

## Prevent Policy

### 1. Introduction and context

Prevent is a strand of the Government's counter terrorism strategy, which raised an awareness of the specific need to safeguard children, young people and families from violent and non-violent extremism.

The three objectives of the Prevent strategy are to:

- Respond to the ideological challenge of terrorism and aspects of extremism, and the threat we face from those who promote those views.
- Provide practical help and support to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.
- Work with a wide range of sectors where there are risks of radicalisation which need to be addressed, including the education sectors, criminal justice, faith groups, the internet and health service.

Threats are not limited to the threat from religious extremists and we therefore need to be mindful of all potential threats to which our students are exposed.

Further and higher education institutions are under a duty to have due regard to the need to prevent people from being drawn into terrorism, and have an integral part to play in fostering a set of shared 'British values' and promoting community cohesion. This policy seeks to ensure that CILEx Law School (CLS) meets this requirement.

### 2. Aims of this policy

This policy has the following aims:

1. To promote and reinforce a set of shared values, founded on tolerance and respect for others.
2. To create a safe space for free and open debate.
3. To promote a sense of community cohesion both within CLS and within its wider external community.
4. To ensure that students are safe and that we create an environment that is free from bullying, harassment and discrimination.
5. To support students who may be at risk from radicalisation and to be able to signpost them to further external sources of support where appropriate.
6. To ensure that staff are aware of their responsibilities under this policy and are able to recognise and respond to vulnerable students.

This policy should be read in conjunction with CLS' safeguarding policy and procedures and CLS' equality and diversity policy.

### **3. Defining extremism and British values**

This policy will use the government's own definition of extremism as contained within the Prevent strategy:

*"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."*

For the purposes of this policy British values will be defined as:

"Democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different backgrounds, characteristics, beliefs and faiths". Education providers are expected to encourage students to respect other people with particular regard to the protected characteristics set out in the Equality Act 2010.

The Prevent duty guidance requires that leaders and teachers exemplify British values in their management, teaching and through general behaviours in institutions, including through opportunities in the further education curriculum.

### **4. Embedding this policy**

#### **4.1 Leadership and values**

CLS managers will create and maintain an ethos that upholds core values of shared responsibility and wellbeing for all students and staff 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 understanding of the issues and confidence to deal with them through mandatory staff training.
- Actively working with other agencies including the local authority, police and regional Prevent coordinator.

#### **4.2 Teaching and learning**

CLS will provide a curriculum that promotes British values, knowledge, skills and understanding, to build the resilience of students. This will be achieved through:

- Covering British values, as well as the values of respect and tolerance, during induction.
- Embedding British values, equality, diversity and inclusion, wellbeing and community cohesion as appropriate through the curriculum.
- Promoting wider skills development.

- Teaching, learning and assessment strategies that explore controversial issues in a way that promotes critical analysis and pro-social values.
- Encouraging active citizenship and learner voice.

### **4.3 Student Support**

CLS will ensure that staff take preventative and responsive steps, working with partner professionals and other parties where appropriate. This will be achieved through:

- Strong, effective and responsive learner support.
- 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.
- Supporting 'at risk' students through safeguarding processes.
- Focusing on narrowing the attainment gap between different groups of students.

### **4.4 Risk assessment**

CLS will complete and maintain a prevent risk assessment and subsequent action planning will be reviewed on an annual basis by the Deputy Apprenticeship Manager (Compliance).

### **4.5 Staff Training**

All members of staff and freelance tutors are required to complete the prevention of radicalisation and extremism awareness training. Training enables staff to identify and understand the factors that make people vulnerable to being drawn into extremism and the knowledge of CLS processes and procedures to report concerns. A training log will be maintained by the Deputy Apprenticeship Manager (Compliance).

### **4.6 The distribution of leaflets and other literature to CLS students**

Prior to any literature being distributed by CLS from external agencies or by students when this literature is not related to their programme of study, the permission of the Academic Director or in her absence the Managing Director should be sought.

### **4.7 External speakers and events**

As primarily a distance learning provider, CLS does not have physical premises used by external speakers or for events. A policy is not therefore required to manage such events, but this need will be kept under review.

#### **4.8 Online safety**

CLS does not have physical premises used by students or IT equipment for students to utilise. The online forum on the CLS virtual learning environment (Student Area) is only accessible to enrolled students through a password protected login; it is governed by a code of practice (Forum rules) and is monitored by a member of staff at least once every working day.

All apprentices will be accessing their online resources through their own or work based computers. We check that they have the correct specifications and access to allow delivery of interactive webinars and to receive electronic files. All users on CLS systems must be pre-approved by the Apprenticeship, Academic and Customer Service Teams. All teachers and assessor trainers will be required to adhere to the strict staff IT policy. CLS will continue to promote online safety and educate students about safe and responsible internet use.

All apprentices are given guidance on how to use social media safely and responsibly. This guidance is available via their OneFile account.

#### **4.9 Reporting concerns about vulnerable students**

Concerns specifically related to students who may be vulnerable to radicalisation should be reported using CLS' safeguarding procedures.

#### **4.10 Making a referral to Channel or other agencies**

The Designated Safeguarding Officer, or in their absence the Apprenticeship Manger, will make a decision as to whether concerns should be raised with an external agency. The Designated Safeguarding Officer is the Deputy Apprenticeship Manager (Compliance), who may decide to call a special safeguarding group meeting to discuss concerns, make a referral to Channel and monitor issues.

### **5. Responsibilities**

The Prevent Policy applies to everyone working at or attending CLS. It confers responsibilities on all board members, staff, freelance tutors and students.

Whilst this is a standalone policy, it is integral to our Safeguarding Policy and should be applied as an extension to CLS's current and established safeguarding procedures.

#### **5.1 The CLS Board**

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 staff have undertaken training in the Prevent Duty;
- all staff are aware of when it is appropriate to refer concerns about students or colleagues to the Safeguarding Officer;
- all staff exemplify British values;
- policies and procedures to implement the Prevent Duty are in place and acted on where appropriate.

## 5.2 Prevent Lead

The Deputy Apprenticeship Manager (Compliance) (CDAM) is the designated safeguarding officer and the Prevent Lead. The CDAM has overall responsibility for coordination of Prevent training and maintenance of the training log. The CDAM also has overall responsibility for the promotion of British values and how these values are embedded as part of CLS's teaching and learning sessions. The CDAM will work on a regular basis with the Deputy Apprenticeship Manager (Quality) and Programmes Manager (Quality) to resolve any issues.

## 5.3 Safeguarding Committee

The Safeguarding Committee meet twice yearly to consider the effectiveness of this policy, any concerns raised under the Prevent agenda or changes to the duty.

## 5.4 All Staff and freelance tutors

All staff have a responsibility to:

- create and support an ethos that upholds CLS's mission and values, including British values, with a view to creating an environment of respect, equality and diversity and inclusion;
- complete 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 via the safeguarding reporting channels;
- support the development of staff and student understanding of the issues around extremism and radicalisation as appropriate through activities such as training and awareness campaigns.

## 6 Associated documentation

- Safeguarding policy and procedure
- Equality and diversity policy
- Learner support policy and procedure
- Code of conduct
- Disciplinary policy

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