Educ8 Training Group of Companies

Prevent Policy

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1. Introduction

ETG Training Group **("ETG")** is one of the largest independent training providers in England and Wales. All companies within the ETG group uphold the same company Vision, Mission and Core Values and follow our group policies and procedures.

At the date of this policy these companies are:

- Educ8 Training Group Limited, registered number 10865705.
- Haddon Training Limited, registered number 04773490.
- Aspire and Learn Ltd, registered number 08784755.
- Educ8 Ltd, registered number 05059754.

Any reference to "ETG" throughout this policy includes all the companies named above.

For the purpose of this policy the reference to **"Funding Bodies"** includes the Welsh Government, DfE/Education Skills Funding Agency (ESFA), and local authorities.

2. Purpose

This policy sets out the ETG Group ('ETG') consisting of Educ8 Training, ISA Training, Haddon Training, Aspire 2Be and its sub-contractors commitment to complying with the statutory duties placed on all providers by the Counter Terrorism and Security Act (2015): to have due regard (within the exercise of its functions) to the need to prevent people from being drawn into terrorism. This policy supports the overarching Safeguarding Policy and Procedure and has been developed in conjunction with the Social Services and Well-being (Wales) Act 2014.

ETG, and its member organisations, are committed to raising awareness of the Prevent Policy to all staff, learners, employers and other stakeholders. ETG is committed to ensuring its learners are provided with an enriched learning programme, promoting diversity, in a safe learning environment whilst being able to express themselves freely within the law and demonstrating tolerance of others.

ETG will achieve the above statement through the following actions:

To raise awareness of Prevent and British Values with Learners and Employers

- Communicating ETG's commitment to raising awareness of Prevent at induction with learners and employers
- Ensuring Prevent and British Values are embedded into the curriculum to enable the learner to understand how these apply in practice
- Signposting learners and employers with details of additional training available to improve skills and knowledge
- Provision of online resources and visual information to inform and remind employees and learners of Prevent and British Values
- Promoting internet safety and protecting learners
- Celebrating diversity and promotion of critical thinking and open debates

To ensure all delivery staff undertake Prevent and British Values Training / CPD

- All staff undertake Home Office Prevent Training to include, but not limited to, ETF Prevent for Leaders, Managers, Practitioners and support staff/Future Learn Prevent for Further Education and Training
- All staff undertake awareness training which covers British Values, County Lines, Knife Crime and Modern-Day Slavery
- Increase knowledge and confidence to encourage and engage learners to challenge and debate about extremist views
- All staff are aware how to report any concerns through the safeguarding cause for concern process

3. Scope of Policy

This policy covers all organisational activities of ETG and its sub-contractors. This policy applies to all staff, learners and stakeholders. This policy cannot be viewed in isolation and must be read in conjunction with the following ETG policies and strategies:

- ETG Safeguarding Policy
- ETG Freedom of Speech & Expression Policy
- ETG Equality, Diversity & Inclusion Policy
- ETG GDPR and Data Protection Policy
- ETG Teaching, Learning & Assessment Policy
- ETG Complaints Policy
- ETG Acceptable use of ILT and e-Safety Policy
- ETG Anti-bullying and Harassment Policy
- ETG Health and Safety Policy
- ETG Safer Recruitment Policy
- ETG Visitors and Events Policy
- ETG Whistleblowing Policy
- ETG Charitable Donations and Fundraising Policy
- ETG Conflict of Interest Policy

4. Definitions

Prevent is about safeguarding people and communities from the threat of terrorism. Prevent is 1 of the 4 elements of CONTEST, the Government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

The other strands of CONTEST are:

- **Pursue**: to stop terrorist attacks
- **Protect**: to strengthen our protection against a terrorist attack
- **Prepare**: to mitigate the impact of a terrorist attack

The Prevent Strategy has 3 specific strategic objectives:
The 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

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use of threat must be designed to influence the government or to

intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.'

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries as a way of creating an orderly society, where individual members can feel safe, valued and can contribute for the good of themselves and others. These Fundamental British Values are:

- **Democracy** - Considering the views of others and allowing others to contribute to decision making. Ensuring participation in the democratic process
- **The rule of law** - Ensuring that you follow laws in day-to-day work – driving, parking, data protection etc. Following company systems and procedures (not breaking the rules)
- **Individual liberty** - Supporting freedom of choice in the workplace
- **Mutual respect and tolerance of those of difference faiths and belief** - Supporting others in following their religious beliefs and recognising religious events/festivals. Avoiding/challenging stereotypes. Finding out about other cultures

5. Legal and Regulatory Frameworks

ETG and its sub-contractors will comply fully with all related legislation which will include, but not be limited to:

- Counter Terrorism and Security Act (2015)
- Prevent Duty Guidance (2015)
- Statutory Guidance – Prevent Duty Guidance: for England and Wales(2024)
- Equality Act 2010
- Keeping Learners Safe - March 2022
- Social Services and Well-being (Wales) Act 2014
- GDPR and Data Protection Act 2018
- Wales Safeguarding Procedures

6. Implementation

In order to fulfil its responsibilities, ETG and its member organisations will:

