



# Prevent toolkit

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- Birmingham Metropolitan College
- Coleg Cambria
- Hull College Group
- Leicester College
- Stoke on Trent College.

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## Foreword

Preventing people being drawn into terrorism has never been more important. In August 2014 the Joint Terrorism Analysis Centre (JTAC) raised the threat level to severe, the second highest level, in response to the heightened threat facing the country.

Prior to this, in December 2013, the Prime Minister's Taskforce looked at what more could be done to tackle extremist activity that "creates an environment for radicalising individuals and could lead them on a pathway towards terrorism."

One of the recommendations stemming from the report was to put Prevent on a statutory footing, and as a result a new statutory duty to have regard to prevent people being drawn into terrorism was introduced as part of the February 2015 Counter-Terrorism and Security Act. The duty applies to a number of public and other specified bodies, including colleges and certain education and training providers.

All colleges and education and training providers understand the need to safeguard their learners from harm, and the risk from radicalisation of any type is no different. However, how radicalisation is tackled can vary from place to place and from organisation to organisation. The aim of the Prevent duty and accompanying guidance therefore is to set out the activities that provide a clear framework that all organisations should follow in order to minimise the risk and protect their learners.

While the 157 Group and the Association of Employment and Learning Providers (AELP) do not wish the case studies and information provided in this toolkit to be deemed prescriptive or the sole means of implementing the Prevent agenda, the toolkit gives a helpful and timely illustration of how different education and training organisations are tackling extremism, and demonstrates a variety of approaches that address the requirements set out in the Prevent duty.

I would like to thank the 157 Group, AELP and the BIS higher and further education coordinators for all their hard work in producing this document, which I hope you will find useful.

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## Introduction

In autumn 2014 the Department for Education (DfE) called for proposals to share innovative approaches in overcoming barriers to delivering 16–19 study programmes. In response to appetite from our members, and in light of the forthcoming changes to the Prevent duty and guidance, the 157 Group and AELP developed a joint proposal aimed at capturing good practice among education and training providers in addressing extremism.

This toolkit is a suite of case studies that match the headings outlined within the current Prevent duty and guidance. Each section has an introduction, relevant case study, links to additional resources and a checklist of key questions an education and training organisation should consider. The document can be read in sections but is best read in its totality as each section is interrelated. At the end of the document there is a **questions and answers section** with a HE and FE Prevent coordinator, which provides a quick and easy-to-read overview of the main points to consider when addressing the Prevent agenda.

At the time of publication, the final terms of the new Prevent duty have not yet been clarified, so this document is intended as an interim resource and may need updating when the final details of the new duty are released. Many of the case studies outline what is being done during the transition to the new duty and do not claim to be best practice, but rather examples of good practice.

Currently Ofsted anticipates that its monitoring framework will be ready for the start of the 2015/16 academic year. In the meantime, the Education and Training Foundation is working to create a one-stop-shop online facility called “Prevent for FE and Training” – [www.preventforfeandtraining.org.uk](http://www.preventforfeandtraining.org.uk) – where resource materials can be accessed by any provider across the sector.

A list of the regional higher education and further education Prevent coordinators frequently referred to within this toolkit and the current Prevent duty can be found at [www.157group.co.uk/hefe-prevent-coordinators](http://www.157group.co.uk/hefe-prevent-coordinators). There are currently 10 coordinators covering HE and FE across England and Wales.

Depending upon your area, you may be eligible for further support from the Home Office. On 13 February 2015, the *Guardian* published an article about the places officially designated as needing support under the Prevent programme, including a map: [www.theguardian.com/politics/2015/feb/13/prevent-counter-terrorism-support](http://www.theguardian.com/politics/2015/feb/13/prevent-counter-terrorism-support).



# Partnership

Partnership in the context of Prevent means being part of, and working with, a multidisciplinary support network, drawn from within and beyond your organisation, with each partner having a different role to play in preventing learners from being drawn into extremism.

For an education and training organisation, this network could involve individuals in governance roles as well as staff from across the organisation with responsibility for safeguarding and welfare, curriculum, IT and staff training. Ideally, each organisation should identify a single point of contact (Spoc) for Prevent and often this may be an individual from within the safeguarding team. The role of the Spoc is to liaise with the regional HE and FE Prevent coordinator and ensure that the organisation is connected to the Prevent referral panel in the area, known as the Channel panel.

The Channel panel is multi-agency and may contain members from children and adult services, local authority troubled family teams, youth offending teams, police and local authorities among others. This form of multi-agency support will be familiar to safeguarding teams within education and training organisations, as similar structures also exist for children and adult safeguarding panels.

If a staff member feels that a learner is vulnerable to becoming radicalised, they should discuss the matter with their Spoc. Where a learner is deemed to be vulnerable the Spoc may refer them to the Channel panel, always after having spoken to the learner first and explaining to them what is taking place and why. A diagram showing the full Channel referral process in FE is available at [www.157group.co.uk/channel-referral-system](http://www.157group.co.uk/channel-referral-system).

If, after being referred to Channel, the learner is considered to be at risk, the relevant agencies present on the Channel panel will identify an appropriate support package for that individual. This may include, for example, a family support package, careers counselling, support for anger management, etc. It is important to stress that the Channel referral process is not about criminalising a learner but rather about intervening before a learner may commit an act which does criminalise them.

**“I strongly believe that strong partnerships – with different disciplines meeting around a table to share information, all with the interests of that person in mind – allow you to get more of a picture of the needs of that person, which means you can put together a better protection plan. In this context we are talking about those vulnerable people who are at risk of being radicalised and we need to have those conversations and build the trust and partnerships to best protect that person.”**

Prevent coordinator

## ▶ A case study from Highbury College

People are often surprised to learn that Portsmouth is one of the most densely populated cities in the country outside London. Five of Highbury College's six centres are located in Portsmouth and serve some areas of high deprivation. The recession had a significant impact on the city and it has the lowest employment rate of any local authority or district in urban south Hampshire. Young people from Portsmouth have travelled to Turkey and onwards to Syria to fight with Islamic State (Isis). In October 2014 leaders of the city's main mosques joined with the leader of Portsmouth City Council and the police to issue a statement condemning those who seek to lure young people overseas to fight.

### How has the college used working in partnership to go about combating extremism?

Initially the head of student support and alumni services approached the Prevent south-east region HE and FE coordinator for advice about how the college might address the potential radicalisation of learners. A meeting took place during which the guiding principles of partnership were discussed, which included:

- The need to protect young people from all forms of radicalisation is part of the college duty to safeguard learners.
- Learners referred to the Prevent team would not be criminalised but rather supported.
- The college would explore ways in which the genuine sympathies of learners for people caught up in the Syrian conflict could be channelled in a positive way, for example, through collections for legitimate charities.
- Learners should be made aware of the dangers of travelling to Syria.
- Teaching and support staff should be made aware of the Prevent strategy and its links to safeguarding.

Following this, the principal also met with a representative from Prevent. As a result training was delivered by the Prevent team for student support staff, college managers and for all remaining groups of staff.

Governors were made aware of the Prevent strategy and its links to safeguarding via the annual child protection and safeguarding paper that was presented and discussed at a full corporation meeting. The college also has a governor with specific responsibility for safeguarding issues. This governor meets regularly with the executive director of student support and alumni services, who is the designated safeguarding officer. During these meetings safeguarding, Prevent and radicalisation are discussed.

The college's partnership with Prevent has evolved. The main point of contact for the college is now a Hampshire constabulary sergeant who is part of the local Prevent team. The college child protection and safeguarding team have made three referrals to Prevent. In each case the learners were provided with individually tailored support packages and have been supported by members of the Prevent team and the college mentoring team. The college mentor has acted as the point of contact for learners, Prevent staff and the government-approved intervention provider (for instance a Muslim mentor). The college mentor has facilitated meetings between the government-approved intervention provider and the learners, which have taken place on college premises, and has attended Channel meetings to report on learners' progress from a college perspective.

In the case of one learner, the college mentor's intervention was instrumental in ensuring that the learner remained in full-time education. At the request of the Prevent team the mentor arranged a 'taster class' for the learner, which gave them the confidence to progress to a higher-level course and furthered his employment prospects.

