



## **Multi Trades Training Ltd - Prevent Policy**

### **1. Our commitment**

The government Counter-Terrorism and Security Act 2015, places a duty upon all education providers to have regard

to the need to prevent people from being drawn into terrorism. This Prevent Duty forms part of the wider governments

CONTEST counter terrorism strategy:

- Prevent terrorism – stop people becoming terrorists
- Pursue terrorism – disrupt and stop terror attacks
- Protect against terrorism – strengthen UK protection
- Prepare to deal with terrorism – mitigate impact of attacks that can't be stopped.

As a nation we continue to prioritise according to the threat posed to our national security; the allocation of resources will be proportionate to the threats we face. The most significant of these threats is currently from terrorist organisations in Syria and Iraq, and Al Qaida associated groups. But terrorists associated with the extreme right also pose a continued threat to our safety and security. There has been an increase in lone acts of terror opposed to mass organised terror activities, the government strategy now includes ways in which to identify risk of these instances.

The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. The Prevent strategy has three specific strategic objectives:

1. Respond to the ideological challenge of terrorism and the threat we face from those who promote it
2. Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support.
3. Work with sectors and institutions where there are risks of radicalisation that we need to address.

### **2. Objectives**

Multi Trades Training Ltd have a responsibility to ensure:

- We have undertaken training in the Prevent Duty as identified by their leaders and managers
- We are all aware of when it is appropriate to refer concerns about learners or colleagues to the provider's safeguarding officer
- To exemplify British values of "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs" into our practice.



### **3. Scope**

This policy relates to all staff and learners including those of our sub contracted provision.

### **4. Key contacts**

Rob Jones – Director – Deputy Lead	Craig Barwick – Director – Safeguarding Lead
12 Enborne Way, Brimpton, Berkshire RG74TP	37 Willow Crescent East Willowbank New Denham Bucks UB9 4AR
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### **5. Definitions**

Radicalisation - is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo.

Terrorism – an act of terror/ violence based on a political objective, whether that means the politics of nationalism, ethnicity, religion, ideology or social class.

Extremism - an ideology that is far outside the mainstream attitudes of society, including ,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. This also includes calls for the death of members of the British armed forces.

### **6. Leadership & governance**

Prevent forms part of the safeguarding agenda which is featured as part of Quality Board meetings. Multi Trades Training Ltd has a nominated Director leading the Prevent initiative and both Directors are actively engaged within the Safeguarding and Prevent Agenda. It has been well documented within current literature, namely the Prevent Strategy 2011 and Keeping Children Safe in Education, that protecting people from being drawn into radicalisation should align with the current safeguards in place to protect learners from the risks of safeguarding issues. Prevent duty is also embedded within IT, Social Media, Quads Direct, Learner Reviews and Safeguarding policies.



## **7. Staff Training**

All staff are trained on the Channel process and how the duty engages with requirements of their role, via face to face, distance and certificated learning. Identification of vulnerabilities and indicators training is provided face to face (see Appendix 1 for additional guidance document for vulnerabilities and identifying indicator). Identifying risk at an early stage allows early intervention, and is crucial to the Prevent duty and Channel process being successful.

## **8. Engagement with External Partners**

All employers will be made aware of the duties of Multi Trades Training Ltd by means of Workplace Facilitators, Recruitment Coordinators and Directors

Channels are in place to assist with meeting the Prevent Duty and avenues for raising concerns are established with Prevent coordinators nationwide.

## **9. Learner Safety, Engagement & Curriculum**

The duty encompasses building learner resilience to the threat of radicalisation, challenging extremism and raising awareness of and demonstrating British values:

- Democracy
- Rule of Law
- Tolerance and understanding of different faiths
- Challenging discrimination
- Individual liberty

Opportunities to promote all of the above values are currently facilitated within the Apprenticeship, including current resources, E&D and Safeguarding learning resources, and the opportunity to partake in Learner Voice surveys. Workplace Facilitators will use the Key Matters workbook when initiating discussions on-site. They will also be required to ask and record (by writing) the following questions when carrying out a review of a learner either in the classroom or on-site

Do you feel safe when in the classroom?

Have you ever experienced any discrimination at work?

Have you had any accidents at work?

What is Prevent and what is the Safeguarding reporting procedure?

Answers must be recorded on the e-portfolio (Quals Direct)



## **10. Referral Pathways**

If a learner has concerns about themselves, or you have concerns about a learner being at risk of radicalisation, you should refer to Appendix 3 and 4 for the process for escalating any safeguarding concerns. Appendix 1 will support with identifying vulnerabilities and indicators of someone being at risk of radicalisation.

NB – should you feel your learner, yourself or any members of the public are in immediate danger report to the police immediately.

Once the Designated Safeguarding team has been informed they will make a decision on whether the issue needs to be escalated to the local police Prevent Officer. The designated safeguarding team/staff member that is involved with the referral will then support the Channel process as seen fit by the local Channel panel. See Appendix 3 for the referral pathways. It should be noted that referral to the channel process is not a criminal intervention.

