

# P75 Prevent Policy

This policy must be read in conjunction with our main P63 Safeguarding & Child Protection Policy.

## Table of Contents

1	THE SAFEGUARDING TEAM.....	1
2	PURPOSE .....	2
3	WHO FOR.....	2
4	DEFINATIONS.....	2
	Fundamental British Values:.....	3
5	THE COUNTER-TERRORISM AND SECURITY ACT .....	3
6	TYPES OF ABUSE .....	4
6.1	Homophobic bullying.....	4
6.2	Racist bullying .....	4
6.3	Sexist bullying .....	4
6.4	Disabled people bullying .....	4
6.5	Hate crime .....	4
7	SIGNS AND INDICATORS OF EXTREMISM AND RADICALISATION .....	4
8	RISK ASSESSMENT .....	5
9	Consent.....	5
9.1	Child consent .....	5
9.2	Adult consent .....	5
10	TEACHING AND LEARNING.....	6
11	INTERNAL REPORTING PROCESS .....	6
	Reporting process.....	6
	Note: should you feel a learner, colleague, yourself, or any members of the public are in immediate danger, report to the police immediately and then contact our Internal Safeguarding Team.....	6
12	REPORTING TO CHANNEL.....	7
12.1	Channel process .....	7
12.2	Useful links .....	8
	POLICY REVIEW AND SIGN OFF .....	8

## 1 THE SAFEGUARDING TEAM

Learners can contact the Safeguarding Team directly using the contact information below to get support or guidance.



The purpose of the Prevent Policy is to provide a clear framework to structure our response to safeguarding concerns around those who may be susceptible to the messages of extremism.

E-mail: [safeguarding@tchc.net](mailto:safeguarding@tchc.net)

Phone: 01923 698340 option 9

Role	Contact	Areas covered
Marcelina Silva Health, Safety and Safeguarding Manager	<a href="mailto:safeguarding@tchc.net">safeguarding@tchc.net</a> 07732 684738	<ul style="list-style-type: none"><li>• Staff, volunteers, and associates</li><li>• Youth Programmes</li><li>• Adult Programmes including Apprenticeships</li><li>• Justice and Partnerships</li></ul>
Claire Jeens Quality Director	<a href="mailto:safeguarding@tchc.net">safeguarding@tchc.net</a> 07545924586	All

**\*If your local DSL is unavailable, keep trying, then contact another DSL so that you can receive advice.**

## 2 PURPOSE

- Establish an awareness of Prevent
- Provide a structure for safeguarding concerns, including a supportive referral process
- Embed British Values into the curriculum
- Ensure practice which adds to the Prevent agenda
- Identify areas for continual improvement

## 3 WHO FOR

The Prevent Policy applies to everyone working at or attending TCHC. It confers responsibilities on all everyone.

## 4 DEFINITIONS

- Ideology is a set of ideas or ideals
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups
- Safeguarding is the process of protecting vulnerable people from being drawn into terrorism-related activity
- Terrorism is defined as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes with or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing political, religious or ideological cause (Section 1 of the Terrorism Act 2000).
- Extremism is the holding of extreme political or religious views. The Government defines extremism 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.

### **Fundamental British Values:**

- Democracy
- Rule of Law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

## **5 THE COUNTER-TERRORISM AND SECURITY ACT**

Prevent is one of 4 strands of the Government's counter terrorism strategy – CONTEST. 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. Therefore, early intervention is at the heart of Prevent which aims to divert people away from being drawn into terrorist activity.

Prevent exists to identify potential threats by supporting and protecting people who might be drawn into radicalisation.

The Prevent Duty demands mandatory roles and responsibilities on public and private organisations such as Further Education settings to:

- Prevent terrorism – stop people becoming terrorists
- Pursue terrorism – disrupt and stop terror attacks
- Protect against terrorism – strengthen UK protection
- Prepare to deal with terrorism – mitigate impact of attacks that can't be stopped

The Government has created a 'threat level' which represents the likelihood of a terrorist attack soon.

There are 5 levels of threat:

- low - an attack is highly unlikely
- moderate - an attack is possible but not likely
- substantial - an attack is likely
- severe - an attack is highly likely
- critical - an attack is highly likely in the near future

The level is set by the Joint Terrorism Analysis Centre and the Security Service (MI5).

Threat levels do not have an expiry date. They can change at any time as different information becomes available.

