

Education for Health

Prevent Policy

1. Policy Statement

CONTEST is the government Counter Terrorism strategy to reduce the risk to the UK and its interests overseas from terrorism so that people can go about their lives freely and with confidence. The strategy consists of 4 work streams, which are based around:

- Pursue: the investigation and disruption of terrorist attacks;
- PREVENT: work to stop people becoming terrorists or supporting terrorism;
- Protect: improving our protective security to stop a terrorist attack;
- Prepare: working to minimise the impact of an attack and to recover as quickly as possible.

The PREVENT strategy has three specific strategic objectives:

- 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 that we need to address.

2. Scope

This policy relates to all staff including volunteers, trainers and students.

3. Definitions

- Radicalisation - is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo.
- Terrorism – an act of terror/ violence based on a political objective, whether that means the politics of nationalism, ethnicity, religion, ideology or social class.
- Extremism - an ideology that is far outside the mainstream attitudes of society, including vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calls for the death of members of the British armed forces.

4. Background

The organisation takes seriously its responsibility to ensure the safety and wellbeing of students, staff and the wider community and as part of this, we want to do all that we can to prevent any member of the organisation from being drawn into terrorism. We also have a responsibility to protect academic freedom and general freedom of expression.

Our approach has been ratified by Academic Board, and the Board of Trustees.

The designated safeguarding officer has been identified as the member of senior management responsible for ensuring that the organisation complies appropriately with the prevent duty, and in liaison with other key stakeholders within the organisation.

Protecting people from being drawn into radicalisation is aligned with the current safeguards in place to protect students from the risks of safeguarding issues and the prevent duty is embedded within our safeguarding policy.

Risk Assessment and Action Plan

As required by the Prevent Duty, we have carried out an assessment of the risk of our students and staff being drawn into terrorism and have reflected this in the organisation's Risk Register which is monitored by the Finance Audit and Risk Committee of the Board of Trustees on behalf of the Board. Where any significant risk is identified we will consider what action might mitigate the impact/ likelihood of that risk crystallising, and if necessary include it in the organisation's Prevent Action Plan.

IT Networks

We consider it unacceptable for our IT networks to be used in any way that supports, promotes or facilitates terrorism. Relevant IT policies and procedures will be kept under review with reference to the Prevent policy. The organisation annually reviews its social media policy

Communications

We will not permit material supporting terrorism to be displayed within our premises and will remove any such material if it is found. Likewise, we will seek to ensure that the organisation's printed and electronic communications (including its website and social media channels) do not contain or support terrorist material or material likely to encourage terrorism and will investigate immediately if any such instances are raised.

Information Sharing

The Channel process is a multi-agency safeguarding programme chaired by the local authority. Education for Health is aware of the Channel process and of the opportunities for informal and formal sharing of information with relevant authorities. We will use these when we consider it is necessary and appropriate to do so in the interests of preventing people from being drawn into terrorism. Information sharing will only take place with external authorities when this is consistent with the provisions of the Data Protection Act.

5. Associated Procedures

Staff and trainers are made aware that if they have any concerns about anyone within our community who might be at risk of being drawn into terrorism, or for a student's wellbeing, they should report this to the designated safeguarding officer or the deputy safeguarding officer in their absence. See section 4.

Identifying risk at an early stage allows early intervention and is crucial to the Prevent duty and Channel process being successful. All staff and future new starters will undertake an eLearning module on the prevent duty and Channel process: www.elearning.prevent.homeoffice.gov.uk

Trainers will be made aware of the Prevent Policy at Trainer events including induction.

Referral Pathways

Appendix 1 will support you with identifying vulnerabilities and indicators of someone being at risk of radicalisation. If you have concerns about anyone being at risk of radicalisation, you should refer the matter to the designated safeguarding officer. Once the designated safeguarding officer has been informed, they will make a decision on whether the issue needs to be escalated to the local police prevent officer. The designated safeguarding team/staff member that is involved with the referral will then support the Channel process as seen fit by the local Channel panel. Appendix 2 provides a guide to decision making about whether an individual needs support to address their vulnerability to radicalisation and the kind of support they need.

