, or are about to commence. All policies should be clearly stated. However, in reality, some policies are built into everyday procedures and customs therefore not all policies are open to inspection and review.

Any assessment of a policy should include these customs and practices as well as the formal written policy. 'Functions' means your duties and powers and includes internal and external functions, including service delivery.

1. Name of Policy

PREVENT

2. What is the aim (s) objective (s) and/or purpose of the policy?

To provide the college community with a clear understanding of its duty in relation to the Prevent agenda .

3. Who is the policy lead?

Head of Student Services

4. Which of the following groups could be affected by this policy?
(Tick all that apply)

Learners	X
Staff	X
Wider Community	x

5. Team

Names and positions of Impact Assessment Team (minimum of 3 people and preferably from areas across the College):

Name	Position
Michelle Lagden	Safeguarding and Wellbeing Coordinator
Nickie Hillebrandt	Student Services Manager
Jon Briggs	Director of curriculum and Campus Operations

Date EDIAs undertaken:

EDIA undertaken as a result of: Renewal ☐Revision of Policy ☐Procedure ☐ New Policy/ Procedure ☐
SAR Process ☐
Other☐
Please state:

Date of Last EDIA (if applicable): N/A

6.   Complaints

Have complaints been received from anyone with one or more protected characteristic about the service provided? If yes then please give details.

Not applicable

7.   The Impact

Four possible impacts should be considered as part of the assessment:

    a.   **Positive Impact -** Where the policy might have a positive impact on a particular protected characteristic.

    b.   **None or Little Impact –** Where you think a policy does not disadvantage any of the protected characteristics

    c.   **Some Impact –** Where a policy might disadvantage any of the protected characteristics groups to some extent. This disadvantage may be also differential in the sense that where the negative impact on one particular group of individuals with protected characteristic is likely to be greater than on another.

    d.   **Substantial Impact –** Where you think that the policy could have a negative impact on any or all of the protected characteristics. This disadvantage may be also differential in the sense that the negative impact on one particular protected characteristic is likely to be greater than on another.

Use the guidance provided above and complete the following table:

Gender/Age	Positive Impact	No or Little Impact	Some Adverse Impact	Substantial Adverse Impact
Woman		✓		
Men		✓		
Age		✓		

Disability	Positive Impact	No or Little Impact	Some Adverse Impact	Substantial Adverse Impact
Visually Impaired		✓		
Hearing impaired		✓		
Physical Disability		✓		
Specific Learning Difficulties		✓		
Global Learning Difficulties		✓		
Autistic Spectrum Disorder		✓		

Any other disability – Various		✓		

Race or Culture	Positive Impact	No or Little Impact	Some Adverse Impact	Substantial Adverse Impact
White		✓		
Other minority groups		✓		

Other Factors	Positive Impact	No or Little Impact	Some Adverse Impact	Substantial Adverse Impact
Religious Belief		✓		
Sexual Orientation		✓		
Trans		✓		

Please comment on any areas where some or substantial impact is indicated. Any resulting actions must be added to the attached action plan.

8.   Is there anything that cannot be changed?

What cannot be changed?	Can this be justified?	If so, how?
Not applicable		
E.g. Disabled people can be treated more favorably under the 2005 DDA. If a policy appears to treat disabled people more favorably than other equality groups, the disadvantage may be justifiable		

Please list the main actions that you plan to take as a result of this assessment in your area of responsibility. (Continue on separate sheets as necessary)

DIVERSITY IMPACT ACTION PLAN FOR INCLUSION IN QUALITY IMPROVEMENT PLAN

Area for improvement and expected impact (linked to Corporate Objectives)   N/A

SMART actions/ activities   N/A

Staff development or resources required   N/A

Timescale including milestones   N/A

Success indicators and evaluation   N/A

Distribution: Copies of the final EIA should be sent to:

To those whom this Impact Assessment will cause to have further work to do in either changing processes or re-writing the policy(s) concerned.

All actions recorded here should be carried forward into the QIP, so that actions can be monitored and evaluated to measure the impact. There will be random sampling of action plans through the Equality and Diversity Forum.