



WILBERFORCE  
sixth form college

## Prevent Policy

Wilberforce Sixth Form College, located on the eastern periphery of Hull, provides educational provision for learners aged 16-19 who reside in Hull and the East Riding of Yorkshire.

Any member of staff or student at Wilberforce College who have any concerns regarding the issues identified within this guidance policy should report those concerns immediately and no later than the end of the working day to the Designated Safeguarding Lead (DSL) or the Deputy DSL (DDSL).

- DSL – Ben Wallis (Vice Principal)
- DDSL – Jo Brownlee (Student Services)

Version No	Purpose/Change	Lead	Review Date
<i>Previous versions are available</i>			
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## Contents

- 1) Introduction
- 2) Equality and diversity
- 3) National guidance and strategies
- 4) Purpose and application
- 5) Policy statement
- 6) Definitions and Indicators
- 7) Risk-based approach
- 8) Referral procedure
- 9) The role of the curriculum
- 10) Use of external agencies and speakers
- 11) Staff training
- 12) eSafety policy
- 13) The Channel Referral process

### 1) Introduction

The current threat from Terrorism and Extremism in the United Kingdom is real and can involve the exploitation of vulnerable people, including children to involve them in extremist activity.

This guidance is designed to provide a clear framework for professionals with which to respond to safeguarding concerns for those children and young people who may be susceptible to the messages of extremism.

### 2) Equality and Diversity

All developments are intended to ensure that no-one is treated in any way less favourably on the grounds of race, colour, national or ethnic or social origin, race, disability, gender, sexual orientation, gender reassignment, marriage & civil partnership, pregnancy & maternity, age, religion/ belief or political/ other personal beliefs.

### 3) National Guidance and Strategies

**CONTEST** is the Governments counter terrorist strategy, its aim to reduce the risk to the UK and its interests overseas from terrorism.

**PREVENT** is a key part of the CONTEST strategy, its aim is to stop people becoming terrorists or supporting terrorism. Early intervention is at the heart of "Prevent" in diverting people away from being drawn into terrorist activity. "Prevent" happens before any criminal activity takes place. It is about recognising, supporting and protecting people who might be susceptible to radicalisation.

The objectives of Prevent are to:

- tackle the ideological causes of terrorism
- intervene early to support people susceptible to radicalisation
- enable people who have already engaged in terrorism to disengage and rehabilitate.

### **Radicalisation**

is the process of a person legitimising support for, or use of, terrorist violence. Most people who commit terrorism offences do so of their own agency and dedication to an ideological cause.

**“Extremism** is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK’s system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

**CHANNEL** is a key element of the “Prevent” strategy and is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children’s and youth services and offender management services), the police and the local community to:

- identify individuals at risk of being drawn into terrorism;
- assess the nature and extent of that risk; and
- develop the most appropriate support plan for the individuals concerned.

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs.

## **4) Purpose and application**

Ensure an awareness of Prevent within Wilberforce Sixth Form College and to provide a clear framework to manage concerns and to set out a referral process for those who may be susceptible to radicalisation. The Prevent Policy applies to everyone working at or attending Wilberforce College and its governors.

## **5) Policy statement**

Wilberforce College is fully committed to safeguarding and promoting the welfare of all its students. As a College we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. This policy should be read in conjunction with the College’s child protection, safeguarding, eSafety and curriculum policies.

Staff at Wilberforce College are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

Wilberforce College has a statutory duty under The Counter-Terrorism and Security Act 2015 and the statutory Prevent Guidance 2015 to have due regard to the need to prevent people from being drawn into terrorism.

## **6) Definitions and indicators**

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. Most people who commit terrorism offences do so of their own agency and dedication to an ideological cause.

There is no single profile of a radicalised person, nor is there a single pathway or 'conveyor belt' to being radicalised. There are many factors which can, either alone or combined, lead someone to subscribe to terrorist or terrorism supporting ideology. These factors often include exposure to radicalising influences, real and perceived grievances – often created or exacerbated through grievance narratives espoused by extremists – and a person's own susceptibility.

A person's susceptibility to radicalisation may be linked to their vulnerability. A person can be vulnerable if they need special care, support or protection because of age, disability, risk of abuse or neglect. A person's vulnerabilities may be relevant to their susceptibility to radicalisation and to the early intervention approach that is required to divert them away from radicalisation.

