

# AJ's Training Preventing Extremism & Radicalisation (PREVENT) Policy & Procedure

This policy was adopted October 2023

This policy is due for review October 2024

## Key contacts

Role	DSL Name	Contact details
<b>AJ's Training Designated Safeguarding Leads</b>	<b>Lead Safeguarding contact:</b> Sydonie Cartlidge	07950951633 <a href="mailto:Sydonie@ajstraining.co.uk">Sydonie@ajstraining.co.uk</a>
	Deputy Safeguarding contact: Stuart Pocock	stuart@ajstraining.co.uk
<b>Prevent Co-ordinators</b>	Helene Morris (South East)	<a href="mailto:Helene.morris@education.gov.uk">Helene.morris@education.gov.uk</a> 02045 666324 07901 384401
	Jennie (London)	Prevent.london@service.education.gov.uk
	<b>National contact</b>	preventduty.support@education.gov.uk
<b>Other useful contacts</b>	National police Prevent advice line Anti-terrorism hotline	0800 011 3764 0800 789321

Training providers are subject to a duty under section 26 of the Counter – terrorism and security Act 2015 in the exercise of their functions to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

## Our Ethos

When operating this policy, AJ's Training uses the following accepted Governmental definition of extremism which is:

*‘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; and/or calls for the death of members of our armed forces, whether in this country or overseas’.*

*The new KCSIE 2021 offers the updated definitions of the following:*

**Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. •

**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**Terrorism** an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

The Prevent duty is part of our safeguarding obligation. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies. There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

All extremists aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

AJ's Training does not tolerate extremist views of any kind whether from internal sources; learners, staff or governors, or external sources; external agencies or individuals. Learners see our site as a safe place, free from harm or risk of harm and where necessary we will action referrals or processes to ensure the site remains a safe place for all.

At AJ's Training, we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for apprentices and so should be addressed as a

safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our learners.

Therefore, at AJ's Training we will provide a broad and balanced tutorial programme, delivered by skilled professionals, so that our students understand and become tolerant of difference and diversity. We will ensure that they feel valued and not marginalized. By delivering a broad and balanced tutorial programme, augmented by the use of external sources where appropriate, we will strive to ensure our apprentices recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help them develop the critical thinking skills needed to engage in informed debate.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in accordance with our student code of conduct.

As part of wider safeguarding responsibilities, AJ's staff will be alert to:

- The importance of promoting British Values through both the curriculum and as part of the Personal Development, Behaviour and Welfare strategy.
- Disclosures by students, of their exposure to the extremist actions, views or materials of others outside, such as in their homes or community groups, especially where students have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner colleges, local authority services, and police reports of issues affecting students in other colleges or settings
- Students voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our Equalities Policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views
- Emerging groups such as INCELS or MUUR

AJ's will work closely to follow any locally agreed procedure as set out by the Local Authority and/or Safeguarding Children's Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. We will actively engage with the police, and regional DfE Further Education Prevent Co-coordinators.

We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences. We will ensure that we follow procedure as directed by local authority, Prevent coordinator, police, social care and any other agency necessary to safeguard and support that student and others.

Additionally, in such instances our internal policies may be actioned to prevent risk of harm.

By delivering a broad and balanced tutorial programme, augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help them develop the critical thinking skills needed to engage in informed debate.

### **Principles of the policy**

1. **Safeguarding.** Preventing vulnerable individuals from being drawn into terrorism is a safeguarding issue and College policies and procedures in place to help safeguard staff and students should consider the Prevent requirements.
2. **Education** students will encounter a variety of learning programmes and tutorials that explore the safeguarding issues and enable students to become educated against the threats and harm of extremism and the threats of being drawn into terrorism.
3. **Staff awareness.** Staff should be made aware of the Prevent strategy and must undergo online prevent training each year. Further training will be delivered to staff throughout the year.
4. **Accountability.** Safeguarding leads will maintain a risk assessment and will monitor the institutional risk of members being drawn into terrorism.
5. **Celebrating diversity.** The culturally diverse nature of AJ's must be actively celebrated and promoted to counter the threat of radicalisation from external influences
6. **Information sharing.** Some internal and external information sharing will be necessary but only under appropriately controlled conditions. This does not amount to an agreement to share personal data on anything other than a need based and case by case basis.
7. **Social media.** Social media is a vehicle by which vulnerable individuals are particularly susceptible to radicalisation. At AJ's social media and internet usage from our own devices is monitored and a strict firewall is in place. An alert system operates for any web site or key words used that may cause potential risk or harm to a student.
8. **Website Filtering.** AJ's will block access to specific websites, network resources and IP addresses that provide or facilitate access to extremism materials

### **IT Usage**

Regular and stringent checks will be made on firewalls, to ensure that access to illegal and inappropriate sites is prevented. IT usage will be closely monitored in real time by the IT team in order to identify and address inappropriate use. In addition, guest log-ins will be tracked to eliminate risk of anonymised inappropriate access. All attempts to access inappropriate websites will be immediately report to the Designated Safeguarding Lead or Deputy in the absence of the Designated Safeguarding Lead.

### **Guest Speakers**

We will pay particular attention to guest speakers and events and ensure that materials and resources do not encourage or promote radicalisation or extremism. All guest speakers will be

supervised during their delivery. Staff will immediately alert the Designated Safeguarding Lead or Deputy in their absence, to any concerns in relation to materials, content or verbal delivery that may encourage and/or promote radicalisation or extremism. The Designated Safeguarding Lead or Deputy will review and decide on the appropriate action to safeguard all, consideration will be made for removal from college campus and referral to relevant authorities.

