Prevent Policy

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Section 1: Document Control

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Section 2: Prevent Policy

Introduction

Bird College is committed to providing a secure environment for all, where people feel safe and are kept safe. All staff at Bird College recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for students.

Bird College acknowledges that "safeguarding vulnerable people from radicalisation is not different from safeguarding them from other forms of harm" (Prevent Strategy, 2015) and understands its role in helping prevent people "being drawn into terrorism, which includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit" (Prevent Duty Guidance for Further Education, 2015).

Bird College endorses freedom of expression and the expression of one's beliefs and ideologies as a primary right. Further, Bird College is committed to academic freedom and will protect its staff's academic freedom. Thus, students and staff at Bird College have the right to speak freely and voice their opinions. However, freedom of expression is a qualified right and as such may be limited as it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

Links to other policies

The college approaches the Prevent Duty as part of our safeguarding responsibilities. This policy should be read in conjunction with the Safeguarding Policy, Student Code of Conduct, Harassment and Sexual Misconduct Policy, Students Giving Cause for Concern Procedure, and our commitment to Equity, Equality and Inclusion.

The following guidelines and resources should also be read when working with this policy:

- Prevent Duty Guidance: England and Wales (2023)
- Prevent Duty Guidance for Further Education Institutions in England and Wales (2015) updated 7 May 2024
- Prevent Duty Guidance for Higher Education Institutions in England and Wales (2015) updated 7 May 2024
- Promoting Fundamental British Values (appendix 1) as part of SMSC in Schools
- Working Together to Safeguarding Children (2023)
- Keeping Children Safe in Education (2024)
- The Children Act 1989 (2004)

Aim and objectives

The main aim of this policy is to ensure that staff are alert to signs of radicalisation and to provide a framework to deal with issues relating to vulnerability, radicalisation and extremist views.

Objectives:

- To conduct a risk assessment associated with the Prevent Duty and create an action plan to mitigate them.
- Maintain effective wellbeing support systems that include clear channels of collaboration with DfE Prevent co-ordinator, Local Authority, or the police.

- Ensure ongoing Prevent training for relevant staff members to enhance awareness and understanding of their responsibilities.

Scope
This policy applies to all staff, students, visitors, and contractors. It also extends to external Industry professionals employed by the college to create seasonal work with our students.

Responsibilities

Staff
All staff must report any concerns about individuals at risk of being drawn into terrorism to the Designated Safeguarding Lead or Human Resources department. For more information regarding the steps to take when a concern arises, please refer to Appendix C. Staff should not make judgments about whether someone is at risk of radicalisation but should follow internal reporting procedures. The Designated Safeguarding Lead will review the case before any external referrals are made.

Board of Directors
Directors will review this policy regularly and may amend and adopt it in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

Executive Group
The Executive Group ensures that the Prevent Duty is integrated into College policies and practices. They provide strategic direction, allocate resources for Prevent Duty training and initiatives, and support safeguarding efforts.

Designated safeguarding Lead
The Designated Safeguarding Lead's responsibilities include:
- To act as the primary contact for Prevent Duty matters.
- To conduct and review the Prevent Risk Assessment and to develop an action plan for identified risks.
- To ensure that staff and students receive necessary training on the Prevent Duty and how to report concerns.
- Liaise with external agencies, including the Bexley Council Community Safety Team and Police.
- Providing an annual report to the Board of Directors and complete the Office for Students annual return.

Academic and Support Staff
Academic and Support staff should recognise signs of radicalisation or vulnerability and report them using the College's procedures. Staff should also provide guidance and advocacy to at-risk students.

Students
Students should understand and adhere to the Prevent Duty policy and procedures and recognise radicalisation signs. Students should participate in Prevent training and support the College in maintaining a safe and inclusive environment.

Student Wellbeing Services
The student wellbeing services will offer support and intervention services such as counselling, and wellbeing guidance, to those at risk of radicalisation.

The use of ICT

We recognise the risk posed to our students/staff of online radicalisation, and we know that extremist groups can use a variety of social media to share their propaganda. We know that extremist groups often exploit persuadable and susceptible individuals and attempt to isolate them from their families/communities. To combat this, The College has implemented an Online safety Policy and Code of Practice for use of College PCs and email. The College has implemented a Watchguard Firewall solution that amongst other categories filters and blocks extremist websites and material. This is also managed through our Anti-Virus solution using web filtering options. The Designated Safeguarding Lead will regularly review web blocker reports to identify any trends in accessing potentially extremist material and, in conjunction with relevant stakeholders, will support academic staff to address any relevant dangers through the curriculum.

