

Prevent Policy



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Policy Statement

Arena Learning Prevent Policy reflects the importance of our responsibility to safeguard and promote the welfare of all our learners and staff by protecting them from the threat or an act of terrorism. We are committed to providing a caring, friendly and safe environment for all our learners so that they can learn in a relaxed and secure atmosphere. We believe every learner should be able to participate in all learning and social activities in an enjoyable and safe environment and be protected from harm.

This policy sits alongside Arena Learning's Safeguarding Policy and the Prevent & Prevent Duty Risk Assessment and Action Plan. All three form a robust strategy to ensure the safety of all Arena Learning staff and learners, and to wherever possible plan to act fast and appropriately during the threat or as a response to a terrorist attack.

Aims and Objectives

The main aims of this policy are to ensure that staff are fully engaged in being vigilant about raising awareness; that they overcome professional disbelief that such issues will not happen at Arena Learning and ensure that we work alongside other professional bodies and agencies to ensure that our learners and staff are safe from harm.

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views. At Arena Learning, we are fully committed to safeguarding and promoting the welfare of all learners and staff. We recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability.

At Arena Learning, all employees are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

The principle objectives of this policy are that:

- All staff will understand what radicalisation and extremism are and why we need to be vigilant.
- All learners and staff will know that Arena Learning has policies in place to keep them safe from harm and that Arena Learning regularly reviews its systems to ensure they are appropriate and effective.

Arena Learning's curriculum promotes respect, tolerance, and diversity. Learners and staff are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

It is recognised that learners or staff with low aspirations are more vulnerable to radicalisation and, therefore, we strive to equip our learners and staff with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Learners and staff are briefed about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek help if they are upset or concerned about anything they read or see on the Internet.

Through various training opportunities within Arena Learning, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on.

Prevent

PREVENT duty requires the Education sector to have "due regard to the need to prevent people from being drawn into terrorism", supporting terrorism or being drawn into non-violent extremism.

Counter-Terrorism and Security Act

Section 26 CTS Act places a duty on certain bodies (specified authorities – listed in Schedule 6) to have "due regard to the need to prevent people from being drawn into terrorism".

Guidance is issued under Section 29 of the Act:

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

Responsibilities

All provider staff have a legal responsibility under the Prevent Duty to make sure that:

- They have undertaken training in the Prevent Duty as identified by their management
- They are aware of when it is appropriate to refer concerns about learners to the Prevent officer, usually the provider's Safeguarding officer
- They exemplify British values of "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs" into their practice

The Prevent Strategy will specifically

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

What is CONTEST?

CONTEST is the Government's Counter Terrorism Strategy, published in July 2006 and refreshed in March 2009. The aim of the strategy is 'to reduce the risk from international terrorism, so that people can go about their lives freely and with confidence.'

CONTEST has four strands, often known as the four Ps. The aims of the 4 Ps are:

- PREVENT - to stop people becoming terrorists or supporting violent extremism
- PURSUE - to stop terrorist attacks through disruption, investigation and detection
- PREPARE - where an attack cannot be stopped, to mitigate its impact
- PROTECT - to strengthen against terrorist attack, including borders, utilities, transport infrastructure and crowded places

What is Extremism?

The Government has defined extremism as "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs". This also includes calls for the death of members of the British armed forces.

What is Terrorism?

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.

What is radicalisation?

People can be drawn into violence or they can be exposed to the messages of extremist groups by many means. The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified. Potential indicators include:

Use of inappropriate language

- Possession of violent extremist literature
- Behavioural changes
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

The Government has defined extremism as "vocal or active opposition to fundamental British Values", which include:

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

This includes not discriminating against those with protected characteristics (Equality Act 2010), namely:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

Channel

Channel is an early intervention multi-agency process designed to safeguard vulnerable people from being drawn into violent extremist or terrorist behaviour. Channel works in a similar way to existing safeguarding partnerships aimed at protecting vulnerable people. Channel is designed to work with individuals of any age who are at risk of being exploited by extremist or terrorist ideologues. The process is shaped around the circumstances of each person and can provide support for any form of radicalisation or personal vulnerabilities.