There is no single route to radicalisation. There are certain behaviours you can watch out for that we often see when someone is being led down the path of extremism. These signs and vulnerabilities are not listed in any order of importance. Some of these behaviours and vulnerabilities can make a person more at risk of being exploited. Identifying them does not mean someone is being radicalised. There can be other explanations behind the behaviours you are seeing. If you are worried, then it is important to reach out for help to discuss your concerns.

- being influence or controlled by a group
- need for identify, meaning and belonging
- an obsessive or angry desire for change or 'something to be done'
- spending an increasing amount of time online and sharing extreme view on social media
- personal crisis
- looking to blame others
- desire for status of a need to dominate

There are many reasons that can make a young person vulnerable to exploitation by extremists. These include -

- having a low self-esteem
- a lack of belonging
- feeling they have been the victim of bullying or discrimination
- which has left them feeling isolated

Radicalisation can take place online, or face to face by someone they know including:

- friends
- family
- contact with extremist groups

Sometimes curiosity can lead people to seek out the groups. It could also get them to research information they feel supports their views.

Some of the key signs to watch for are:

- are they becoming increasingly isolated from family and friends?
- do you feel like they are talking as if from a script?
- are they unwilling to engage with you about their views?
- are they becoming intolerant of other people's views?
- are they becoming increasingly angry about issues or events they feel are unfair or unjust?
- are they being secretive about who they are meeting online or in person?

## **7) Risk-based approach**

The DSL is expected to establish and understand the risk of radicalisation in the College and build capabilities and strategies to address the risk, which should be communicated to all staff. Strategies for addressing the risk will be regularly reviewed and monitored by the DSL who shall in turn inform Governors on the success of those strategies.

## **8) Referral procedure**

Wilberforce College expect staff to: be vigilant in protecting students from the threat of radicalisation; overcome professional disbelief that "such issues will not happen" here and work alongside other professional bodies and agencies including Local Prevent Co-ordinators, the police, the Local Authority and other multi agency forums such as Community Safety Partnerships to ensure that our students are safe from harm.

All staff and students are expected to report any suspicion of radicalisation and/or extremism arising from behaviours, conversations or comments made by others – inside and outside of the College and including online. Staff should refer any concerns to the DSL or DDSL ensure that any concerns are documented and recorded in line with the guidance set out in the College's Child Protection Policy. Students can report concerns to any member of staff. The DSL will, in conjunction with the Principal, decide what further action to take.

For low-level concerns this could involve an action plan being put in place to support the student and monitor behaviour to watch out for further indicators that the student is at risk of radicalisation. The College will also work in partnership with parents who should be informed of any concerns at the earliest opportunity if deemed appropriate.

The DSL, in conjunction with the Principal, will determine whether the level of concerns are such that a referral should be made to the Local prevent Co-ordinators/Local Authority Safeguarding Partnership (who may then refer the concerns on to a Channel panel to consider what support should be provided to the student). The College will take advice from these external agencies on what actions to take.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students will always be challenged and where appropriate dealt with in line with the College's Student Conduct and Behaviour for Learning Policy.

The College understands its Freedom of speech duties under the Education (No. 2) Act 1986. The College recognises that freedom of speech is not an absolute right, and it does not include the right for individuals to harass others or incite them to violence or terrorism.

## **9) The role of the curriculum**

At Wilberforce College we provide a broad and balanced curriculum that promotes British Values, knowledge, skills and understanding to build the resilience of students by undermining extremist ideology and supporting the learner voice. Students are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

This is achieved through:

- Promotion and displaying of the College's core values
- Embedding British Values, equality, diversity and inclusion opportunities throughout the curriculum and the tutorial programme
- A curriculum adapted to recognise local needs, challenge extremist narratives and promote universal rights
- Teaching, learning and assessment strategies that explore controversial issues in a way that promotes critical analysis and pro-social values
- Use of external programmes or groups to support learning while ensuring that the input supports the College's goals and values
- Encouraging active citizenship and student voice, which is embedded throughout the tutorial programme
- Providing opportunities through student voice activities for students to share their views.

The College ensures the personal, relationship, social, health, citizenship education and spiritual, moral, social and cultural provision is embedded across the tutorial programme and through the wider College experience, and underpins the inclusive ethos of the College and its core values.

