

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

<b>Title: Prevent Policy</b> <b>Preventing violent and non-violent extremism and radicalisation</b>		<b>Version 4.0</b>	
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## 1. Policy Statement

Nacro is committed to and has a Statutory duty under Section 26 of the Counterterrorism and Security Act 2015. To Provide a secure environment for all our learners/service users, where they feel safe and are kept safe from being drawn into terrorism. We recognise that a safe and nurturing environment is a key factor in the successful delivery of high-quality learning and teaching. Our Learners, and service users, share the same risk of becoming victims, or perpetrators, of extremism and radicalisation; we will take a whole organisational approach to minimise that risk and to provide effective support to our Learners and service users and to act positively to report concerns. This Policy is in response to the Government's PREVENT duty. And is to be used in conjunction with Nacro's Young People and Child Protection Policy, and safeguarding adults Policy and Procedures.

## 2. Purpose of the Policy

The purpose of this policy is to, ensure that Nacro adheres to and implements the legislative requirements of the Counterterrorism and Security Act 2015. to ensure that Staff, Volunteers, Contractors, and Trustees are aware of their responsibilities in recognising, supporting, and protecting people who might be susceptible to extremist views, radicalisation and drawn into terrorism and to act positively to report concerns. The Policy seeks 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

## 3. Scope

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, including sub-contractors delivering courses, visitors, consultants and those working under self-employed arrangements.

## 4. Legislative Framework

Section 26 (1) of the Counterterrorism and Security Act 2015 (the Act) places a duty on "specified authorities" listed in Schedule 6 to the Act, to have "due regard to the need to prevent people from being drawn into terrorism". The Act states that the authorities (including Further Education institutions) subject to the provisions must have regard to this guidance when carrying out the duty.

## 5. Context

**5.1** 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. Prevent forms one of 4 strands of the Government's counter terrorism strategy – 'CONTEST' which is led by the Home Office.

**CONTEST** is primarily organised around four key principles or work streams, each with a specific objective:

**PREVENT:** To stop individuals becoming terrorists or supporting terrorism.

**PURSUE:** To disrupt or stop terrorist attacks occurring.

**PROTECT:** To strengthen our borders, infrastructure, buildings and public spaces from a terrorist attack.

**PREPARE:** To reduce the impact of an attack if an act of terrorism occurs.

Early intervention is at the heart of “Prevent” and is aimed at diverting people away from being drawn into terrorism. Prevent is aimed at front line staff and is designed to help make staff aware of their role in preventing vulnerable people being exploited for terrorist purposes. “Prevent” happens before any criminal activity takes place. It is about recognising, supporting and protecting people who might be susceptible to extremist views and radicalisation.

## 5.2 Prevent has three national objectives:

### **Objective 1:**

Respond to the ideological challenge of terrorism and the threat we face from those who promote it.

### **Objective 2:**

Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support. Channel is a key part of the Government’s work to prevent terrorism and is a multi-agency approach to identifying and supporting vulnerable individuals.

### **Objective 3:**

Work with sectors and institutions where there are risks of radicalisation which need to be addressed.

## 5.3 Channel and Prevent Multi-agency panel (PMAP)

This is a key element of the “Prevent” strategy and is a multi-agency approach to protect people at risk from extremism and radicalisation Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children’s and youth services and offender management services), the police and the local community to:

- Identify individuals at risk of being drawn into extremism or terrorism.
- Assess the nature and extent of that risk.
- Develop the most appropriate support plan for the individuals concerned.

Channel assesses vulnerability using a consistently applied vulnerability assessment framework built around 3 main criteria: -

- 1) Engagement- with a group, cause or ideology
- 2) Intent – to cause harm; and
- 3) Capability – to cause harm.

If a service user is accepted into the Channel process, involved staff can be expected to be asked to become involved in the process, share relevant information and attend the multi-agency Channel panel meeting if appropriate.

## 6. Definition

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.

