Prevent Policy

1. Purpose

1.1. The purpose of this policy is to provide advice and guidance to all employees, trainers and stakeholder, identifying their role and responsibilities in prevent. It evaluates the government guidelines as detailed by; legislation and present partner opportunities in the local community to promote British values and standards.

1.2. This guidance policy is designed to provide a clear framework for staff with which to respond to safeguarding concerns for those learners who may be vulnerable to the messages of extremism.

2. Scope

2.1 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 to involve them in extremist activity.

2.2 Since 2011, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. This has been illustrated by a number of high profile cases across the UK where extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

2.3 GEM Partnership values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Learners, Apprentices, candidates and staff have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

2.4 GEM Partnership recognises that safeguarding of learners, Apprentices, candidates and staff against radicalisation and extremism is no different from safeguarding against any other vulnerability.

2.5 The business has an internal safeguarding referral process whereby staff can flag up any concerns they have around radicalisation and/or extremism. Any member of staff at GEM Partnership who have any concerns regarding the issues identified within this guidance policy should report those concerns immediately and no later than the end of the working day to the Designated Safeguarding Lead – Julie Hunter, Safeguarding Officer – Kelly Lee or a member of the Senior Leadership Team. This concern will be logged and a timeline started. Where appropriate the Police and relevant local authorities will be contacted.

3. Definition

3.1 Radicalisation is defined as the process by which people come to support terrorism and extremist views and, in some cases, to then support or even participate in terrorist groups or acts.

3.2 Extremism is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of

members of our armed forces, whether in this country or overseas. HM Government Prevent Strategy 2011.

4. National Guidance and Strategies

4.1 CONTEST is the Governments counter terrorist strategy, its aim to reduce the risk to the UK and its interests overseas from terrorism.

4.2 The strategy is made up of the four elements:

4.2.1 Protect – strengthening our borders, infrastructure, buildings and public spaces from an attack;

4.2.2 Prepare – where an attack cannot be stopped, to reduce its impact by ensuring we can respond effectively;

4.2.3 Pursue – to disrupt or stop terrorist attacks; and

4.2.4 Prevent - which aims to stop people becoming terrorists or supporting terrorism.

4.3 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:

4.3.1 Ideology - respond to the ideological challenge of terrorism and the threat we face from those who promote it;

4.3.2 Individuals - prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and

4.3.3 Institutions - work with sectors and institutions where there are risks of radicalisation which we need to address.

4.4 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, 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:

4.4.1 identify individuals at risk of being drawn into terrorism;

4.4.2 assess the nature and extent of that risk; and

4.4.3 develop the most appropriate support plan for the individuals concerned.

4.5 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 illegality occurs.

5. Equality and Diversity

5.1 All developments are intended to ensure that no-one is treated in any way less favourably on the grounds of:

5.1.1 Race

5.1.2 Colour

5.1.3 National or ethnic or social origin,

5.1.4 Disability

5.1.5 Gender

5.1.6 Sexual orientation

5.1.7 Marriage & Civil Partnership

5.1.8 Pregnancy & Maternity

5.1.9 Age

5.1.10 Religion, Belief or Political or other personal beliefs.

6. Organisation Values and Ethos

6.1 At GEM Partnership we have a number of underlying values or principles concerning courses of action or outcomes:

6.1.1 **Achievement** We will strive to achieve our full potential and will help others to do the same.

6.1.2 **Excellence** We will deliver outstanding experiences for everyone.

6.1.3 **Partnership** We will work in partnership with others to achieve our vision and share greater benefits.

6.1.4 **Positivity** We will approach everything with a creative, can-do attitude.

6.1.5   **Purposeful** We are focused, effective and accountable.

6.1.6   **Respect** We will respect others and our environment.

6.2   There is no place for extremist views of any kind at GEM Partnership, whether from internal sources – staff or governors, or external sources - community, external agencies or individuals. It is imperative that our staff see our business as a safe place where they can discuss and explore controversial issues safely and in an unbiased way and where our staff encourage and facilitate this.

6.3   Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice. Education is a powerful weapon against this; equipping people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

6.4   We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times learners may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. Any prejudice, discrimination or extremist views, including derogatory language, displayed by staff, visitors or partners will always be challenged and where appropriate dealt with using the relevant disciplinary procedure.

