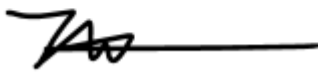


PfP Thrive Academy

Prevent Policy & Procedure

Document History: to be reviewed on at least an annual basis or sooner if there are significant changes required.	
Approval should be the Academy Director or a relevant member of the Academy Governing Board.	
Approved by	Tom Arey
Position	PfP Thrive Academy Director
Signed	<p>Tom Arey PfP Thrive – Director</p> 
Date	September 2024
Next review date	September 2025

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Any member of staff who has concerns relating to the issues identified within this guidance policy should report those concerns immediately to the PfP Thrive Academy Safeguarding Team:

Designated Safeguarding Lead: Becky Edwards

Becky.edwards@placesforpeople.co.uk

07584 335601

1. Policy Statement

PfP Thrive is committed to providing a supportive and inclusive learning environment in which individuals can reach their potential.

This policy is designed to provide a clear framework to structure and inform our response to safeguarding concerns for those young people who may be vulnerable to the messages of extremism. In addition, it provides details of the local inter agency process and expectations in identifying appropriate interventions based on the threshold of need and intervention model and the Channel process (see below).

Our approach to the Prevention of Extremism and Radicalisation (Prevent) will focus on:

- Safeguarding all apprentices, learners and staff from exposure to circumstances that exacerbate the risk of radicalisation.
- The education of all apprentices, learners and staff regarding the risk and nature of radicalisation
- The provision of information and resources that support awareness raising.
- Liaison and communication with relevant local and national agencies that support the Prevent agenda including the Derby Prevent Delivery Board and any relevant local Prevent Delivery Boards.
- Promotion of the support mechanisms available should an apprentice, learner or staff member have concerns relevant to terrorist and extremist activity.

2. Scope

This policy refers to any activity or risk of activity that would be categorised as promoting radicalisation or extremism.

Radicalisation is defined as the process by which people come to embrace radical ideology or beliefs that accepts, uses or condones violence, including acts of terrorism and extremism.

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

Terrorism is 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

CONTEST, The United Kingdom's Strategy for Countering Terrorism was updated in June 2018 on the back of an increased risk to terror in the United Kingdom following a series of attacks escalating in 2017. There is a legal duty on certain bodies in the exercise of their functions, to have

“due regard to the need to prevent people from being drawn into terrorism”. Authorities subject to the provisions must have regard to this guidance and the Prevent Duty when carrying out their business. There is a statutory responsibility for education providers.

Prevent is 1 of the 4 elements of ‘CONTEST’, the government’s counter-terrorism strategy. The 4 elements are: Pursue, Protect, Prepare and Prevent. It aims to stop people becoming terrorists or supporting terrorism.

Rationale

The current threat from terrorism and extremism in the United Kingdom is real and severe and can involve the exploitation of vulnerable people, including children and young people. The country is on high alert of imminent attack, although the southeast region (where head office is based) remains a relatively low risk area. Complacency must not set in and other areas of the country and major cities can be higher risk, see Safeguarding Policy for local risks.

The Prevent Strategy 2011 and updated Prevent Duty Guidance (2023) has three specific strategic objectives:

[Prevent duty guidance: Guidance for specified authorities in England and Wales \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it.
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support.
- Work with sectors and institutions where there are risks of radicalisation that we need to address.

3. National Guidance and Strategies

Prevent is a key part of the Government’s strategy to stop people becoming terrorists or supporting terrorism. Early intervention is at the heart of Prevent in diverting people away from being drawn into terrorist activity. Prevent happens before any criminal activity takes place. It is about recognising, supporting and protecting people who might be susceptible to radicalisation. The Prevent strategy objectives are:

Ideology:	Respond to the ideological challenge of terrorism and the threat we face from those who promote it.
Individuals:	Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
Institutions:	Work with sectors and institutions where there are risks of radicalisation which we need to address.

There is an important role for further education and independent training providers in helping to 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. It is a condition of funding that all further education and independent training providers must comply with relevant legislation and any statutory responsibilities associated with the delivery of education and safeguarding of apprentices and learners.

