



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 Senior Person (DSP) or the Lead Person for Safeguarding.

- DSP – Ben Wallis (Vice Principal)
- Lead Person – Jo Brownlee (Student Services)

Version No	Purpose/Change	Lead	Impact Assess	Review Date
1.0	Introduction of policy	BW		January 2015
2.0	Reviewed and updated • Approved by Corporation July 2016	BW		June 2016
-	Reviewed – no changes • Approved by Corporation July 2017	BW		June 2017
3.0	Reviewed and updated Approved by Corporation July 2018	BW		August 2017
4.0	Reviewed and updated • Approved by Corporation Dec 2018	BW		September 2018
5.0	Reviewed and updated • Approved by Corporation Dec 2019	BW		September 2019
6.0	Reviewed and updated • Approved by Corporation Dec 2020	BW		September 2020
7.0	Reviewed and updated • Approved by Corporation Dec 2021	BW		September 2021
8.0	Reviewed and updated • Subject to Corporation approval	BW		September 2022

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 vulnerable 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.

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

“Extremism is 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas” (*HM Government Prevent Strategy 2011*)

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

Extremism is defined as vocal or active opposition to fundamental values of our society, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faith and beliefs. It also covers cause for the death of members of the Armed Forces.

Radicalisation is defined as the act or process of encouraging extremist views or actions in others, including forms of extremism leading to terrorism.

Terrorism is an action that endangers or causes serious violence to a person/people, causes serious damage to property, or seriously interferes 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 a political, religious or ideological cause (*Keeping children safe in education, 2021*).

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include, but are not limited to:

- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance to accord with extremist ideology, group or cause
- Their day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- Possession of materials or symbols associated with an extremist cause
- Attempts to recruit others to the group/cause
- Communications with others that suggests identification with a group, cause or ideology using insulting derogatory names for another group
- Increase in prejudice-related incidents committed by that person – these may include physical or verbal assault, derogatory name calling, possession of prejudice-related materials, refusal to co-operate, attempts to recruit to prejudice-related organisations, condoning or supporting violence towards others.

7) Risk-based approach

The Designated Senior Person for Safeguarding (DSP) 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 DSP 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 classroom. Staff should refer any concerns to the DSP or the Lead Person for Safeguarding and 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 DSP 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.

The DSP, 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.

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 learner 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, 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.

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 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 fully aware of the Prevent Framework 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 will ensure that appropriate filtering levels on internet use are in place to limit access to specific web content and extremist materials. In addition the College uses specific computer software to identify key words and alert the College at an early stage to any risk of students being radicalised.

13) The Channel Referral process (Appendix 3) should be used to guide the DSP and Lead Person for Safeguarding in making the referral.

The Channel Process will identify each new referral to determine where multi-agency response, co-ordination and review are beneficial. Also at each meeting, all Channel 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. The Channel Coordinator, on behalf of the chair will co-ordinate responses and attendance at the required meetings.

Reviews must be carried out at the agreed intervals, or sooner if a change in circumstances indicates this is appropriate. All reviews should be documented appropriately and records retained by services and agencies working with the child or young person. Unless it is deemed

appropriate to end the agreed response, each review meeting should agree dates of further reviews, along with the person responsible for convening the review meeting and the people who should be involved in this.

All those involved with the child or young person should continue to monitor the situation, and consider modifying the response if circumstances change. If the risk is perceived to diminish, it may be appropriate to end the response. However, if the risk is perceived to increase, an escalation of the response may be required and may take the case outside of the 'Prevent' strand of the CONTEST strategy, if this does happen early contact with the Channel Coordinator is key;

Where the Channel intervention ends it may be that the child or young person still has outstanding needs being met through Early Help, Child In Need, Child protection or Youth Offending Service processes. These processes should continue to be reviewed until all needs are met. Every Channel case that has ended will be reviewed 6-12 months after exiting the process to ensure there are no new risks or intelligence that require a response.

