

PREVENT and British Values Policy

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| **Policy Adopted** | **October 2023** | **Lyz Shaw – Director** |
| **Changes made** | **October 2024** | **No changes made** |
|  | **October 2025** | **No Changes made** |
| **Date of next Review** |  **September 2025** |

# Overview

This ‘Prevent Policy’ is part of our commitment to keeping children safe. Since the ‘Education and Inspections Act 2006’ schools have a duty to promote community cohesion. Over recent years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism. Education settings have an important part to play in both educating children and young people about extremism and recognising when students start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is an important part of a school’s work

# Aims of the Policy

This policy will outline the ways in which Ad Astra will implement the statutory obligations in place for all education settings, as outlined above. It will also provide clear guidance and processes to help identify the signs of radicalisation and how to deal with persons displaying radicalised views, or potentially any vulnerable victims.

# Definitions

* + **Extremism** - is defined in the 2011 Prevent Strategy 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.
	+ **Radicalisation** - refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
	+ **British Values** - are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
1. **The PREVENT Duty – (Counter-Terrorism and Security Act 2015)**

Prevent is part of safeguarding learners and all providers have a duty to safeguard their learners from all aspects of abuse, exploitation and radicalisation. Implementing the Prevent Duty can be a sensitive issue for some learners & communities and it is important to reiterate this is not about spying on learners or staff or about stopping conversations on controversial or sensitive topics. The Prevent Duty is intended to safeguard providers, learners & staff from being exposed to exploitation or radicalisation and to support the discussion and understanding of complex and controversial issues.

The Prevent strategy has 3 key objectives and will specifically:

* Respond to the ideological challenge of terrorism and the threat we face from those who promote it
* Prevent people from being drawn into terrorism and ensure that they are given appropriate advice & support
* Work with sectors and institutions where there is a risk of radicalisation which we need to address

Within the Home Office Prevent Duty guidance document, it sets out very clear expectations and responsibilities of board members, leaders, managers and staff. Some of these are detailed below –

*“We expect active engagement from boards, managers, leaders & staff with other partners including the police*

*and regional Prevent coordinators”*

*“We expect institutions to demonstrate that they undertake appropriate training & development for boards,*

*leaders, managers & staff”*

*“Where Ofsted finds a publicly funded provider inadequate action will be taken. In the case of private training*

*providers this is likely to result in their contract being terminated”.*

# Roles and Responsibilities

## Board of Directors responsibilities under the Prevent Duty –

* Actively engage with partners, including the police & Prevent coordinators
* Undertake appropriate training and development in Prevent Duty
* Nominate a Prevent board member who will oversee the duty and safeguarding
* Exemplify British Values in their conduct
* Be aware that inspection of the Prevent Duty by Ofsted will be judged as part of safeguarding which is included in the leadership & management grade. Implementation and practice of the Prevent Duty will be a limiting grade for a provider.
* Set the providers strategy for Prevent
* Ensure robust procedures are in place to ensure any subcontractors are aware of the Prevent Duty and the subcontractors are not inadvertently funding extremist organisations
* Must comply with the requirements of the Equalities Act 2010 in ensuring that their organisation challenges discrimination and expects learners to comply with this legislation also
* Must ensure that providers challenge racism, islamophobia, tackle hate & prejudice-based bullying, harassment and intimidation as part of their commitment to exemplification of British Values
* Need to appreciate the sensitivity of the subject and the need to approach the issues carefully with all learners and communities
* Responsible for ensuring that the Duty and its requirements are communicated to all levels of the organisation – management, teaching staff, support staff, volunteers and learners

