



# Prevent Policy: Preventing violent and non- violent extremism and radicalisation

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## **Purpose of the policy**

- 1.1 The purpose of this policy is to:
- Ensure an awareness of Prevent across Nacro
  - Provide a clear framework to structure and inform our response to safeguarding concerns, including a supportive referral process for those who may be susceptible to the messages of extremism
  - Embed British Values into the curriculum and ways of working
  - Recognise current practice which contributes to the Prevent agenda
  - Identify areas for improvement

## **2. Who does this policy apply to?**

- 2.1 The Prevent Policy applies to everyone working for or attending a Nacro centre. It confers responsibilities on all trustees, Nacro staff, learners, agency staff and volunteers, contractors, visitors, consultants and those working under self-employed arrangements.

## **3. Policy Statement**

- 3.1 Nacro is committed to providing a secure environment for all our learners/service users, where they feel safe and are kept safe. There is no place for extremist views of any kind in our education centres, housing provision or health and justice services, whether from internal sources – learners, service users, staff or trustees, or external sources – learner/housing community, external agencies or individuals.
- 3.2 The aim of the Prevent Policy is to create and maintain a safe, healthy and supportive environment for all our learners, service users, staff and visitors alike. We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for all our learners and service users. We further recognise that if we fail to challenge extremist views we are failing to protect our learners/service users from potential harm. As such the Prevent agenda will be addressed as a safeguarding concern.
- 3.1 Nacro has adopted the Prevent Duty in accordance with legislative requirements. However, we will endeavour to incorporate the relevant duties so as not to:
- (a) Stifle legitimate discussions, debate or learner engagement activities in the local community; or
  - (b) Stereotype, label or single out individuals based on their origins, ethnicity, faith and beliefs or any other characteristics protected under the Equality Act 2010.

## 4. Why do we need this policy?

### 4.1 Background information

- 4.1.1 Prevent is one of 4 strands of the Government's counter terrorism strategy – CONTEST. The UK currently faces a range of terrorist threats. Terrorist groups who pose a threat to the UK seek to radicalise and recruit people to their cause. Therefore, early intervention is at the heart of Prevent which aims to divert people away from being drawn into terrorist activity.
- 4.1.2 Prevent happens before any criminal activity takes place by recognising, supporting and protecting people who might be susceptible to radicalisation.
- 4.1.3 The national Prevent Duty confers mandatory duties and responsibilities on a range of public organisations, including Further Education providers, and seeks to:
- Respond to the ideological challenge of terrorism and aspects of extremism, and the threat we face from those who promote these views.
  - Provide practical help to prevent people from being drawn into terrorism and violent extremism and ensure they are given appropriate advice and support.
  - 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.
- 4.1.4 The Government has created a system of 'threat level' which represents the likelihood of a terrorist attack in the near future. The current threat level from international terrorism in the UK is severe, which means that a terrorist attack is highly likely.

### 4.2 Prevent policy objectives

Our Prevent Policy has five key objectives:

1. To promote and reinforce shared values, including British Values<sup>1</sup>; to create space for free and open debate; and to listen and support the learner /service user voice.
2. To breakdown segregation among different learner/ service user communities including by supporting inter-faith and inter-cultural dialogue and understanding; and to engage all learners/service users in playing a full and active role in wider engagement in society.
3. To ensure learner/service user safety across all Nacro that is free from bullying, harassment and discrimination.
4. To provide support for learners/service users who may be at risk of radicalisation, and appropriate sources of advice and guidance.
5. To ensure that learners/service users and staff are aware of their roles and responsibilities in preventing violent and non-violent extremism.

## 5. Definitions

5.1 The following are commonly agreed definitions within the Prevent agenda:

- An **ideology** is a set of beliefs.
- **Radicalisation** is the process by which a person comes to support terrorism and forms of extremism that may lead to terrorism.
- **Safeguarding** is the process of protecting vulnerable people, whether from crime, other forms of abuse or from being drawn into terrorism-related activity.
- **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.
- **Vulnerability** describes factors and characteristics associated with being susceptible to radicalisation.

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<sup>1</sup> British Values are detailed within the Prevent Duty and include democracy, the rule of law, Individual and mutual respect and tolerance of different faiths and beliefs.

- **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.

