

# CARSHALTON ATHLETIC ACADEMY

## Prevent Duty Policy

### Introduction

This policy has been agreed in response to HM Government Prevent Duty Guidance for Further Education Colleges in England and Wales. This guidance was updated in July 2015 and is the subject of the duty under section 26 of the Counter-Terrorism and Security Act 2015 which applies to specified authorities including schools and colleges. Preventing the radicalisation of students is part of a Government initiative to develop a robust counter terrorism programme.

The UK faces a range of terrorist threats. All the terrorist groups who pose a threat to us seek to radicalise and recruit people to their cause. The Government Prevent strategy seeks to:

- Respond to the ideological challenge of terrorism and aspects of extremism, and the threat we face from those who promote these views
- Provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- Work with a wide range of sectors where there are risks of radicalisation which needs to be addressed, including education, criminal justice, faith, charities, the internet and health.

Colleges are required to assess the risk of children and young people being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

A system of threat level has been created which represents the likelihood of an attack in the near future. The five levels are:

- Critical- an attack is expected imminently
- Severe – an attack is highly likely
- Substantial – an attack is a strong possibility
- Moderate – an attack is possible but not likely
- Low – an attack is unlikely

Further Education colleges are major education and training providers for the 16 – 25 year age group, particularly young people from ethnically diverse and socially and economically disadvantaged areas. 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.

This strategy has six key objectives:

1. To promote and reinforce shared values; to create space for free and open debate; and to listen and support the learner voice.
2. To break down segregation among different student communities including by supporting interfaith 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 ensure appropriate sources of advice and guidance
5. To ensure that students and staff are aware of their roles and responsibilities in preventing violent extremism.
6. To correctly refer and record any issues concerning staff and students (including referral through the CHANNEL process)

In order to achieve these objectives the teaching strategies will concentrate on four areas to provide an ethos which upholds our core values of: Respect, Equality, Understanding & Tolerance and Kindness for all students, staff and visitors. This will be achieved through:

- Promoting our core values
- Building staff and student understanding of the issues and confidence to deal with them
- Continuing to engage with our local communities through partnership
- Actively working with local schools, local authorities, police and other agencies

## Teaching and Learning

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

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

- Establishing strong and effective student support services
- Listening to what is happening in the College and the community
- Implementing anti-bullying strategies and challenging discriminatory behaviour
- Helping students and staff know how to access support in College and or through community partners
- Supporting problem solving and repair of harm
- Supporting at risk students through safeguarding processes and crime prevention processes.
- Focussing on narrowing the attainment gap for all students
- Ensure students are safe from terrorist and extremist material when accessing the internet in College. Colleges should ensure that suitable filtering is in place and teach students about online safety.

## Managing Risks and Responding to Events

To ensure that the College monitors risks and is ready to deal appropriately with issues which arise. It will do this through:

- Understanding the nature of the threat from violent extremism and how this may impact directly or indirectly on the College
- Understanding and managing potential risks within the College and from external influences.
- Responding appropriately to events in local, national or international news that may impact on students and communities
- Ensuring measures are in place to minimise the potential for acts of violent extremist within the College
- Ensuring plans are in place to respond appropriately to a threat or incident within the College.
- Developing effective ICT and e-safety policies

## Managing the Process

Anti-radicalisation is a category under the safeguarding policy and procedures and any concern arising under this heading should be dealt with in the same way as other safeguarding concerns.

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