## Leaders and Managers also have responsibilities under the Prevent Duty. They must ensure:

* They have active engagement with local partners & support groups and regular contact with Prevent Coordinators
* Clear, visible policies and procedures for managing whistleblowing & complaints
* Policies are in place for learners using IT equipment safely, legally and securely
* Prevent compliments the organisations safeguarding and equality acts and covers welfare & safety of learners & staff
* A risk assessment is carried out to address the organisations implementation of Prevent
* Robust procedures for managing subcontractors and their awareness and implementation of Prevent
* Appropriate training of all staff in Prevent
* Staff exemplify British Values in their management, teaching and through general behaviours in the organisation
* That opportunities within curriculum are used to promote British Values to learners
* Robust procedures for sharing information internally and externally about vulnerable individuals
* Have clear Prevent referral process with single point of contacts which are known to all staff and learners
* Pastoral care is at the heart of the provision and enough pastoral care is available to all learners who are vulnerable or being exploited

## Designated Safeguarding Lead (DSL)

It is the role of the designated safeguarding lead to:

* + ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
	+ receive safeguarding concerns about children who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
	+ make referrals to appropriate agencies with regard to concerns about radicalisation
	+ liaise with partners, including the local authority and the police
	+ report to the governing body on these matters

Ad Astra will provide all staff with the support they need to implement the Prevent Duty. This will include annual safeguarding & Prevent heath checks & risk assessments, arranging training, awareness sessions for staff & management, developing teaching & support materials, sharing good practice from the sector and ensuring communication is frequent and open.

## Extremism and Radicalisation

Early indicators of radicalisation or extremism may include:

* + showing sympathy for extremist causes
	+ glorifying violence, especially to other faiths or cultures
	+ making remarks or comments about being at extremist events or rallies outside school
	+ evidence of possessing illegal or extremist literature
	+ advocating messages similar to illegal organisations or other extremist groups
	+ out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
	+ secretive behaviour
	+ online searches or sharing extremist messages or social profiles
	+ intolerance of difference, including faith, culture, gender, race or sexuality
	+ graffiti, art work or writing that displays extremist themes
	+ attempts to impose extremist views or practices on others
	+ verbalising anti-Western or anti-British views
	+ advocating violence towards others

## Signs of Vulnerability

Although there are no definitive indicators that a young person may be vulnerable to radicalisation, there are a number of signs, that together increase the risk. These may include:

* + being in possession of extremist literature
	+ poverty
	+ social exclusion
	+ traumatic events
	+ global or national events
	+ religious conversion
	+ change in behaviour
	+ extremist influences
	+ conflict with family over lifestyle
	+ confused identify
	+ victim or witness to race or hate crimes
	+ rejection by peers, family, social groups or faith
	+ underachievement

## Prevent & British Values

To comply with the Prevent Duty, providers are expected to exemplify British Values in their management, teaching practice & general behaviours. British Values are defined as –

* Rule of Law
* Individual Liberty
* Mutual respect & tolerance of those from other backgrounds, religions, beliefs,
* Democracy
* Compliance with the Equality Act & those protected by it The protected characteristics in the Equality Act are –
* Age
* Gender reassignment
* Disability
* Marriage & civil partnership
* Pregnancy & maternity
* Race
* Religion or belief
* Sex
* Sexual orientation

# Curriculum

We are committed to ensuring that our students are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our students to be inquisitive learners who are open to new experiences and are tolerant of others.

Ad Astra’s Department for Education will be expected to understand & embed British Values into the apprenticeship delivery journey to ensure learners are aware of them, can evidence & exemplify them & understand what it means to be a successful learner & take part in life & Britain today.

Learners will also be required to understand how to keep themselves protected from risks associated with radicalisation, extremism, forms of abuse, grooming, bullying & staying safe online.

Ad Astra are also expected to work with potential employers to ensure learners are not exposed to risks associated with any of the above and adequate awareness of Prevent & British Values has taken place with workplace mentors, line managers or HR.

Tutors & training providers must have an open culture which allows freedom of speech and exploration of issues that affect learners locally, nationally & internationally. Providers are to operate a safe place for learners to communicate, but provide challenge where views or discussions become offensive, extreme or upsetting to others.

# Referral Process

Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns. When there are significant concerns about a pupil, the DSL in liaison with the Head of Provision will make a referral to the appropriate body.

# Monitoring and Review

This policy will be monitored and reviewed no less than annually or following a significant change to legislation or an incident.