Each Channel Panel is chaired by a local authority and brings together a range of multi-agency partners to collectively assess the risk and can decide whether a support package is needed. The group may include statutory and non-statutory partners, as well as lead safeguarding professionals. If the group feels the person would be suitable for Channel, it will look to develop a package of support that is bespoke to the person. The partnership approach ensures those with specific knowledge and expertise around the vulnerabilities of those at risk are able to work together to provide the best support. Arena Learning has made the contact with the Channel Panel and have an established partnership.

Channel interventions are delivered through local partners and specialist agencies. The support may focus on a person's vulnerabilities around health, education, employment or housing, as well as specialist mentoring or faith guidance and broader diversionary activities such as sport. Each support package is tailored to the person and their particular circumstances. The process is voluntary and their consent would be needed before taking part in the process. This process is managed carefully by the Channel Panel. Anyone can make a referral. Referrals come from a wide range of partners including education, health, youth offending teams, police and social services.

Referrals are first screened for suitability through a preliminary assessment by the Channel Coordinator and the local authority. If suitable, the case is then discussed at a Channel panel of relevant partners to decide if support is necessary. Raising a concern If you believe that someone is vulnerable to being exploited or radicalised, please use the established Arena Learning safeguarding or duty of care procedures within Arena Learning to escalate concerns to the appropriate leads, who can raise concerns to Channel if appropriate.

Arena Learning seek guidance, discuss and where appropriate pass all referrals to our contact Andy Webb, Counter Terrorism Case Officer for CTPNW.

Guest/external Speakers, partners and PREVENT

In the instance that Arena Learning's activity includes the use of external guest speakers (somebody invited by the organisers because of their expertise or interest in a subject), this will require permission from a member of the Safeguarding team. Approvals for guest speakers will be issued 10 working days before planned activities and the safeguarding team will reject/approve/defer the request within 2 working days. The event organiser will complete the *External Speakers Request Form* found at appendix 2.

Arena Learning's safeguarding team will carry out relevant due diligence checks to ensure that materials and

content from external organisations delivered to our customers are relevant, fit for purpose and add value to our customer experience, with minimal risk.

Martyn's Law & The Protect Duty

Whilst dates for the proposed legislation are being finalise, Arena Learning recognises that business activity will take place where 'qualifying activity' occurs (eg sports grounds, entertainment and leisure, retail). This includes staff accessing both 'standard' and 'enhanced' tier venues and activities. Arena Learning recognise their duties under the proposed legislation and will therefore take relevant steps to ensure risks are reduced. This includes but is not limited to the cascading of information to all staff in relation to legislation; the completion of a preparedness plan; staff training; risk assessments. Arena Learning will complete an annual security risk assessment (example found at appendix 3) which will be reviewed by the safeguarding team. This includes analysis of Security & Business Continuity Plans; Identifying risk based on current threats; Increasing staff vigilance through briefings & CPD; staff/security presence; visual displays (including staff ID badges & display boards); emergency procedures (invacuation, evacuation & lockdown); control of access points; CCTV; suspicious items (eg HOT principals – Hidden, Obvious, Typical).

Guidance for Arena Learning staff

To maintain yours and the learner's safety, the following are strictly prohibited:

- Befriending learners on personal social media sites
- Distributing personal telephone numbers
- Visit learners at home or transporting learners to and from locations (this includes travelling in the car with a learner driving)
- Do not use sarcasm, insults or belittling comments towards learners
- Personal relationships with learners

It also important to be mindful of the following when conducting yourself:

- You will naturally build a rapport with learners through the teaching and learning contact, and the learners may see you as a confident and support but be sure to maintain professional boundaries whenever carrying out work on Arena Learning's behalf.
- Be respectful of all young and vulnerable people, and appreciate you are in a position of trust. We have the opportunity to listen to their concerns and support them.
- Uphold confidentiality within certain remits when required by the situation but be careful not to promise to keep secrets or ask others to do so.
- Avoid spending time alone with learners in a closed environment. If this is unavoidable for example during a formal assessment/ examination, ensure a member of the site staff is aware where you are and monitors this.
- Be careful when giving learner advice – as this is based on your opinion, focus support around information (facts) and guidance (signposting).
- If at any point, you feel unsafe in a learner's company inform the site manager, your line manager, the designated safeguarding officer and leave the premises.