### **Current threat level in the UK**



## 6 TYPES OF ABUSE

### 6.1 Homophobic bullying

- Bullying usually aimed at gay, lesbian or bisexual individuals or those with gay, lesbian or bisexual relatives/friends
- The use of generic insults relating to homophobic terms
- Continued unwanted attention through personal contact (directly with you through your friends and family) telephone calls letters, emails, text messages or internet chat rooms.

### 6.2 Racist bullying

- Racial taunts, graffiti, gestures
- Refusal to work with others because they are from a different culture.

### 6.3 Sexist bullying

- Sexism means discrimination based on sex or gender, or the belief that because men are superior to women.
- Such a belief can be conscious or unconscious.
- In sexism, as in racism, the differences between two (or more) groups are viewed as indications that one group is superior or inferior.
- Sexism limits the options available and can lead to discrimination or less favourable treatment.
- Sexist discrimination is a means of maintaining domination and power.

### 6.4 Disabled people bullying

- People with disabilities—such as physical, developmental, intellectual, emotional, and sensory disabilities—are at an increased risk of being bullied.
- Any number of factors— physical vulnerability, social skill challenges, or intolerant environments— may increase the risk.

### 6.5 Hate crime

- Hate crime is any offence against a person or property, which is motivated by the offender's hatred of people because they are seen as being different
- People do not have to be a member of a minority community to be a victim of hate crime
- Any incident where an individual or group of people are targeted because they are believed to be of a different race, religion/belief, sexual orientation, gender identity or have a disability can be reported as a hate crime.

## 7 SIGNS AND INDICATORS OF EXTREMISM AND RADICALISATION

There is no single pathway to radicalisation. However, there are behavioural traits that could indicate that someone has been exposed to radicalising influences.

### Online behaviour:

- Changing online identity
- Having more than one online identity
- Spending a lot of time online or on the phone
- Accessing extremist online content
- Joining or trying to join an extremist organisation

### Observable behaviour:

- Becoming increasingly argumentative
- Refusing to listen to different points of view
- Unwilling to engage with children who are different
- Becoming abusive to children who are different
- Embracing conspiracy theories
- Feeling persecuted
- Changing friends and appearance
- Distancing themselves from old friends
- No longer doing things they used to enjoy
- Converting to a new religion
- Being secretive and reluctant to discuss their whereabouts
- Sympathetic to extremist ideologies and groups

## **8 RISK ASSESSMENT**

TCHC annually risk assess the risks to extremism and radicalisation which is review quarterly by the Health, Safety and Safeguarding Manager.

## **9 Consent**

### **9.1 Child consent**

For children this will ordinarily involve talking to the child/young person and their family (unless the family is implicated in potential extremism), and to other professionals working with the child/young person. Any referral should be made with the young person/family's knowledge and consent, unless to do so would place the child/young person at risk of harm.

### **9.2 Adult consent**

For adults (over 18 years old) practitioners should seek the consent of the person who may be at risk of extremism or radicalisation before taking action or sharing information. In some cases, where a person refuses consent, information can still lawfully be shared if it is in the public interest to do so. This may include protecting someone from serious harm or preventing crime and disorder

## 10 TEACHING AND LEARNING

All teaching staff, volunteers, associates must provide a curriculum that promotes British Values, knowledge, skills, and behaviours that build 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 into the curriculum
- Promoting wider skills development such as social and emotional aspects of learning
- A curriculum adapted to identify local needs, challenge extremist narratives, and promote rights
- Exploration of teaching, learning and assessment strategies that explore controversial issues which promotes critical analysis
- Networks or groups to support learning
- Encouraging learner voice

## 11 INTERNAL REPORTING PROCESS

If you have a Prevent concern, then you must follow our normal safeguarding reporting procedure which is outlined below.

### Reporting process

<b>Step 1</b>	You must FIRST contact our internal safeguarding team by telephone within 2 hours of the incident/disclosure, the internal Safeguarding Team must be contacted before any external agency. Unless there is immediate danger to the person/s concerned or public.
<b>Step 2</b>	If for any reason a DSL does not answer the telephone call within the 2 hours, you must contact a director. For example, Claire Jeens.
<b>Step 3</b>	You must report the safeguarding concern on MyConcern the same day ( <a href="https://www.myconcern.education/Account/Login">https://www.myconcern.education/Account/Login</a> ).
<b>Step 4</b>	The DSL will update MyConcern with advice at least within 24 hours of the safeguarding concern being reported on MyConcern.
<b>Step 5</b>	The DSL will discuss involving the social care team with you or if during evenings and weekends if the emergency duty team need contacting.
<b>Step 6</b>	Any further updates to the incident must be recorded on MyConcern under the existing case file.