Use of External Agencies and Speakers

Bird College will make all external speakers aware of their responsibilities, including:

- not to advocate or incite hatred, violence or call for the breaking of the law;
- not to encourage, glorify or promote any acts of terrorism including individuals, groups or organisations that support such acts;
- not to spread hatred and intolerance in the community and thus aid in disrupting social and community harmony;
- to be mindful of the risk of causing offence to or seek to avoid insulting other faiths or groups, within a framework of positive debate and challenge;
- not to raise or gather funds for any external organisation or cause without express permission of the College.

All external speakers should be vetted by the person inviting them to speak and approved prior to advertising the event by the College.

The College will assess the likely suitability of input from external individuals to ensure that:

- any messages communicated to our students/staff are not likely to marginalise any communities, groups or individuals;
- any messages are not likely to glorify criminal activity or violent extremism or seek to radicalise students/staff through extreme or narrow views of faith, religion, culture, or other ideologies;
- activities are matched to needs of our students/staff;
- activities are carefully evaluated and deemed effective.

Prevent Referrals

Under the Prevent Duty, all College staff have a responsibility to support students who are at risk of radicalisation. It is not our responsibility to risk assess the level of radicalisation, but when a concern arises, we can help by presenting as much context as possible before it is shared with external agencies.

When someone has a concern, or someone is receiving a concern, it is important to look at all available information to increase understanding before deciding what to do next, and to separate facts from assumptions, assertions and alternatives.

When reviewing a concern, one must assess the proportionality of the concern before a Prevent referral is made.

The decision of whether or not to make a Prevent referral must be applied proportionately across all ideologies and concerns related to radicalisation. This ensures fairness and consistency in the assessment of referrals and helps to avoid any potential bias or discrepancies from applying different thresholds based on ideology.

By having a consistent standard across ideologies, the process becomes more objective and reliable, promoting equal treatment and avoiding potential discrimination. Reflection on the information intended to be passed on and its legal basis, to whom, and the desired outcome, will assist a consistent standard of approach.

When making a referral, one must consider the following principles:

- Information sharing needs to be necessary, proportionate and lawful;
- Pass on only what is required with those who need it;
- Follow the safeguarding/Prevent procedure before making a referral to external agencies.

Guidance for staff on making a referral are contained in Appendix C. Usually referrals will only be made by the Designated Safeguarding Lead. Once a concern is raised with an external agency they will make an assessment to determine whether the referral is suitable for Prevent. Partners can then take appropriate action to support a person who might be at risk.

Training

All Directors and members of staff at Bird College are required to undertake Prevent Training at regular intervals. Adding to this, training courses of a more comprehensive nature are also undertaken by members of staff with safeguarding responsibilities (Prevent Referral course and Channel or Prevent Multi-Agency Panel course). Training is undertaken biennially, when new appointments are made (at Induction), when there is a change in legislation, or as a yearly refresher.

Recruitment

Recruitment will be undertaken in line with the College's Safer Recruitment Policy.

Policy, Adoption, Monitoring and Review

The Designated Safeguarding Lead will actively evaluate the effectiveness of this policy by monitoring staff's understanding and application of the procedures within this policy as their overall Duty to safeguard students/staff. The policy will be reviewed on an annual basis.

Contact Information:

Designated Safeguarding Lead (Luisa Figuerola): 020 3846 0322, Mobile: 07805259044

Deputy Safeguarding Lead (Hannah Tsvetkov): 020 3846 0337

Department of Education Helpline: 020 7340 7264

Prevent Lead at University of Greenwich: Peter Garrod

Email: **P.D.Garrod@greenwich.ac.uk**

Department of Education email (non-emergencies): counter.extremism@education.gsi.go.uk

Jennie Fisher
FE/HE Regional Prevent Co-Ordinator for London
Counter-Extremism Division
20 Great Smith Street
London
SW1P 3BT
Mobile: 078 80469 588
Email: **jennie.fisher@education.gov.uk**

