Prevent Strategy

Revised February 2018

Version 1.1

Prevent and Counter Terrorism Strategy

The college takes its responsibilities for safeguarding very seriously. In accordance with the Counter Terrorism and Security Act the College has a responsibility to prevent people from being drawn into terrorism and participates fully in such work.

Prevent is a strand of the Government counter terrorism strategy – CONTEST. The UK faces a range of terrorist threats. All the terrorist groups who pose a threat seek to radicalise and recruit people to their cause. The prevent strategy seeks to:

- Respond to the ideological challenge of terrorism and aspects of extremism and the threat faced from those who promote these views.

- Provide practical help to stop people from being drawn into terrorism and ensure they are given appropriate advice and support.

- Work with a range of sectors where there are risks of radicalisation that need to be addressed, including education, criminal justice, faith, charities, the internet, social media and health.

A system of threat level has been created which represents the likelihood of an attack. The five levels are:

Critical – an attack is expected imminently
Severe – an attack is highly likely
Substantial – and attack is a strong possibility
Moderate – an attack is possible but not likely
Low – an attack is unlikely

The Current threat level from international terrorism in the UK and particularly in the London Metropolitan area is severe which means that a terrorist attack is highly likely.

The London College is an inclusive higher education provider attracting students from ethnically diverse and socially and economically disadvantaged areas. The College has an important part to play in fostering shared values and promoting social cohesion. Extremist ideology runs counter to the College and British values which make our community successful, such as respect and tolerance for others, the rights of all to live and study free from persecution of any kind, freedom of speech, democracy, the rule of law and equality of opportunity and treatment. Extremism promotes fear and division and actively seeks to cause destructive relationships between communities. This strategy has five key objectives:

1. To promote and reinforce College and British values; to create space for free and open debate; listen and support the learner voice and enable students to develop their self-knowledge, self-esteem and self-confidence.

2. To promote social cohesion by supporting inter-faith and inter-cultural dialogue and understanding, and to engage all students in playing a full and active role, along with wider engagement in society.

3. To ensure student safety and that the College is free from bullying, harassment and discrimination.

4. To support students who may be at risk by providing appropriate sources of advice and guidance.

5. To ensure that students and staff are aware of their roles and responsibilities in preventing terrorism and radicalisation.

To achieve these objectives, the strategy will concentrate on four specific areas of College operation:

Leadership and Values

To provide an ethos that upholds the core values of shared responsibility and wellbeing for all students, staff and visitors and to promote respect, equality, diversity and understanding. This will be achieved through:

- promoting College values of commitment, learning, partnership, respect, standards and trust
- building staff and student understanding of the issues and confidence to deal with them
- deepening engagement with local communities
- actively working with local schools, local authorities, police and other agencies

Learning and Teaching

To provide a curriculum which promotes knowledge, skills and understanding to build the resilience of students to undermine extremist ideology and enable students to acquire a broad knowledge and respect for public institutions. This will be achieved through:

- embedding equality, diversity, inclusion, wellbeing and community cohesion
- 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
- learning and teaching strategies which explore controversial issues in a way that promotes critical analysis and positive social values
- use of external programmes or groups to support learning whilst ensuring that it supports the College goals and values
- encouraging active citizenship and facilitating students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to society.

Student Support

To ensure that staff are confident to take preventative and responsive steps to work with professional partners, families and communities. This will be achieved through:

- maintaining strong effective support services for all students
- listening to what is happening in the College and the community and acting as necessary
- implementing anti-bullying strategies and challenging any discriminatory behaviour

- informing students and staff how to access support in College and/or through community partners
- supporting at risk students through safeguarding and crime prevention processes
- focusing on narrowing the attainment gap for all students

Managing Risk and Responding to Events

The College must be able to demonstrate an awareness and understanding of the risk of radicalisation, appreciating that this can change rapidly.
The College has used existing mechanisms for understanding the risk of radicalisation, ensuring that the duty is communicated, and that staff understand the risk and have the capabilities to deal with any concerns. A specific risk assessment has been added to the college register.