Wilberforce College promotes British values throughout the implementation and delivery of the curriculum including enabling students to develop self-knowledge, self-esteem and self-confidence, distinguish right from wrong, contribute to their locality and wider society, further tolerance and harmony between different cultural traditions, encourage respect for other people and the rule of law as well as an understanding of democracy and the importance of identifying and combating discrimination.

## **10) Use of external agencies and speakers**

At Wilberforce we encourage the use of external agencies or speakers to enrich the experiences of our students. We will actively vet those external agencies, individuals or speakers to ensure that the materials and content are appropriate and ensure that a member of staff is present throughout the session.

Wilberforce will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to student's are consistent with the ethos of the College and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students or staff through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are matched to the needs of students.

We recognise the importance of encouraging students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

## **11) Staff training**

Through staff training, we will ensure that Governors and staff are aware of the Prevent duty and the threats, risks and vulnerabilities that are linked to radicalisation at the College. Staff shall be made aware of the process of radicalisation, including how this might be identified early on and what measures are available to prevent students from being drawn into terrorism. We will provide staff with appropriate training to ensure they have the knowledge and confidence to identify students at risk, challenge extremist ideas and know where and how to refer concerns.

## **12) eSafety policy**

Wilberforce College will ensure that appropriate filtering levels on internet use are in place to limit access to specific web content and extremist materials. These filters are reviewed annually to ensure effectiveness and will be in line with the College's wider eSafety strategy.

## **13) The Prevent Referral process (Appendix 2) should be used to guide the DSL and DDSL in making the referral**

The Prevent referral process will identify each new referral to determine where multi-agency response, co-ordination and review are beneficial. Also at each meeting, all cases will be reviewed to determine if services are effective in safeguarding the child or young person and reducing the risks of radicalisation and extremism. All services, provided at any tier, will have a responsibility to regularly report on progress being made.

All those involved with the child or young person should continue to monitor the situation, and consider modifying the response if circumstances change.

## **14) Making a Prevent Referral**

All staff should report any concerns regarding radicalisation and extremism to the DSL or DDSL no later than the end of the working day in line with the College's Child Protection policy and protocols. A prevent referral will be made by the DSL/DSL using the link below:

## **Prevent – Hull Collaborative Partnership**

The College will also inform the Local Authority early Help team on: **EHASH@hullcc.gov.uk**

Additional information can be found below.

Report online material promoting terrorism or extremism: <https://www.gov.uk/report-terrorism>

Humberside Police, Counter Terrorism Case Officer: Neil Kitching

Tel: 01482 220751 (x3751)

Neil.kitching@humberside.pnn.police.uk

Prevent@humberside.pnn.police.uk



## Appendix 1: Appropriate, proportionate responses and interventions

<p>SPECIALIST INTERVENTIONS WITH YOUNG PEOPLE ALREADY ENGAGED IN OR LINKED TO EXTREME VIOLENCE</p>	<p><b>Managing Risks</b> Intensive Family Support Programmes Family Therapy / Child and Adolescent Mental Health Service (CAMHS) programmes Youth Offending Team(YOT) / Youth Inclusion Support Panel (YISP) programmes Rapid Response support Police Prevent team support Specialist intervention programmes Intervention Panels</p>
<p>TARGETED WORK WITH THOSE AT RISK</p>	<p><b>Student Support and Challenge</b> Early Help action plan Youth Inclusion Support Panel (YISP) crime prevention programmes Support from school attached police officer Formal behaviour support / anger management programmes Positive Activities for Young People (PAYP) programme Specialist programmes Intervention panels</p>
<p>UNIVERSAL PROVISION</p>	<p><b>The Curriculum</b> Work on anti-violence addressed throughout curriculum Focussed educational programmes Citizenship programmes Open discussion and debate <b>The Extended Curriculum</b> Positive out of school hours programmes Youth clubs and holiday programmes Increased adult support, supervision and encouragement Parenting programmes <b>Teaching and Learning Styles and Pedagogy</b> Pastoral support Attendance support Behaviour support / anger management work in school Positive buddying programmes 1 to 1 or group counselling Community cohesion programmes <b>Learning, social and emotional skills</b> Social and Emotional Aspects of Learning Anti-bullying work <b>Support from Partner Organisations</b> Connexions Personal Advisor support Schools police officer work on safety, risk and crime prevention Links with relevant voluntary or religious organisations</p>

## Appendix 2: Prevent Referral Process Flowchart