It is important to realise that the risk of radicalisation in institutions does not just come from external speakers. Radicalised apprentices or learners can also act as a focal point for further radicalisation through personal contact with fellow apprentices or learners and through their social media activity. Where radicalisation happens away from training or the workplace, the apprentice or learner concerned may well share his or her issues with other apprentices or learners. Changes in behaviour and outlook may be visible to staff.

Keeping Children Safe in Education introduces the concept of contextualised safeguarding, where it is important for staff to understand the environment and external factors that could influence or have a negative impact on an individual. This could involve exposure to extreme far right-wing groups, those extreme groups that oppose Fundamental British Values, extreme religious ideologies or fanatics such as animal activist groups.

The Revised Prevent duty guidance for England and Wales sets out in paragraphs 65 to 76 the four themes independent training providers should focus on. These are: Risk assessment, Staff development and training, Working in partnership and IT policies.

All Independent training providers are subject to a duty under section 26 of the counter terrorism and security act 2015. (The CTSA 2015).

[.Prevent duty guidance: Guidance for specified authorities in England and Wales \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Fundamental British Values

British values of democracy, rule of law, liberty and respect and tolerance of different faiths and beliefs are promoted at Ibis Consultancy to counter extreme ideologies. This is promoted through apprentice, learner and staff induction, training and via learning activities.

4. Purpose and Objectives

PfP Thrive will guide our apprentices and learners to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action. We take extremely seriously our key role in preparing all our young people for life in modern Britain and supporting and upholding Fundamental British Values.

We aim to encourage working towards a society with a common vision and sense of belonging by all.

5. Apprentice and Learner Training

We achieve the above objectives by:

- Providing training and discussion opportunities to explore the protected characteristics identified in the Equality Act 2010 this encourages apprentices and learners to respect other people.
- Providing an induction on equality and diversity (and policy), Fundamental British Values, Safeguarding and Child and Vulnerable Adult Protection Policy, The Prevention and Extremism and Radicalisation Policy, the Apprentice and Learner Behaviour Policy, IT Acceptable Use Policy and another associated policies.
- Embedding and including The Prevent Duty, Equality and Diversity and Fundamental British Values as part of the curriculum offer.

- Providing opportunities for apprentices and learners to engage in professional discussion and freedom of speech whilst balancing this with protecting the welfare of apprentices, learners, and staff. Using professional discussion as an opportunity to address any issues which oppose Fundamental British Values and challenge these by sharing opposing views.
- Educating apprentices and learners to identify radicalising influences and risk/indicators that may make an individual vulnerable to being drawn into exploitation for the purpose of extremism.
- Educating apprentices and learners to identify vulnerabilities or worrying changes in behaviour.
- Educating apprentices and learners on how to identify grooming and coercive control.
- Training apprentices and learners to know who to contact or report to if they have concerns relating the prevention of extremism and radicalisation. Contact and reporting information can be found on our intranet site and in the apprentice/learner handbook.

6. Apprentice and Learner Welfare

Regular apprentice and learner welfare checks will be conducted during teaching and learning activities and welfare education is part of the curriculum. Regular learner progress reviews, including welfare as an area for discussion is embedded throughout the whole process. Additional welfare checks will be made throughout the apprenticeship or course and an apprentice or learner can request additional reviews at any time. Supporting the apprentice or learner's welfare includes providing an opportunity to discuss concerns surrounding training, employment and personal or social issues that an apprentice or learner wishes to disclose, this may include concerns surrounding radicalisation or extremism or other safeguarding concerns. Support for welfare concerns may include referral to the DSL or external support agencies.

7. Staff Training

All staff including governors and volunteers will receive a prevention of extremism and radicalisation induction, annual training, and training when updates are required, there is a new or emerging risk or there is a change in legislation or government guidance. All meetings will have the Prevent Duty as an agenda item. All staff will be trained in:

- Supporting delivery of the curriculum to use opportunities in learning to educate and challenge (delivery staff).
- Exemplify British values in their management, teaching and through general behaviours, this will include reviewing curriculum (including sequencing), within our e-portfolio resources, paperwork, materials, use of technology in training, policies and procedures.
- Encourage apprentices and learners to respect other people with particular regard to the protected characteristics set out in the Equality Act 2010. This includes training to support staff to respectfully challenge views and opinions that oppose the Equality Act 2010 and Fundamental British Values.
- Understanding of the factors that make people vulnerable to being drawn into terrorism, be able to recognise this vulnerability and be aware of what action to take in response.
- Understanding when and how to make referrals the DSL or to the Channel programme and where to get additional advice and support.
- Understand this policy and procedure and the Prevent Risk Assessment and what it means to them.
- Understand the government's anti-radicalisation strategy, Prevent, to enable them to identify those at risk of being drawn into terrorism and to challenge extremist ideas.