Where new risks or intelligence suggest a repeat of concerns the assessment process can be restarted at any point. Where agencies become aware of new or repeat risks they should not wait for the 6-12 month review, and must discuss the concerns immediately with the Prevent Channel Coordinator.

Report online material promoting terrorism or extremism:

<https://www.gov.uk/report-terrorism>

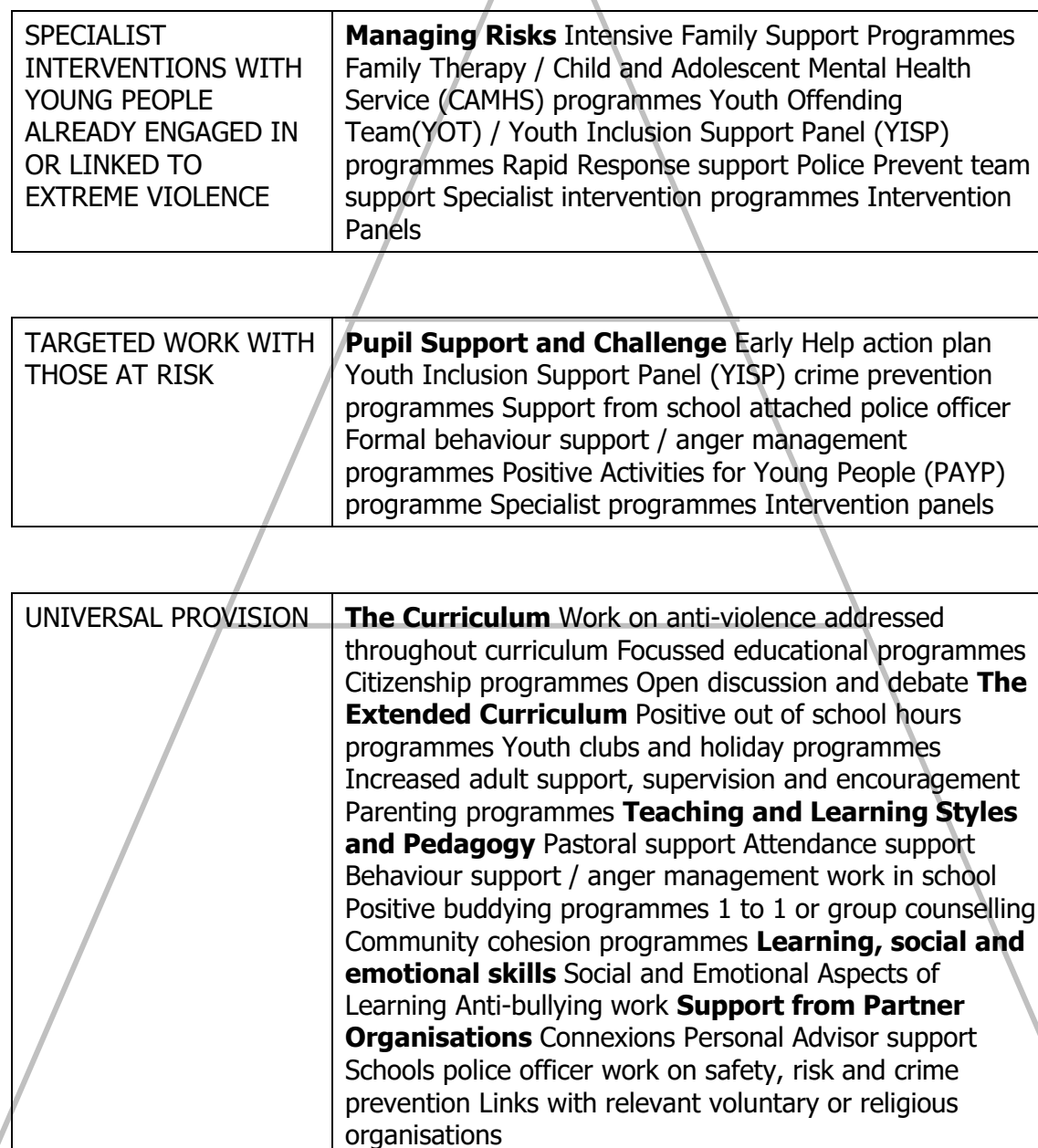
Humberside Police, Counter Terrorism Case Officer: Neil Kitching