**Note: should you feel a learner, colleague, yourself, or any members of the public are in immediate danger, report to the police immediately and then contact our Internal Safeguarding Team.**

## 12 REPORTING TO CHANNEL

### 12.1 Channel process

Educate against hate have outlined the channel process simply:

Channel is a voluntary, confidential programme which safeguards people identified as vulnerable to being drawn into terrorism. It is a multi-agency process, involving partners from the local authority, the police, education, health providers and others.

Referring possible cases of early-stage radicalisation is similar to safeguarding processes designed to protect people from gang activity, drugs, and physical or sexual abuse. Many types of support are available as part of the Channel programme, addressing educational, vocational, mental health and other vulnerabilities.

The Channel programme is:

- voluntary
- confidential
- a support programme – not a criminal sanction and it will not affect a person’s criminal record

A referral can come from anyone who is concerned about a person they know who may be at risk of radicalisation, whether a family member, friend, school leader, colleague or from a wide range of partners. Channel addresses all forms of terrorism, including Islamist, extreme right-wing, mixed and unclear ideologies, and others.

When someone makes a referral, lots of agencies work together to offer support where they consider it necessary and proportionate to do so. This involves a number of steps:

1. The local authority and the police carefully assess all referrals to see if they are suitable for Channel or whether a different type of support is more appropriate, such as mental health support.
2. If suitable, the referral is discussed with all relevant partners at a meeting called a Channel panel to decide if an intervention is necessary. The individual who has been referred to Prevent is informed and must give their consent (or via a parent or guardian if they are children) before an intervention can take place.
3. If Channel intervention is required, the panel works with local partners to develop an appropriate tailored support package.
4. The support package is monitored closely and reviewed regularly by the Channel panel.

The type of support available is wide-ranging, and can include help with education or career advice, dealing with mental or emotional health issues, drug or alcohol abuse, and theological or ideological mentoring from a Channel intervention provider (a specialist mentor).



**Email:** counter.extremism@education.gsi.gov.uk. **Telephone:** 020 7340 7264.

## 12.2 Useful links

Staff should be aware that behaviours can be linked to extremism and radicalisation which can put people in danger.

### Hate

[Lets Talk About It - Working Together To Prevent Terrorism](#)

[Side by Side: the learner Prevent duty online modules](#)

[The Prevent Strategy](#)

[Please refer to the Revised Prevent Duty Guidance for England and Wales by clicking this link](#)

[Channel Duty Guidance can be found by clicking this link](#)

[YOU HAVE ACCESSED THE E-LEARNING TRAINING ON PREVENT](#)

[Prevent - The National Police Chiefs Council](#)

[LGfL Understanding Prevent, extremism and radicalisation](#)

\*to access the link above press Ctrl and Enter

## POLICY REVIEW AND SIGN OFF

This policy has been developed in accordance with the following guidance and legislation:

[Counter-Terrorism and Security Act 2015](#)

[Education and Training \(Welfare of Children\) Act 2021](#)

[Working Together to Safeguard Children](#)

[Keeping children safe in education 2022](#)

[Revised Prevent duty guidance: for England and Wales](#)

[Channel and Prevent Multi-Agency Panel \(PMAP\) guidance](#)

[Protection of Freedoms Act 2012](#)

[Children Act 2004](#)

[Childcare Act 2006](#)

[Safeguarding Vulnerable Groups Act 2006](#)

[Inspecting safeguarding in early years, education and skills settings](#)

[Information sharing advice for safeguarding practitioners](#)

\*to access the links above press Ctrl and Enter



---

Claire Jeens  
**Quality Director - TCHC GROUP LTD**



## Document History

Reference No	Version	Date	Author	Classification	Review Date
P75	1.0-1.2	26/11/2019	Claire Jeens	Unclassified	08/05/2020
P75	1.3	26/05/2020	Claire Jeens	Unclassified	26/05/2021
P75	1.4	26/04/2021	Claire Jeens	Unclassified	26/04/2022
P75	1.5	28/06/2021	Claire Jeens	Unclassified	28/06/2022
P75	1.6	11/08/2021	Claire Jeens	Unclassified	11/08/2022
P75	1.7	11/04/2022	Claire Jeens	Unclassified	11/04/2023
P75	1.8	26/04/2022	Claire Jeens	Unclassified	26/04/2023
P75	1.9	16/05/2022	Claire Jeens	Unclassified	16/05/2023
P75	2.0	09/08/2022	Claire Jeens	Unclassified	09/08/2023
P75	2.1	10/11/2022	Claire Jeens	Unclassified	10/11/2023