Referral Form to MASH (Multi-Agency Safeguarding Hub) is available here:
https://www.bexley.gov.uk/services/health-and-social-care/social-care-for-children/reporting-concerns-about-child/worried-about-child

Bexley Council Community Safety Team

Clair McGarry**: clair.mcgarry@bexley.gov.uk**

Telephone: 020 8303 7777
Email: **community.safety@bexley.gov.uk**

Police Prevent advice
Telephone: 0800 011 3764

Actearly: **https://actearly.uk/contact/**

Metropolitan Police

Further Information

- **Prevent Duty guidance: Guidance for specified authorities in England and Wales**
- **Information sharing advice for safeguarding practitioners**
- **National Prevent referral form**
- **Making a Referral to Prevent**
- **The Prevent Duty: safeguarding learners vulnerable to radicalisation**
- **Prevent Strategy**
- **Keeping Children Safe in Education**
- **Working Together to Safeguard Children**
- **Meeting digital and technology standards in schools and colleges**
- **The Education Hub**
- **educate.against.hate**

Training Information:

https://www.gov.uk/guidance/prevent-Duty-training

Appendix A: British Values

Democracy
The principle of democracy is consistently being reinforced at Bird College, with democracy processes being used for important decisions within the college community, for instance, elections being held for the students/staff representatives.

The Rule of Law
The importance of laws, whether they be those that govern the class, the college, or the country, are consistently reinforced at Bird College. Students/staff are inducted on the rules and expectations of the college which are highlighted by the students/staff code of conducts and students/staff expectations. Students and staff are made aware of the value and the reasons behind laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Individual Liberty
At Bird College, students/staff are actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment. Our staff educate and provide boundaries for students to make informed choices, through a safe environment and an empowering education. Students/staff are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely, for example through e-safety work. Bird College has a robust anti-bullying culture and has in place a comprehensive Behaviour for Learning Policy.

Mutual Respect
Respect is a strong part of Bird College and is part of its ethos. Students/staff learn that their behaviour's has an effect on their own rights and those of others. All members of the college community treat each other with respect and this is reiterated through its teaching and learning environments. Mutual respect is embraced throughout the curriculum by providing the opportunity for Students/staff to express their views in a safe environment.

Tolerance of those of different faiths and beliefs
This is achieved though equipping students/staff with the ability to understand their place in a culturally diverse society and by giving the opportunities to experience such diversity within the college community. Students/staff benefit from engaging with Students/staff from other continents and cultures. Additionally, students/staff are actively encouraged to share their faith and beliefs within the college and celebrate festivities throughout the calendar year.

Appendix B: Definitions and Indicators

When operating this policy, the College uses the accepted Governmental definitions:

- **Extremism:** "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.'" (Revised *Prevent* Strategy for England and Wales, 2015).

- **Radicalisation:** "Refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorists groups" (Revised *Prevent* Strategy for England and Wales, 2015)

There are a number of behaviours which may indicate a young person is at risk of being radicalised or exposed to extreme views. These include:

Online behaviour

- more than one online identity
- spending more time online and accessing extremist online content
- downloading propaganda material

Increasingly agitated or violent behaviour

- more argumentative in their viewpoints
- being abusive to others
- justifying the use of violence to solve societal issues

Changing associations

- changed friends
- altered their style of dress or appearance to accord with an extremist group
- using a new vocabulary
- isolated from friends and family

Increasingly anti-social behaviours

- unwilling to engage with people who are different
- secretive and reluctant to discuss their whereabouts
- adopted the use of certain symbols associated with terrorist organisations

Increase in prejudice-related incidents committed by that person, these may include:

- physical or verbal assault
- provocative behaviour
- damage to property
- derogatory name calling

- possession of prejudice-related materials
- prejudice related ridicule or name calling
- inappropriate forms of address
- refusal to co-operate
- attempts to recruit to prejudice-related organisations
- condoning or supporting violence towards others

Appendix C: Prevent referral Procedure

Initials steps for making a Prevent referral

- **Speak to the Designated safeguarding Lead. In most cases, it will be DSL completing the safeguarding from after concern has been raised and information gathered.**
- You may both agree that more context is required which may be best established through talking to the person who is potentially at risk. In these instances, think about who is best placed to talk to them.