Summary

Arena Learning is committed to providing a safe and secure environment for all learners in all learning situations and delivery sites. Arena Learning is committed to working with partners and the government to plan, prepare and protect all staff and learners at all times, and will ensure it keeps up to date with relevant information and requirements. Arena Learning will ensure all staff receive appropriate training and that systems, policies, risk assessments and strategies regarding the Prevent Duty are monitored, reviewed and updated on a regular basis

Appendix 1

Embedding British Values

Arena Learning promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect tolerance of those with different faiths and beliefs. Actively promoting these values means challenging opinions or behaviours at Arena Learning that are contrary to fundamental British values.

Arena Learning expect Teaching & Assessment Officers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside of their work. This includes not undermining fundamental British values.

Through their provision Arena Learning:

- enable learners to develop their self-knowledge, self-esteem and self-confidence
- enable learners to distinguish right from wrong and to respect the civil and criminal law of England
- encourage learners to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in their locality and to society more widely
- enable learners to acquire a broad general knowledge of and respect for public institutions and services in Britain
- promote tolerance and harmony between different cultural traditions by enabling learners to acquire an appreciation of and respect for their own and other cultures
- encourage respect for other people
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in Britain

The list below describes the understanding and knowledge expected of learners as a result of Arena Learning promoting fundamental British values.

- an understanding of how citizens can influence decision-making through the democratic process
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination

How will we achieve this?

Democracy:

Democracy is richly embedded within Arena Learning. Learners have the opportunity to have their voices heard through our learner questionnaires, Student Services, Learning Talks, website, and training evaluation. Arena Learning code of conduct and policies involve reviewing learner voice. This is shared through all aspects of Arena Learning delivery and also shared with employers and learners.

The Rule of Law:

The importance of Laws, whether they be those that govern the Arena Learning, employers or the country, are consistently reinforced throughout training delivery, as well as when dealing with behaviour and training activities. Learners are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Enrichment activities are welcomed to help reinforce this message.

Individual Liberty:

Within Arena Learning, learners are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a training provider we educate and provide boundaries for all learners to make choices safely, through provision of a safe environment and an empowering approach through the education. Learners are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely.

Mutual Respect:

Arena Learning upholds values at the core of its ethos, our code of conduct and behaviour policies have evolved around core values such as 'respect'. Every learner has the right to achieve their learning aims, progress and develop as an individual. Learners have been part of discussions related to what this means and how it is shown. Respect is one of our values taught explicitly within lessons and workplace Progress Reviews. Tolerance of those of Different Faiths and Beliefs - Arena Learning is a culturally rich and diverse training provider where learners have unique opportunities to learn from each other by sharing and celebrating their different faiths and cultures. An E&D calendar is shared with all Teaching & Assessment Officers and they are expected to use this information to share with and develop learners knowledge and understanding.

Appendix 2

External Speakers Request Form

To be completed by the event organiser and submitted electronically to safeguarding@arenalearning.co.uk at least 10 working days ahead of the planned event

The safeguarding team aim to approve/reject/defer your proposed activity within two working days.

The safeguarding team will carry out relevant due diligence checks and approve activity in principle pending further details (eg DBS checks; Review of course materials; Interview with guest speaker).

Arena Learning Staff Details	
Name of Arena Learning Staff Member & Contact	
Date	
About the Activity	
Groups of Customer (eg Cohort Number)	
Type of Activity (eg Online/Classroom/Event)	
Date(s) & Time(s) of proposed activity	
How Customers will benefit from the activity	
Guest Speaker Details	
Name	
Contact Details (Email / Telephone)	
Organisation Represented	
Company Website / Links	
Overview of proposed Activity	
For Office Use	
☐ Approved ☐ Rejected ☐ Approved – Pending Actions (See Below)	
Rationale	
Actions (if required)	