To build a successful partnership around Prevent it has been necessary to work collaboratively both before and after the point at which an individual learner has been referred. It has been important that a member of college staff, (in this case one of the mentors), has acted as a 'go-between' for the learner, Prevent and intervention provider. The mentor has also played an important role in Channel meetings, reporting on learner progress. The referral process has required the mentor to devote a considerable amount of time to liaising with the learner, teaching staff, Channel panel and the approved intervention provider.

At Highbury College it has also been important to make staff and governors aware that helping to prevent radicalisation forms part of our duty to safeguard learners and to reassure them that a referral to Prevent does not automatically criminalise a learner.

## Checklist

- Are governors aware of Prevent and of the duty now placed on the organisation?
- Are governors and board members, senior leaders and managers actively engaged with external partners including police and local Prevent coordinators?
- If the education and training organisation is deemed high risk, is there a single-point of contact for Prevent?
- Does your organisation have regular contact with HE and FE Prevent coordinators?

## Resources

- Channel – A Guide for Local Partnerships  
[www.acpo.police.uk/documents/TAM/2012/201210TAMChannelGuidance.pdf](http://www.acpo.police.uk/documents/TAM/2012/201210TAMChannelGuidance.pdf)
- An article from the Guardian containing quotes from Channel Mentors  
[www.theguardian.com/world/2015/feb/05/uk-mentors-steer-youth-away-from-radicalisation](http://www.theguardian.com/world/2015/feb/05/uk-mentors-steer-youth-away-from-radicalisation)

# Risk assessment

Risk assessment in the context of Prevent means:

- being aware of all the ways in which your organisation may be vulnerable to its learners becoming radicalised
- identifying the levels of risk proportionate to your organisation
- ensuring that all relevant policies and procedures are in place to mitigate that risk
- regularly reviewing these risks and checking to ensure relevant procedures are being carried out.

The roles and responsibilities for mitigating risk with respect to Prevent are often spread among different parts of an education and training organisation. An action plan for Prevent can be a useful 'live' document for the ongoing review of risks and required actions and as such it is recommended that the action plan section be read in conjunction with this section on risk assessment.

## ▶ A case study from Leicester College

Leicester College operates in one of the most diverse cities in the UK. Figures from the 2011 census show that of the city's 329,000 population:

- 28% were born in other countries
- 45% identify as White British with the next highest group being Asian or British Indian at 28%
- 40% of the population have English as their main language and 18% of households have no one who speaks English as their main language
- 32% identify as Christian, 23% as no religion, 19% as Muslim, 13% as Hindu and 4% as Sikh.

The city has for many years been a 'dispersal' city for new arrivals to the UK, with recent growth in the Somali community being an example of this.

In recent years, the city has been the focus for two rallies by the English Defence League (EDL). Developing community cohesion has been the focus for the college and city for many years, with the city often being held up as an example of having harmonious relations between different ethnic and religious groups.

The college first became involved in the Workshop Raising Awareness of Prevent (WRAP 3) training about five years ago at the time of the first EDL march in the city.

## How has the college used risk assessment and safeguarding policies to go about combatting extremism?

When implementing the Prevent agenda at the college it was clear that there were two aspects to consider. The first of these was staff training and how to deliver this and to whom. The second was how to embed the approach within policies and procedures within the college. Considering the latter aspect, the approach taken was, wherever possible, to include the Prevent duty within existing practices and policies rather than to create new systems. However, when reviewing existing policies it was identified that two new documents would need to be created, these being a Prevent Strategy detailing the approach to implementing the Prevent agenda along with an action plan, and a policy for the booking of rooms at the college which detailed the obligations to avoid the college being used as a platform for promoting extremist or radical views.

The college's Prevent strategy is a short document that summarises the rationale for engagement with the Prevent agenda and the college's approach to implementing it, together with the activity within the college that underpins this work – community cohesion work with learners for example. The document includes an action plan that covers the main actions that need to be undertaken to ensure that all aspects of the agenda are implemented successfully.

The first policy amended was the child and vulnerable adult protection policy. This was updated to include reference to the Prevent agenda and how learners would be safeguarded from being involved in extremism, along with possible indicators to look for that might indicate someone was becoming involved in extremist activity. The college recognises that it needs to amend this policy further to include the criteria that will be applied when an individual is referred to the Channel programme.



Possible signs of radicalisation include:

- The individual's views become increasingly extreme regarding another section of society or government policy
- They are observed downloading, viewing or sharing extremist propaganda from the web
- They become withdrawn and focused on one ideology
- The individual becomes increasingly intolerant of more moderate views
- The individual may change their appearance, their health may suffer (including mental health) and they may become isolated from family, friends, peers or social groups.
- The individual expresses a desire/intent to take part in or support extremist activity

Other policies that have been amended, or are in the process of being amended, include the college security policy, the e-safety policy, the e-communications policy, recruitment and selection policy and the safeguarding policy, which is the umbrella policy that summarises the college's approach to safeguarding learners in all aspects of college life.

It has also become apparent that the college needs a policy that covers the letting of rooms to external groups for activities not related to the college. This was highlighted recently when a group to whom a room had been let used the college logo without permission to promote their event because they had assumed that the agreement to let the room indicated the college's support for their activity. In this instance the activity was not controversial but clearly this could damage the college's reputation if the group to whom the room had been let promoted extreme or radical views.

As with all safeguarding procedures, as these policies are amended and any training is rolled out, partners and subcontractors are notified of the requirements on them also. This is done at regular meetings attended by a member of the safeguarding team whereby new guidance and procedures are issued to partners and training delivered. These meetings are attended by the managers of subcontracting agencies and Leicester College issues guidance material which is provided for them to disseminate to their staff.

In making the changes detailed above effective, communication has been important to ensure colleagues are 'on-board' with the changes. It has been found that short briefings at management meetings, emphasising that this is merely an extension of safeguarding duties, have been successful to explain what is being done and why. Linking the changes in policy and practice to a concurrent training programme has meant that there has been no opposition to the changes – it has all been treated in a 'matter of fact' way and as a logical extension of current safeguarding obligations.

## Checklist

- Does your organisation have clear and visible policies in place covering staff, learners, learning and infrastructure (and use of premises), capable of identifying where staff or learners may be drawn into terrorism?
- Are your organisation's Prevent related policies in keeping with the Equality Act 2010 and do they cover learner welfare, including equality and diversity, the safety of learners and staff, and relationships with external bodies and community groups who may use premises, and/or work in partnership with the organisation?
- Does your organisation have clear and visible policies and procedures for managing whistle-blowing and complaints?
- Does your organisation have robust procedures to ensure that organisations to which you subcontract also safeguard against vulnerable people being radicalised and that you do not inadvertently fund extremist organisations?

## Resources

- Example of a college Prevent strategy (from Stoke on Trent College)  
[www.157group.co.uk/sample-prevent-policy](http://www.157group.co.uk/sample-prevent-policy)

# Action plan

An action plan is a set of activities identified to help you meet your required goal, in this case the mitigation of the risk of a learner being radicalised.

How do you know that you are at risk?

As seen in the risk assessment section, many education and training organisations will have various policies in place which will all touch on aspects of Prevent. However, for ease of purpose and to facilitate the role of the Spoc within an organisation, it may be useful to have a single document against which all of the relevant criteria can be checked.

Some education and training organisations use self-assessment forms which perform a multitude of tasks.

- The provision of a list of criteria against which organisations can self-assess their level of risk. Several organisations use a rag rating system which flags up those areas needing action.
- The inclusion of an action plan can so that a list of activities can be devised to counter the risks where an amber or red rag rating has been identified.
- They provide a review sheet which can be:
  - sent to senior managers to feed into the organisation's overall risk register
  - reviewed by those with a governance role
  - sent to the local Prevent FE coordinator or Prevent police practitioner in order for them to review the organisation's Prevent activities and identify any areas that might require further help
  - used as a planning tool for the core team engaging on Prevent
  - used as evidence in an Ofsted inspection of how systems and procedures relating to Prevent are carried out effectively.

Due to the ever-changing nature of radicalisation and extremism the self-assessment and action plan needs to be a 'live' document that is regularly updated to take into account changing circumstances within and beyond the organisation. Liaising with Prevent partners outside the organisation (Prevent HE and FE coordinator, police practitioner, etc) will help organisations stay up to date on local and national issues.