## 6. Aims

### 6.1 Leadership and Values

- 6.1.1 To create and maintain an ethos that upholds core values of shared responsibility and wellbeing for all learners, service users staff and visitors whilst promoting respect, equality and diversity and understanding. This will be achieved through:
- Promoting core values of respect, equality and diversity, democratic society, learner/service user voice and participation.
  - Building staff and learner/service user understanding of the issues and confidence to deal with them through mandatory staff training, specialist tutorials, awareness campaigns and community engagement activities.
  - Deepening engagement with local communities and faith groups.
  - Actively working with the relevant key stakeholders for the region including the local police and Safeguarding Board.

### 6.2 Teaching and Learning within Nacro's Education Provision

- 6.2.1 To provide a curriculum that promotes British Values, knowledge, skills and understanding, to build the resilience of learners by undermining extremist ideology and supporting the learner voice. This will be achieved through:
- Embedding British Values, equality, diversity and inclusion, wellbeing and community cohesion throughout the curriculum.
  - Promoting wider skills development such as social and emotional aspects of learning.
  - A curriculum adapted to recognise local needs, challenge extremist narratives and promote universal rights.
  - Teaching, learning and assessment strategies that explore controversial issues in a way that promotes critical analysis and pro-social values.
  - Use of external programmes or groups to support learning while ensuring that the input supports Nacro goals and values.
  - Encouraging active citizenship and learner voice.

### 6.3 Learner / Service User Support

- 6.3.1 To ensure that staff take preventative and responsive steps, working with partner professionals, families and communities. This will be achieved through:
- Strong, effective and responsive learner/service users support services.
  - Developing strong community links and being aware of what is happening in the locality, including within education's own community.
  - Implementing anti-bullying strategies and challenging discriminatory behaviour.
  - Recognising factors that may increase risk to a learner/service users, i.e. vulnerability, disadvantage or hardship and implementing early risk management strategies.
  - Ensuring that learners/service users and staff know how to access support in centres and/or via community partners.
  - Supporting learners/service users with problem solving and repair of harm.
  - Supporting 'at risk' learners/service users through safeguarding and crime prevention processes.
  - Focusing on narrowing the attainment gap between the different groups of learners.
  - Working collaboratively to promote support for learners/service users across all areas of Nacro, including those learners/service users in off-site provision.

## **7. Roles and responsibilities**

Whilst this is a standalone policy, it is integral to our Safeguarding Policy and should be applied as an extension to Nacro's current and established safeguarding procedures.

### **7.1 The Board of Trustees**

7.1.1 All Board Members have a legal responsibility under the Prevent Duty to make sure they have undertaken training in the Prevent Duty. Additionally, the Board must ensure that:

- All Nacro staff have undertaken training in the Prevent Duty;
- All Nacro staff are aware of when it is appropriate to refer concerns about learners, or colleagues to the Safeguarding Officer;
- All Nacro staff exemplify British Values into their values;
- Policies and procedures to implement the Prevent Duty are in place and acted on where appropriate.

### **7.2 Prevent Lead Nacro**

7.2.1 The Strategic Safeguarding Lead is responsible for the policy review. Directors and the Operational Safeguarding Leads are the duty holders for ensuring that our Prevent Strategy is implemented across Nacro, including the implementation of Prevent Action Plans and that any concerns are shared with the relevant organisations, in order to minimise the risk of our learners and service users becoming involved with terrorism.

### **7.3 Nacro Safeguarding Board**

7.3.1 The Safeguarding Board meet monthly and any concerns raised under the Prevent agenda or changes to the Duty that affect Nacro are discussed within this Board.

### **7.4 All Staff**

7.4.1 All staff at Nacro have a responsibility to:

- Create and support an ethos that upholds Nacro's mission, vision and values including British Values, to create an environment of respect, equality and diversity and inclusion;
- Attend Prevent training in order to have the skills to recognise those who may be vulnerable to radicalisation, involved in violent or non-violent extremism, and to know the appropriate action to take if they have concerns;
- Report any concerns around extremism or radicalisation via the safeguarding reporting channels;
- Report and remove any literature displayed around any Nacro centre, housing provision or other Nacro site that could cause offense or promote extremist views;
- Support the development of staff and learner/service user understanding of the issues around extremism and radicalisation through activities such as training, awareness campaigns and tutorials;
- Participate in engagement with local communities, schools and external organisations as appropriate.

## **8. Promoting British Values**

8.1 At Nacro we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage learners/service users to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our learners/service users safe and prepare them for life in modern multi-cultural Britain and globally.