To ensure that the College monitors risks and is ready to deal appropriately with issues that arise. It will:

- understand the nature of the threat from violent extremism and how this may impact on students and communities
- ensure measures are in place to minimise the potential for acts of violent extremist within the College
- ensure the plans are in place to respond appropriately to a threat or incident within the College
- develop effective e-safety and responsible IT user policies

The action plan (Appendix A) will be monitored by the College Health and Safeguarding Forum.

Procedure

The College considers Prevent to fall within its safeguarding responsibilities, as well as the wider education role, promoting community cohesion and respect for others. Should there be a concern, this would be reported in accordance with the College Safeguarding Policy. Additionally, there is guidance in the Whistle Blowing Policy regarding concerns in relation to terrorism and/or radicalisation. The Government website “Directgov” provides further information on actions against all forms of offensive online materials.

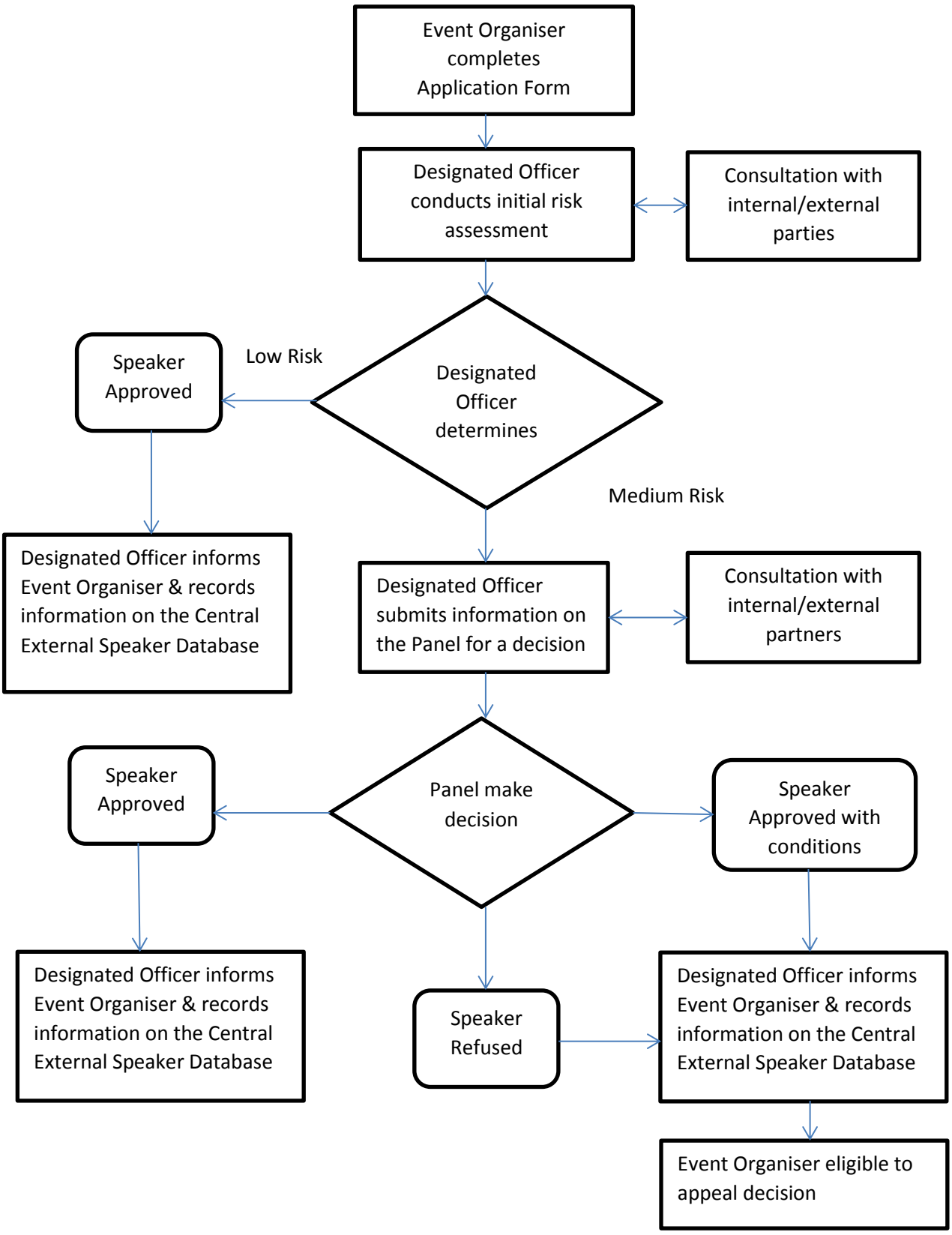
Appendix A: Counter Terrorism 2017/18 - Action Plan

