



WORKS 4 U

Prevent Duty Policy

Version 1.0
Updated: 06.01.22

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Prevent Duty – Policy

We recognise that as part of our wider safeguarding role, we have a duty to help protect young people from the risk of radicalisation and to help in the promotion of fundamental British values which challenge extremist views.

It is important to emphasise that our prevent policy does not seek to stop learners and staff from debating controversial issues. On the contrary, we endeavour to provide a safe space in which our learners and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. To this end, we will include topics aimed at building pupils' resilience to radicalisation in our Personal, Social and Health Education (PSHE) curriculum which aims to teach learners to recognise and manage risk, make safer choices and recognise when pressure from others threatens their personal safety and well-being. When any member of staff has concerns about a learner's well-being in respect of extremist views or the danger of radicalisation, they must at the earliest opportunity bring their concerns to the safeguarding officer Wendy Mackie, who will give the lead on the action to be taken and liaise with the appropriate professionals.

Risk assessments are a core part of our safeguarding policy and procedures and as part of our risk assessment process we will seek to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

Staff in relations to risk assessments should be alert to learners who;

- Strongly express view which could be seen as active opposition to fundamental British values, including democracy the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.
- Advocate violence against other members of our society because of their race, beliefs, position in society or public roles or any other reason.
- Promote its values or benefits of supporting extremist groups or being a member of any such groups
- Seek information on the internet of a submissive, violent, radical or extreme motive.
- Seek to impose their views on others through bullying or aggressive means

Working in Partnership

We will work closely with the statutory organisations to ensure that our prevent policy and strategies are adequately implemented and that learners are sign posted to professional help where there is cause for concern. In particular we will follow the guidance of our LSCB in carrying out our prevent duty.

Strategy and Action Plan

We recognise that as with all Safeguarding Policies, our Prevent Policy, Strategy and Action Plan are dynamic tools and will constantly evolve and develop.

ACTION AREA/STRATEGY	ACTION PLAN
<p>1. <u>ONLINE SAFETY</u> We recognise that extremist organisations can share extremist materials and views on-line to radicalise learners and encourage them to commit acts of violence or incite others to do so. Our staff and IT systems must constantly seek to ensure that learners can not access subversive or illegal materials whilst at Works4U and any knowledge of the learners accessing such materials away from Works4U are reported to our DSL or Deputy DSL</p>	<ol style="list-style-type: none"> 1. All our IT systems have filtering and monitoring systems and are maintained by a contract with our IT service provider. 2. Our on-line safety policy contains specific reference to the Prevent Duty as required by Counter Terrorism and Security Act (CTSA) 2015. 3. On-line safety features prominently as a theme during learner’s programmes and staff training. All new learners and new staff are required to complete the ETF Side by Side on-line Safety module as part of their induction programme and within 1 month of commencement of programme or employment. 4. All staff are briefed on the need for constant monitoring and awareness of learner’s online activities and the need to refer any cause for concern to our SMT Safeguarding Team. 5. All learners are encouraged to complete the NOS module on Prevent in Radicalisation and to undertake face to face training sessions on Prevent. This training is updated at least every 12 months.
<p>2. <u>PARTNERSHIPS</u> We recognise the need to establish and maintain effective partnership working with external organisations which include The Local Authority, Police, Department of Education, Regional Coordinator and others.</p>	<ol style="list-style-type: none"> 1. We are a partner in the Local Authority (TMBC) Safeguarding network for schools and colleges through which we are able to access IAG on the policies, procedures and good practice advice as well as staff and management training modules. 2. We are a member of the Department of Education North West regional Prevent network, through which we can access up-to-date information of national and local risks, resource materials and supportive peer networks. 3. We are a member of NATSPEC (College Principals Network) through which we are able to access supportive peer networks and both staff and management training modules. 4. We subscribe to the National Online Safety (NOS) programme.