**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.

**Non-Violent Extremism** – which is the same as extremism but without the violence

**Interventions** – projects to deter/divert people from being drawn into terrorist activities

## 7. Developing a whole organisational approach

At Nacro we believe that safeguarding is everyone's responsibility. This means we take a shared organisational approach to safeguarding, and we expect all of those working for us including Staff, Volunteers, and Trustees, to share the same commitment and ensure that safeguarding is at the forefront of all aspects of policy and practice. Therefore we will take a whole organisation approach to implement the Prevent Duty Through:

### 7.1 Leadership and Values

- creating and maintaining 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.
- 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 induction, training, specialist tutorials, awareness campaigns and community engagement activities.
- Building staff and student understanding of the issues and confidence to deal with them through appropriate training.
- Deepening engagement with local communities and faith groups.
- Actively working with the relevant key stakeholders for the region including the local police and Local Safeguarding Children Partnerships and Adult Safeguarding Boards.
- Creating space for free and open debate; and to listen and support the Learner and service user voice.
- Reporting to Trustees through National Safeguarding Board to ensure we are monitoring our compliance in meeting our statutory duties in relation to Prevent.
- Ensuring or work aligns with that of the Regional Prevent Coordinator, Local Authority

Prevent Coordinator, Police Prevent Leads and local Prevent Steering Groups & other agencies at both a strategic and operational level. Contributing to the Counter Terrorism Local Profile (CTLP) where appropriate.

- Developing an organisational and Education Centre specific Prevent Duty Risk Assessment and a Prevent Action Plan that mitigates potential risks of extremism across the organisation and from external influences which is reported to the National Safeguarding Board on a regular basis.
- Ensure equality, diversity and inclusion, permeates throughout our organisation, through policy and leadership, to ensure there are no Stereotypes, labels or singling out of individuals based on their origins, ethnicity, faith and beliefs or any other characteristics protected under the Equality Act 2010.
- Ensure effective ICT and e-safety policies, are in place to protect staff, learners and service users. Ensuring that effective ICT and e-safety policies, are in line with advice and support from the Joint Information Systems Committee. So, to not stifle learning regarding research terrorism and counter terrorism in the course of learning.

## **7.2 Teaching and Learning within Nacro's Education Provision**

To provide an environment 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, and through induction, and tutorials by encouraging active citizenship and the Learner voice.
- 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.
- Breaking down segregation among different student communities; including supporting inter, faith and inter-cultural dialogue & understanding and to engage all students in playing a full and active role in wider engagement in society.
- Ensure that Learners and staff are aware of their roles and responsibilities in preventing violent extremism and radicalisation.
- Establish strong and effective student support services.
- Implement the positive behaviour policy and Anti- Bullying policy and procedure and challenge discriminatory behaviour. That Stereotype, label or single out individuals based on their origins, ethnicity, faith and beliefs or any other characteristics protected under the Equality Act 2010.
- Ensuring student safety and that the Education centre is free from bullying, harassment and discrimination through Leadership, Policy and code of conduct.

- Embed equality, diversity and inclusion, wellbeing and community cohesion through a well-planned, engaging and accessible enrichment programme that enhances Cultural Capital.
- Ensure plans are in place to respond appropriately to a threat or incident within each Education Centre.
- Manage potential risks within the Education Centre and from external influences and ensure measures are in place to minimise the potential for acts of violent extremist within the Education Centre.
- Responding appropriately to events in local, national or international news that may impact on Learners and communities.
- Balancing legal duties in regard of freedom of speech and protecting learner welfare and staff welfare.
- Implement research and best practise in line with government resources [Educate Against Hate - Prevent Radicalisation & Extremism](#) to safeguard learners from radicalisation, build resilience to all types of extremism and promotes shared values.

### **7.3 Learner / Service User Support**

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 user, 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.

## **8. Roles and responsibilities**

### **8.1 National Safeguarding Board**

The National Safeguarding Board provide strategic leadership, and are the accountable body to ensure, there is a robust organisational culture which places service users and their wellbeing at the centre of safeguarding, The Board set strategic child and adult safeguarding objectives, and ensure an overall safeguarding policy framework is in place which incorporates the Prevent Duty. Any concerns raised under the Prevent agenda or changes to the Duty that affect Nacro are discussed within this Board.

## **8.2 The Board of Trustees**

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.