Objective	Action	Who	When	Progress to Date
Continue to develop and deliver updates for students and staff during induction and staff seminars to ensure compliance with the legislation	Establish a programme of updating sessions for staff and students in relation to the College relocation to Hounslow Embed Prevent into study skills	Director of Quality & Standards	Jan 2018 ongoing	Discussion with Hounslow Prevent team to ensure updating and compliance and train the trainer for staff from HEFCE
With the College relocation, explore and assist in projects and activities with the local authority and community that challenge assumption and promote education as a positive alternative to extremism	Contact with local representatives of the local authority and community groups to assist in raising awareness	Principal	Feb 2018 onwards	There has been contact and discussion with Local Authority representatives to meet and explore opportunities for the 2017/18 academic year and beyond
Recognise the impact of the internet and social media as well as the risks and access to unregulated and misleading information	Review and update Acceptable IT Use and associated policies Raise awareness amongst staff and students of digital safety through training and awareness raising	IT Manager IT Manager	February 2018 March/ April 2018	The Acceptable IT Use policy has been reviewed, training undertaken and updated in relation to the new premises
Review College processes and policies in the light of the College relocation to ensure that they are relevant and reflect the statutory requirements of the Prevent agenda	Review Business Continuity and Disaster Management Policy and refresh the Prevent self-assessment and work towards actions identified. Amend Safeguarding policies and procedures relating to the relocation of the College	Corporation Board Principal/ Academic Board	March/ April 2018 May 2018	The disaster management policy will be updated and presented for consideration by the Audit Committee Amended policies to be presented at next Academic Board for consideration and recommended adoption

Objective	Action	Who	When	Progress to Date
Work with student group to project positive images of all faiths	Embed activities into tutorial calendar with particularly reference to equality, diversity and faith. Use student representatives to listen to any obvious concerns and to arrange prevent training for representatives Where appropriate use external organisations to promote awareness and challenge extremist ideas Work with Race equality groups to generate ideas and materials Engage with advisors from the major faith groups to provide expertise and encourage inter-faith dialogue	Student Support and Quality Manager Principal Principal, Student Support and Quality Manager Principal, Student Support and Quality Manager	Feb 2016 February 2018 Mar 2016	The tutorial Incorporated into Induction Plan for September 2016 Initial meetings have taken place with further meetings scheduled for April and May 2018 Contact with HEFCE and Hounslow LA to deliver training. Arranged for March 2018 TBA TBA
Develop systems whereby students and staff can raise concerns and receive support and advice	Review whistleblowing policy Generate feedback mechanisms for students to register concerns Identify a Prevent lead Update safeguarding policy relating to new premises	Corporation Board Principal	March/ April 2018 Feb 2018	Whistleblowing and related policies will continue to be reviewed and updated The Prevent lead has made contact with HEFCE and Hounslow who are assisting in updating staff as to the implications of Prevent and engagement with external partners

Objective	Action	Who	When	Progress to Date
Understanding the issues: raising awareness of local, national and international threats and how the College can contribute to preventing/reducing these threats	Deliver staff training to raise awareness without being sensationalist Managers staff to attend training event to gain understanding of the Prevent agenda and the College`s role within it	Principal	March 2018	Training being delivered during March 2018
Dissemination of details of firewalls and encryption to ensure the safe use of internet access and to provide effective monitoring of our computer network	Ensure training is cascaded to all college staff with the aim of staff being able to recognise where a student may be vulnerable and know what steps to take to follow this up	IT Manager	Apr 2018 onwards	Training delivered by IT to take place on an ad-hoc basis as upgrades and changes are made from April 2018

