



# East Coast College

## Prevent Strategy

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# Prevent Strategy

## 1. Context and Aim

This Strategy is written with reference to the Prevent Duty contained within Section 29 of the Counter Terrorism and Security Act 2015. The Duty states that specified authorities including Further Education Colleges, in the exercise of their functions, must have “due regard to the need to prevent people from being drawn into terrorism”.

Prevent is part of the counter-terrorism strategy CONTEST, which has four elements: PURSUE, PROTECT, PREPARE and PREVENT. Prevent aims to stop people being radicalised and becoming terrorists or supporting terrorism. Education, like other key sectors, has a responsibility to promote values of democracy, individual liberty, mutual respect, tolerance and rule of law, which are central to being a British Citizen. With the current UK security threat from international terrorism at severe [July 2018] the College needs to be aware of risks and raise awareness within its community. East Coast College embeds Prevent duty within our mission and values; teaching; learning; wellbeing and safeguarding approaches. Early intervention and supporting Students that are vulnerable to being radicalised is key to the positive impact of Prevent work and lowering risk.

The aim of this strategy is to outline our approach to supporting the specific Prevent strategy objectives:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it; and
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- Promote British values through the college mission and values, aiming to facilitate an inclusive college community, which is strengthened by the involvement of students, staff, visitors, local community and other stakeholders

Source: <https://www.gov.uk/government/publications/prevent-duty-guidance>.  
Further detail available in Appendix 1.

## 2. Objectives

- To promote and reinforce shared values; to create space for free and open debate; and to listen and support the student voice
- To break down segregation among different student communities including by supporting inter-faith and inter-cultural dialogue and understanding, and to engage all students in playing a full and active role in wider engagement in society
- To provide a safe place of study for all students, promoting the expectation in our values that ECC will not tolerate bullying, harassment, hate incidents, grooming behaviours and discrimination
- To provide support for students who may be at risk and appropriate sources of advice and guidance
- To ensure that students and staff are aware of their roles and responsibilities in preventing violent extremism
- To risk assess the College in order to identify areas for improvement

- To develop a coordinated risk assessment and action plan to address the identified areas for improvement

### 3. How we will meet our Prevent duty:

#### Teaching and Learning:

Extremists aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice. Students can be vulnerable to extremism and radicalisation due to their own vulnerabilities. Education is a powerful tool against this; equipping students with the knowledge, skills and critical thinking to challenge and debate in an informed way. We will provide a curriculum which promotes knowledge, skills and understanding to build the resilience of students, by undermining extremist ideology and supporting the student voice. This will be achieved through:

- Embedding equality, diversity and inclusion, wellbeing and community cohesion
- Promoting wider skill development such as social and emotional aspects of learning
- A curriculum adapted to recognise local needs, challenge extremist narratives and promote universal rights through the Progression and Wellbeing Programme and Student Wellbeing and Involvement Strategy
- Encouraging active citizenship/participation and student voice.
- Providing a broad and balanced personal development and wellbeing programme that increases student's awareness and tolerance of difference and diversity
- Ensure that guest speakers follow College guidance and safeguarding guidelines.
- We recognise the need to strengthen the support for apprentices and the community provision students in understanding Prevent. We are working on actions that are needed to ensure all apprentices and community provision students are supported to build resilience against extremism.

#### Student Support

To ensure that staff are confident to take preventative and responsive steps working with partner professionals, families and communities. This will be achieved through:

- Establishing strong and effective student support services
- Listening to what is happening in the College and the community and being aware of any messages which promote extremist views
- Implementing a culture of respect, anti-bullying strategies and challenging discriminatory behaviour
- Helping students and staff know how to access support in College and or through community partners
- Supporting at risk students through safeguarding, restorative and crime prevention processes
- Focussing on narrowing the attainment gap for all students.

#### Managing Risks and Responding to Events

To ensure that the College monitors risks and is ready to deal appropriately with issues which arise. It will do this through:

- Understanding the nature of the threat from violent extremism and how this may impact directly or indirectly on the College
- Understanding and managing potential risks within the College and from external influences
- Responding appropriately to events in local, national or international news that may impact on students and communities
- Ensuring measures are in place to minimise the potential for acts of violent extremist within the College
- Ensure plans are in place to respond appropriately to a threat or incident within the College
- Ensure steps are taken to minimise risk of representation at any events, from parties with extreme views which promote violence or intolerance
- Maintaining effective ICT security and responsible user policies.