## **8.3 Prevent Lead Nacro**

The Strategic Safeguarding Lead and Safeguarding Manager is responsible for the policy review. Directors and each Directorate Designated Safeguarding Leads are the duty holders for ensuring that our Prevent Policy is implemented across Nacro, including the implementation of Prevent Risk Assessments and Action Plans and to:

- Provide communication, support and guidance across the organisation on emerging national regional and local strategic Prevent and Channel processes
- The Prevent Lead is responsible for the coordination, roll out and delivery of Prevent training across Nacro.
- The Prevent Lead is responsible for working closely with Designated Senior Officers and Managers across all directorates to ensure that appropriate processes and policies are in place and that there is a robust and effective training plan in place for all staff commensurate with their role.

## **8.4 Managers (all levels)**

Managers are responsible for ensuring that staff are aware and adhere to the Nacro Prevent policy and offer support to those reporting concerns relating to Prevent. Managers should also ensure that the level of responsibility for each staff member is explicit as a statement in all job descriptions to meet the expectations of each individual role. Managers must support staff members with any concerns relating to Prevent.

## **8.5 Designated Senior Officer and Directorate Designated Senior Lead**

Once a concern has been received by a manager, they should escalate the concern to the Designated Senior Officer (DSO). The DSO's if necessary, will report the concern to local authority children or adult social care. Then escalate to the Directorate Safeguarding Lead (DSL).

All, DSO's, must make sure that they have familiarised themselves with their local multi-agency safeguarding procedures to define the local practice that must be followed when making a safeguarding referral of a Prevent nature. In the event of a referral, the DSO will represent Nacro during the Channel process and will ensure that the directorate DSL are fully informed of progress. The Directorate Designated Senior Lead will provide a bi-monthly report to the National Safeguarding Board.

## **8.6 All Staff**

All staff including volunteers, contractors, consultants, those working under self-employed



arrangements including sub-contractors delivering courses, and trustees at Nacro have a responsibility to:

- Adhere and implement this policy, and procedure
- 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 immediately and within 24 hours via the safeguarding reporting channels; to their line Manager and Designated Senior Officer and through the ILMS2 system.
- 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.

## **9. Identifying potential risks of radicalisation**

There is no single profile or indication of a person who is likely to become involved in or support terrorist related activity. To date, there is no universally accepted view or theory to help explain why vulnerable individuals can become involved. The factors associated with exploitation are vast and unique to each individual person.

Vulnerable children and adults can be exploited by radicalisers in variety of ways who seek to target these individuals on the basis of their vulnerability. Contact with radicalisers is also very variable and can range from taking a direct approach i.e. face to face or can happen indirectly through virtual forums such as the internet, social networking or other forms of media.

It is generally more common for vulnerable people to become involved in terrorist related activity through the influence of others. Initial contact may be via siblings, peers, other family members or acquaintances, with the process of radicalisation often being a social process. This social interaction can take place in a range of unsupervised environments such as cafes, gyms, in private homes and via the internet.

Access to extremist materials can often be through the use of leaflets and local contacts. However, the internet, and in particular social media, also plays a really important role in the communication of extremist views and is often used as a tool by radicalisers. The internet provides a platform for extremists to promote their cause widely and encourage debate through websites whilst disseminating propaganda material. Nacro staff must therefore be aware and have strategies in place to identify anyone making frequent visits to websites containing extremist material. This may include images such as armed conflict around the world and providing speeches and access to material from those involved in the radicalising process.

Staff must also be aware of any inappropriate leafletting/canvassing which may be linked to

the Prevent agenda.

Radicalisers usually try to attract people to their cause through a persuasive and convincing rationale which is contained within a narrative or storyline. This narrative then has the potential to influence others, their views and as a consequence, their actions or behaviour. “Inspiring new recruits, embedding the beliefs of those with established extreme views and/or persuading others of the legitimacy of their cause is the primary objective of those who seek to radicalise vulnerable individuals”

### **What factors might make someone vulnerable:**

A wide range of personal and social factors could make individuals more susceptible or vulnerable to exploitation. None of the following factors are conclusive in themselves and, therefore, should not be considered in isolation but in conjunction with the person’s wider circumstances and needs as well as any other signs or possible indicators of radicalisation. People with mental health issues or learning disabilities may be vulnerable to exploitation by individuals or organisations with an extremist agenda. Identity Crisis: Children, adolescents and adults who are exploring issues of identity can feel both distant from their parents, family or peers, their cultural or religious heritage and uncomfortable with their place in society around them. A perceived lack of belonging or identify can be exploited by radicalisers who seek to provide the person with a sense of purpose or meaning. As a result, changes may be noticed in the person’s behaviour, their circle of friends, the way in which they interact with others, alter their appearance and spend their time.