6.5   At GEM Partnership we will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific incidents and occurrences to ensure delivery remains relevant to the current issues of extremism and radicalisation. This approach will be embedded within the ethos of our business so that employees know and understand what safe and acceptable behavior is in the context of extremism and radicalisation.

6.6   We will help support employees who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a learner is being directly affected by extremist materials or influences or is demonstrating signs of becoming radicalised we will ensure that the employee is offered support. 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 encourage employees to respect one another and to respect and tolerate difference.

6.7   We will educate learners around the Terrorism Act 2006 and the impact on visiting and downloading materials from specific sites.

6.8   This policy will be reviewed on an annual basis.

7.   Use of External Agencies and Speakers

7.1   At GEM Partnership we encourage the use of external agencies or speakers to enrich the experience of our employees; however, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our employees. Such vetting is to ensure that we do not unwittingly use agencies that are inconsistent with, or are in complete opposition to, the businesses values. Our business will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

7.1.1   Any messages communicated to employees support fundamental British Values.

7.1.2   Any messages communicated to employees are consistent with the values of the business and do not marginalise any communities, groups or individuals.

7.1.3   Any messages communicated to employees do not seek to glorify criminal activity or violent extremism or seek to radicalise employees through extreme or narrow views of faith, religion or culture or other ideologies.

7.1.4   Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.

8.   Partnership working

8.1 Prevent work depends on effective partnership. To demonstrate effective compliance with the duty, specified authorities must demonstrate evidence of productive co-operation, in particular with local Prevent coordinators, the police and local authorities, and co-ordination through existing multi-agency forums, for example Community Safety Partnerships.

8.2 Within GEM Partnership, the 'Prevent, Protect and Prepare' multi-agency group has responsibility for coordinating this work and has representation from local authority staff, police and other local partners including the business. Internally, the business has an established Prevent group to action the requirements of the Prevent duty guidance. The "Channel" process is established in GEM Partnership, which consists of a referral process and processes for responding to identified risk and need, and in and providing appropriate support.

8.3 Channel referrals should therefore be prioritised by the local authority and other statutory partners in all of their work to safeguard vulnerable individuals. Channel should be considered alongside other early intervention measures such as work undertaken to support and divert young people from anti-social behaviour, gangs or drugs.

8.4 Awareness of Prevent and an understanding of the risks it is intended to address are both vital. Work on Prevent needs to be seen in this context. The purpose must be to protect children and young people from harm and to ensure that they are taught in a way that is consistent with the law and British values.

9.   Understanding and Recognising Risks and Vulnerabilities of Radicalisation

9.1 Principles A child is defined in the Children Acts 1989 and 2004 as anyone who has not yet reached their 18th birthday. Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause significant harm. Children and young people are vulnerable to exposure to, or involvement with, groups or individuals who advocate violence as a means to a political or ideological end. Examples of extremist causes that have used violence to achieve their ends include animal rights activism,

9.2 the far right, environmental terrorism and international terrorist organisations such as Al Qa'ida.

9.3 Most individuals, even those who hold radical views, do not become involved in extremism. Numerous factors can contribute to and influence the range of behaviours that are defined as extremism. It is important to consider these factors in order to develop an understanding of the issue. It is also necessary to understand those factors that build resilience and protect individuals from engaging in violent extremist activity.

9.4 Safeguarding children and young people from radicalisation is no different from safeguarding them from other forms of harm. Indicators for vulnerability to radicalisation are the same as those we are already familiar with:

9.4.1   Family tensions/breakdown

9.4.2   Sense of isolation/exclusion

9.4.3   Migration/immigration

9.4.4   Distance from cultural heritage

9.4.5   Experience of racism or discrimination

9.4.6   Feeling of failure/low self-esteem

9.4.7   Loss/bereavement

9.4.8   Poverty

9.4.9   Perceived injustice

9.4.10   substance misuse

9.4.11   Confusion over identity

9.4.12   Criminality

9.4.13   Mental health issues

9.5   However, there is no single profile of a terrorist, rather the vulnerability results from the interaction between circumstance, experience, remote education, self-isolation (Covid-19) and state of mind. Those in the process of being radicalised may become involved with a new group of friends, search for answers to questions about identity, faith and belonging, possess extremist literature or advocate violent actions, change their behaviour and language, seek to recruit others to an extremist ideology.