### **Leadership**

- College safeguarding and ICT based policies, procedures and Quality Improvement Plan reference the Prevent agenda and locate it within all the protective work we do to safeguard our students, visitors and members of staff
- Senior Designated Professionals will maintain links with regional Prevent Coordinator and local Police, contactable via the 101 Norfolk Police telephone number. The Head of Student Wellbeing and Support and safeguarding team are aware of the referral procedure to 'CHANNEL' (a process which supports people at risk of being drawn into terrorism). The College also has regular visits from police neighborhood teams to normalise police presence and help maintain trust between students and the police service
- Home Office approved "WRAP" training sessions will be delivered by Home Office registered staff in addition to online Prevent duty training for each new member of staff
- Ensure Student Voice and involvement is implemented within the College to support the importance of democracy
- PREVENT is a static agenda item on the Safeguarding, Equality and Diversity, Health & Safety and Safeguarding Team meetings
- The College Evacuation Procedures will align to guidance advised by Project Argus; Government Counter Terrorism site security advice and Project Griffin; the Police community safety initiative. ([www.projectgriffin.org.uk](http://www.projectgriffin.org.uk))
- The Governing Body will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory duties. The Governing Body will support the college in tackling extremism and radicalisation and will challenge the College's senior management team on the delivery of this policy and monitor its effectiveness.  
As part of wider safeguarding responsibilities, all College staff will monitor and report:
- Graffiti symbols, writing or art work promoting extremist messages or images (that are not prior agreed with specified art staff)
- 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

- Students accessing extremist material online, including through social networking sites
- Parental and professional 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 Single Equality Scheme, 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, Anti-British or other extreme views
- Students missing from education

#### **4. Key Performance Indicators (KPIs)**

- Student Voice, parental and employer feedback and engagement is recorded, visible and reported Cross College
- Analysis of Safeguarding data and associated actions demonstrates early intervention work and positive impact
- Cross College MATRIX accreditation is maintained through 3 yearly assessment with annual monitoring assessments
- Achieve high levels of student satisfaction rates that compare favourably in the wider sector and in particular measures that relate to feeling safe, early intervention and risk management
- Quality practices carried out across college will demonstrate the impact of career and progression planning
- Engagement with partners that supports wellbeing, recruitment with integrity, transition and progression pathways is evidenced
- Attendance at 90% or above and achievement targets are met in line with whole College KPIs
- Increase in Students accessing Higher Education and Apprenticeships. Over 90% of students will progress into employment or Further and Higher Education and Training, which will be recorded via the Destination Report.
- 100% of staff to have completed Home Office approved PREVENT training
- Prevent referrals are made in a timely manner in line with internal and external guidance

#### **5. Monitoring and Quality**

- Annually the College Safeguarding Lead will complete a Student Services Self-Assessment Review and Quality Improvement Plan, to include positive, development points and identified risks
- Annually the College Safeguarding Leads will review and amend the Prevent Strategy and Risk Assessment/Action Plan
- A monthly Position Paper will include Prevent update

- Head of Student Wellbeing and Support will updated Governors Standards committee termly
- The Assistant Principal Student Wellbeing and Support will facilitate the implementation cross-college of the Prevent agenda and training of existing and new staff
- Annual staff appraisals, reviews and curriculum reviews to ensure staff feel comfortable with supporting the Prevent agenda as part of safeguarding at East Coast College
- Quality observations and audits will be carried out across college, recorded and actioned through quality improvement processes (in line with associated codes of practice for support areas). This will link in closely with the Student Involvement and Wellbeing Strategy
- College Inclusion processes will support early intervention.

#### **6. Prevent Leads:**

- Heads of Student Wellbeing and Support
- Safeguarding Co-ordinators
- Deputy Principal
- Director of Human Resources
- Head of Marketing
- Wellbeing and Tutorial Co-ordinator / Student Coach with counter-terrorism specialist knowledge

#### **7. Risk**

- Failure to implement the Prevent duty risks non-compliance of Counter Terrorism and Security Act 2015 with operational and reputational impact
- Failure to identify vulnerable Students early could lead to a higher risk of radicalisation
- Failure to implement British and college values could lead to a negative impact on retention, achievement, progression and sustainable, quality destinations.

#### **8. Action Plan**

Please see Prevent Duty Risk Register & Action Plan as separate document to be reviewed termly.

## Appendix 1

### National Picture

The governments counter terrorism strategy CONTEST has four elements Pursue, Protect, Prepare and Prevent. Prevent aims to stop people becoming terrorists or supporting terrorism. The focus is on Al-Qaeda (AQ) and Islamic State (IS) related activity but also adopts the approaches used with other groups including the far right, which is of particular concern within the Great Yarmouth demographic.

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. With the current government alert at severe the College needs to be aware of risks and raise awareness within its community.

