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Prevent policy

Aim

To create and maintain iAccess core values of shared responsibility and wellbeing for all learners, 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 voice and participation.
- Building staff and student 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 Pan Dorset Prevent Group which includes representation from Police, Local Authorities, Health, Education, Probation, and Fire & Rescue services.

Scope

This policy provides the management direction to ensure that the requirements of the Counter Terrorism and Security Act 2015 (hereafter referred to as "Prevent"), specifically the duty of iAccess to have due regard to the need to prevent people from being drawn into terrorism, is incorporated into all its relevant policies, procedures, systems, working practices and partnership arrangements.

This policy covers safeguarding of both our learners and staff and those persons in settings in where we practise which fall into the category of adults at risk. It is inclusive of specific highlighted safeguarding agenda areas – as defined by law, and in the wider context all our students and learners. This policy also aligns our compliance with the Government Prevent strategy.

Definitions

Prevent, the anti-radicalisation agenda embedded in the Counter Terrorism Act and called Prevent in this policy.

Vulnerable individual, an individual shown to be, on some significant level, a risk to themselves or others, if assistance is not provided

Radicalisation, Process by which an individual comes to adopt extreme political, social or religious views, giving rise to a concern that they will act illegally

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Terrorism, an act of terror/violence based on a political objective, whether that means the politics of nationalism, ethnicity, religion, ideology or social class.

Extremism - an ideology that is far outside the mainstream attitudes of society, including 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.

Teaching and Learning

To provide a curriculum that promotes British Values, knowledge, skills and understanding, to build the resilience of students 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 an 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 iAccess goals and values.
- Encouraging active citizenship and learner voice.

Learner Support

To ensure that staff takes preventative and responsive steps, working with partner professionals, families and communities.

This will be achieved through:
- Strong, effective and responsive student support services.
- Developing strong community links and being aware of what is happening in the locality, including within the iAccess.
- Implementing anti-bullying strategies and challenging discriminatory behaviour.
- Recognising factors that may increase risk to a student, i.e. vulnerability, disadvantage or hardship, and implementing early risk management strategies.
- Ensuring that students and staff know how to access support in iAccess and/or via community partners.

Responsibility

iAccess compliance with the Prevent duty rests with the Safeguarding and prevent officer, who ensure that any changes to policies, processes and working practices will be consistent with this policy's principles.

Referral Pathways

If a learner or staffs has concerns about themselves, or you have concerns about a learner being at risk of radicalisation, you should report your concerns to escalate any safeguarding concerns of someone being at risk of radicalisation by using the Prevent Disclosure form.

Should you feel your learner, yourself or any members of the public are in immediate danger report to the police immediately.

Once the Safeguarding and prevent officer has been informed, they will make a decision on whether the issue needs to be escalated to the local police Prevent Officer. Safeguarding team/staff member that is involved with the referral will then support the Channel process as seen fit by the local Channel panel.

It should be noted that referral to the Channel process is not a criminal intervention.

It should be noted that a learner displaying one or a few of vulnerabilities and indicators does not mean the learner will necessarily be at risk of radicalisation, but it may do so. In all instances that concern you, you should report to the Designated Safeguarding Officer. The process for referral to a prevent coordinator involves risk assessing the learner's level of engagement, intent and capability. If guidance is required, the safeguarding officer will discuss with a local FE Prevent coordinator.

Review

This policy is reviewed annually by
Kilberry Computing Ltd. trading as iAccess Management Team
Prevent Policy 0.4

Prevent Disclosure form	
Lerner/staff full name	
DOB	
Concerned person name	
Date of disclosure	
Details of the concern	

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