

### **KIRKLEES COLLEGE PREVENT STRATEGY 2024/2025**

Extremism, Radicalisation, Terrorism and the Prevent Agenda and Duty

*Kirklees is currently identified as a 'priority area' for Prevent*

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## **1. Introduction**

The Government's Prevent Agenda is one of the four elements of CONTEST, the government's counter-terrorism strategy. The four elements are Pursue, Prevent, Protect and Prepare.

- Pursue: to stop terrorist attacks
- Prevent: to stop people becoming terrorists or supporting terrorism
- Protect: to strengthen our protection against a terrorist attack
- Prepare: to mitigate the impact of a terrorist attack

CONTEST aims to stop people becoming terrorists or supporting terrorism. The Government's 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.

The Counter-Terrorism and Security Bill seeks to place a duty on specified authorities including schools, colleges and universities to 'have due regard, in the exercise of its functions, to the need to prevent people from being drawn into terrorism'.

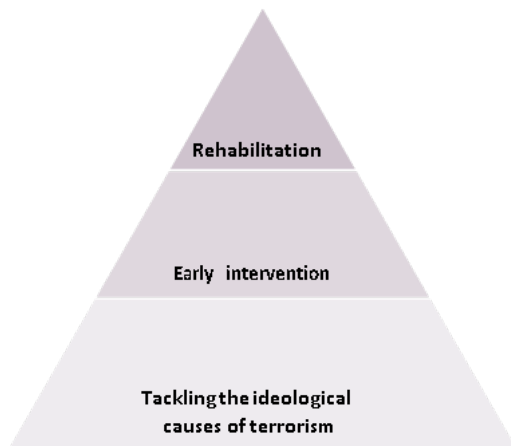
Kirklees College has developed a culture of safety and respect for its students, staff, governors and visitors. As part of this ethos the College has considered the Prevent Duty and the importance of collaborative working between college staff, local authorities, police, other educational institutions, policy makers and health providers to identify, detect and safeguard vulnerable people throughout the organisation.

## **2. The Prevent Duty Objectives:**

The overall objectives of Prevent are to:

- tackle the ideological causes of terrorism
- intervene early to support people susceptible to radicalisation
- enable people who have already engaged in terrorism to disengage and rehabilitate

## The Prevent delivery model



### 2.1 Partnership

We are expected to:

- Have active engagement with multi agency partners including the Police and local authority Prevent Co-ordinators.
- Have Safeguarding arrangements which ensure sharing of information across the College, with a single point of contact for operational delivery of Prevent related activities.

### 2.2 Risk

Assessment We

are expected to:

- Have clear and visible policies in place covering staff, students, learning and infrastructure (use of premises), capable of identifying where students or staff may be at risk of being drawn into terrorism.
- Ensure our risk assessment process addresses the physical management of the institution's estate, including policies and procedures for events held by staff, students or visitors and relationships with external bodies and community groups who may use premises and/or work in partnership with the College.
- Ensure when the College subcontracts delivery of courses, there are robust procedures in place to ensure this does not lead to inadvertently funding extremist organisations.

## 2.3 Awareness

Raising We are

expected to:

- Ensure that all staff and students, including apprentices, understand the risks of radicalisation and extremism.
- Put British Values at the core of our work and uphold and promote those values.
- Have a clear referral process for concerns which staff and students understand.
- Create an environment where all students are and feel safe.
- Follow the Notice Check Share procedure with any student/s there are concerns about.

## 2.4 Speakers and

Events We are

expected to:

- Have policies and procedures in place for the management of events held on College premises.
- Have a system for assessing and rating risks associated with any planned events.

## 2.5 On Line Safety

We are expected

to:

- Ensure all policies relating to the use of IT contain specific reference to the Prevent duty.
- Have effective monitoring processes in place for identifying any on line behaviours which may cause concern.

## 2.6 Staff Training

We are expected

to:

- Ensure that all staff have an awareness and understanding of the prevent duty.
- Ensure that all staff have an awareness and understanding of the signs of potential / active radicalisation.
- Ensure that all staff understand their individual responsibilities to refer any concerns.

## 2.7 Identify Risk

There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self- esteem or identity and personal and political grievances.

## 2.8 Refer

ALWAYS REFER even if you are unsure. Often, it is small pieces of information that help us build a picture of an individual's vulnerability. Never promise confidentiality as it is likely you will have to (legally) share the information.

Refer to:

The College Safeguarding Team

Outside of College hours, if you feel the concern needs immediate attention, please contact the Police on 101 or 999 if it is an emergency.

## 2.9 Local Channel Panels

Each Local Authority now has a legal duty to provide arrangements which support people who are identified as being at risk of becoming radicalised. The Channel Panel is a legally constituted multi agency panel which assesses, monitors and ensures support for individuals who are at risk within Kirklees.

### **3. Roles and responsibilities**

Whilst this is a standalone strategy, it is integral to our Safeguarding Policy and should be applied as an extension to the College's current and established safeguarding procedures.