**Personal Circumstances:** The experience of migration, events affecting families who remain in countries of origin or local tensions may all contribute to a sense of alienation or detachment from UK norms and values. This may in turn lead individuals to support terrorist groups or actively seek to cause harm to symbols of the community or state (NHS Health Care Organisation Prevent Strategy and Policy, 2014).

**Unemployment or under employment:** Individuals may perceive their career and lifestyle aspirations to be undermined or restricted in some way by limited achievements or employment prospects. This can in turn translate to a generalised rejection of civic life and possibly an adoption of violence as a symbolic act (NHS Health Care Organisation Prevent Strategy and Policy, 2014).

**Criminality:** In some cases, a vulnerable individual may have been involved in a group that engages in some form of criminal activity or, on occasion, a group that has links to organised crime. As a result, the individual may be further drawn into engagement with terrorist-related activity.

**Other Factors** The following have also been found to contribute to vulnerable people joining certain groups supporting terrorist-related activity:

Ideology and politics.

Provocation and anger (grievance).

Need for protection.

Seeking excitement and action.

Fascination with violence, weapons and uniforms.

Youth rebellion.

Seeking family and a sense of belonging

Seeking friends and community.

Seeking status and identity.

Rejection of UK foreign policy or other government policies or actions

The Children and Young People that Nacro works with and supports often come from challenging backgrounds. Many may have found school difficult, not experienced much success as learners, especially at secondary school, and may have a history of non or poor attendance. Some may have

had involvement in criminal activities, drugs or gangs. We recognise that a Child and Young Person's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health. Therefore we are acutely aware and are responsive of the additional risk of harm that Children, Young People and Adults at risk may be vulnerable to abuse and neglect including being susceptible to extremist views, radicalisation and drawn into terrorism.

## 10. Reporting A Prevent Concern

Prevent operates in the 'pre-criminal space'. It is about supporting individuals who are at risk of radicalisation before they commit acts of terrorism, or a terrorist-related criminal offence. Raising concerns that an individual may be vulnerable to radicalisation does not automatically mean that you think the person is a terrorist but rather that you are concerned that the individual may be prone to being exploited by others, is at risk of or potentially has been radicalised and as such, the concern is a safeguarding concern.

The Prevent referral process can be described in three stages: notice, check and share.

**Notice:** Be aware of an individual's vulnerability to radicalisation, changes in behaviour, ideology and other forms of extremism.

**Check:** Check out your concerns with the individual where possible, and **Report** this as soon as possible and within 24 hours to your line manager and to the DSO through the Nacro IMS2 system. If this is the case, then you may need to provide a new alert or further updated report through the IMS2 system or Open Housing for BASS.

**Share:** The Designated Senior officer will share your concerns with the Local Authority Children's or adult services, where it will be screened for acceptance into the Channel process. If this is the case, then you may need to **complete the channel referral form at appendix 2**

### a. Staff Allegation

If the concern involves a staff member, the dealing with allegations policy must be followed and a referral to the LADO must be undertaken.

### b. Immediate Risks:

If a staff member has concerns that an individual is presenting an immediate terrorist related risk to themselves, others or property they must contact:

### The Police on 999

### The National Counter Terrorism Hotline on 0800 789 321

### c. Information Sharing

Nacro's Safeguarding Young People and Children and Safeguarding Adults Policies support staff to share information relating to children and adults where there are safeguarding concerns. These policies can be found online on Onespace [Safeguarding documents - OneSpace](#).

## 11. Staff Training

Nacro supports a consistent and proportionate approach to raising awareness of Prevent as part of the wider safeguarding agenda, based upon roles and required staff and Volunteer's competences. Prevent training, for staff is described in the Nacro Learning and Development strategy. In line with the Home Office awareness raising materials we have developed the following training needs analysis across the organisation. All training will

occur on an annual basis and be monitored and reported through the National Safeguarding Board.