Employer Induction

PfP Thrive will work closely with employers to ensure the protection of apprentices and learners from being drawn into radicalisation or extremism. All employers will receive an induction including the prevention of extremism and radicalisation and will know how to recognise when an apprentice or learner is vulnerable to being drawn into extremism and the indicators that an apprentice or learner may be radicalised or has been drawn into extremism. This induction includes who to contact if they have any concerns about an apprentice or learner, this information can be found in the employer handbook and on the website.

8. Organisation and Responsibility

The maintenance of this policy is the responsibility of the Designated Safeguarding/Prevent Lead (refer to our Safeguarding Policy)

Tutors or other staff, to whom a disclosure regarding a Prevent related concerns has been made, must inform the Designated Safeguarding Lead or in their absence the deputy to ensure that appropriate action is taken.

The Governors and SMT has a responsibility to:

- Establish or use existing mechanisms for understanding the risk of radicalisation.
- Ensure staff understand the risk and build the capabilities to deal with it.
- Communicate and promote the importance of the duty.
- Ensure staff implement the duty effectively.

All staff should have an awareness of the PREVENT agenda and the various forms radicalisation takes in being able to recognise signs and indicators or concern and respond appropriately.

We will ensure that suitable internet filtering is in place and equip apprentices and learners to stay safe online.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period. Staff will be alert to changes in apprentices or learners' behaviour.

9. Quality and Monitoring

All records associated with Prevent, Safeguarding and Child and Vulnerable adult Protection concerns are held centrally by the DSL and on a password protected file on the secure drive.

Training for staff will be organised and monitored by the Head of Apprenticeship Development

10. Risk Assessment

We will assess the risk of apprentices and learners being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force. We will compile a Prevent Risk Assessment that will be reviewed during quarterly managers meetings

Vulnerability/Risk Indicators

All staff, apprentices and learners will be trained to recognise the risks and reasons why a person may be vulnerable to being drawn into exploitation for the purpose of extremism and these indicators include the following lists.

The following lists are not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable young people experiencing these factors are automatically at risk of exploitation for the purposes of extremism. The accepted view is that a complex relationship between the various aspects of an individual’s identity determines their vulnerability to extremism.

There is no such thing as a ‘typical extremist’ and those involved in extremism come from a range of backgrounds and experiences. The following indicators may help to identify factors that suggest a young person or their family may be vulnerable or involved with extremism:

Identity crisis	Distance from cultural/religious heritage and uncomfortable with their place in the society around them
Personal crisis	Family tensions; sense of isolation; adolescence; low self- esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging.
Personal circumstances	Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
Unmet aspirations	Perceptions of injustice; feelings of failure; rejection of civic life.
Criminality	Experiences of imprisonment; poor resettlement/reintegration, previous involvement with criminal groups.

Access to Extremist Influences:

- Reason to believe that the young person associates with those known to be involved in extremism.
- Possession or distribution of extremist literature/other media material likely to incite racial/religious hatred or acts of violence.
- Use of closed network groups via electronic media for the purpose of extremist activity.

Experiences, Behaviours and Influences:

- Experience of peer, social, family or faith group rejection
- International events in areas of conflict and civil unrest has had a personal impact on the young person resulting in a noticeable change in behaviour
- Verbal or written support of terrorist attacks
- Extended periods of travel to international locations known to be associated with extremism
- Evidence of fraudulent identity/use of documents to support this
- Experience of disadvantage, discrimination or social exclusion
- History of criminal activity
- Pending a decision on their immigration/national status

More Critical Risks Include:

- Being in contact with extremist recruiters

- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance/behaviour

For additional guidance, please see appendix 1 for what the [NSPCC](#) say are the signs that an apprentice or learner is being radicalised can include.