Tel: 01482 220751 (x3751)

Neil.kitching@humberside.pnn.police.uk

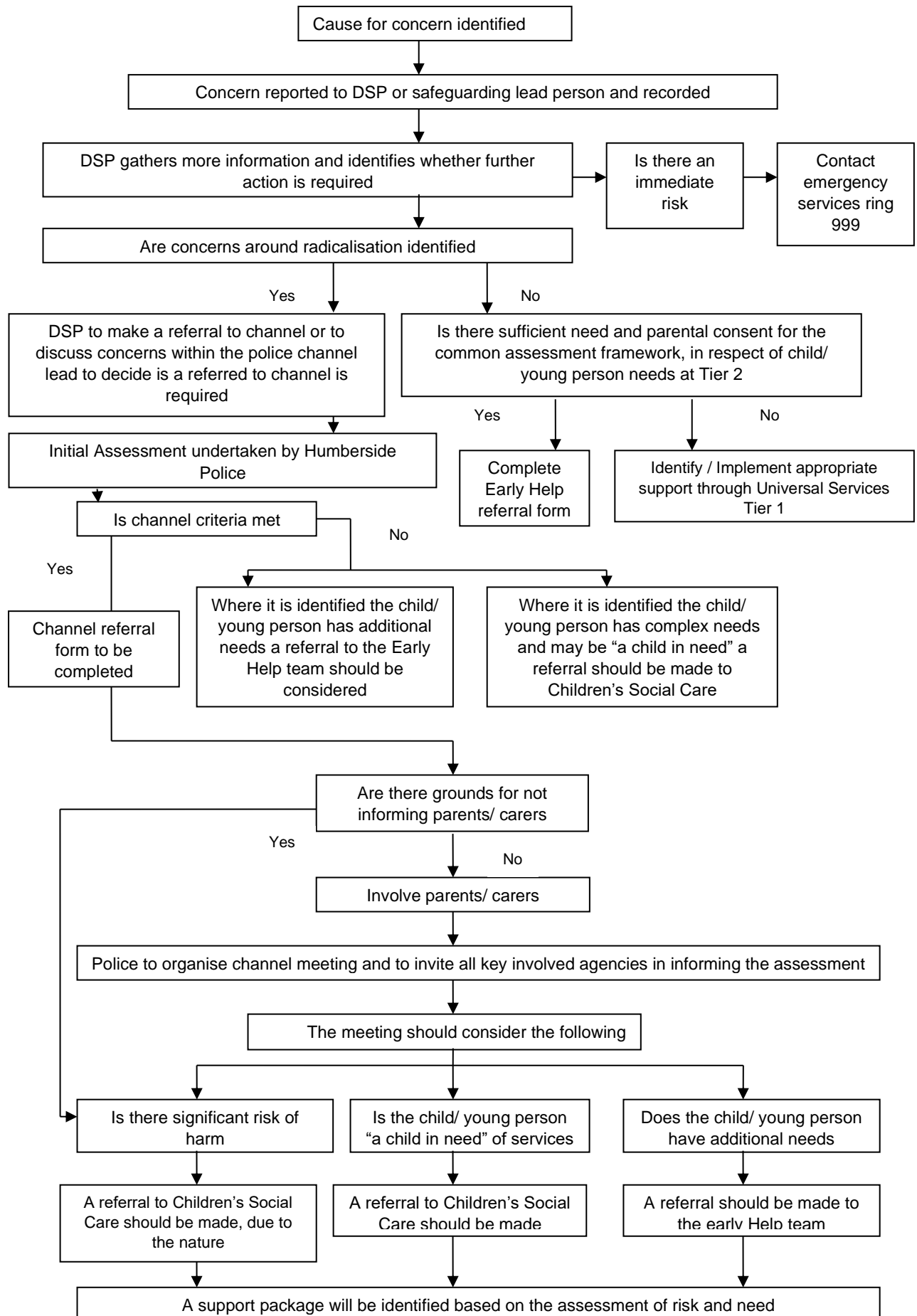
Prevent@humberside.pnn.police.uk

Appendix 1: Appropriate, proportionate responses and interventions



SPECIALIST INTERVENTIONS WITH YOUNG PEOPLE ALREADY ENGAGED IN OR LINKED TO EXTREME VIOLENCE	Managing Risks 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
TARGETED WORK WITH THOSE AT RISK	Pupil Support and Challenge 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
UNIVERSAL PROVISION	The Curriculum Work on anti-violence addressed throughout curriculum Focussed educational programmes Citizenship programmes Open discussion and debate The Extended Curriculum Positive out of school hours programmes Youth clubs and holiday programmes Increased adult support, supervision and encouragement Parenting programmes Teaching and Learning Styles and Pedagogy Pastoral support Attendance support Behaviour support / anger management work in school Positive buddying programmes 1 to 1 or group counselling Community cohesion programmes Learning, social and emotional skills Social and Emotional Aspects of Learning Anti-bullying work Support from Partner Organisations Connexions Personal Advisor support Schools police officer work on safety, risk and crime prevention Links with relevant voluntary or religious organisations

Appendix 2: Channel Referral Process Flowchart



Appendix 3

Prevent Strategy

Channel Referral Form (Restricted - when complete)

This form **should** be completed with the details of the person(s) for whom the referring officer/agency has concerns over in relation to their vulnerability to radicalisation for extremist or terrorist purposes.

The form must then be sent electronically by e-mail to: prevent@humberside.pnn.police.uk

