

Anti-Radicalisation Duty of Care (Prevent)

1. Scope and Purpose

The Government's national counter terrorism strategy CONTEST has four elements: Pursue, Protect, Prepare and Prevent.

Prevent aims to stop people becoming terrorists or supporting terrorism. Education like other key sectors has a responsibility to promote values of openness, tolerance and facilitating free debate which is central to being a British Citizen. With the current national government alert at severe the Company needs to be aware of risks and raise awareness within its community.

The age of our apprentices make it crucial to be involved in the Prevent strategy. Training providers have a part to play in fostering shared values and promoting cohesion. We should focus on the risks of violent extremism which represents the greatest threat at national level, while recognising that other forms of violence and extremism can and do manifest themselves within training settings.

2 General Principles

This policy has five key objectives:

- i. To promote and reinforce shared values; to create space for free and open debate; to listen to and support the apprentice voice;
- ii. To break down segregation among different communities including by supporting inter-faith and inter-cultural dialogue and understanding
- iii. To ensure apprentice safety and that the Company is free from bullying, harassment and discrimination;
- iv. To provide support for apprentices who may be at risk and appropriate sources of advice and guidance;
- v. To ensure that apprentices and staff are aware of their roles and responsibilities in preventing violent extremism.

The aim of this policy is to:

- Develop an awareness of Prevent within the Company;
- Recognise current practice which contributes to the Prevent agenda;
- Identify areas for improvement.

3 Priority Areas

Leadership and Values

To provide an ethos which upholds core values of shared responsibility and wellbeing for all apprentices, staff and visitors and promotes respect, equality and diversity and inclusion. This will be achieved through:

- i. Promoting core values of respect, equality and diversity, democratic society and apprentice voice;
- ii. Building staff and apprentice understanding of the issues and confidence to deal with them.

Teaching and Learning

To provide a curriculum which promotes knowledge, skills and understanding to build the resilience of our apprentices, by undermining extremist ideology and supporting their voice. This will be achieved through:

- i. Embedding equality, diversity and inclusion, wellbeing and community cohesion;
- ii. Promoting wider skill development such as social and emotional aspects of learning;
- iii. A curriculum adapted to recognise local needs, challenge extremist narratives and promote universal rights;
- iv. Teaching and learning strategies which explore controversial issues in a way which promotes critical analysis and pro-social values;

Apprentice Support

To ensure that staff are confident to take preventative and responsive steps working with partner professionals, families and communities.

This will be achieved through:

- i. Implementing anti-bullying strategies and challenging discriminatory behaviour;
- ii. Recognising factors which may increase risk to a student i.e. vulnerability, disadvantage or hardship and implementing early risk management strategies;
- iii. Working with apprentices to support problem solving;
- iv. Supporting apprentices deemed to be at risk through safeguarding and crime prevention processes;
- v. Working collaboratively to promote support for apprentices across all areas of the Company.

Managing Risks and Responding to Events

To ensure that the Company monitors risks and is ready to deal appropriately with issues which arise. This will be achieved through:

- i. Understanding the nature of the threat from violent extremism and how this may impact directly or indirectly on the Company;
- ii. Identifying potential risks within the Company and from external influences;

- iii. Ensuring measures are in place to minimise the potential for acts of violent extremist within the Company;
- iv. Ensuring that plans are in place to respond appropriately to a threat or incident within the Company;
- v. Responding appropriately to events reported via local, national or international news that may impact on apprentices;
- vi. Developing effective ICT security.

4 Reporting Concerns

Early reporting of any concern however apparently trivial is essential to prevent escalation in the case of an actual threat/risk. The Technical Trainer is the first point of contact for staff where concerns have been raised followed by Human Resources. All Company employees have a duty to safeguard and protect apprentices from harm and abuse. As such everyone employed by the Company has the ability to refer into Channel or seek advice where they are concerned about the welfare able to raise concerns

Observation of changes in apprentice behaviour, particularly in those who are most at risk due to their culture or religion. Staff should be aware of changes in apprentice behaviour, particularly isolation or withdrawal from activities previously enjoyed. In this instance, speak with the apprentice to try to establish the cause - if in doubt, seek advice. Any unexplained absences where the apprentice cannot be contacted or the family are unable to satisfactorily explain their absence or whereabouts, should be followed up by Human Resources.

External Influences - report any literature whether in the form of books, leaflets or posters that promote extremist activities.