8.2 We will also strive to:

- Enable learners/service users to develop their self-knowledge, self-esteem and self-confidence;
- Enable learners/service users to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage learners/service users to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality and to society more widely;
- Enable learners/service users to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling learners/service users to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people, and
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

### **8.3** Examples of how we will achieve these:

- Provide materials on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, compared to other forms of government in other countries
- Ensure all learners/service users within Nacro have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as Focus Groups
- Consider the role of extra-curricular activity, including any run directly by learners/service users, in promoting fundamental British values.

## **9. Use of External Agencies and Speakers**

9.1 At Nacro we encourage the use of external agencies or speakers to enrich the experiences of our learners/service users; however we will positively check those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our learners/service users.

9.2 Nacro will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to learners/service users are consistent with the ethos of Nacro and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise learners/service users through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are matched to the needs of learners/service users
- Activities are carefully evaluated for Nacro to ensure that they are effective.

9.3 We recognise, however, that the ethos of Nacro is to encourage learners/service users to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this. Therefore by delivering a broad and balanced tutorial programme within our education centres and creating a supportive and positive environment across our other service provisions, and by the use of external sources where appropriate, we will strive to ensure that our learners/service users recognise risk and build resilience to manage any such risk towards themselves, appropriate to their age and ability but also to help learners/service users develop the critical thinking skills needed to engage in informed debate.

## **10. Managing Risks and Responding to Events**

- 10.1 Nacro will ensure that it monitors risks and is ready to deal appropriately with issues which arise through the following:
- Understanding the nature of threat from violent extremism and how this may impact directly and indirectly on Nacro.
  - Identifying, understanding and managing potential risks within our Education Centres and other Nacro service delivery – Housing, Health and Justice from external influences.
  - Responding appropriately to events reported via local, national or international news that may impact on learners/ service users and communities.
  - Ensuring plans are in place to minimise the potential for acts of violent or non-violent extremism across all Nacro delivery provision.
  - Ensuring measures are in place to respond appropriately to a threat or incident within Nacro’s delivery provision.
  - Continuously developing effective ICT security and responsible user policies.
  - Ensuring compliance with related policies.

## **11. Links to Nacro values and other Nacro policies**

11.1 This policy should be used in conjunction with the following policies and procedures:

- Safeguarding & Child Protection Policy
- Equality, Diversity and Inclusion Statement
- Health and Safety Policy
- Learner Anti-Bullying and Harassment Policy
- E-Safety Policy
- Managing Learner Behaviour & Performance Policy
- Nacro Mission, Vision and Values
- Visiting Speakers and Management of Events Policy
- Faith Policy
- Freedom of Expression/Speech
- Whistleblowing Policy
- Freedom of Information Policy
- Data Protection Policy
- Acceptable Use IT Policy

## **11.2 Equality & Diversity Statement**

11.2.1 Nacro welcomes and celebrates equality and diversity. We believe that everyone should be treated equally and fairly regardless of their age, disability, gender, gender identity, race, religion or belief, sexual orientation and socio-economic background. We seek to ensure that no member of the Nacro community receives less favourable treatment on any of these grounds which cannot be shown to be justified.

11.2.2 This document is written with the above commitment, to ensure equality and diversity is the center of working life at Nacro.

## **11.3 Nacro’s Safeguarding Policy**

11.3.1 Nacro recognises its moral and statutory responsibility to safeguard and promote the welfare of learners/service users. We work to provide a safe and welcoming environment where learners/service users are respected and valued. We are alert to the signs of abuse, neglect, radicalisation and extremism and follow our procedures to ensure our learners/service users receive effective support, protection and justice. Nacro expects trustee’s, staff, contractors and volunteers working on behalf of Nacro to share this commitment.