LOCAL AUTHORITY AREA		DATE	
----------------------	--	------	--

1. DETAILS OF PERSON MAKING THE REFERRAL / COMPLETING FORM:					
Name		Organisation / Dept.			
Role		Tel:		E-Mail	
2. DETAILS OF THE YOUNG PERSON / ADULT THE REFERRAL RELATES TO (where known):					
Surname		Forenames			
DOB		Gender		Ethnicity/ Nationality	
Address		Tel : Mob: E-Mail:			
First/Preferred language		School/ Occupation			
Any specific needs/ Disability/ other Issues					
3. PARENT / CARER / SPOUSE / PARTNER / OTHER DETAILS (where known):					
Surname		Forenames			
DOB		Gender		Ethnicity / Nationality	
Address		Tel : Mob: E-Mail:			
Disability / other Issues		Relationship to Subject			
4. AGENCIES INVOLVED WITH THE YOUNG PERSON / ADULT (if applicable):					
Organisation	Contact name	Telephone/ Email	Reason for involvement	Assessments/work undertaken	

6. SUMMARY OF INCIDENT(S) / REASON(S) FOR CONCERN (include details of other agencies that have been consulted):				
7. ACKNOWLEDGEMENT OF CONSENT TO SHARE INFORMATION				
By providing this information you are allowing Humberside Police to share information, as appropriate, with other agencies.				

Vulnerability (select ONE option - where known/suspected)

8. AREA OF VULNERABILITY	Y/N	REASON (for future risk assessments and audit it is important to explain why this area of vulnerability has been chosen)
Domestic Extremism / Extreme Right Wing / Extreme Left Wing (e.g. Norway Massacre, National Front, Combat18, (Animal Rights / Environmentalists [extreme factions] / Obvious Anti-Ethnic minority sentiment etc...))		
International (e.g. Al Qaeda / AQ Inspired Terrorism / Obvious anti-Western sentiment, Al-Shabaab etc...)		
Irish Terrorism (e.g. IRA Related - PIRA, CIRA, UVF etc...)		

Appendix 4: Socio-Ecological Model: A Framework for Vulnerabilities