It should be noted that a learner displaying one or a few of vulnerabilities and indicators does not mean the learner will necessarily be at risk of radicalisation but it may do so. In all instances that concern you, you should report to the designated safeguarding officer. If you ever feel a student, yourself or any members of our community are in immediate danger, report to the police immediately.

Safeguarding Staff Members as a Result of Referral

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

6. Associated Documentation

The following policies and procedures relate to the Prevent Policy:

For all staff, volunteers, trainers and students:

- Safeguarding Policy
- Policy on Inclusive Teaching and Learning

These are located on the Education for Health Policies and Procedures webpage:

<https://www.educationforhealth.org/education/student-support/regulations-policies/>

In addition, for all staff, volunteers and trainers:

- Information Governance Handbook
- Social Media Policy
- Equal Opportunities Policy

These are located for staff/volunteers in the Human Resources section of the Education for Health organisational shared drive, and for trainers on the iLearn Trainer Portal.

7. Roles and Responsibilities

Education for Health's designated Safeguarding Officer -Gill Parks, Head of Operational Support, g.parks@educationforhealth.org, 01926 836847

Deputy Designated Officer (when designated safeguarding officer absent) Becky Harkcom-
Deputy Chief Exec, b.harkcom@educationforhealth.org, 01926 836993

8. Policy

This policy will outline Education for Health's position in preventing people from being drawn into terrorism.

The organisation has a duty of care towards its students and staff and is committed to providing an environment that promotes opportunities to learn and develop as individuals.

With regard to the prevent policy, Education for Health has a responsibility to ensure

- We have undertaken training to ensure all stakeholders understand their duties in regard to prevent
- We are all aware of when it is appropriate to refer concerns about students, or colleagues to Education for Health's safeguarding officer
- We exemplify British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs in our practice