11. Referral and Intervention Process

If a child, vulnerable adult, apprentice, or learner is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

Designated Safeguarding Lead: Rebecca Edwards becky.edwards@placesforpeople.co.uk

Deputy Safeguarding Lead: Emily Drum Emily.drum@placesforpeople.co.uk

Reports can be made using the Safeguarding Report Form available on our intranet and emailed to the DSL.

All original notes or paper files must be passed to the DSL for secure storage. All electronic records must be added to the Safeguarding and Prevent log and will be stored on the secure drive.

- If in exceptional circumstances the DSL or deputy is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care or adult care. Make a referral to local authority directly, if appropriate. Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care or adult care team. It should be recognised that concerns of this nature, in relation to violent extremism, are most likely to require a police investigation, as part of the Channel Panel process.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which staff and governors can call to raise concerns about extremism with respect to an apprentice or learner. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger.
- Think someone may be planning to travel to join an extremist group.
- See or hear something that may be terrorist-related.

Channel Referral Process

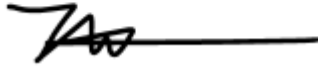
Some concerns which are identified may have a security dimension to them. For this reason, it is important that liaison with the police forms an early part of all investigations. The Prevent Police Team will carry out an initial assessment and, if appropriate, set up a multi-agency meeting to agree actions for supporting the individual.

If it is deemed that there are no concerns around radicalisation, appropriate and targeted support will be considered for the young person.

12. Policy Review

This Policy will be reviewed annually or in the event of changes in rules or to take into account changes in working practices that may result from incidents.

Date of Publishing: September 2024
 Review Date: September 2025
 Policy/Process Owner: Apprenticeship Leadership Team

Signed by	Tom Arey, Director of PfP Thrive
Signature	<p>Tom Arey</p> <p>PfP Thrive – Director</p> 
Date	23/12/2024

APPENDIX A: Definitions + further reference

Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social or religious ideals and aspirations that reject or undermine the norm, contemporary ideas or expressions of freedom of choice.

Extremism 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.

CHANNEL is a key element of the Prevent strategy and is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, partners (education and health sectors, social services, offender management services), the police and the local community.

Channel is about safeguarding children and adults from being drawn into committing terrorist related activity. It is about early intervention to protect and divert people away from the risk they face before any illegality occurs.

Reference documents:

(CONTEST) Counter-terrorism strategy 2023:

<https://www.gov.uk/government/publications/counter-terrorism-strategy-contest-2023>

Prevent duty guidance: for England and Wales:

<https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-england-and-wales-accessible#Education>

Current prevents duty training:

<https://www.gov.uk/guidance/prevent-duty-training>

Prevent Referral Form:

[National Prevent referral form \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

APPENDIX B: Possible signs of radicalisation

We recognise that members of staff and learners have a role to play in preventing radicalisation. As with other safeguarding risks, staff should be alert to changes in behaviour that could indicate a learner may be in need of protection and reports to the DSI team should be made if a concern is identified. This may result in the DSI team making a Prevent referral.