## ▶ A case study from Stoke on Trent College

Stoke-on-Trent is a Tier 1 area. Tier 1 means it is deemed to be an area with the highest threat of extremism. Consequently the Stoke-on-Trent local authority was one of the first in the country to proactively engage with the government Prevent agenda working collaboratively with local agencies and organisations, including the college.

### How is Stoke on Trent College using a self-assessment and action plan to raise awareness of and combat extremism?

The self-assessment and action plan used by Stoke on Trent College was created by Stoke-on-Trent local authority in conjunction with the Staffordshire Police Prevent team. Stoke on Trent College was the first organisation to pilot the plan. Members of the local authority and the local police Prevent team worked with the college to conduct the college's first self-assessment. The self-assessment tool is now reviewed annually and forwarded to the local authority Prevent coordinator and the West Midlands FE and HE Prevent coordinator.

Completion of the self-assessment and action plan is the responsibility of the head of learner support services, who is the Spoc for the college and attends the local Prevent board meetings on a regular basis. The Spoc is supported by another three members of the college safeguarding team, one of whom is an ICT specialist member of staff. This has been particularly useful in creating links with the local authorities regarding online safety. The actions designated within the document fall on staff across the whole organisation and include senior management teams, including the chief executive and principal. The document is useful in ensuring that everyone knows their individual roles and responsibilities.

The police or the local authority Prevent coordinator is available to advise if the college identifies an issue of concern. An example of this includes inviting a designated police officer from the local counter-terrorism unit to come in and test ICT systems for potential misuse relating to potential extremism. The self-assessment and action plan is a real example of partnership working both internally and externally.

## Checklist

- Does your organisation have a self-assessment tool which facilitates the identification of risks and identifies actions needing to be taken?
- Has your organisation contacted your relevant local Prevent FE coordinator or police Prevent officer to ensure you are carrying out the self-assessment and the creation of an action plan in the most effective way?

## Resources

- Prevent self-assessment and action plan of Stoke on Trent College  
[www.157group.co.uk/stoke-trent-prevent-self-assessmentaction-plan](http://www.157group.co.uk/stoke-trent-prevent-self-assessmentaction-plan)



# Staff training

The principal purpose of staff training on Prevent is to equip staff with the ability to recognise signs that a learner might be on the path to becoming radicalised. In this way it can be incorporated into the Safeguarding training staff are given at induction or during continuing professional development (CPD), in the same way that staff are taught to identify signs of self-harm or physical or domestic abuse, etc. All staff should know who to contact if they worry that a learner is becoming radicalised. This is normally the Spoc.

The quickest and easiest means of providing a generic level of training for all staff is to introduce a roll out of WRAP 3 training. Local Prevent HE and FE coordinators or police Prevent practitioners run training programmes and can train relevant staff members as WRAP 3 facilitators so that they can then roll out the WRAP 3 training within their own organisation. Depending upon the perceived risk, organisations may also decide to introduce training which targets specific cadres of staff, for example, those with responsibilities for welfare and/or security. The Spoc within an organisation should ideally receive training on Prevent from the local HE and FE Prevent coordinator or Prevent police practitioner and also know of local Prevent networks and other information sources available to keep abreast of the changing Prevent landscape.

Appropriate staff training can also help to further the integration of the Equality and Diversity Act 2010 and British and spiritual, moral, social and cultural (SMSC) values into the classroom. SMSC within FE is closely aligned to equality and diversity. A resource tool for embedding and auditing SMSC values is included at the end of this section.

## ▶ A case study from Leicester College

Leicester College operates in one of the most diverse cities in the UK, as outlined in the earlier case study on risk assessment.

### How has the college used staff training to go about combatting extremism?

When thinking about training staff at the college around Prevent, it was decided to take a staged approach and focus on groups that were considered a priority first. When deciding which groups of staff were a priority three things were considered:

- Their strategic position in the college and their ability to influence the impact of the training
- The likelihood that they would either receive information about extremist activity or the radicalisation of learners or observe this behaviour.
- The number of staff to be trained – this was a practical consideration.

The training programme was launched with a short briefing to the college management team to make them aware of the issue and to seek their support for the training plan. It was important to make sure that these senior managers had sufficient information to stress the importance to other staff in their areas that may be involved in training.

The first groups of staff trained were the campus wardens (security), pastoral support staff (including learning mentors, counsellors, learner engagement team and additional support staff) and the safeguarding team. There were also two curriculum areas that were targeted for training due to the perceived increased vulnerability of their learners: English as a second other language (Esol) and learning difficulty and disability (LDD). The initial training has been followed by monthly training sessions for managers.

The training delivered has been differentiated according to the group being trained with the training for campus wardens being a short session of 45 minutes covering the key points and indicators for which to look, for example, leaflets being distributed, learners being 'canvassed' outside college; and the training for pastoral staff, managers and the safeguarding team being two hours, including a more in-depth exploration of how learners become radicalised. The sessions for the curriculum areas were an hour and covered similar material as for pastoral staff but with less time for discussion. This was a pragmatic solution due to numbers and time constraints.

The next group of staff to be trained will be learning coaches who deliver group tutorials and who will deliver specific sessions on Prevent to learners. It is planned to train teaching staff via an online module (yet to be developed) due to the number of people involved.

In the training it is stressed that Prevent fits within the safeguarding process of the college and that the approach is about safeguarding learners from harm. Any referrals are to the college safeguarding team in the first instance and then, if appropriate come to the Channel panel.

The training has been developed in conjunction with the local Prevent coordinator. Initially the training was delivered by the coordinator with a member of the safeguarding team present. Subsequently some training has been delivered by the coordinator and some by the safeguarding team.

To date over 200 members of staff have been trained and the feedback has been positive.

When developing and subsequently delivering the training, it has been found that it is important to ensure that, while not shying away from the issue of Isis and the conflict in Syria and Iraq, a balanced view is given with, for example, references to right-wing extremist activity and how this affects individuals. This should be represented in the imagery and in the language used. It is important to differentiate between Islam as a religion that is peaceful and reflective and terrorism that presents a single narrative but purports to represent Islam. It is important to stress the focus is on preventing learners from harm from any form of radicalisation and to illustrate that in many ways the process of radicalisation is essentially one of grooming.

Equally it is critical that whoever delivers the training should feel confident to deal with issues that may arise in a sensitive but unambiguous way.

## Checklist

- Does your organisation undertake appropriate training and development for governors and board members, leaders and staff?
- Does the organisation ensure that opportunities within the FE curriculum are used to promote British values of “democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs”?
- Do all your staff have an understanding of the factors that make people vulnerable to being drawn into terrorism?
- Do staff have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response?
- Has your organisation appointed a specialist for Prevent training and if so do they understand the processes and policies in place when vulnerability has been identified? Do they know when to make referrals to the Channel programme and where to get additional advice and support?
- Does your organisation have robust procedures internally and externally for sharing information about vulnerable individuals? This should include information-sharing agreements where possible.
- If you are a larger organisation with numerous curriculum areas and departments, do you have an internal staff Channel panel to provide support and advice and make decisions prior to sharing information outside the organisation?

## Resources

- Training and support packages available via local Prevent HE and FE coordinators  
[www.safecampuscommunities.ac.uk/uploads/files/2014/07/prevent\\_training\\_packages\\_fe\\_colleges.pdf](http://www.safecampuscommunities.ac.uk/uploads/files/2014/07/prevent_training_packages_fe_colleges.pdf)
- New training materials for staff will be developed by The Education and Training Foundation and made available at the ‘Prevent for FE and Training’ website: [www.preventforfeandtraining.org.uk](http://www.preventforfeandtraining.org.uk)
- Additional generic resources can also be found on the Safe Campus Communities website:  
[www.safecampuscommunities.ac.uk](http://www.safecampuscommunities.ac.uk)
- *SMSC Report: Planning and delivering spiritual, moral, social and cultural (SMSC) support in the learning and skills sector* (including audit tool)  
[www.fbfe.org.uk/wp-content/files\\_mf/1385640285Isis\\_SMSCReportGuidanceforlearning.pdf](http://www.fbfe.org.uk/wp-content/files_mf/1385640285Isis_SMSCReportGuidanceforlearning.pdf)

# Building learner resilience

Building learner resilience is about strengthening critical thinking skills so that learners are less likely to accept information without question. In the context of Prevent it's also about providing a safe place for them to discuss issues relating to extremism, such as the psychology of radicalisation, and explore politics or religion in a balanced, non-extremist manner. In this way learners are equipped with the skills to recognise radicalisation and protect themselves and their peers.