Training	Staff
Prevent awareness e-learning offers an introduction to the Prevent duty.	All trustees, Nacro staff, learners, agency staff and volunteers, contractors, including sub-contractors delivering courses, consultants and those working under self-employed arrangements.
Prevent referrals e-learning	Designated Senior Officers, Designated Senior Leads, and Managers, Directors.
Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel	Designated Senior Officers, Designated Senior Leads, and Managers, Directors

Additional training specific to further education, will be accessed through the Education and Training Foundation (ETF) Online Learning environment.

## 12. Online and E-Safety

All Education Centres use filtering as a means of restricting access to harmful content. The Education Centre filtering systems are Zscaler and WatchGuard (Totton College). This ensures that websites promoting extremist views and encouraging the radicalisation of young people are automatically blocked. In addition to this, the ICT team and the Learning Centre Manager continuously monitor activity on the network surveillance software. Nacro has policies relating to the use of IT on the premises. IT policies and procedures contain specific reference to the Prevent duty. As some Learners and Service Users, and staff may be using IT in the course of their learning, and this may involve research relating to terrorism and counterterrorism, Each Education Centre has clear policies in place to identify and address instances where online materials are accessed for curriculum purposes.

## 13. Promoting British Values

The Prevent Strategy is to be implemented in a proportionate and risk-based way ensuring that opportunities in the Further Education curriculum are used to promote the British values to learners. British values are defined as “democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs”. These values are clearly mapped in tutorial programmes.

- a. 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.
- b. 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.
- 
- c. 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.

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

- a. At Nacro we encourage the use of external agencies or speakers to enrich the experiences of our learners/service users; prior to any use of external agencies, or speakers each centre manager, designated senior officer and directorate safeguarding lead will conduct a robust risk assessment associated with any planned events and visiting speakers, the risk assessment will provide evidence whether an event should proceed, be cancelled or whether mitigating action is required (for example a member of staff alerting the further education Prevent coordinators to concerns in relation to a guest speaker). On no account will any external speaker or agencies that encourage terrorism, are in support of a proscribed terrorist organisation, express views that constitute extremist views that risk drawing people into terrorism be allowed to proceed.
- b. The assessment will check the suitability and effectiveness of input from all external speakers or agencies or individuals by ensuring that:
  - All the content of speaker's materials prior to the event, is viewed including an outline of the topics to be discussed and sight of any presentations, footage to be broadcast,
  - 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.
- c. 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, as part of the same event, However All visiting speakers will be supervised by a member of the Education Centre staff, who will interject or stop an event if they feel that the speaker is promoting extremist views or inequality in any form. 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.

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

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.
- Developing an organisational and Education Centre specific Prevent Duty Risk Assessment and a Prevent Action Plan that mitigates potential risks of extremism across the organisation and from external influences which is reported to the National Safeguarding Board on a regular basis.
- 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 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.

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

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

- Safeguarding Young People and Child Protection Policy
- Equality, Diversity and Inclusion Statement
- Health and Safety Policy
- Learner Anti-Bullying and Harassment Policy
- Managing Learner Behaviour & Performance Policy
- Nacro Mission, Vision and Values
- Visiting Speakers and Management of Events Policy
- Whistleblowing Policy
- Data Protection Policy
- Acceptable Use IT Policy

## **17. Equality & Diversity Statement**

In adherence to the Equality Act, 2010, This document is written with the above commitment, to ensure equality and diversity is the center of working life at Nacro.

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.

## 18. Safer Recruitment

In line with Nacro's Recruiting Safely Policy and Procedures, we undertake rigorous, recruitment processes and subsequent safeguarding checks however people who pose a risk to learners, service users, young people and adults at risk of harm, may not have a conviction or have not been identified by authorities as someone who poses a risk. We, therefore, embed a culture of vigilance, across all staff and volunteers working with learners, service users, young people and adults at risk within our organisation. This includes a robust safe recruitment policy, expected behaviours framework, code of conduct, performance management mechanisms and open and transparent environments for staff to challenge any unacceptable behaviours.

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

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.

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.

## 20. Policy Summary

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.