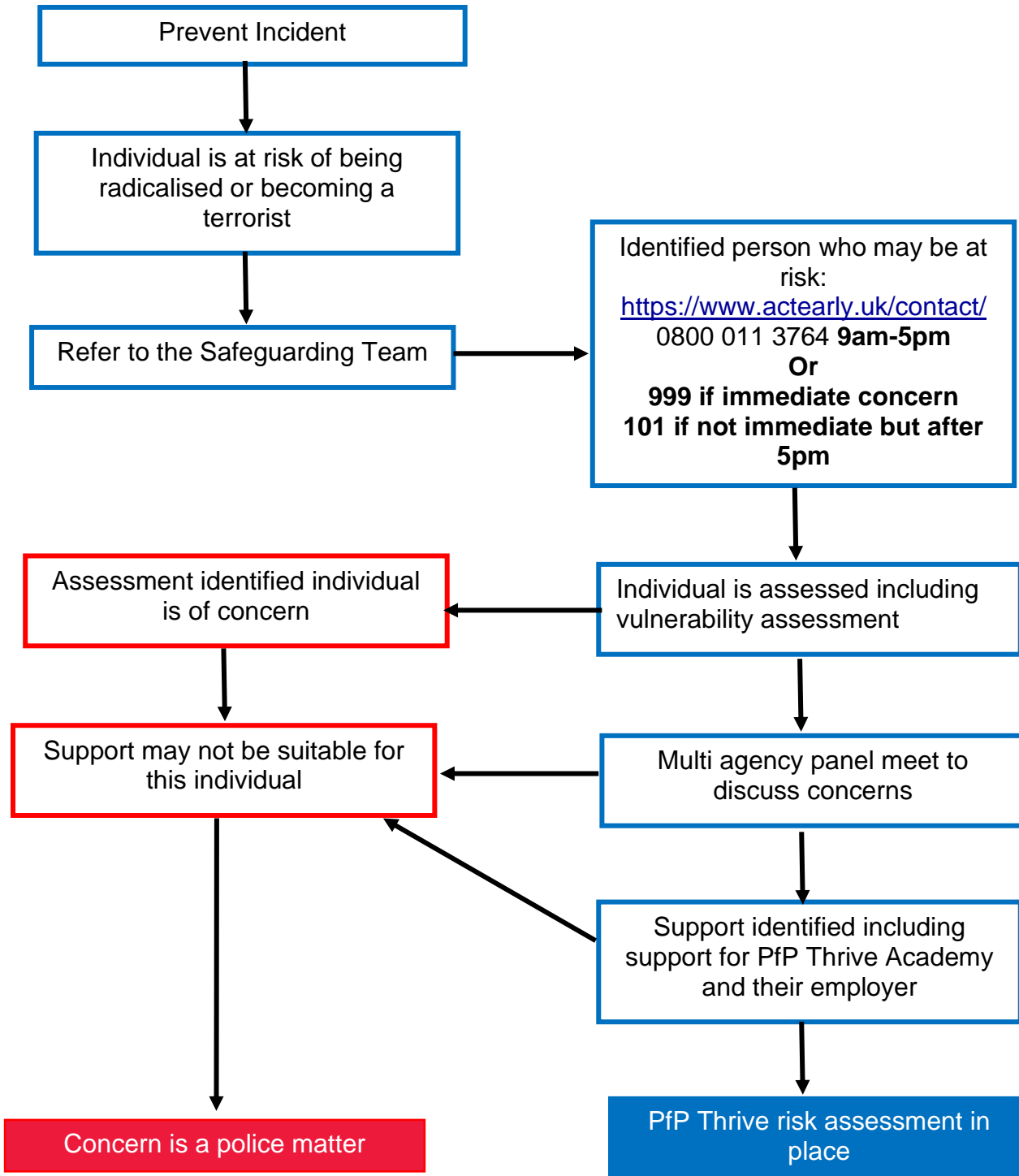
There is no single way of identifying whether someone is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a vulnerability. Through government research, we are aware that there are a number of indicators that can contribute to an individual potentially being radicalised. These may include:

- The learner's views have or are becoming increasingly extreme regarding another section of society or a government policy.
- The learner may be observed downloading, viewing or sharing extremist propaganda on the internet.
- The learner may become withdrawn and tend to focus on one ideology for example or is possibly influenced by certain members of their family or friends. It could be the opposite and you find they become distanced and isolated from family, friends and colleagues.
- The learner becomes increasingly intolerant of more modern views, becomes agitated and angry easily especially when challenged.
- The learner may start to change their appearance, appearing dramatically different or extreme.
- The learner indicates a wish or intent to take part in or support some sort of extremist activity. For example, wanting a sense of justice, excitement or adventure. This could also be a group influence seeking to take risk and possibly engage in criminal activity.