## ▶ A case study from Stoke on Trent College

Stoke-on-Trent is the 16th most deprived authority in England. The college is in the lowest quartile of colleges for socio-economic factors (SEPI Report), with 42% of current 16 to 18-year-old learners coming from low-income families in receipt of financial support. As of March 2015, 18.8% of 16–18 and 40% of 19+ learners at the college were from an ethnic minority background compared to 13.6% in the local community. The largest ethnic group is Other White followed by Pakistani, African and Other Asian. The largest 16–18 ethnic minority group is Pakistani.

## How has Stoke on Trent College built resilience among learners to combat extremism?

The Home Office has designated Stoke-on-Trent a Tier 1 area, meaning that it is a priority area for tackling extremism and radicalisation, and as a result the college was able to apply for funding for the Prevent project, 'Engaging Young People, Building Resilience'.

This project uses a combination of workshop sessions and informal learning (described below) to raise awareness of extremism among learners and to foster shared values of tolerance.

### Tutorial and workshop sessions

Tutorials and workshops are offered as a combination of mandatory 'big tutorials' and targeted small group tutorials.

The 'big tutorials' are delivered to groups of up to 100 learners at a time, and the two most recent ones have been delivered by The Reveal Theatre Group, which specialises in the facilitation of sessions around the topic of extremism, and the Staffordshire Police Prevent team, who regularly deliver learner WRAP sessions in local schools and colleges.

The 'big tutorials' are delivered across a week and tutors have a choice of sessions where they can book groups in to attend. This structure means that if learners are discussing the sessions with their peers they have all received the same information.

To complement the 'big tutorial' model, small group tutorial workshops have taken place which allow the facilitators to go into more depth and really engage learners. The FE and HE regional Prevent coordinator came in to assist with the facilitation of these sessions in the first instance until college staff were more confident in using the resources. Group sizes could be anything from 15 to 30 and typically take an hour. Sessions are scheduled to match learner timetables to support attendance rather than during breaks or lunchtimes.

The small group tutorial workshop has used the 'Pathways' resource, which includes a short video showing the lives of two young people, one white British non-Muslim and one Asian British Muslim. As young men they experience many of the same life stressors, including finding a job and pressure from a girlfriend. Both young people find themselves falling in with the wrong crowds, with opposing extremist ideologies. After the video learners are encouraged to consider the factors which led to the young men becoming radicalised and what interventions could have happened along the way (and by whom) to prevent them reaching a point of violence. The sessions have been found to be very effective in engaging learners.



Typical quotes from learners following the tutorial workshop include:

**“It made me realise that extremist situations like this can happen much closer to the people in our lives than I had realised.”**

**“I now have the confidence to stand up and challenge people about what they are saying.”**

## **Informal learning**

At Stoke on Trent College equal importance is placed on informal learning and a key component of the Prevent project has been the provision of funding for a part-time youth worker to work in the students' union.

The focus of this part-time post is on informal engagement with learners and on making appropriate interventions, so that as discussions and questions arise, learners can be supported to explore them in a safe, non-threatening setting:

**“If you say you are going to talk about democracy the learner will switch off, but if you are a skilled youth worker then you can ‘steer’ the conversation around to discuss what the values of democracy are, and have the same conversation in that way.”**

Student liaison and wider activities coordinator, Stoke on Trent College

The college has a multifaith chaplaincy service, which runs from the students' union at set times and days across the week. A community cohesion officer from the local authority, a member of the local Muslim community, also comes into college once a week at the same time as the chaplain so that learners can see faith representatives working together.

## **Balanced approaches**

The college embeds equality, diversity and inclusion themes across all curriculum teaching programmes supported by an annual Equality and Diversity Week which in 2014/15 will be on the theme 'all working together'.

Central to the 'Building Resilience' programme is balance. The college endeavours to ensure that workshops and tutorials present a balanced picture so that no one group is singled out. For example, while the current most significant risk of extremism in Stoke-on-Trent comes from both extreme right 'white supremacy' groups and from 'militant Islamist' groups, the workshops make the point that twenty years ago the threat would have been deemed to be coming from the Troubles in Northern Ireland. If you conduct workshops 20 years from now, the threat will likely be deemed to be coming from a source somewhere else. What is important is not necessarily the source of the latest threat but that vulnerable people may get drawn into an extremist ideology and the college's aim is to address this possibility before it is too late. Building resilience to radicalisation among learners is key to this aim.

## **The Reveal Theatre Group**

The Reveal Theatre Group is a documentary theatre group used by a number of FE education and training organisations to build learner resilience to radicalisation. It researches historical or current events and explores them within the medium of drama. The theatre group has been running sessions around the topic of extremism for many years and undertakes frequent research to make sure knowledge and understanding of the issues and related world events are current.

The theatre group provides large and small theatre sessions, but ensures that even those sessions with a group of 100 learners are always interactive. Its approach is to encourage learners to participate so that the stories they bring in are their own, which helps to make it real to them and keep them engaged. Extremist ideologies are unpicked and the consequences of accepting without questioning examined. Drama games are used so young people do not feel as though they are learning.

The purpose of the theatre sessions is not only to break down extremist views: it can also be about building more of a balanced understanding of other politics or religion.

**“We get young Muslims coming up to us at the end of our sessions shaking our hands and thanking us for breaking down some of the social misunderstandings of what Islam is. We talk about what Islam is really about. We unpick the extremist strands and we say Isil [Isis] is not what Islam is about, Islam is about peace, it's about charity, it's about looking after your neighbour.”**

Director of Reveal Theatre Group

## Checklist

- Are activities included within existing lesson structures which enhance learner resilience, for example, internet safety sessions and activities to improve critical thinking?
- Does your organisation raise awareness and confidence among tutors and engage colleagues about the importance of critical thinking skills?

## Resources

- Information about the Reveal Theatre Group's "Game on" programme of work:  
[www.157group.co.uk/reveal-theatre-group-info](http://www.157group.co.uk/reveal-theatre-group-info)
- Staff and learner training available via the HE and FE Prevent coordinators  
[www.safecampuscommunities.ac.uk/uploads/files/2014/07/prevent\\_training\\_packages\\_fe\\_colleges.pdf](http://www.safecampuscommunities.ac.uk/uploads/files/2014/07/prevent_training_packages_fe_colleges.pdf)
- Leicester Learner training material (created by Gemma Jackson and Sam Slack):  
[www.bimtor.com/blrl.zip](http://www.bimtor.com/blrl.zip)

# Welfare, pastoral care, chaplaincy support, prayer and faith facilities

Welfare, chaplaincy support, prayer and faith facilities are two separate sections within the current Prevent guidance, but these sections broadly cover:

- Providing sufficient care, facilities and support for all learners, for example, considering multifaith chaplaincy as another form of welfare support if you have many learners of different faiths and providing them with prayer facilities.
- Protecting the learner in any space where they may be vulnerable to radicalisation, for example, ensuring that spaces such as prayer rooms are not spaces where extremist rhetoric or grooming takes place.

## ▶ A case study from Hull College

Hull College Group has been working with the Prevent agenda for just under seven years, including developing partnerships with local Humberside (and North Yorkshire) police Prevent engagement officers (Special Branch), membership of the Prevent Silver Group and taking part in multi-agency training events.

The college is a large, complex and multi-sited organisation with campuses in Hull, Harrogate in North Yorkshire and Goole in East Riding. The Group caters for a wide range of learners with varying needs, attainment levels and socio-economic disadvantage and provides a variety of delivery models.

Hull in particular has seen a significant increase in diversity over the past 10 years, from what was once a predominantly white, working-class city to a city where 10.3% of residents are from the black and minority ethnic (BME) community, with a large concentration of migrant workers particularly from eastern Europe. This has inevitably created some community tensions between different minority groups and significant work has taken place with key agencies with respect to the community cohesion agenda.

Interestingly, while Hull has experienced activities associated with the Prevent agenda and concerns regarding radicalisation from members of the Muslim community, including interest in learners and ex-learners, far greater concerns have been, and continue to be, associated with the far-right and white supremacist activity, and to a lesser extent animal rights.

## How is Hull College Group using different means of welfare, chaplaincy, prayer and faith facilities to combat extremism?