9. Policy History

Date of Next Review: April 2019

APPENDIX 1

VULNERABILITIES AND INDICATORS OF RADICALISATION

FACTORS OF VULNERABILITIES

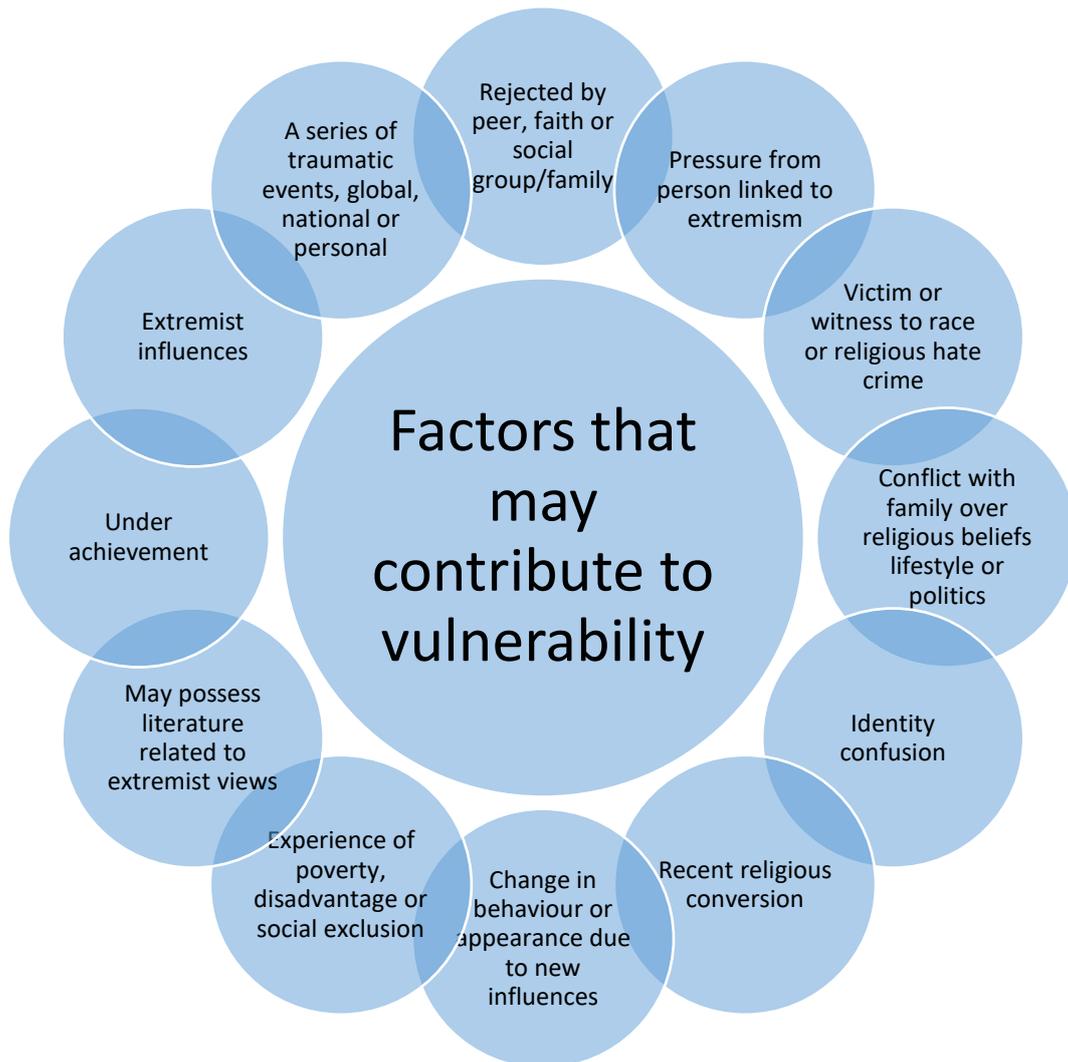
APPENDIX 2

VULNERABILITY ASSESSMENT FRAMEWORK

APPENDIX 1

VULNERABILITIES AND INDICATORS OF RADICALISATION

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



APPENDIX 2-VULNERABILITY ASSESSMENT FRAMEWORK

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk that they face before illegality occurs.

It should not be assumed that the characteristics set out below necessarily indicate that a person is either committed to terrorism or may become a terrorist. The assessment framework involves three dimensions: engagement, intent and capability, which are considered separately.

1. *Engagement* with a group, cause or ideology

Engagement factors are sometimes referred to as “psychological hooks”. They include needs, susceptibilities, motivations and contextual influences and together map the individual pathway into terrorism. They can include:

- Feelings of grievance and injustice
- Feeling under threat
- A need for identity, meaning and belonging
- A desire for status
- A desire for excitement and adventure
- A need to dominate and control others
- Susceptibility to indoctrination
- A desire for political or moral change
- Opportunistic involvement
- Family or friends involvement in extremism
- Being at a transitional time of life
- Being influenced or controlled by a group
- Relevant mental health issues

2. *Intent* to cause harm

Not all those who become engaged by a group, cause or ideology go on to develop an intention to cause harm, so this dimension is considered separately. Intent factors describe the mind-set that is associated with a readiness to use violence and address what the individual would do and to what end. They can include:

- Over-identification with a group or ideology
- ‘Them and Us’ thinking
- Dehumanisation of the enemy
- Attitudes that justify offending
- Harmful means to an end
- Harmful objectives

3. *Capability* to cause harm

Not all those who have a wish to cause harm on behalf of a group, cause or ideology are capable of doing so, and plots to cause widespread damage take a high level of personal capability, resources and networking to be successful. What the individual is capable of is therefore a key consideration when assessing risk of harm to the public. Factors can include:

- Individual knowledge, skills and competencies
- Access to networks, funding or equipment
- Criminal Capability