- Complete the self-assessment creating safe learning community's toolkit an assessment to determine current provision to support prevent
- Implement an action plan to address any areas of concern identified through the assessment
- Ensure that all staff undertake training as appropriate with particular reference to identifying risk factors which may make learners particularly vulnerable
- Ensuring teaching, learning and assessment provide learners with fair, balanced discussion which challenges extremist views and promotes Fundamental British Values
- Consult with learners on the nature of Prevent-related education and support

- Effectively embed British Values within teaching and learning

6.1 Challenging extremist views

When staff are working with learners whether in groups or 1-to-1, it is important that they are able to challenge any extremist views that may be expressed. To avoid or minimise confrontation staff should use reflection as a tool by asking learners to consider how others may understand their views and the impact they may have. Staff should avoid making it personal and focus on the comments made. Staff should think about presenting an alternative view for learners to consider and speak to colleagues to share experiences and ideas on how extremist views can be challenged without damaging the relationship with learners.

6.2 Signs of vulnerability

There is not one sign, or one behaviour, that indicates an individual is becoming radicalised. Since everyone reacts differently to difficult situations, there are many different types of behaviours that are potential indicators. Some warning signs to look out for include:

- Struggling with a sense of identity
- Becoming distanced from their cultural or religious background
- Questioning their place in society
- Family issues
- Becoming more socially isolated
- Low self esteem
- Experiencing a traumatic event
- Experiencing racism or discrimination
- Suddenly becoming much more political or religious
- Dressing differently or changing their appearance in a specific way
- Surrounding themselves with a new group of friends and ignoring old ones
- Suddenly approving of the use of violence to support a cause
- Visiting extremist websites
- Displaying intolerant and discriminatory behaviour towards people of other races, ethnicities, etc.

Just because an individual could exhibit one or more of these behaviours does not necessarily mean that they are becoming radicalised and will participate in extremist behaviour.

6.3 Signs of extremism

These can be very difficult to pin-point and will very much depend on the individual. When working with learners, over time you will build a close working relationship that will enable you to identify any concerns.

There are often no obvious signs of extremism staff should use their professional judgement to determine whether any changes in behaviour give sufficient worry to raise a concern.

There are concerns which should always be passed on such as:

- Evidence of sharing of extremism websites
- Evidence of homophobic; religion based or racist bullying

Staff should note that if a learner starts to take their religion more seriously this is not necessarily a sign of extremism

7. Referral Process and Safeguarding Lead Contact Details

All staff have a responsibility to ensure any prevent concerns are appropriately reported. ETG and its member organisations aim to ensure that this process is as simple as possible to ensure prompt actions are taken where needed.

If staff are concerned that a learner is at risk of becoming radicalised, they will need to follow the normal safeguarding procedures by seeking advice from their Safeguarding Lead and completing a Cause for Concern form if appropriate (refer to Safeguarding Policy & Procedure). The Safeguarding Lead will follow this up and where needed make a referral to County Terrorism Policing and to the relevant LA LADO.

8. Responsibilities

8.1 The Board of Directors:

- Providing strategic direction to the senior leadership team on the implementation of this policy
- Ensuring ETG fully meets its legal requirements
- Ensuring effective implementation and monitoring the ETG self-assessment toolkit
- Ensuring the policy is continuously reviewed and that all staff receive appropriate training

8.2 The Operations Board:

- Ensuring full and effective implementation of this policy
- Ensuring all staff are fully aware of their responsibilities
- Providing appropriate training and development activities to ensure employees have the skills and knowledge to support this policy

8.3 Managers:

- Monitoring and evaluating the implementation of all prevent related procedures and practices
- Providing appropriate training and development activities to ensure employees have the skills and knowledge to support this policy

8.4 Staff:

- Ensuring that they are aware of this policy and know how to follow the correct monitoring and reporting procedures
- Ensuring that any prevent concerns are raised promptly and in line with safeguarding procedures
- Where concerns are felt to have not been appropriately addressed, staff have the responsibility to raise concerns directly with the Quality Manager

8.5 Learners:

- Raising any prevent concerns with their Trainer Coach or Safeguarding Lead

9. Impact on the Learner

The implementation of this policy will ensure that the safety and welfare of learners is put at the forefront of all ETG and its sub-contractors' undertakings. It will ensure that ETG and its sub-contractors are effectively able to support learners where prevent concerns arise.

10. Communication

ETG and its sub-contractors will ensure that safeguarding information and training is communicated at all appropriate opportunities and the relevant records maintained

for reference and audit. Staff will ensure that effective communication is achieved with learners, stakeholders and the wider community.

This policy will be made available on the ETG Team8. This policy will also be made available bilingually and in large print upon request.

11. Monitoring and Review processes

This policy and procedures will be reviewed on an annual basis, and where there are changes to regulatory requirements and guidance, by the ETG SMT.

Prevent Referral

Prevent advice line 0800 011 3764 (Wales) 0800 789 321 (England)

Prevent Online Referral:

https://www.south-wales.police.uk/advice/advice-and-information/t/prevent/prevent/beta/prevent-team-referral/ **(Wales)**

https://www.met.police.uk/tua/tell-us-about/ath/possible-terrorist-activity/report-possible-terrorist-activity2/report-possible-terrorist-activity/ **(England)**