### Welfare

Hull College Group provides an extensive welfare service for its learners, of which multifaith chaplaincy is one facet. Other factors include:

- Free and confidential counselling service for learners and staff
- Designated safeguarding officers (children, young people and vulnerable adults)
- Tutor support
- Learner coaches
- Mentoring service for looked-after children (LAC)
- Information, advice and guidance (IAG) teams
- Learner finance teams
- Security and welfare team
- Significantly developed signposting and referral relationships with external providers from statutory, voluntary and community sectors
- The development of a 'safety net' group to ensure timely and appropriate interventions for vulnerable learners.



## Multifaith chaplaincy and All Faiths and None (AFAN) communities

The college has volunteer chaplains from a variety of different faiths, including Christian, Jewish and Muslim. Some of the chaplains have been actively recruited by support staff. Others have approached the college and volunteered their services, including several imams who originally came to the college as Esol learners.

All chaplains undergo interviews with learner services and background checks are run by the HR department. The chaplains often share the offices of learner services and come to be known well. Chaplains also usually attend key events such as fresher's, induction and key themed weeks, etc.

Volunteer chaplains have a valuable role to play in contributing to and providing a balanced and open dialogue with members of our college community, on issues of spirituality, faith and non-belief. Chaplains are invited to discuss these issues openly. Previous chaplains have completed WRAP 3 training and attend regular equality and diversity events and activities.

Hull College is a member of a local multifaith based community group which meets bimonthly and networks with AFAN. Curriculum colleagues network regularly with faith groups, for example, the Esol tutors and local imams. Faith-based groups, such as the Humber All-Nations Alliance, for example, are also regularly invited into the college, to provide specific group tutorials and attend themed week celebration events. The teaching material used in the tutorials is agreed in advance of the sessions.

### Prayer facilities

Hull College has a designated and accessible prayer room. The service is regularly advertised on the college intranet, during induction week and in the learner journey handbook. This service is managed between the main reception and helpdesk team and curriculum colleagues, who control access. None of the Friday prayers are attended by anyone external and are periods of quiet prayer. Nevertheless, following the new guidance and duty the college is in the process of adopting a procedure formalising the use of its prayer rooms.

### Checklist

- Does your organisation have sufficient pastoral care and support for all learners, according to the needs of your particular organisation?
- Does your organisation have prayer and faith facilities? If so, are there clear and widely available policies for the use of prayer rooms and other faith-related activities, including mechanisms for managing any issues arising from using the facilities, such as an oversight committee?

### Resources

- The Multifaith Centre at the University of Derby (including multifaith chaplaincy course)  
<http://www2.derby.ac.uk/multifaith-new/component/content/article/69-the-multi-faith-centre->
- The Markfield Institute Muslim chaplaincy training course  
[www.mihe.org.uk/cert-chaplaincy](http://www.mihe.org.uk/cert-chaplaincy)
- All Faiths and None (AFAN) website  
[www.afan.uk.net](http://www.afan.uk.net)
- The National Council of Faiths and Beliefs in Further Education (**fbfe**) website  
[www.fbfe.org.uk](http://www.fbfe.org.uk)

# External speakers and events

An external speakers protocol is a means of ensuring that organisations are aware of who is speaking and the views that are being espoused within the organisation. Having a clear protocol gives organisations time to intervene if it is found that any proposed content would stand to harm learners in any way, such as by inciting violence or homophobic rhetoric. The purpose of an external speaker's protocol is to ensure that the rights under the 2010 Equality and Diversity Act, including the nine protected characteristics, are protected.

The Prevent duty and guidance does not seek to ban any speakers or impinge on freedom of speech. What the duty and guidance does attempt to do is to ensure that the right processes are in place to manage events and speakers. From the good practice Prevent coordinators have seen and would hope to see replicated this could mean:

- Ensuring a reasonable notice period for checks to be made, not necessarily by the police – this could just be open source by the host organisation. This could include looking into instances where potential hate speech may have taken place at previous events.
- Processes or protocols to demonstrate how information about the speaker is used to make a decision about whether to allow their event to take place or not.
- A requirement for speakers to sign up to the organisation's equality and diversity policy.
- Evidence of the final decision made about whether to allow the speaker into the organisation, including the mitigation measures put in place.

The current duty and guidance gives organisations the responsibility to “pay due regard to the need to prevent people from being drawn into terrorism”. Ultimately it is the right of each organisation to decide how it does that. Some organisations may allow speakers into the organisation if they feel that they can take appropriate efforts to mitigate the risk, such as someone being in the audience to monitor the event or ensuring another speaker is present to put an alternative view forward. However, other organisations may choose not to invite in speakers due to the potential reputational damage that could ensue. There is also the concern that while a speaker may choose not to say anything damaging during their event, they could use the opportunity to invite the audience to attend other events on private premises, which in the learners' eyes may be deemed safe due to the original contact having been made through the education and training organisation.

It is important to also consider the promotional materials that will be allowed on the premises, such as leaflets, flyers and posters.

## ▶ A case study from Coleg Cambria

### How Coleg Cambria is introducing an external speakers policy in order to deal with possible instances of extremism in the college, building on lessons learnt elsewhere in Wales

Coleg Cambria is part of the North Wales Prevent Forum. The group contains members from both HE and FE in addition to representatives from the police and the HE and FE Prevent coordinator for Wales. The meetings take place four times a year and are opportunities for sharing and learning about best practice around safeguarding and well-being across Wales. At one of the meetings a representative from an organisation in Cardiff attended and shared their experience of creating an external speakers protocol.

There have been arrests in Cardiff recently for planned terrorist offences as well as high-profile media coverage about young people travelling to areas of conflict in Africa and, more recently, Syria. There have also been issues raised in the media about prayer rooms having been used inappropriately to radicalise young people. As a result, communities in Cardiff have come together through the voluntary Cardiff Prevent Stakeholder Group to raise awareness and increase resilience to distorted messages. One example of the group's efforts is the production of a leaflet titled *What Islam Really Says*, which was developed over 18 months by all Cardiff mosques in conjunction with the Muslim Council of Wales and launched in the Welsh Parliament. This bilingual leaflet has been distributed to all Cardiff schools and colleges and further afield in Wales.

Against this backdrop, the need for an external speaker protocol became clear and was a response to real-time events taking place. The need to know who is speaking on the college's premises and what they are saying is important in order to safeguard learners who may be vulnerable.

At around the same time Coleg Cambria attended a CollegesWales meeting where the head of safeguarding was informed of the development of a Welsh FE Safe Learning Community Toolkit similar to the one used by Stoke on Trent College. This toolkit was funded by the Welsh government and endorsed by CollegesWales. Its content is directly related to safeguarding, including extremism, and the well-being of learners and staff. This was piloted throughout Wales in 2014/15 and a report is currently being compiled. Coleg Cambria is one of the first colleges to pilot this tool and is looking to introduce the external speaker's policy that the North Wales Forum group is using.

While Coleg Cambria has not had any incidents relating to external speakers, it has had to refer one learner for looking at Isis material online and also had an incident of forced marriage. As such, the college feels that it is better to learn from the experience of other organisations and have systems in place that safeguard learners before incidents arise.

## Checklist

- Does your organisation have policies and procedures in place for the management of events held on the premises? The policies should apply to all staff, learners and visitors and clearly set out what is required for any event to proceed.
- Does your organisation have advance notice of events taking place including an outline of the topics to be discussed and sight of any presentations or footage to be broadcast?
- Does your organisation have a system for assessing and rating risks associated with any planned events, providing evidence to suggest whether an event should proceed or be cancelled, or whether mitigating action is required?
- Does your organisation have a mechanism for managing incidents or instances where off-campus events of concern are promoted on campus?

## Resources

- 'On-Demand' External Speaker Protocol for Universities in Wales  
[www.157group.co.uk/sample-external-speaker-policy](http://www.157group.co.uk/sample-external-speaker-policy)
- Leaflet: *What Islam really says*  
[www.157group.co.uk/what-islam-really-says](http://www.157group.co.uk/what-islam-really-says)

For more information on freedom of speech, please see the resources under **Safety online**.

# Safety online

Online radicalisation, either through accessing inflammatory material or through online grooming, is an increasing danger and means that even education and training organisations in remote rural areas, which may have never witnessed any extremism previously, cannot afford to ignore this issue.