#### **The Board of the Corporation**

All Board Members have a legal responsibility under the Prevent Duty to make sure they have undertaken training in the Prevent Duty. Additionally, the Board must ensure that:

- all College staff have undertaken training in the Prevent Duty;
- all College staff are aware of when it is appropriate to refer concerns about students, learners or colleagues to the Safeguarding Officer;
- all College staff exemplify British Values into their values;
- policies and procedures to implement the Prevent Duty are in place and acted on where appropriate.

#### **Prevent Leads for the College**

The Senior Designated Safeguarding Lead and Operational Designated Safeguarding Lead hold the responsibility for ensuring that our Prevent Strategy is implemented across the College and that any concerns are shared with the relevant organisations, in order to minimise the risk of our students becoming involved with terrorism.

#### **College Safeguarding and Prevent Board**

The College Principal / Senior DSL sits on the Gold Prevent Group. The Senior DSL sits on the Silver prevent Group.

The Safeguarding Working Group meets termly and any concerns raised under the Prevent agenda or changes to the Duty that affect the College are discussed within this group.

#### **Staff**

All staff at the College have a responsibility to:

- create and support an ethos that upholds the College's mission, vision and values including British Values, to create an environment of respect, equality and inclusion;
- embed the principles of anti-racist, trauma informed and restorative practice across all activity;
- attend Prevent training in order to have the skills to recognise those who may be vulnerable to radicalisation, involved in violent or non-violent extremism, and to know the appropriate action to take if they have concerns;
- report any concerns around extremism or radicalisation via the safeguarding reporting channels;
- report and remove any literature displayed around the College that could cause offense or promote extremist views;
- support the development of staff and student understanding of the issues around extremism and radicalisation through activities such as training, awareness campaigns and tutorials;
- participate in engagement with local communities, schools and external organisations as appropriate.

**Employers and Subcontractors**

- All Further Education providers have a duty to safeguard their students, which includes all work-based learners.
- Prevent is about keeping our students safe from radicalisation and extremism.
- The Prevent Duty is not about stopping young people from having political and religious views and concerns, but about supporting them to think critically, act within

- the law and be open to positive discussion.
- College has a statutory duty to “prevent people from being drawn into terrorism” and as such all link employers and sub contractors should support and comply with this duty.

Employers have a responsibility to:

- Alert Kirklees College to any concerns regarding your apprentice / work-based learner to allow us to explore what the causes might be
- Provide opportunities for your apprentice / work-based learners to discuss their own concerns about extremism/ radicalisation / events in the news
- Uphold British values and have expectations of all your apprentice / work-based learners in respecting others



## **Appendix 1 : Definitions and links**

An **ideology** is a set of beliefs.

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

**Safeguarding** is the process of protecting vulnerable people, whether from crime, other forms of abuse or from being drawn into terrorism-related activity.

**Terrorism** is an action that endangers or causes serious violence damage or disruption and is intended to influence the government or to intimidate the public and is made with the intention of advancing a political, religious or ideological cause.

**Vulnerability** describes factors and characteristics associated with being susceptible to radicalisation.

**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. Calls for the death of British armed forces is also included.

Useful links:

### **National Prevent Strategy**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97976/pre-vent-strategy-review.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/pre-vent-strategy-review.pdf)

### **Report from the Prime Minister's Task Force on Tackling Radicalisation and Extremism**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/263181/E\\_TF\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/263181/E_TF_FINAL.pdf)

### **National Channel Guidance**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/118194/channel-guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118194/channel-guidance.pdf)

## **Appendices 2 : Guidance for a cross college approach to British Values**

*At **Kirklees College** we will actively challenge students, parents, staff, governors and external visitors expressing opinions contrary to fundamental British values, including extremist views.*

### **British Values in action**

- Democracy
- Rule of law
- Individual liberty
- Mutual respect and tolerance for those of different faiths and beliefs.

Actively promoting the values means challenging opinions or behaviours that are contrary to fundamental British values. It is not necessary for organisations or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for organisations or individuals to promote discrimination against people or groups on the basis of their belief, opinion or background.

- a) **Democracy** – the belief in freedom and equality between people, in which power is held by elected representatives or directly by the people themselves.

All people are involved in decision-making, typically by voting to elect representatives to speak on their behalf.

It includes:

1. A political system for choosing and replacing the government through free and fair elections
2. The active participation of the people, as citizens, in politics and civic life
3. Protection of the human rights of all citizens
4. A rule of law, in which the laws and procedures apply equally to all citizens.

Students have many opportunities for their voices to be heard. Student reps are selected from each course group during PAD sessions. Student voice council, consisting of student reps from all curriculum areas, meet regularly to discuss issues raised during student voice meetings. Students also have the opportunity to provide valuable feedback via induction, learner satisfaction and end-of-year surveys. Students are encouraged to register for voting in the UK.

- b) **Rule of law** – the principle that all people, organisations and the elected government are subject to and accountable to law that is fairly applied and enforced.

