

Prevent Strategy

Introduction and Background

1. Prevent is a strand of the Government's Counter Terrorism strategy. Section 21 of the Counter-Terrorism and Security Act 2015 places a duty on certain bodies, including schools and colleges, providers such as Sheldrake, to have "due regard to the need to prevent people from being drawn into terrorism". The POC is the Safeguarding Officer (SO) for all staff and learners.
2. The Sheldrake Prevent Strategy should be read in conjunction with the Sheldrake Safeguarding Policy and the associated annexes and references.
3. 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 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.
4. 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,

Key Processes

5. To ensure that Sheldrake monitors risks and is ready to deal appropriately with issues that may arise. It will do this through:
 - a) Understanding the nature of the threat from violent extremism and how this may impact directly or indirectly on Sheldrake.
 - b) Understanding and managing any potential risks within Sheldrake or from external influences.
 - c) Responding appropriately to events in local, national or international news that may impact on our learners and the communities in which we work.
 - d) Ensuring plans are in place to respond appropriately to a threat or incident within Sheldrake including knowledge of the Channel/Prevent Liaison Officers in local police forces.
 - e) Developing effective ICT security and responsible user policies.

Operational requirements

6. The Sheldrake Prevent strategy requires that;
 - a) All staff receive adequate training which includes knowledge of the channel process.
 - b) All staff promote and reinforce shared values.
 - c) Teachers and managers create space for free and open debate; and to listen and support the learner voice.
 - d) Sheldrake provide support for learners who may be at risk by providing appropriate sources of advice and guidance.

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- e) All managers to ensure that learners and staff are aware of their roles and responsibilities in preventing violent extremism.
- f) All staff promote equality of opportunity and diversity.
- g) Promotion of British values is at the heart of our work.
- h) Sheldrake develop staff and learner understanding of the issues and give them the confidence to deal with them.
- i) Equality, diversity, inclusion and wellbeing are embedded across the learner journey.
- j) Wider skill development such as social and emotional aspects of learning is promoted.
- k) Sheldrake review what is happening in and across all delivery centres.

Staff Procedure

7. If a member of staff or learner has concerns that any person may be in danger of being drawn into extremism* or being radicalised they should inform a member of the Safeguarding Team. Concerns will be dealt with in accordance with Sheldrake Safeguarding Policy and if necessary the agreed Awarding organisations procedures. This will ensure appropriate support for learners either through staff or external agencies.

8. The Safeguarding Prevent Team are:

Safeguarding (and Prevent) Officer (SO) – Simon Upton

Company Designated Person (CDP) – Alison Hinds

9. The likely indicators**, of learners being drawn into extremism or radicalisation are:

- Quick to Anger
- Intolerant
- Closed-mindedness
- Attitude to women/ ethnic groups
- Verbose
- Isolated
- Physical Change – clothing, tattoos
- Spreading messages
- Overt new religious practices
- Change in attitude
- Fall in work standard – disengagement
- Asking of questions around certain topics

*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. It should also include extremism calls for the death of members of our armed forces. Radicalisation is a process through which an individual changes from passiveness or activism to become more revolutionary, militant or extremist, especially where there is intent towards, or support for, violence.

**Should be noted that in isolation these indicators are not necessarily a sign of someone being radicalised.