While some might think that learners would not choose to access extremist material via the IT systems of their education and training organisation, evidence would appear to be to the contrary. Several education and training organisations spoken to throughout the course of this project mentioned issues of learners accessing extremist material or posting extremist opinions on social media sites. A number of incidences led to referrals to local Channel panels. Staff and learners alike can be surprised to find that there are some online extremist propaganda magazines and websites containing sophisticated propaganda which lead to automatic arrest if they are downloaded.

Education and training organisations can help safeguard their learners by blocking access to dangerous or illegal sites and also by helping to identify learners who may be curious and susceptible to radicalisation.

**“Online safety does not mean automatically referring a learner if they have searched for something potentially dangerous. It may be nothing, but that should trigger in your mind that there might be things afoot. Some of this propaganda is extremely sophisticated and those who are vulnerable may not have developed the critical thinking skills to analyse the content.”**

Prevent coordinator

## ▶ A case study from Birmingham Metropolitan College

Birmingham Metropolitan College (BMet) is a large general further education college providing a range of courses from entry level to HE to around 30,000 learners a year and servicing a catchment area that crosses Birmingham, the Black Country and the Wyre Forest. The college has 14 sites located in very different communities, each presenting different challenges, risks and potential for a range of safeguarding issues including those addressed by the work of Prevent.

To date, BMet has not had any Prevent-related incidents concerning learners' use of IT facilities. Nevertheless, the college recognises the need to continue to discuss the issue as part of regular reviews of IT risk, and to ensure that the college IT systems are developed in line with the latest advice and guidance. Online safety, and safeguarding learners against digital threats, is the responsibility of the IT department and the IT director is responsible for a specific e-safety policy. This links closely to the college's safeguarding and anti-bullying policies and the three of these together provide a framework against which the college monitors and responds to any issues.

### How has Birmingham Metropolitan College gone about combatting extremism through online security?

#### Policies

The college's IT acceptable use policies (AUP) for learners and staff are the single statements that users must agree to before accessing systems. These statements have been developed iteratively over a span of several years and are updated regularly. The current review being undertaken will include the amendment of policies to include the new bring your own device (BYOD) wireless network, as well as stronger messages about searching for and accessing inappropriate material.

#### Filters

In order to cater for the wide variety of devices accessing the college's systems, which include tablets, phones and other bring-your-owns, as well as devices such as TVs and large format displays with SMART functionality, the college took the decision 12 months ago to replace the traditional proxy setup with a hardware-based inline filter, which manages all traffic leaving the college network through three Janet connections. The Janet connections ensure comprehensive filtering and control to an individual user and URL level. Overall, this has worked well for the college, but recently the changes made by Google to secure its web searches and in particular YouTube have caused some issues.

## Learners

The current challenge faced by BMet, as with many in FE, is achieving a good balance between learner expectations for digital connectivity, with appropriate levels of safeguarding, and allowing access to relevant course material. Policies in this area are reviewed regularly and the college consults directly with learners and teaching staff to plan changes.

User agreements have not proved enough in and of themselves to assure the correct usage of the facilities by learners. Consequently, the message contained in the user agreement is reinforced through specific mentions during induction; regular reminders through weekly personal tutor briefings; and the use of software prompts for agreement to a summary of the AUP each time a user logs into one of the college devices. This is mandatory and not accepting the AUP results in the PC or laptop shutting down.

In response to information and training the college has received from Prevent, BMet has identified the need to do more to identify learners who may be making inappropriate searches. While the college is confident that inappropriate sites are blocked by its filter, it is working with the local Prevent coordinator to further develop targeted triggers that flag up searches made by learners for potentially dangerous material that may warrant further action. This is work in progress with a view to implementing a solution later this academic year.

## Staff

Agreement to policies is simple with staff, who are asked to sign their understanding and agreement during corporate induction.

All teaching and other learner support staff are trained in safeguarding and e-safety and have a network of lead safeguarding contacts at each site to refer to when any concerns are identified. E-safety issues are treated in the same way as any other safeguarding concern and the safeguarding team at BMet works with the learners to provide the support they need, referring learners to the IT team as required.

BMet's response to addressing Prevent and other e-safety issues has been to focus on simple, uncomplicated messages to staff and learners and make sure that internet traffic is appropriately filtered. The college quickly learnt that a restrictive approach to filtering is difficult to manage and can have an impact on teaching and learning and so needs to be very carefully planned, tested and implemented. Learners have high expectations for connectivity and the college is still working with its teachers to help them to make the best use of the devices that learners now routinely bring to class. This culture change has many benefits to teaching and learning, but the college acknowledges that with this change comes a more significant role in ensuring that the online learning environment is safe and supportive.

## Checklist

- Does your organisation have policies relating to the use of IT on the premises? Do your policies on general usage contain specific reference to the duty or the misuse of computer equipment?
- Does your organisation use filtering as a means of restricting access to harmful content and to prevent people from being drawn into terrorism?
- Some learners and staff may be using IT in the course of their learning. Does your organisation have clear policies in place to identify and address instances where online materials are accessed for curriculum purposes?

## Resources

- Freedom of Speech Online: presentation by Chris Boles  
[https://prezi.com/kjxhmvqaoahar/freedom-of-speech-online/?utm\\_campaign=share&utm\\_medium=copy](https://prezi.com/kjxhmvqaoahar/freedom-of-speech-online/?utm_campaign=share&utm_medium=copy)
- Freedom of Speech Online case studies  
[www.safecampuscommunities.ac.uk/uploads/files/2014/07/freedom\\_of\\_speech\\_online\\_case\\_studies.pdf](http://www.safecampuscommunities.ac.uk/uploads/files/2014/07/freedom_of_speech_online_case_studies.pdf)



# Questions and answers

Jo Ferris, HE and FE Prevent coordinator for south-east England, responds to questions.

## How do you go about implementing a good Prevent policy?

You need overarching risk oversight and that needs to be owned by the senior management and the executive board and governors in the education and training organisation. Ideally they would then appoint somebody to make sure the work gets done, I would suggest that would be whoever is responsible for safeguarding, because the principles of Prevent sit very firmly within safeguarding – that's where Ofsted expects to see it when it inspects. Another relevant area is events and commercial lettings, venue hire – that is, being aware who is using your facilities and for what purpose. Internet safety is another aspect. From my perspective its twofold: filters to flag up any worrying searches or content; and building critical thinking skills to help the learners evaluate what they are seeing.

For an example of a model strategy, please see Stoke on Trent College's strategy under the Risk assessment resources section.

## What operational changes should be made (staff training, awareness, changes to the physical building)?

Ideally all staff should receive some form of awareness raising on this issue. There are training products that can help, including WRAP 3, and a number of other training resources will shortly be made available online (the Education and Training Foundation plans to build a library of resources). The training should be delivered within safeguarding, the generic safeguarding training all staff will get as standard. However, this is a minimum. There are other training programmes on which your Prevent coordinator can advise you. There are a number of organisations out there doing far more, who have designed specific training for Esol staff, for example, or security guards or using theatre groups to build learner resilience.

In terms of physical buildings, you need to be aware of the environment in which you operate. For example, if you are an agricultural college, you have firearms, chemicals, fertilisers and so forth, which should heighten your sense of risk. You need to risk assess where you are and the community that you serve. Are you in a priority area, for example? Is there anything you are aware of locally that could increase the risk? If you have a visitors' policy, do you adhere to it? It is just a general review of what your protocols are and how you adhere to them. There are people who can help if you do have dangerous substances on site – they can advise as to how to store them. Your Prevent coordinators or local police contact could put you in touch with these experts.

## How will the duty apply to learners in the workplace and what impact will it have on employers?

The duty applies to specified authorities and those that are not workplace employers (unless they are a public sector body such as NHS, Prisons and Probation, which also have a duty to engage with the Prevent agenda). This means that as an education and training organisation the responsibility lies on you to ensure that your learners are safeguarded against the risk of becoming radicalised. This is no different from how you and your employers would safeguard your learners in the workplace in other areas, be it substance abuse, self-harm, sexual or physical abuse, or female genital mutilation (FGM) and forced marriage issues.

If you are going to subcontract you need to ensure that the organisation to which you are subcontracting is going to adhere to your safeguarding protocol.