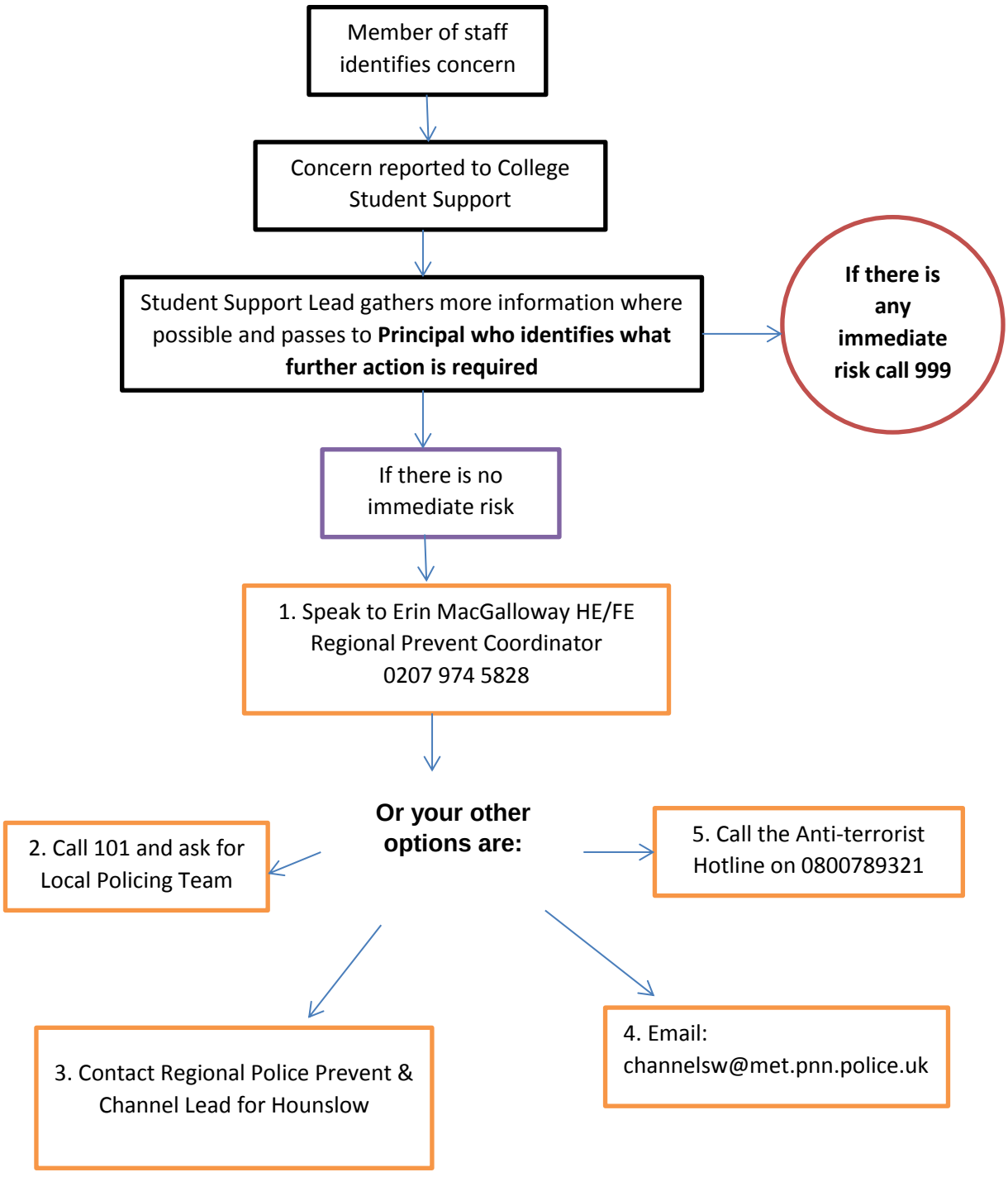
Annex A: APPLICATION & APPROVAL PROCESS



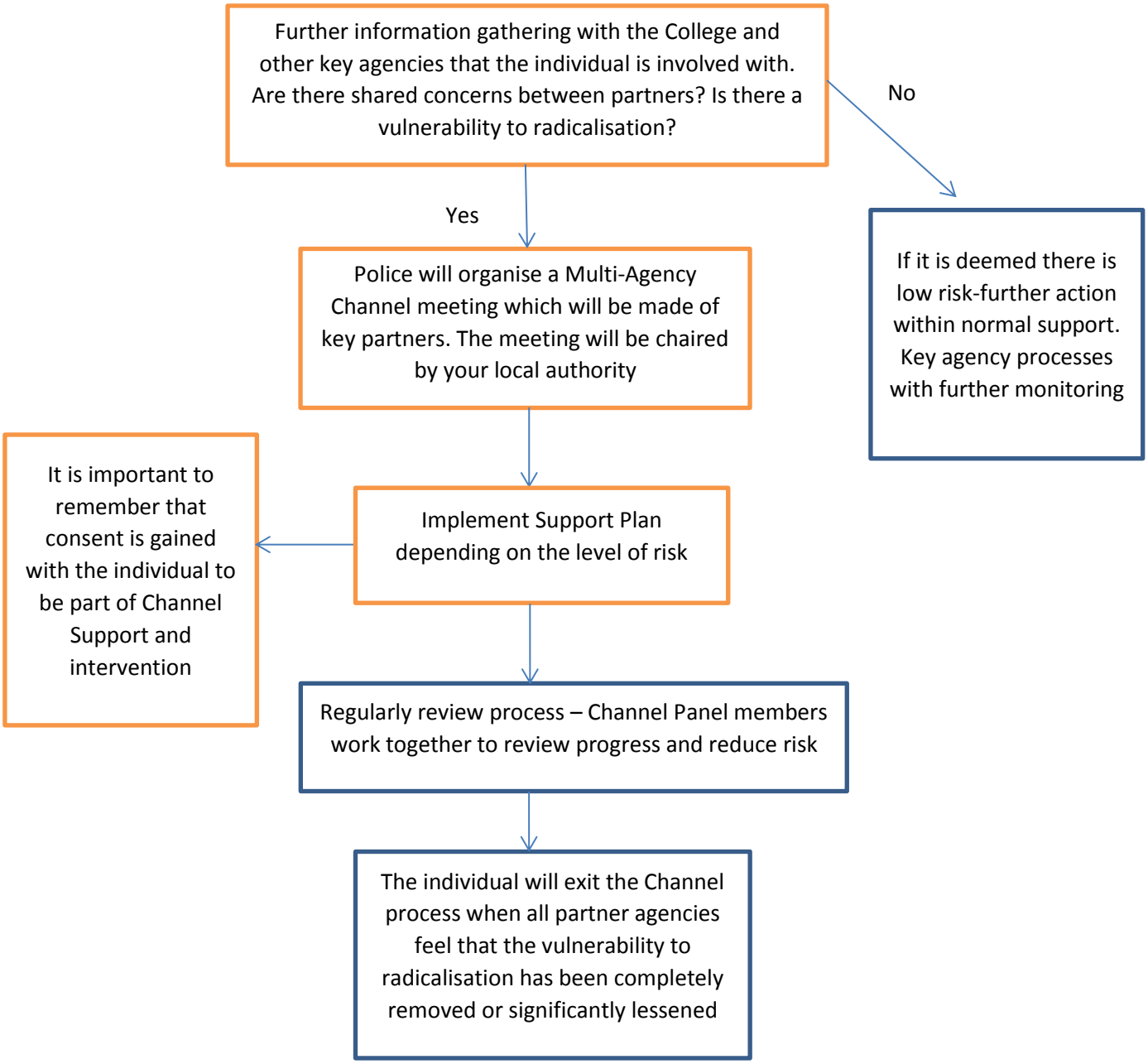
Prevent and Channel

Process map for reporting a concern of vulnerable individual

It is important for you as a member of staff to know where to go if you have a concern that someone may be the route to radicalisation. Below is a flow chart that aims to show the process that you should follow:



Once a referral has been made and enters the Channel process, the below process map illustrates what happens next



Once a referral has exited the process, it will be reviewed at 6 and 12 months. If concern remain, the individual can be re-referred.

Diary :

Version	Purpose/Change	Lead	Impact Assess	Review	Next Review Date
1.1	Prevent Strategy/Policy	MES	TBA	January/February 2018	February 2019