It should be noted that a learner displaying one or a few of vulnerabilities and indicators does not mean the learner will necessarily be at risk of radicalisation but it may do so. In all instances that concern you, you should report to the Designated Safeguarding Officer.

### **11.Safeguarding Staff Members as a Result of Referral**

While it is unlikely that the referrer would then be targeted. If someone received a threat or police felt someone was under threat without them knowing, there are risk assessment, warning and safeguarding processes local police departments will apply as a matter of routine. The outcome might involve an investigation and arrests being made etc, such as marker's on people's mobile phone numbers or addresses, warnings to parties involved, or other measures.

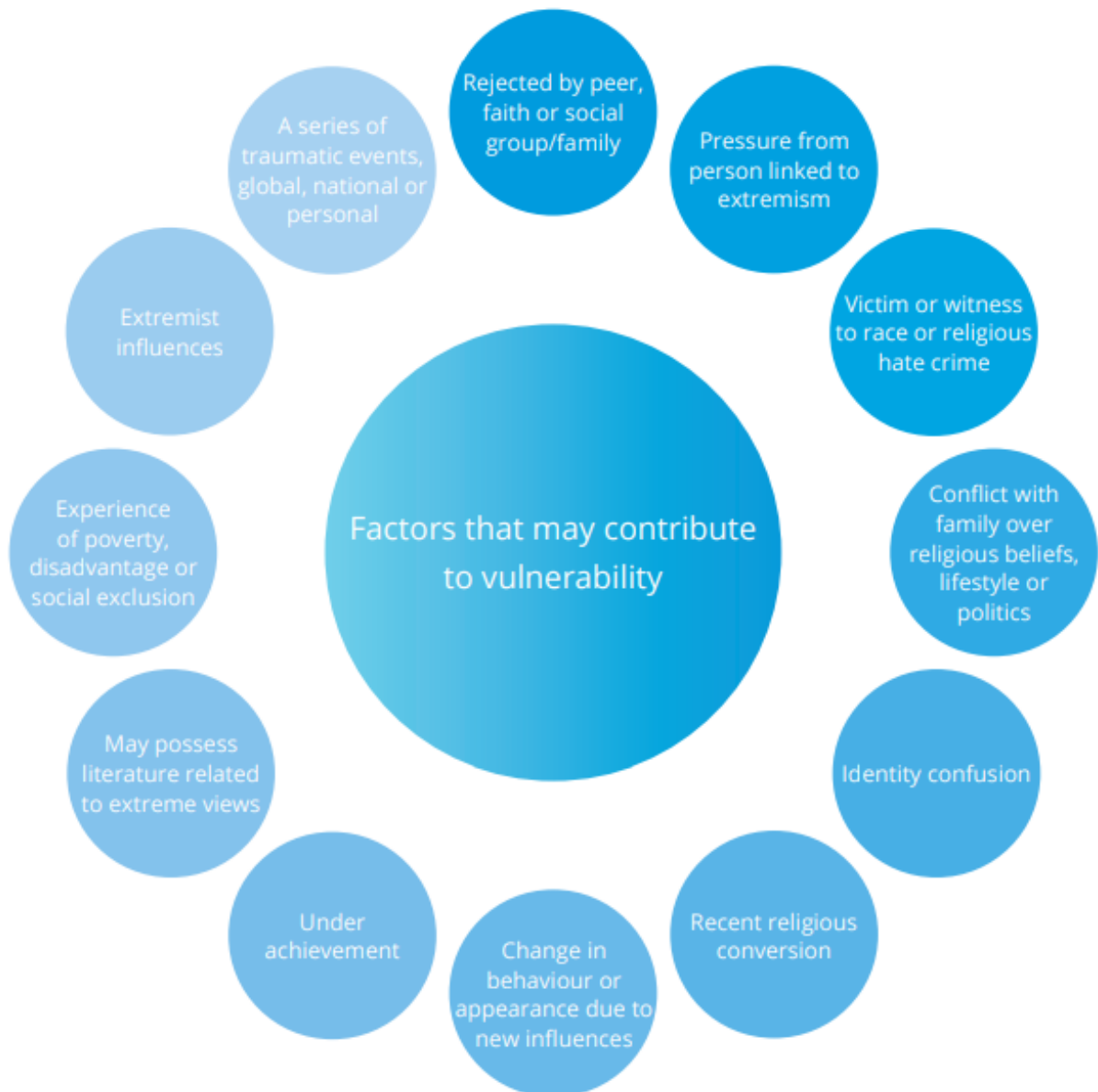


## Appendix 1

### VULNERABILITIES & INDICATORS OF RADICALISATION

VULNERABILITIES	INDICATORS
Peer pressure	Withdrawn
Unsettled family life	Change in engagement levels
Need to belong/ fit in	Using extremist language, passionate about extremist views
Accessing extremist material	Preaching
Isolation and social exclusion	Change in appearance - dress/ body art
Bullied	Change in behaviour within work and learning environment
Media influence	Change in social circles
Seeking purpose of focus for life	
Seeking revenge	
Seeking acceptance / social standing	

## Appendix 2





## Appendix 3

