



London Design & Engineering UTC

PREVENT Policy

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Acknowledgements	
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Version Control Table

Version	Date	Amended by	Rationale
2.0	04/07/2019		Version approved by the Board of Directors
2.1	05.11.2020	Gloria Gold	Policy reviewed following updating of the PREVENT Action Plan. No change to policy
3.0	12/11/2020		Version approved by Committee
3.1	07/12/2022	Gloria Gold	New sections 4 and 5 added on staff training and safer recruitment respectively.
4.0	15/12/2022		Version approved by the Board
4.1	01/12/2023	Gloria Gold	Minor amendments made to the Policy. Staff training and safer recruitment sections moved to Appendix 2 to make them a responsibility of the SPOC
5.0	14/12/2023		Version approved by the Board

Guidance on version Control:

The above is an example of how to complete the Version control table.

Versions are 0.1, 0.2 etc until such point as the document is approved. Then it becomes version 1.0.

Subsequent edited versions become 1.1, 1.2, or if it's a major update, 2.0. Do not worry about the numbers going up and up its about getting the policy right – it's all fine.

PREVENT Policy - Preventing Extremism and Radicalisation

Policy Coverage

THE POLICY APPLIES OR COVERS THE FOLLOWING GROUPS			
Type of Learner	Tick (✓)	Type of Stakeholder	Tick (✓)
Key Stage 3 (KS3) Carousel	✓	Teaching Staff	✓
Key Stage 4 (KS4) GCSE	✓	Education Support Staff	✓
Key Stage 5 (KS5) Level 2	✓	Administrative Support Staff	✓
Key Stage 5 (KS5) Level 3	✓	Directors	✓
Key Stage 5 (KS5) A Levels	✓	Employers	✓
Apprentices	✓	Visitors / Contractors	✓

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1. Policy Aims

London Design and Engineering UTC is committed to providing a secure environment for all of our learners (including apprentices), staff and stakeholders. There is no place for extremist views of any kind in our College.

2. The Counter Terrorism & Security Act (2015) & the Prevent duty

2.1 Prevent is about safeguarding people and communities from the threat of terrorism.

Prevent is part of the government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism using early engagement to encourage and support individuals to challenge ideologies and behaviours.

2.2 The Prevent Strategy

- Responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views.
- Provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.
- Works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with.

The strategy covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism.

2.3 The Counter Terrorism & Security Act (2015):

This Act places a duty on specified authorities including schools, Further and Higher Education, to have due regard to the need to prevent people from being drawn into terrorism otherwise called 'the Prevent duty'.

3. LDE UTC Procedures

At LDE UTC we are committed to supporting vulnerable learners through our safeguarding policies and procedures and recognise that this will support the College's contribution to the Prevent duty.

At LDE UTC we build learners' resilience to radicalisation by promoting fundamental British values and enabling our learners to challenge extremist views.

The College has engaged positively with appropriate training to ensure that all staff have the skills and knowledge to refer any concerns appropriately. We challenge extremist views, prejudice, derogatory language and provide a broad and balanced curriculum in order that learners become tolerant of difference and diversity. The possible signs and indicators that a learner may be vulnerable to radicalisation can be found in **Appendix 1**.

Referral for any issue concerning potential radicalisation to extremism should be managed as any other safeguarding referral.

The Vice Principal – Personal Development and Wellbeing, is the nominated Single Point of Contact (SPOC). The Prevent Referral Pathway will be used as outlined by Newham. Further details about the duties of the SPOC can be found in **Appendix 2**.

4. Links to Other Policies

- Child Protection and Safeguarding Policy 2023
- [KCSIE 2023](#)
- [HM Government Prevent training](#)
- [Prevent duty guidance - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Appendix 1: Indicators of vulnerability to radicalisation

1. **Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. **Extremism** is defined by the Government in the 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. **Extremism** is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - a. Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - b. Seek to provoke others to terrorist acts;
 - c. Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - d. Foster hatred, which might lead to inter-community violence in the UK.

4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Learners may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that college staff are able to recognise those vulnerabilities.

6. **Indicators of vulnerability** include but not limited to:
 - a. Identity Crisis – the learner is distanced from their cultural / religious heritage and experiences discomfort about their place in society
 - b. Personal Crisis – the learner may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
 - c. Personal Circumstances – migration, local community tensions and events affecting the learner’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy

- d. Unmet Aspirations – the learner may have perceptions of injustice; a feeling of failure; rejection of civic life
 - e. Experiences of Criminality – which may include involvement with criminal groups, imprisonment and poor resettlement / reintegration
 - f. Special Educational Needs – learners may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- a. Being in contact with extremist recruiters;
 - b. Accessing violent extremist websites, especially those with a social networking element;
 - c. Possessing or accessing violent extremist literature;
 - d. Using extremist narratives and a global ideology to explain personal disadvantage;
 - e. Justifying the use of violence to solve societal issues;
 - f. Joining or seeking to join extremist organisations; and
 - g. Significant changes to appearance and / or behaviour;
 - h. Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Appendix 2 – Roles and responsibilities of the Single Point of Contact (SPOC)

The Single Point of Contact for LDE UTC is the Vice Principal, Gloria Gold, who is responsible for:

- Ensuring that staff of the college are aware and work together to protect all learners (including our apprentices) from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing susceptible learners from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism, or forms of extremism, which lead to terrorism;
- Monitoring the effect in practice of the College's Learning for Life curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the College about the safeguarding processes relating to protecting learners susceptible to radicalisation and involvement in terrorism;
- Acting as the first point of contact within the College for case discussions relating to learners who may be at risk of radicalisation or involved in terrorism;
- Attending Channel meetings as necessary, or ensuring that the College is represented, and carrying out any actions as agreed;
- Sharing any relevant additional information in a timely manner with appropriate personnel and/or local agencies.

Although serious incidents involving radicalisation have not occurred at our College to date, it is important for us to be vigilant and fully informed about issues that affect the local and wider area.

Staff are reminded to suspend any professional disbelief that incidents of radicalisation 'could not happen here' and to refer any concerns to the Designated Safeguarding Lead (DSL), or Deputy Designated Safeguarding Lead's (DDSL's) in college, following Safeguarding procedures as appropriate

Staff can also contact the local police force or dial 101 (the non-emergency number) where they can talk in confidence about their concerns and access support and advice.

Staff training:

Through training opportunities including online access to [Prevent duty training - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/prevent-duty-training) as well as staff meetings in college, we will ensure our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation and are aware of the process of radicalisation and how this might be identified early on. For example, weekly staff bulletins are shared and includes the most up to date and relevant information concerning Safeguarding and Prevent duty. This information will also form part of our safeguarding training.

Safer recruitment:

We ensure our recruitment processes are rigorous, in line with statutory requirements, best practice guidance and the college's safer recruitment policy. These processes include the use of the DBS checks and online searches for all employees, governors, and regular volunteers.