

GRANTHAM COLLEGE PREVENT POLICY

A 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 [2017] the College needs to be aware of risks and raise awareness within its community.

The age and profile of our students make it crucial to be involved in the Prevent strategy. Colleges have a part to play in fostering shared values and promoting cohesion. Colleges 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 colleges and other training settings.

B GENERAL PRINCIPLES

This policy has five key objectives:

1. To promote and reinforce shared values; to create space for free and open debate; to listen to and support the learner voice;
2. To break down segregation among different student communities including by supporting inter-faith and inter-cultural dialogue and understanding, and to engage all students in playing a full and active role in wider engagement in society;
3. To ensure student safety and that the College is free from bullying, harassment and discrimination;
4. To provide support for students who may be at risk and appropriate sources of advice and guidance;
5. To ensure that students 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 College;
- Recognise current practice which contributes to the Prevent agenda;
- Identify areas for improvement.

C PRIORITY AREAS

Leadership and Values

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

1. Promoting core values of respect, equality and diversity, democratic society, learner voice and participation through Student Voice Representatives, GCSU elections and opportunities to capture student opinion;
2. Building staff and student understanding of the issues and confidence to deal with them through staff training and dedicated communication;
3. Deepening engagement with local communities and faith groups;
4. Actively working with local schools, local authorities, police and other agencies;
5. Creating a local partnership of Lincolnshire-based FE Prevent Leads to work together and combat any local issues.

Teaching and Learning

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

1. Embedding equality, diversity and inclusion, wellbeing and community cohesion;
2. Promoting wider skill development such as social and emotional aspects of learning;
3. A curriculum adapted to recognise local needs, challenge extremist narratives and promote universal rights;
4. Teaching and learning strategies which explore controversial issues in a way which promotes critical analysis and pro-social values;
5. Use of external programmes or speakers to support learning while ensuring that the input supports College goals and values;
6. Encouraging active citizenship and student voice.

Student 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:

1. Developing strong and effective student services;
2. Implementing anti-bullying strategies and challenging discriminatory behaviour;
3. Recognising factors which may increase risk to a student i.e. vulnerability, disadvantage or hardship and implementing early risk management strategies;

4. Sign-posting students and staff to access support in College and the local community;
5. Student Mentors and lecturers working with students to support problem solving;
6. Supporting students deemed to be at risk through safeguarding and crime prevention processes;
7. Focussing on narrowing the attainment gap for all students;
8. Working collaboratively to promote support for students across all areas of the College.

Managing Risks and Responding to Events

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

1. Understanding the nature of the threat from violent extremism and how this may impact directly or indirectly on the College;
2. Identifying potential risks within the College and from external influences;
3. Ensuring measures are in place to minimise the potential for acts of violent extremist within the College;
4. Ensuring that plans are in place to respond appropriately to a threat or incident within the College;
5. Responding appropriately to events reported via local, national or international news that may impact on students and communities;
6. Working with Lincolnshire Police service to receive the annual Counter-Terrorism Local Profile (CTLP) and considering any risks to the College community;
7. Developing effective ICT security and responsible user policies.

D REPORTING CONCERNS

Early reporting of any concern however apparently trivial is essential to prevent escalation in the case of an actual threat / risk. The College Safeguarding Team are the first point of contact for staff where concerns have been raised. The College Prevent Lead is the College's Designated Safeguarding Lead; the Assistant Principal – HR & Student Services. All members of the College Safeguarding Team know the process of referring into Channel and seeking expert advice.

All College employees have a duty to safeguard and protect students from harm and abuse. As such, everyone employed by the College 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 student behaviour, particularly in those students who are most at risk due to their culture or religion. Staff should be aware of changes in students' behaviour, particularly isolation or withdrawal from activities previously

enjoyed. In this instance, speak with the student to try to establish the cause – if in doubt, seek advice. Any unexplained absences where the student cannot be contacted or the family are unable to satisfactorily explain the student absence or state their whereabouts, should be followed up with the Designated Safeguarding Lead or one of their Deputies.

External Influences - report any literature whether in the form of books, leaflets or posters that promote extremist activities to the Designated Safeguarding Lead or one of their Deputies.

Quality Assurance – version control			
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