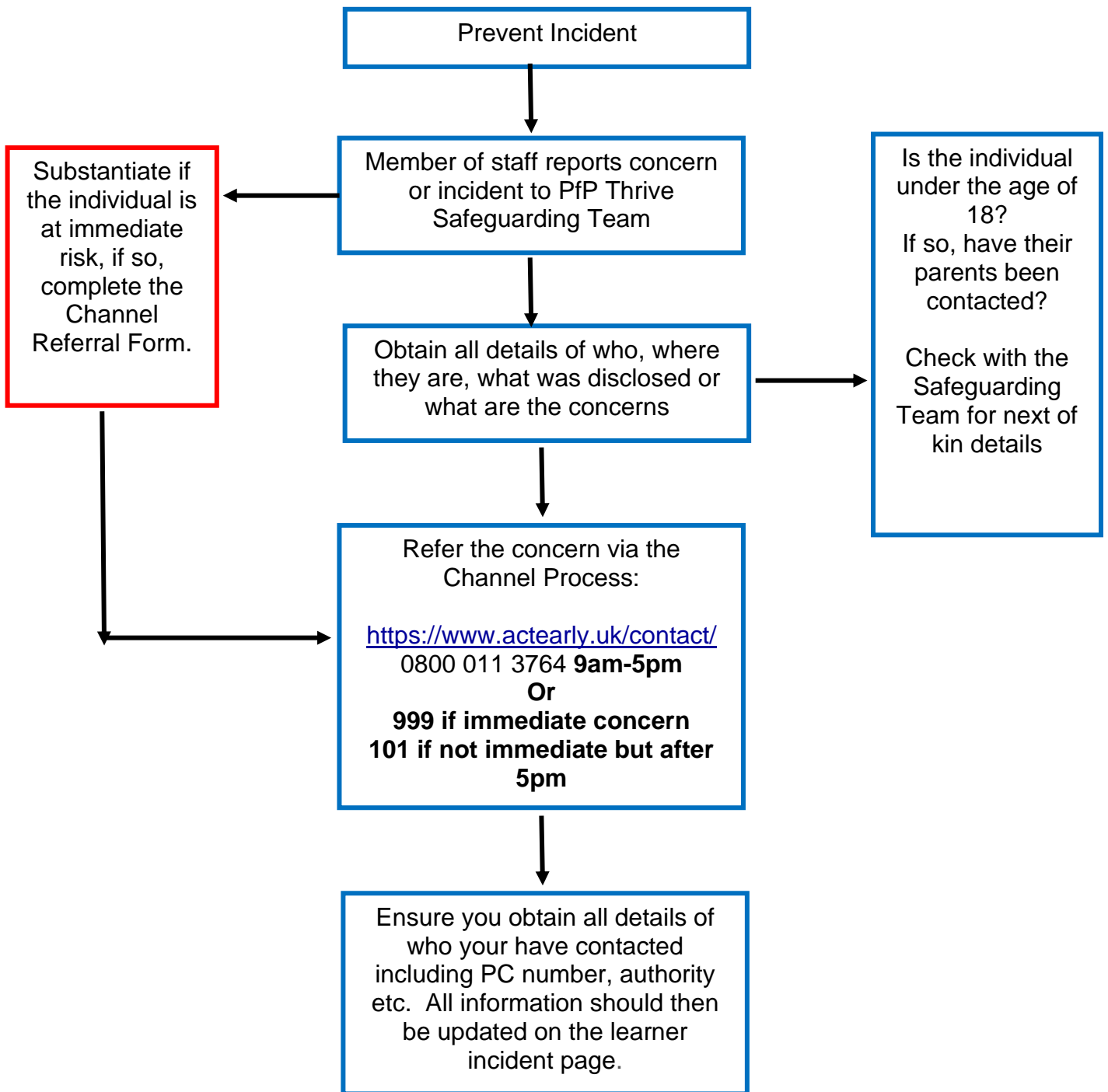
This list is not exhaustive and there may be many other indicators or signals to observe.

Staff should **always** take action if they are worried.

APPENDIX C: Process Overview



APPENDIX D: Prevent Incident and What to do



Version Control

Version	Date	Action	Amended By	Reviewed By
V1.0	September 2024	New Policy Creation	Rebecca Edwards Academy Consultant	Tom Arey Director of PfP Thrive
V1.1	October 2024	Updated job titles	Rebecca Edwards Academy Consultant	Tom Arey Director of PfP Thrive
V1.2	December 2024	Amended following feedback from MSConsulting	Rebecca Edwards Academy Consultant	Tom Arey Director of PfP Thrive