The rule of law protects individual citizens and is essential for their wellbeing and safety. For example, the freedom to choose and hold a religion or a philosophical belief is protected in law.

c) **Individual liberty** – the right to act, believe and express oneself in a manner

of one's own choosing, free from unjust or undue control, coercion or violence of others, including the government. The concept of individual freedom is central to the ideal of a free society.

Within college, students are actively encouraged to make choices knowing they are in a safe and supportive environment. As a college, we educate and provide boundaries for students to make safe choices through the provision of a safe environment and empowering education. Students are encouraged to know, understand and exercise their rights and personal freedoms. Students have many education and career opportunities to explore their passion and aspirations.

- d) **Mutual Respect and tolerance** – Each person, as a human being, has the inherent right to be treated with dignity and respect without regard to ability, age, gender, faith, heritage, race, sexual orientation disability or any other aspect of identity or personal circumstance. Tolerance includes the acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. Mutual respect is at the heart of all KC values. Students learn that their behaviour has an effect on themselves and on the rights of others. All members of the college community are expected to treat each other with respect. Staff and governors are expected to be good role models at all times. KC college community has a wide range of diversity, which we celebrate in many different ways. KC actively promotes acceptance and tolerance of faiths and beliefs. The curriculum design and the PAD Programme are planned to address this issue directly. KC has planned activities promoting equality and diversity to celebrate a variety of faiths, events and cultures. Our Student Voice campaigns and teaching resources reinforce this key message. Another key way that we show tolerance of others is reflected in how the students work and socialise positively with each other.

**Mutual respect and tolerance involves everyone all actively working together to create a work and learning environment free from discrimination and harassment**

**1. Leadership and Values will**

create and maintain a College ethos that upholds core values of shared responsibility and wellbeing for all students, staff and visitors whilst promoting respect, equality and diversity and understanding.

This will be achieved through:

- Promoting core values of respect, equality and diversity, democratic society, learner voice and participation.
- Building staff and student understanding of the issues and confidence

to deal with them through mandatory staff training, specialist tutorials, awareness campaigns and community engagement activities.

- Deepening engagement with local communities and faith groups.
- Actively working with the Kirklees Prevent groups which include representation from Police, Local Authorities, Health, Education, Probation, and Fire & Rescue services.

## **2. Teaching and Learning will:**

provide a curriculum that promotes British Values, 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 British Values, equality, diversity and inclusion, wellbeing and community cohesion throughout the curriculum.
- embedding the principles of anti racist, trauma informed and restorative practice across all activity;
- Promoting wider skills development such as social and emotional aspects of learning.
- 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 College goals and values.
- Encouraging active citizenship and learner voice.

## **3. Student Experience will:**

ensure that staff take preventative and responsive steps, working with partner professionals, families and communities.

This will be achieved through:

- Strong, effective and responsive student support services.
- Developing strong community links and being aware of what is happening in the locality, including within the College's own community.
- Implementing anti-bullying strategies and challenging discriminatory behaviour.
- Recognising factors that may increase risk to a student, i.e. vulnerability, disadvantage or hardship, and implementing early risk management strategies.
- Embedding the principles of anti racist, trauma informed and restorative practice across all activity;
- Ensuring that students and staff know how to access support in College and/or via community partners.
- Supporting students with problem solving and repair of harm.
- Supporting 'at risk' students through safeguarding and crime prevention processes
- Focusing on narrowing the attainment gap between the different groups of students.
- Working collaboratively to promote support for students across all areas of the College, including those students in off-site provision.

### **Appendix 3: Run Hide Tell**

In the rare event of an attack, the advice from government is to:

**Run** to a place of safety;

If the way is clear to a safe place, run away from the threat, e.g. exit building or find a place away from the danger.

Find a safe place which will ideally have some means of communication.

**Hide.** It's better to hide than to confront:

Turn your phone to silent

Barricade yourself in if you can

Choose a place where you can hide out of sight with... A lockable door

Substantial, solid walls on all four sides

Windows that have blinds or curtains that can be closed

Windows that can be shut

Lights that can be turned off

When it is safe to do so....

**Tell;**

Call 999 and tell the police where you are, what you have seen, give as much information as you can.

Speaking on behalf of National Counter Terrorism Policing, Deputy Assistant Commissioner, Neil Basu, said:

*"The public should not be alarmed by this step. While the general level of threat to the UK is SEVERE, the probability of being caught up in a firearms or weapons attack is very, very small. However, it is important the public know what to do in the event of getting caught up in such an incident.*

*Our advice has already been issued to tens of thousands of people during police-led security training sessions but it is only responsible that we issue this public safety guidance more widely.*

Further guidance, resources and practical advice is available from:

- [Educate Against Hate](#)
- [ETF Learners](#) from the Education and Learning Foundation
- [ACT - Action Counters Terrorism](#)
- [Notice, check, share procedure](#)
- [Managing risk of radicalisation in your education setting - GOV.UK \(www.gov.uk\)](#)
- [Understanding and identifying radicalisation risk in your education setting - GOV.UK \(www.gov.uk\)](#)
- [The Prevent duty: an introduction for those with safeguarding responsibilities - GOV.UK \(www.gov.uk\)](#)