What to include in a Prevent referral:

- Details of the person making the referral
- Details of the person at risk
- The relationship to the person
- Ideology of concern
- Explain the concern
    - Summarise the concern: Give an overview of concerns to introduce the person reading the information to the wider context of the situation.
    - Provide details of the instance or circumstance which led you to feel concerned.
    - State whether the person has been informed, or their parents or guardians, that you are going to pass on this concern.
    - Indicate the time frame between the concern being raised to completing the national Prevent referral form. It helps to know if it's been a matter of days, weeks or months.
    - Suggest what you would like to achieve by passing on this concern.
- Describe concerning behaviours observed from the person of concern (refer to page 3)
- Describe the circumstances that may help to understand the wider context around this person's behaviour. For example:

    - adolescence or period of transition
    - disability
    - domestic abuse
    - extremist material
    - family breakdown
    - financial support
    - gang/group membership
    - homelessness
    - illness
    - learning disabilities
    - links to criminality
    - loss/bereavement
    - mental health
    - sexual abuse
    - socially excluded
    - trauma from conflict
    - unemployment
    - unexplained travel
    - victim of crime
    - victim of hate

- Provide details of the person spoken to about the concern.
- Describe how you would like to be supported and what you would like you to see happen after the referral.

The college has adopted the approach of **'Notice, Check, Share'** where there are concerns that an individual may be vulnerable:

Notice

What have you **noticed**?

- Who was involved?
- Can the concern be dealt with in house or does it need wider checking?
- Does the incident relate to recent local, national or international events?
- Does the incident relate to local or national news stories?
- Has the individual been involved in similar incidents?
- Why do you feel the individual is vulnerable to radicalisation?
- Was it a one-off comment or statement and out of context for the individual? Are there any other apparent vulnerabilities or concerns that make the individual at risk of radicalisation?

Check

- Have you **checked** your concern with your Safeguarding Lead?
- From your checks has any other information come to light?
- Has the individual of concern been spoken to for clarity? If not, what are the reasons for this (inappropriate, safeguarding risk?)
- Do they offer a reasonable explanation and/or account?
- If under 18, have their parents been spoken to for clarity? Have they noticed a change in behaviour?
- Are any other agencies currently or historically working with the individual or family? Have they been consulted? Is the concern Prevent related? Or is it more suitable under general safeguarding?
- Have there been any historical concerns? I.e., concerns at previous school?
- Could the concern be addressed in house? Is there a genuine radicalisation risk?
- Do you and or the individual need additional support?

Share

- Having noticed the initial concern and carrying out the appropriate checks do you feel **sharing** the information as a referral is necessary?
- Have you discussed with the Prevent team and been advised to make this referral?
- We encourage all referrers to discuss their concerns with the individual and parents if applicable and make them aware of the referral to Prevent (with reasons) unless sharing this information places the individual or another person at serious risk of harm.
- Who have you consulted? What intervention, if any, have you put in place? Have you made any other referrals or discussed the case with other agencies?

Notice: behaviours which may indicate a young person is at risk of being radicalised or exposed to extreme views are recognised.
Check: Checking before sharing is a way of making sure you have gathered as much relevant information as possible before passing on before Prevent concern is identified

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Share:

If you are a student concerned about another student: Concern is reported to the DSL (shared internally utilising the Safeguarding form) collecting as much information as possible). Ideally, referrals should demonstrate both a sufficient concern of radicalisation to terrorism and a presence of ideology.

If you are a member of staff concerned about a student: Concern is reported to the DSL.

If you are a member of staff concerned about another member of staff: Concern is reported to the HR department (Executive Assistant & HR Manager) shared internally utilising the Safeguarding form.

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Share (students): The DSL shares information with the Principal and Chief Executive Officer
Share (staff): The HR department shares information with the Executive Group

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Share: The DSL/HR Department makes any necessary enquiries including seeking advice from the ACT Early Website, Educate Against Hate Website, and/or contacting the FE/HE Regional Prevent Co-Ordinator for London for advice.

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If appropriate, the DSL/HR Department shares concerns with external partners

- Police (Using the National Prevent referral form)
- MASH
- Bexley Council Community Safety Team

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A police gateway assessment will determine if the referral needs to be discussed at a multi-agency meeting. The assessment determines the level of susceptibility and risk around the referred person.

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A multi-agency meeting (Channel panel) decides whether the person will be adopted as a case and how they will be supported. This is detailed in the action plan created at the meeting.