<p>3. LEADERSHIP Leaders within the organisation including the DSL and Deputy DSL understand the requirements of the Prevent Statutory Duty and attach appropriate priority to identify the risks faced by the organisation and the need for an effective Prevent strategy.</p>	<ol style="list-style-type: none"> 1. Through the partnerships described above, our senior management team are constantly updated on Prevent/Radicalisation legal requirements, updates policies and government advice and good practice guidance. 2. The Senior Management Team (SMT) give appropriate priority to both learners and staff training on Prevent and Radicalisation and monitor on an ongoing basis which learners and staff have completed the training modules and how the staff will implement this their sessions. 3. We have a robust Management Information System (School Pod), which gives immediate secure access the SMT on safeguarding concerns. 4. Our new Staff Hub (SharePoint) gives all managers and staff instant access to policies, procedures, guidance and resources.
<p>4. STAFF TRAINING AND AWARENESS As most of our learners have barriers to education and social inclusion, (all of which hold EHC Plans), staff are fully aware through our ongoing Risk Assessments, of the vulnerability of our learners in general and in particular to online adverse influences. Through our staff development activities, weekly staff meetings and our Staff Hub (SharePoint), staff are constantly updated and encouraged to feel confident in challenging extremist narratives and to exemplify British values throughout the organisation. Staff are also encouraged on a daily basis, to update learners' chronologies on our learner record system, School Pod and to report any cause for concern to our safeguarding team.</p>	<ol style="list-style-type: none"> 1. Both learner and staff induction programmes have mandatory Prevent modules. 2. The DSL and Deputy DSL undertake updating modules through TMBC network. 3. All staff are required to complete the NOS Prevent and Radicalisation modules and refresher module at least every 12 months. 4. All staff attend in house training modules (inset) which include Safeguarding, Risk Assessments.
<p>5. WELFARE AND PASTORAL CARE As most learners attending Works4U have significant barriers to education and social inclusion (all of which hold EHC Plans), we see learner well-being and pastoral care are a priority. Both management and staff are very much aware of individual learners' vulnerabilities and their support needs. Each learner has an identified keyworker with a remit to identify learners' welfare and support needs. They will also ensure that appropriate support packages are in place for each learner. Where particular learners have significant safeguarding issues or needs, we have a safeguarding support team providing intensive support.</p>	<ol style="list-style-type: none"> 1. Each learner EHC Plan forms an integral part of the induction and initial assessment process leading to an Individual Learning and Support Plan (ILP). 2. Each learners Key worker has a clear role in monitoring the day to day well being of learners and liaising with parents/carers on individual areas of concern and positive achievements. E.g., attendance. 3. Our MIS (School Pod) is used extensively to record daily activities, progress, achievements and areas of concern. It is monitored daily by the DSL and Deputy DSL. 4. Individual support packages are put in place to support learners with particular welfare needs and pastoral care requirements.

<p>6. PROMOTING BRITISH VALUES</p> <p>The college has the culture and ethos where British values are celebrated and the encouragement of respect and tolerance has a high profile. British values are embedded in the curriculum and are seen by staff as important to learner's development.</p> <p>British values are also promoted through the practical activities carried out by students e.g., feeding the homeless weekly project, town centre bench refurbishment project, students work placements in local schools and care homes etc.</p> <p>Very extensive charity fund raising events throughout the year.</p> <p>Since we are a specialist college, many of our students have barriers to educational and social inclusion either through disability or emotional/psychology barriers. Some of our students are transgender. Some have same sex relationships and many have mental health support needs. Tolerance, understanding, acceptance and inclusion are fundamental principals for all staff and students at Works4U RESPECT is a fundamental tenet and students are taught in order to gain respect you must show respect.</p>	<ol style="list-style-type: none"> 1. Staff are required to undertake the National Online Safety 'Certificate in understanding Fundamental British Values' that consists of 6 modules: - <ul style="list-style-type: none"> • Identify, Policy and definitions • Where in the curriculum • Thinking about British Values • OFSTED • Conclusion 2. All of our students are supported to complete either an award or certificate in Personal & Social Development through City and Guilds, as part of their Employability suite of awards. This includes units such as: - Rights, Responsibilities & Citizenship, Crime and Law and British Values. 3. Through our PSHE programme, we have workshops, visiting speakers and outside visits, e.g., GM Police and visits to the Crown Courts. 4. All of our students are encouraged to participate in community projects which promote British Values, e.g., preparing hot meals and feeding the homeless.
<p>7. PREVENT AND BRITISH VALUES 'CHAMPION'</p> <p>We recognise that every member of staff has a responsibility and commitment in fulfilling our Prevent Duty and promoting British Values. However, to strengthen that commitment and assist our staff, we have appointed a Prevent British Values Champion whose role is to help out teaching and support staff to embed our Prevent Policy strategy in all aspects of our curriculum and delivery model.</p>	<ol style="list-style-type: none"> 1. To receive Prevent & British Values resources and information from external agencies including TMBC safeguarding network and the Department of Education North West regional network. 2. To develop teaching and resource support for British values support for British values, Democracy Rule of Law, Individual Liberties, mutual respect and tolerance of different faiths and beliefs. 3. The development of values, beliefs, attitudes, opinions and behaviour affecting Spiritual, Moral, Social & Cultural Development). 4. Assist with the development and implementation of PSHE.