## **Staff Training**

All staff will undergo 'PREVENT' online training with a particular focus on the susceptibilities and influencing factors which lead a young person to have extremist views. They will understand their duties with regards to raising concerns and how young people can be further supported.

## **Raising Concerns**

Where there are concerns of terrorism, extremism or radicalisation, students and staff will report them to the Designated Safeguarding Lead/ Deputy Designated safeguarding lead. The procedure for reporting and referring safeguarding concerns will apply unless the threat is immediate and life threatening in which case the police will be contacted. All information regarding concerns will be fed immediately through the police, social care, prevent and any other agency that the college deem appropriate to contact.

At this stage, the student will be asked to remain at home and not access college site until the college seek further clarification from all agencies involved.

AJ's will inform the DFE prevent coordinator immediately and seek support from the coordinator regarding managing risk.

AJ's will engage actively with the police and the Channel process working with the counter terrorism police to ensure that the college remains a safe place.

AJ's reserve the right to instigate these policies based on information deemed appropriate. This will be communicated to all parties and if a stage 3 FTS is actioned this will also be put in writing. AJ's will endeavour to keep in regular contact with the student during this process. A meeting will be called as part of the policy procedure however we will take guidance from the police/Prevent in planning the date of this meeting as the outcome of their investigations will be vital in the preparation of this meeting. If an internal policy is actioned due to a safeguarding, health & well-being or safety concern the student will be asked to remain at home and not access the college site until the meeting date.

AJ's operates a lock down (Run, tell hide) procedure in the event of a safeguarding incident and all staff and students are made aware of this procedure at the beginning of their apprenticeship, with practice testing each year.

AJ's Training follow the national notice, check, share procedure. Staff are aware of the following procedure;

## **If an individual takes an interest in targeted violence:**

If a learner supports the use of violence but is not particularly interested in an extremist ideology, or is interested in lots of ideologies, you should:

- follow our safeguarding arrangements
- ask your local authority or Prevent team for support or advice

If you need to, [make a Prevent referral](#), firstly contact a designated safeguarding lead.

This includes if the learner is interested in:

- multiple ideologies, such as white supremacy and involuntary celibates (incels)
- targeted violence - wanting to kill members of staff or other learners

### **How to speak to a learner susceptible to radicalisation:**

If you've received concerns about a child, young person or adult learner's behaviour, in most cases you should speak to them as soon as possible.

#### ***Create a safe space***

The Prevent duty states that having a safe space to discuss controversial topics is crucial to give learners a chance to share their views and understand the views of others.

Speaking about these issues can help build resilience to challenge extremist narratives. It may also prompt them to raise concerns that staff may not otherwise be aware of.

The [Educate Against Hate](#) and [ACT Early](#) websites have resources to support you with this.

#### ***Focus on the learner***

When recording the conversation, make sure you use the learner's own words and describe any actions clearly.

If you're speaking to the learner alone, reassure them that you want to clarify something they said or did.

#### ***Be responsive and inclusive***

Ask open and specific questions. Do not add details to your report, but ask the learner to clarify if you need to. For example, you could say: 'Can you explain what you mean by that as I did not understand?'

Do not make assumptions about the learner's behaviour based on any aspects of their background or identity.

#### ***Be proactive***

Do not promise confidentiality. Be clear with the learner about your next steps or actions.

If you see, hear or are worried about anything, think about making a Prevent referral.

### ***Build a rapport***

Build on your knowledge of the learner by asking about some neutral topics.

### ***Get them talking***

Use TED:

- T - tell
- E - explain
- D - describe

For example: 'Tell me what happened in maths today.'

### ***Avoid direct confrontation of opinions or attitudes***

Do not say: 'You're wrong.' The learner could become defensive, agitated or withdrawn. Instead, you could ask: 'What made you feel like this?'

### ***Redirect them***

If you're finding it hard to discuss the learner's behaviour because they feel angry or emotional, try to redirect them. You could say: 'Tell me something funny that happened last week.'

### ***Start by raising concerns about their behaviour, not their beliefs***

Do not say: 'You've been expressing some concerning beliefs and ideas.' Do say: 'I'm concerned because I've noticed you've become [angry or disengaged]. What's going on?'

### ***Make observational comments about their emotional or behavioural state***

For example, you could say: 'You look exhausted or agitated or angry. What are you doing to relax?' This may lead to: 'Where do you go? Who do you see?'

### ***Do not ask leading questions***

Do not ask questions like: 'Did you hear this at home?' Instead, start your questions with who, what, when, where, how. For example: 'How do you feel about...?', 'What do you understand by...?', 'Where did you hear...?', 'What would you do if...?'

### ***Ask questions***

Get them to explain. Ask them: 'What made you think about these things?' or 'Can you give an example of that?', 'Can you explain that further?', 'Is there another point of view on that issue?'

The learner might not be able to see other points of view and have a fixed view of the world.

### ***Get them to think about what they're saying***

You could ask: 'I still don't understand. Explain it differently for me', 'What is fact and opinion in this statement?', 'How do you know that...? What are you basing your judgement on?'

### ***Ask them to clarify***

If you're not sure what the learner has said, ask them to clarify and check their understanding of certain words. You could ask: 'What does X mean?'

### ***Find ways to understand the concerns***

Handling difficult or controversial discussions can be challenging.

You could say: 'I don't know much about this. Shall we research it together?' or 'Shall we find someone who does know more about this? I would like to learn more.'

Or could say: 'I need to speak to someone to see if we can find anyone who knows a lot about this. They could talk to you and help you understand more about X.'