9.6   It is important to note that children and young people experiencing these situations or displaying these behaviours are not necessarily showing signs of being radicalised. There could be many other reasons for the behaviour including those we are already familiar with alcohol or drug abuse, family breakdown, domestic violence, bullying, sexual harassment, cyber bullying etc. or even something more minor.

9.7   At the same time, it is essential to maintain 'professional curiosity' and not dismiss concerns purely due to assumed unlikelihood.

NB - The following lists are not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable people/young people experiencing these factors are automatically at risk of exploitation for the purposes of extremism.

9.8   **Vulnerability** - here is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences. The following indicators have been provided to support staff to understand and identify factors that may suggest a child, young person or their family may be vulnerable or involved with extremism. It is vital that all staff that have contact with vulnerable individuals are able to recognise those vulnerabilities and help to increase safe choices.

9.8.1   Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them

9.8.2   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

9.8.3   Personal Circumstances – Migration; immigration; local community tensions; events affecting country or region of origin; alienation from UK values; impact of Covid-19 – remote education, acceptable behaviour when receiving online and offline learning or self-isolating due to Covid-19; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.

9.8.4   Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life

9.8.5   Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups, Access to extremism / extremist influences

9.8.6   Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)

9.8.7   Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc.)

9.8.8 Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?

9.8.9 Is the child/young person known to have possessed or is actively seeking to possess and/or distribute extremist literature/other media material likely to incite racial/ religious hatred or acts of violence?

9.8.10 Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?

9.8.11 Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

9.9 Experiences, Behaviours and Influences:

9.9.1 Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?

9.9.2 Have international events in areas of conflict and civil unrest had a personal impact on the child/young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity

9.9.3 Has there been a significant shift in the child/young person's behaviour or outward appearance that suggests a new social/political or religious influence?

9.9.4 Has the child/young person come into conflict with family over religious beliefs/ lifestyle/dress choices?

9.9.5 Does the child/young person vocally support terrorist attacks; either verbally or in their written work?

9.9.6 Has the child/young person witnessed or been the perpetrator/victim of racial or religious hate crime or sectarianism?

9.10 Travel:

9.10.1 Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?

9.10.2 Has the child/young person travelled for extended periods of time to international locations known to be associated with extremism?

9.10.3 Has the child/young person employed any methods to disguise their true identity?

9.10.4 Has the child/young person used documents or cover to support this?

9.11 Social Factors:

9.11.1 Does the child/young person have experience of poverty, disadvantage, discrimination or social exclusion?

9.11.2 Does the child/young person experience a lack of meaningful employment appropriate to their skills?

9.11.3 Does the child/young person display a lack of affinity or understanding for others, or social isolation from peer groups?

9.11.4 Does the child/young person demonstrate identity conflict and confusion normally associated with youth development?

9.11.5 Does the child/young person have any learning difficulties/mental health support needs?

9.11.6 Does the child/young person demonstrate a simplistic or flawed understanding of religion or politics?

9.11.7 Does the child/young person have a history of crime, including episodes in prison?

9.11.8 Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/national status?

9.11.9 Does the child/young person have insecure, conflicted or absent family relationships?

9.11.10 Has the child/young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?

9.11.11 Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

9.12 More critical risk factors could include: -

9.12.1 Being in contact with extremist recruiters

9.12.2 Articulating support for extremist causes or leaders.

9.12.3 Accessing extremist websites, especially those with a social networking element.

9.12.4 Possessing extremist literature.

9.12.5 Using extremist narratives and a global ideology to explain personal disadvantage.

9.12.6 Justifying the use of violence to solve societal issues.

9.12.7 Joining extremist organisations.

9.12.8 Significant changes to appearance and/or behaviour.

10. Referral and intervention process

10.1 Where there is an identified risk/potential risk that a child/young person may be involved/potentially involved in supporting or following extremism, further investigation by the police will be required, prior to other assessments and interventions. Any member of staff who identifies such concerns, for example as a result of observed behaviour or reports of conversations to suggest the child/young person supports terrorism and/or extremism, must report these concerns to the Designated Safeguarding Lead/Officer.