## **12. Who needs to understand this policy and how will they know about it?**

12.1 Prevent training for all Nacro staff, learners, service users and trustees is mandatory and will be delivered by the following methods:

Who?	How?
Learners	Policy available on the Nacro website. Prevent awareness included in learner induction sessions and in the Learner Handbook. Information about Prevent delivered through mandatory tutorials and resources, and via attendance at and participation in Prevent and British Values related learner activities.
Board of Trustees and Executive	Trustees undertake mandatory training through the <a href="#">Channel General Awareness online training module</a>
Leadership Team	Receive updates; table regular discussions at Board meetings and in Exec meetings; national and local Prevent leads to attend meetings/discussions as appropriate; an annual briefing and report will be delivered outlining relevant changes to the Prevent agenda and detailing actions taken by Nacro. to ensure compliance and learner safety.
Nacro Project Staff and Managers	Receive mandatory training through the <a href="#">Channel General Awareness online training module</a> and updates; included in team meetings and bulletins.
All teaching staff	Receive mandatory training and updates through the <a href="#">Channel General Awareness online training module</a> ; briefings by Cluster Managers; 'All Staff' e-mails; visits to team meetings by Prevent leads if requested and through the <a href="#">Education &amp; Training Foundation website</a>
Business Support staff who interact with learners/service	Briefing by line managers; copies of the policy to be distributed, undertake mandatory training updates through the <a href="#">Channel General Awareness online training module</a> ; and updates.

12.2 In addition:

- All new members of staff will receive Prevent training as part of their induction programme.
- All agency staff, volunteers and contractors will be provided with appropriate training / updates regarding changes to the Prevent agenda.
- A Prevent section on OneSpace will provide relevant and up to date information advice and guidance for staff.

## 11. Policy Summary

11.1 Our commitment to meeting the Prevent Duty can be summarised as follows:

- P** – Promotion of Equality and Diversity and positive relationships between staff and learners/service users
- R** – Referral of any concerns via safeguarding staff to relevant authorities
- E** – Embedding British Values and education for learners on all courses and informal learning settings.
- V** – Vetting guest speakers and removal of any posters or other materials of an extremist nature
- E** – Environment – a safe and secure environment, sufficient security procedures and online filters
- N** – News monitoring for any concerns in the locality
- T** – Training of staff to raise awareness of the signs and risks.

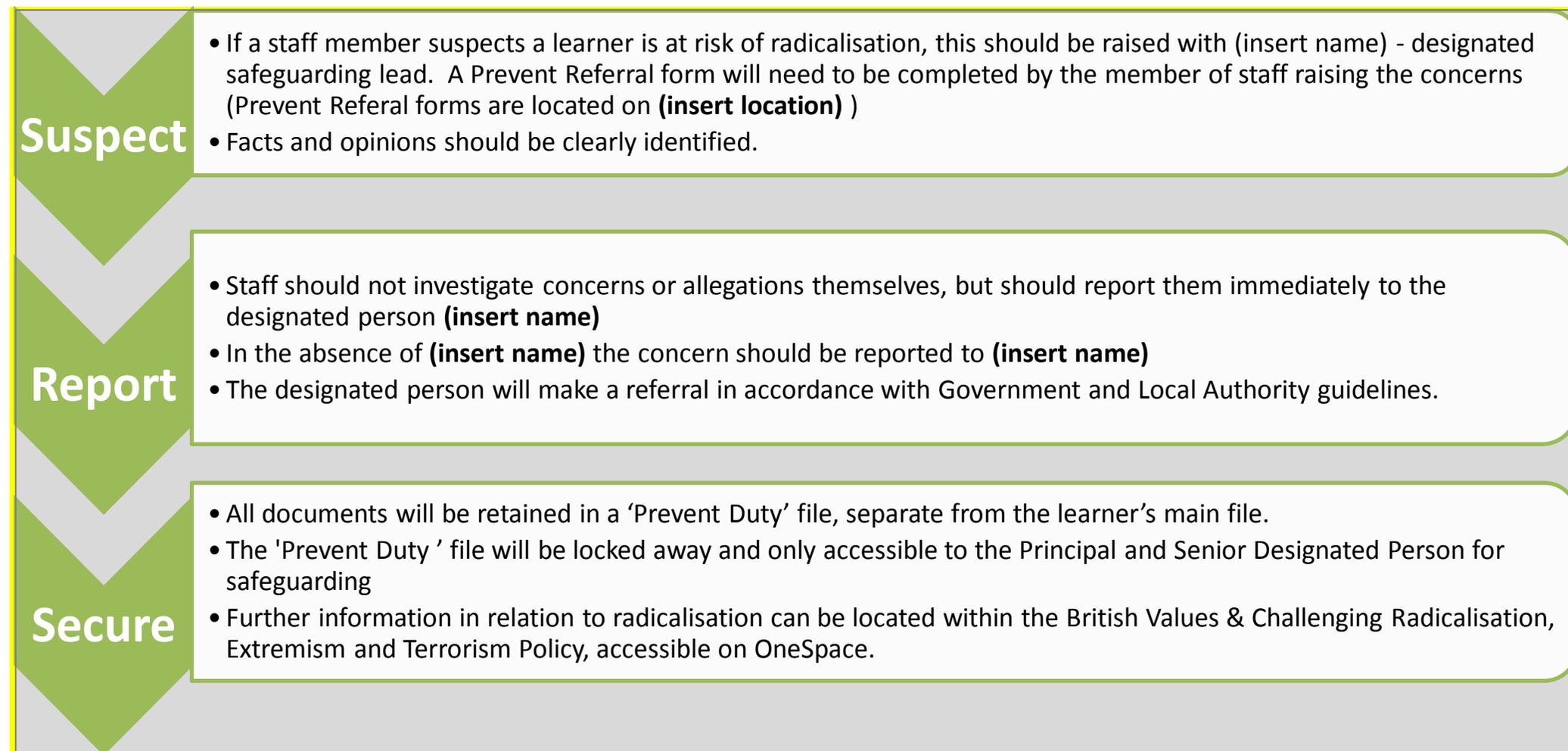
## Radicalisation and Extremism Referral Process