## What support is available for providers and their staff and where can you find it?

Every education and training organisation can access their regional HE and FE Prevent coordinator for advice and signposting towards relevant training. A range of training materials and information will shortly be available via an Education and Training Foundation website: "Prevent for FE and Training" – [www.preventforfeandtraining.org.uk](http://www.preventforfeandtraining.org.uk). Depending upon where you are, you may be eligible for additional support. There is a tiered delivery model, so if you are in a Tier 1 area you will get a lot of Prevent resources, but if you are Tier 3 you may get less support, due to the perceived risk of your locality. It is possible that a sleepy rural town may not perceive itself as being at risk, yet on closer inspection it may have politicians or other senior figures living there which could make it a possible target for extremist attacks. So you can think about it in two ways: "Is there a reason why this area might be a target?" and "Do we have anyone here who is vulnerable or at risk?"

## How to get in touch with a Prevent coordinator

A list of HE and FE Prevent coordinators listed by region is available at [www.157group.co.uk/hefe-prevent-coordinators](http://www.157group.co.uk/hefe-prevent-coordinators)

## How should staff cope with difficult questions posed by learners that relate to extremism?

It's about raising awareness of what radicalisation can look like, it's not about dealing with issues staff don't feel comfortable with head on. It's saying, "This is what extremism is, this is what radicalisation or grooming can look like for a young person." If you are worried about any of these things report it as you would any other safeguarding issue. That's the only expectation on staff. No one has to get into conversations they feel are out of their depth. Tutors and staff in education and training organisations are not expected to have the political or historical knowledge to be able to tackle some of these sets of ideas or narratives. But if you think a learner is going through a radicalisation process, if you report it there are other people who can have these conversations, either within your organisation or within the Prevent network your organisation is a part of. The earlier that you share your concerns, the earlier it is to intervene and support that person away from a path where they might be committing a criminal act, which will remain on their record all their lives. Referral can just mean having a conversation with the learner to see if everything is OK, it most certainly isn't about criminalising and any learner who is referred is informed of what is going on – it's never undertaken without their knowledge.

However confident someone is, it's fine to say, "I don't know, but I know someone who does – I'll get back to you", but it's better to ask and see what the problem is rather than leave it because of under-confidence.

Too often Prevent is incorrectly portrayed as being about Islam. It's not. It's about all forms of extremism. In order to give a balanced approach it's best not to single out any particular political party or religion. So if you feel you want to do a session about what Islam means in Britain today, for example, maybe you do it by covering the three Abrahamic faiths and what do these faiths mean in Britain today, because there are similar themes throughout each: Christianity has changed over the years and across countries also. Within each religion you have your differences, you can have your liberal and your extreme forms in each.

## What are Ofsted's views?

According to its inspection handbook, Ofsted will be looking at radicalisation and extremism as a safeguarding concern and will be looking to see it within policies and procedures. It wants to see these matters addressed by the executive board and governors and embedded in the curriculum in the way that equality and diversity is, especially around British values.

Ofsted has nominated a Prevent lead for the nation, and has also appointed regional Prevent champions called Spocs (single points of contact). There will be a lead inspector in each region for Prevent who will be WRAP trained.



## Conclusion

In August 2014 the UK national security threat level was raised to ‘severe’ – meaning that “an attack is highly likely”. This was one of the major drivers that led to the creation of the new Prevent duty and guidance. It is clear that we are currently in a period of change.

However, many of the organisations that provided case studies in this document are based in Tier 1 areas – those deemed at being at higher risk of extremist activity and have therefore been working around the Prevent agenda for some time. One of the key messages from the case studies is that Prevent is not an add-on in reaction to external world events, but a natural extension of their organisational approaches to safeguarding.

It is acknowledged that terrorism and extremism do not pertain to any one belief system or ideology. Twenty years ago, the biggest perceived threat might have been considered to have come from the Irish Republican Army (IRA), and before Isis it was al-Qaida. Balanced approaches when discussing these issues are deemed key by those organisations featured in this toolkit.

Radicalisation can be seen as a psychological process akin to grooming and in this way falls firmly under safeguarding. Raising awareness of this process among learners can help build resilience and foster critical thinking skills, which can be especially important for vulnerable learners. Both Stoke on Trent College and the Hull College Group have introduced mandatory sessions for learners on radicalisation, either through attending group sessions or in personal development training sessions. The case studies included in this toolkit highlight the importance of taking a holistic approach to the Prevent agenda, ensuring that staff as well as learners are supported and that appropriate actions are taken across the organisation.

The examples that have been included in this toolkit are not meant to be prescriptive. Each organisation’s means of combatting extremism will be different, depending upon the demographic of their locality, the communities they serve and the support available from the Home Office. However, they are intended to serve as examples of how education and training organisations are working effectively, in partnership with others, to ensure the safety of their learners by minimising the risks of radicalisation.

# Annex 1

Taken from the prevent assessment tool for colleges within Stoke-on-Trent and Staffordshire.

## Prevent self-assessment and action plan

<Name of college>

Assessment undertaken by x College Prevent lead	<Name, title and contact details of Prevent Lead>
Internal/External Verification	
X College staff member(s) at the assessment	
Date undertaken	<date>
Date actions to be reviewed	<date>
Next annual review due	<date>

### Who is this document for?

This document is intended for college Prevent leads; the intention of this document is to give advice to Prevent leads whose responsibility it is to engage with college staff on how to mainstream Prevent within their institution.

It will provide a framework on how to assess and deal with Prevent vulnerabilities at the college and to have due regard to the need to prevent people being drawn into terrorism.

### Background to Prevent

The revised Prevent Strategy was launched in June 2011 and is an integral part of the Counter Terrorism Strategy and its aim is to stop becoming, drawn into, promoting or supporting terrorism.

Prevent will address all forms of terrorism but continue to prioritise according to the threat they pose to our national security. Preventing terrorism will mean challenging extremist (and non-violent) ideas that are also part of a terrorist's ideology. Prevent will also mean intervening to try to stop people moving from extremist groups or extremism into terrorist-related activity.

The three Prevent objectives are:

- **Respond to the ideological challenge of terrorism and the threat we face from those who promote it**  
This means using teaching and learning to help students and staff to develop the knowledge and skills to challenge extremist narratives.
- **Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support**  
This means identifying how to prevent harm to students by individuals, groups or others who promote terrorism and violent extremism. Provide programmes to support students who are vulnerable.
- **Supporting sectors and institutions where there are risks of radicalisation**  
This means increasing the resilience of college and university communities by encouraging engagement with management, staff and students through training and awareness raising. Encourage staff training and use curriculum opportunities for students which allow grievances to be aired and dealt with. Ensure that college resources are not used by extremist groups.

A Counter Terrorism and Security Bill was introduced to Parliament by the Home Secretary on 26 November 2014. The Bill includes provision to place the Prevent element of the national counter terrorism strategy on a statutory footing. This will have implications for colleges and partner agencies and bodies such as schools, universities and councils. It is anticipated that the Bill will pass into law before April 2015.

## How can the further education sector help?

Colleges promote and facilitate the exchange of opinion and ideas, and enable debate as well as learning. The Government has stated that it has no wish to limit or otherwise interfere with this free flow of ideas, and that it will be careful to balance the need to preserve national security with protecting civil liberties. Although it is vital that colleges must protect academic freedom, it is a long-established principle that colleges also have a duty of care to their students. Colleges, college societies and student groups have a clear and unambiguous role to play in helping to safeguard vulnerable young people from radicalisation and recruitment by terrorist organisations.

Colleges can play an important part in preventing terrorism. Just as they can help to educate people about risk, colleges offer opportunities to help learners understand the risks associated with extremism and help develop the knowledge and skills to be able to challenge terrorist ideologies.

Staff in colleges working in partnership with other local agencies are well placed to identify needs and support the welfare of individual students who may be particularly vulnerable.

## Who is responsible for pursuing terrorists?

There are other elements within the government's counter terrorism strategy which focus on pursuing and disrupting terrorists. This is not the role of 'Prevent,' which operates in what is called the 'pre-criminal space' similar to other preventative initiatives that protect and safeguard vulnerable individuals at risk of being drawn into harms such as drugs, gang culture and gun and knife crime.

## What support is available for people at risk of becoming involved in extremism?

Channel is a joint initiative that offers help and guidance to people who may be at risk of becoming involved in extremism. Extremist organisations sometimes try to recruit people who are susceptible or vulnerable, in person or through the internet. If the early signs are spotted and acted upon, it safeguards the person concerned and helps protect all of us who live and work in the city.