10.2 The Designated Safeguarding Lead/Officer will consider whether a situation may be so serious that an emergency response is required. Professional judgement and common sense will be used to identify whether an emergency situation applies. Examples in relation to extremism are expected to be very rare but would apply when there is information that a violent act is imminent, or where weapons or other materials may be in the possession of a

10.3 young person, another member of their family or within the community. In this situation, a 999 call should be made.

10.4 Some children/young people who are at risk of being drawn into extremist activity may pose a risk to others. There must not be a conflict between the welfare needs of the child/young person and the victim. Agencies have a duty to safeguard both. The Prevent referral process will use existing collaboration between local authorities, the police, statutory partners (such as social care, health, schools and settings, social services, children's and youth services and offender management services) and the local community to:

10.4.1 Identify vulnerable individuals at risk of being drawn in to violent extremism;

10.4.2 Assess the nature and extent of that risk

10.4.3 Develop the most appropriate support for the individuals concerned.

10.5 The outcome of the Prevent referral will be to support and enable the disengagement of those vulnerable individuals with the radicalisers and the radicalisation process.

10.6 Following initial investigation, it could be that no further action is required, or it may be necessary for the police to pursue action. For all types of response, a clear plan must be developed and documented to set out how the needs of the child/young person will be met, and who will have responsibility for doing this.

10.7 Where partnership support intervention is required to support the individual, their family/ support networks or the local community then the appropriate course of action would be one of the following:

10.7.1 Safeguarding Children's/Adults Strategy Meeting

10.7.2 Multi-Agency Public Protection Arrangements (MAPPA) Panel meeting/Potentially Dangerous Persons (PDP) meeting.

10.7.3   Police Prevent process.

11. CPD and Training for GEM Staff

11.1 All new staff will complete online training on Prevent as part of their induction process.

11.2 All new staff are inducted to Safeguarding Handbook as part of their induction process.

11.3 All staff are aware of Safeguarding procedures and the referral process.

11.4 CPD on Prevent will be completed on an annual basis by all staff

11.5 Regular reviews will be carried out including safeguarding of Learners.

11.6 Prevent Officer will hold relevant training in Prevent Practitioner

12. Training for Learners

12.1 All learners are inducted to GEM Training Handbook to Prevent Duty, CONTEST and 4P's and What is Extremism.

12.2 Assignment setting for self-learning for Prevent relating to media.

12.3 Embedding of hot topics and opportunities during learning to promote a deeper understanding of Prevent and Radicalisation throughout the program.

12.4 All learners are aware of safeguarding procedures and the referral process

12.5 360 Reviews are carried out with leaners that will include Safeguarding and

13. Training for Employers

13.1 All employers are issued with GEM's Prevent and Safeguarding policies and procedures as part of the Commitment Statement

13.2 Employers are signposted to eLearning covering Safeguarding and Prevent

14. Safeguarding Risk Assessment

14.1 Outlines specific requirements of pre-employment checking, training and accountability for all types of workers.

14.2 Please refer to Safeguarding Children and Vulnerable Adults Policy appendix 1 – Safeguarding Risk Assessment.

15. Prevent Risk Assessment

15.1 Outlines specific requirements on the controls in place to minimize risk to all learners, staff and stakeholders. Please see appendix 1.

16. Supporting Documentation

16.1 Staff Recruitment and Selection Policy

16.2 Whistleblowing Policy

16.3 Social Media, Staying Safe Online and Cyber Bullying Policy

16.4 IT and Data Handbook

16.5 Acceptable Use Policy for Remote Learning

16.6 Remote Learning Policy

16.7 Learner Manual

16.8 Safeguarding Risk Assessment – Appendix 1

16.9 Safeguarding Risk Assessment Tool – Vulnerable Adults - Appendix 2

16.10 Safeguarding Procedures Flow Chart and Reporting – Appendix 3

17. GEM Partnership 's Designated Safeguarding Lead / Officer contact details:

17.1   Julie Hunter, Group HR Manager 07714136807

17.2   Kelly Lee, Operations Manager 07834732088