Further education providers are required to safeguard and promote the welfare of children and vulnerable adults.

**(insert name)** is the named Designated Person for safeguarding **(insert facility name)**.

### What to do if you are concerned a learner is at risk of radicalisation?

A common question asked by staff is – ‘what do I do if a learner tells me they are at risk?’



## Restricted when Complete

Prevent 'Channel' Referral Form			
Referral Details			
<b>Name:</b>	Click here to enter text.		
<b>Alternative name:</b>	Click here to enter text.		
<b>Date of Birth:</b>	Click here to enter a date.	<b>Gender:</b>	Click here to enter text.
<b>Address:</b>	Click here to enter text.		
<b>Nationality:</b>	Click here to enter text.	<b>Ethnicity:</b>	Click here to enter text.
<b>Language (first):</b>	Click here to enter text.	<b>Faith:</b>	Click here to enter text.
<b>School/college or Occupation/workplace:</b>	Click here to enter text.		
<b>Family or Carer details:</b>	Click here to enter text.		
Referring Agency Details			
<b>Referral Author and Contact Details:</b>	Click here to enter text.		
<b>Agency:</b>	Click here to enter text.		
<b>Date of Referral:</b>	Click here to enter a date.		
Vulnerability Factors			
Factor	Notes	Y/N	
<b>Faith/Ideology</b>	e.g. Concerning comments relating to faith or ideology, or association with extremists	Choose an item.	
<b>Social Mobility</b>	e.g. poverty, lack of education or employment, immigration issues	Choose an item.	
<b>Physical or mental health</b>	e.g. Disability, learning difficulties, mental health concerns	Choose an item.	
<b>Risk or harm factor</b>	e.g. threat posed by family member (DV issues), victim of hate crime or personal attack	Choose an item.	
<b>Criminal Activity or association</b>	e.g. involved in criminal activity or associating with known criminals	Choose an item.	
<b>Isolation or exclusion</b>	e.g. lack of social activity, isolation, absent peer groups	Choose an item.	
<b>Other factor</b>	Any other factors Please specify:	Choose an item.	
<b>Is the individual aware of the referral?</b>	Although it is not necessary or always beneficial to notify an individual, whether they are aware is important.	Choose an item.	

## Restricted when Complete

<b>Summary reason for referral</b>
Outline main reasons for referral: <a href="#">Click here to enter text.</a>
<b>Existing agency involvement</b>
Outline any existing agency involvement (that you are aware of) e.g. CAF, MAPPA, Safeguarding: <a href="#">Click here to enter text.</a>
<b>Any other relevant information</b>
<a href="#">Click here to enter text.</a>
<p><b>Notes:</b> A Channel referral places an individual into a multi-agency assessment and support process which aims to reduce their vulnerability to extremist related activity. Each referral is screened for suitability. Further information will be sought from partner agencies before any support mechanisms are put in place. Your referral is important and does not mean an individual is a terrorist or will become a terrorist, only that vulnerabilities have been identified which require further investigation or help. Please provide as much detail as possible.</p> <p>If you have any questions or concerns please do not hesitate to discuss with your Prevent Lead, your safeguarding lead, or local Police Prevent Engagement Officer.</p>