Concerns that an individual may be vulnerable to radicalisation does not mean that you think the person is a terrorist: it means that you are concerned that they are prone to being exploited by others.

It is important to that staff trust their professional judgement – if they are concerned that someone is at risk of getting involved in extremism, they should in the first instance contact the Safeguarding Lead at the college who should if required contact their Channel coordinator. They will, in partnership with other safeguarding professionals, investigate further to assess the nature and extent of the risk and the Channel panel will develop the most appropriate support package for the individual concerned.

## What training is available?

Training is available for staff whose work may bring them into contact with people who may be vulnerable to becoming involved in extremism. The workshop is an introduction to Prevent and covers issues such as crime, normal social processes that are used to influence and manipulate, extreme right-wing and al-Qaida case studies, terrorist ideologies and factors which may contribute to an individual's susceptibility to a terrorist ideology.

This workshop provides attendees with:

- An awareness and understanding of the Prevent agenda and their role within it
- The ability to use existing expertise and professional judgement to recognise potentially vulnerable individuals who may be susceptible to messages of violence
- The confidence to use a common sense based response to support and intervene with vulnerable people.



## Managing risks and responding to events toolkit

The risk assessment toolkit for college Prevent leads is designed to ensure that the college monitors risks and is ready to deal appropriately with issues which arise in order to achieve the following outcomes:

- Understanding the nature of the threat from extremism and how this may impact directly or indirectly on the college
- Understanding and managing potential risks within the college and from external influences
- Respond 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 extremism
- Ensuring plans are in place to respond appropriately to a threat or incident within the college

The college Prevent lead when undertaking this risk assessment with colleagues at the college aims to:

- **Explain why this assessment needs to be carried out annually**

Aim: To raise awareness of the Prevent strategy to enable the institution to better safeguard its students and staff.

- To assist in understanding and identifying vulnerability to radicalisation
- To outline the role the FE sector can play
- To link Prevent with safety, security, vulnerability and safeguarding
- To inform about activities and resources available for use in colleges and universities.

- **Highlight local 'Prevent' threats**

Go through the:

- threat posed by local groups, provide a background to the groups, their aims, methods
- past and present activity
- recent high-profile terrorist and extremist cases
- how these groups target vulnerable people
- what these groups want to achieve locally, nationally and internationally
- the specific risks to the institution.

- **Establish past and current Prevent activities**

Ensure that you make people aware of past and current or ongoing prevent activities including any training courses attended, membership of local and national Prevent bodies.

It is also important to capture and address at this stage any misconceptions about Prevent and any negative and positive experience about Prevent.

- **Capturing the issues**

Explain that you are now going to go through a checklist of common Prevent vulnerabilities in the sector (capture more vulnerabilities during your conversation) and ask them to come up with more vulnerabilities.

Ensure that you inform staff member that all information will be treated as confidential and will be used only to assist the institution to improve safeguarding and resilience.

Suggest actions that could remove or mitigate the risk, ensure a lead is identified with agreed timescales for the action to be completed.

No	Prevent vulnerability	Action to remove or mitigate vulnerability	Who	When	RAG
1.	<p><b>Awareness</b></p> <p>Do the following people have an good understanding of Prevent?</p> <ul style="list-style-type: none"> <li>● Board of governors</li> <li>● Executive team</li> <li>● Staff</li> <li>● Students' union</li> <li>● Safeguarding leads</li> <li>● Security staff</li> </ul>				
2.	<p><b>Safeguarding</b></p> <p>Do safeguarding, chaplaincy and student support service leads recognise Prevent vulnerabilities and what to do if they suspect that someone is being drawn into terrorism?</p> <p>Do safeguarding policies incorporate Prevent vulnerabilities?</p> <p>Are you using the Early Help Assessment to refer individuals?</p> <p>Are safeguarding leads aware of Channel?</p>				
3	<p><b>IT systems</b></p> <p>What filtering/firewall systems are in place to prevent individuals from accessing extremist websites?</p> <p>Have they been tested recently, are the filtering systems up to date?</p> <p>Do they alert you if someone tries to access extremist sites, do you know what to do if someone does?</p>				
4.	<p><b>Campus security</b></p> <p>Are students and staff challenged if they are not wearing ID?</p> <p>How are authorised visitors managed?</p> <p>How do identify/stop unauthorised visitors</p> <p>How do you restrict access to the campus, e.g. swipe, code entry</p>				
5	<p><b>Literature/posters</b></p> <p>Does permission have to be granted for people to distribute leaflets?</p> <p>Do people know who to contact if they come across extremist literature?</p> <p>Do they know what extremist literature looks like?</p> <p>What happens if individuals are handing out leaflets outside the institution?</p>				
6	<p><b>Funding and resources</b></p> <p>Do you fund community/voluntary/student groups?</p> <p>How do you know that monies are not funding extremist activities?</p> <p>Do student/external groups book your rooms, how do you monitor if extremist activities are taking place?</p> <p>Do you have a booking form/policy that states extremist activities must not take place?</p>				

No	Prevent vulnerability	Action to remove or mitigate vulnerability	Who	When	RAG
8.	<p><b>Safe place to discuss terrorism and extremism</b></p> <p>Are staff trained to facilitate discussions on terrorism and extremism?</p> <p>Are there opportunities available to do this, e.g. do you run a programme of seminars?</p> <p>Can external speakers be invited to discuss Prevent?</p> <p>Are students given the skills to challenge extremist narratives?</p>				
9.	<p><b>Policies and procedures</b></p> <p>What policies need to change to incorporate Prevent (safeguarding, security and estate management, disciplinary, behaviour, room booking, external speakers)?</p>				
10.	<p><b>Information sharing</b></p> <p>Are there information sharing protocols in place with the police and the council?</p> <p>Do the police know who to contact for any issues?</p> <p>Do the college know who to contact at the police?</p> <p>Do other staff members know who the Prevent lead is at the college?</p>				
11.	<p><b>Local Prevent structures</b></p> <p>Are you linked in with the local Prevent board or regional Prevent FE and HE group</p> <p>Do you know who your local authority Prevent coordinator is?</p> <p>Awareness of key police and regional HE and FE lead?</p>				
12.	<p><b>Tensions</b></p> <p>Are you aware of tensions in your student body?</p> <p>How are you dealing with these tensions?</p> <p>Have these tensions been exploited by any group?</p> <p>What cohesion issues do you have?</p>				
13.	<p><b>Prevent messaging</b></p> <p>How can Prevent be communicated better?</p> <p>e.g. posters, newsletters, intranet, student and staff handbooks, staff induction, internal literature</p>				
13.	<p><b>Engagement with students' union</b></p> <p>Does the union have an awareness of Prevent?</p> <p>Are they aware of the risks?</p> <p>Do they have a student support service?</p>				
14.	<p><b>Freedom of speech</b></p> <p>Have you revised and enhanced codes of practice on freedom of speech?</p> <p>Developed clearer guidelines on balancing freedom speech with the need to protect vulnerable individuals?</p>				
15.	<p><b>Policy on external speakers</b></p> <p>Do you have a risk-assessment framework for dealing with requests for external speakers on campus?</p>				

No	Prevent vulnerability	Action to remove or mitigate vulnerability	Who	When	RAG
16.	<b>Staff and volunteers</b> Are you vigilant to staff members and volunteers potentially radicalising students? Do you have policies and procedures to handle this?				
17.	<b>Dangerous substances</b> Is the institution aware of and comply with all relevant legislation in the storage and handling of dangerous substances including chemicals, bacteria, viruses and toxins?				
18.	<b>Dealing with an incident</b> Does your critical management plan identify a lead person to deal with terrorist related issues? How will you communicate with and reassure local communities, staff and students? Who will deal with the press? How will you communicate with other FE and HE institutions locally? How will you identify what partnership support you may require?				

## Definitions

- 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/prevent-strategy-review.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf)
- Stoke-on-Trent Council, Prevent website  
[www.stoke.gov.uk/ccm/content/community/community/community-cohesion/our-prevent-counter-terrorism-programme.en](http://www.stoke.gov.uk/ccm/content/community/community/community-cohesion/our-prevent-counter-terrorism-programme.en)
- *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/ETF\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/263181/ETF_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)

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