### The UK Government have said:

*We will respond to the ideological challenge of terrorism and the threat from those who promote it. In doing so, we must be clear: the ideology of extremism and terrorism is the problem; legitimate religious belief emphatically is not. But we will not work with extremist organisations that oppose our values of universal human rights, equality before the law, democracy and full participation in our society. If organisations do not accept these fundamental values, we will not work with them and we will not fund them. Second, we will prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support. We will build on the successful multi-agency 'Channel' programme, which identifies and provides support for people at risk of radicalisation. Third, we will work with sectors and institutions where there are risks of radicalisation. Here, progress has been made in recent years, but it is patchy and must be better. So we will work with education and healthcare providers, faith groups, charities and the wider criminal justice system. We will also work to tackle the challenge of radicalisation on the internet.*

The government's toolkit to help schools and colleges contribute to the prevention of violent extremism says:

*"Our goal must be to empower young people to come together, with their families and the wider community, to expose violent extremists and reject cruelty and violence in whatever form it takes.*

*Schools can make an important contribution, being a focal point for local communities and helping to build mutual respect and understanding. Extremists of all persuasions try to paint the world as black and white, accentuating division and difference, and exploiting fears based on ignorance or prejudice."*

Education can be a powerful weapon against this, equipping young people with the knowledge, skills and reflex to think for themselves, to challenge and to debate; and giving young people the opportunity to learn about different cultures and faiths and, crucially, to gain an understanding of the values we share.

### Understanding the causes of violent extremism

Evidence suggests that this path, or 'radicalisation' process, is not linear or predictable. The length of time taken can differ greatly from a few weeks to years and proceeding

down a radicalisation path does not always result in violence. For some, but not all, of those who have become involved in violent extremism, the transition to post-16 learning was a crucial time. However the secondary school age period was often when the process of radicalisation started which eventually tipped them into choosing to undertake violent or criminal acts.

### **What can make a young person susceptible to adopting extremist views and supporting violence?**

The key conclusion from available evidence is that there is no single profile of a person likely to become involved in extremism, or single indicator of when a person might move to adopt violence in support of extremist ideas. However it does appear the decision by a young person to become involved in violent extremism may:

- begin with a search for answers to questions about identity, faith and belonging
- be driven by the desire for 'adventure' and excitement
- be driven by a desire to enhance the self-esteem of the individual and promote their 'street cred'
- involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support
- be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination

### **Glossary of terms from the Prevent Duty Guidance**

**'Having due regard'** means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

**'Extremism'** is defined in the 2011 *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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

**'Interventions'** are projects intended to divert people who are being drawn into terrorist activity. Interventions can include mentoring, counselling, theological support, encouraging civic engagement, developing support networks (family and peer structures) or providing mainstream services (education, employment, health, finance or housing).

**'Non-violent extremism'** is extremism, as defined above, which is not accompanied by violence.

**'Prevention'** in the context of this document means reducing or eliminating the risk of individuals becoming involved in terrorism. *Prevent* includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.

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

**'Safeguarding'** is the process of protecting vulnerable people, whether from crime, other forms of abuse or (in the context of this document) from being drawn into terrorist-related activity.

The current UK definition of **'terrorism'** is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as 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.

**'Terrorist-related offences'** are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

**'Vulnerability'** describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within *Prevent*, the word describes factors and characteristics associated with being susceptible to radicalisation.

### **Freedom of Expression**

Universities and colleges have obligations under education law to protect and promote freedom of speech on their premises, as far as it reasonably practicable within the law, and the institutions where openly debating challenging ideas is expected. Thus the limitations on freedom of expression that universities can lawfully impose will be less than in the context of schools. Equality and Human Rights Commission, Freedom of Expression Legal Framework, p.22

## Equality and Diversity Impact Assessment Form

### Part 1

Department	Student Services	
Policy	PREVENT	
Date of Assessment		
Panel Members		
Relevance to the College's Equality Duty? (disability, gender and race)	If <b>yes</b> , please cross reference with relevant scheme	

### Part 2

	Groups	Likely Impact (positive or adverse)
a	Age	
b	Belief/Religion/Faith	
c	Socio-economic Status	
d	Disability (physical, sensory, learning, mental and physical health)	
e	Ethnicity/Race/Nationality	
f	Gender Re-assignment	
g	Sex	
h	Sexual Orientation	
i	Pregnancy and Maternity	
j	Marriage and Civil Partnership	
k	Any other groups/issues (unemployed, homeless, refugees or asylum seekers, migrant workers, rural issues)	

### Part 3

a	Is the document subject to equality monitoring?	Yes
b	If yes, how is the data collected/disseminated and where will it be discussed?	
c	Has the document developer consulted with any groups or sought information from them? What are the sources of data to inform this document?	

**Part 4**

a	Other diversity observations noted in this document?	
b	Language	
c	Format	

**Part 5**

Changes proposed by the panel (including any comments from document owner)	
No concerns	

**Part 6**

	Signature	Date
Chair (to confirm meeting)	<i>Mare</i>	9/3/17
Owner (to confirm changes)	<i>Mare</i>	9/3/17
Document Control (to confirm update)	n/a	