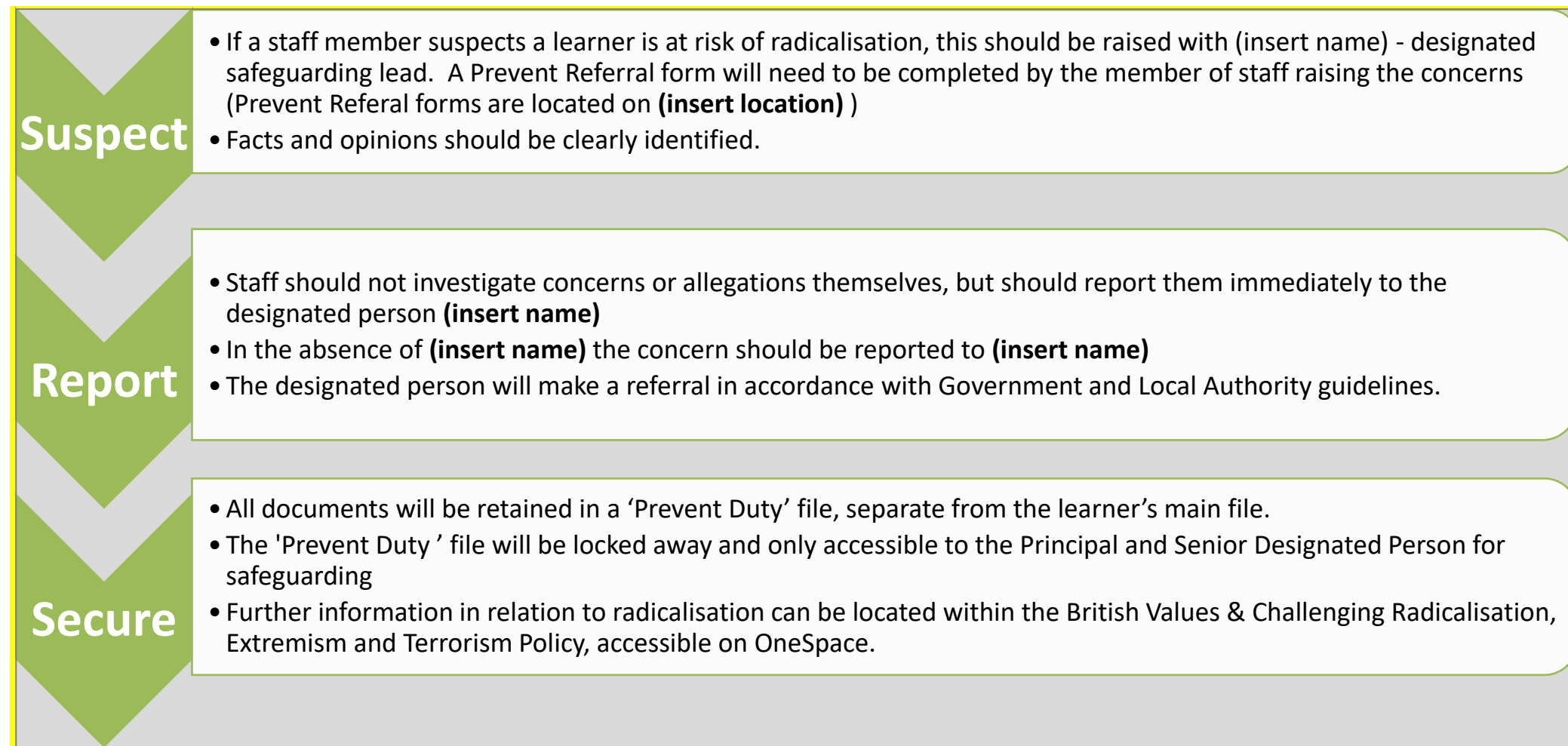
## Radicalisation and Extremism Referral Process

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	Choose an	

	important.	item.
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**Restricted when Complete**

<b>Summary reason for referral</b>
Outline main reasons for referral: Click here to enter text.
<b>Existing agency involvement</b>
Outline any existing agency involvement (that you are aware of) e.g. CAF, MAPPA, Safeguarding: Click here to enter text.
<b>Any other relevant information</b>
Click here to enter text.
<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>