



Appendix D: Prevent

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1. Prevent and safeguarding

- 1.1 The purpose of this appendix of the UCQ Safeguarding Policy is to provide a clear set of guidelines to staff regarding the actions they must take to contribute to UCQ's duty to have due regard to preventing people from being drawn into terrorism or extremism. This includes those immediate actions they must take if they become aware that a student or member of staff presents a threat to themselves and/or others.
- 1.2 This policy applies to all students and staff, including agency, associate and hourly paid, irrespective of anyone's position within the organisation, together with associates and any workers who are at the premises on a voluntary, placement or other professional basis.
- 1.3 This document should be utilised by academic staff to discuss safeguarding and the prevent duty with employers and students prior to and during a programme. This guidance applies to all activity undertaken by UCQ in pursuing its purpose as an educational institution whilst serving its students, community and wider stakeholder interests.
- 1.4 UCQ reviews its policies, procedures and other documentation regularly to update them and ensure that they are accessible and fair to all. All policies, procedures and other documentation are underpinned by UCQ's Equality and Diversity Policy.
- 1.5 UCQ welcomes feedback and suggestions from staff, students and employers on how policies and processes may be improved.
- 1.6 This Appendix should be read in conjunction with the UCQ Prevent Risk Assessment.
- 1.7 If you require this document in an alternative format and/or language, please contact: Michelle Elliott, 0191 275 5015 – michelle.elliott@ucq.ac.uk

2. Introduction to Prevent

- 2.1 Young people have a natural curiosity which is to be encouraged. However, as young people grow older different steps are needed to ensure their safety. The Government deems that the UK is currently at 'Severe' risk of international terrorism. Section 26 of the Counter-Terrorism and Security Act 2015 (the Act) places a duty on certain bodies, including further and higher education institutions, to have due regard to the need to prevent people from being drawn into terrorism. The duty means UCQ needs to demonstrate an awareness and understanding of the risk of radicalisation; both within UCQ and locally; and put appropriate measures in place. This includes:
 - 2.1.1 Establishing or using existing mechanisms for understanding the risk of radicalisation
 - 2.1.2 Ensuring staff understand the risk and building UCQ capability to deal with it
 - 2.1.3 Communicating and promoting the importance of the duty
 - 2.1.4 Ensuring staff implement the duty effectively
- 2.2 Prevent is an important aspect of the UK's counter-terrorism strategy and is aimed at stopping people becoming/supporting terrorists and violent extremism.

3. Definitions

3.1 The UK Government (2015) provide the following definitions:

Channel: A programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people by:

- Identifying individuals at risk
- Assessing the nature and extent of that risk
- Developing the most appropriate support plan for the individuals concerned

Entryism: Extremist individuals, groups and organisations consciously seeking to gain positions of influence to better enable them to promote extremist agendas

Extremism: Vocal or active opposition to fundamental British values, including calls for the death of members of the British armed forces

Fundamental British Values:

- **Democracy:** your vote and voice counts
- **The rule of law:** laws apply to everyone
- **Individual liberty:** you are entitled to your view and to your freedom of expression and thought
- **Mutual respect and tolerance for those with different faiths and beliefs**

Ofsted: Office for Standards in Education

Radicalisation: The process by which a person comes to support terrorism and forms of extremism, where an individual or group comes to adopt increasingly extreme political, social, or religious ideals which undermine expressions of freedom of choice. Radicalisation can be non-violent. However, if someone decides that using fear, terror or violence is justified to achieve ideological, political or social change, this is known as violent extremism.

Silver Group: A local advisory forum to share information on and intelligence about current potential extremist risks in the local area and actions being taken by local agencies to reduce or remove extremism and terrorist activity

4. Our response

4.1 The Academic Council is responsible for ensuring clarity of culture, mission and values in UCQ and is committed to ensuring UCQ's safeguarding (including Prevent) arrangements are developed with reference to the policies and procedures of the local authority, all relevant legislation and guidance, as well as good practice identified in the sector; including that shared by Ofsted and the Office for Students (OfS).

5. Our mission, vision and values

5.2 Mission

5.1.1 Our mission is to enable all students, staff and organisations with whom we work to achieve their potential.

5.2 Vision

5.2.1 Our vision is to be a leading provider of further and higher education in England.

5.3 Core Values

5.3.1 The team at UCQ work by a set of core values. These values define the UCQ way of doing business and guide our decisions and interactions with students, employers, partners and other stakeholders. These values are:

- 5.3.1.1. Actively engaged
- 5.3.1.2 Being modest
- 5.3.1.3 Integrity and candour
- 5.3.1.4 Our people

6. Safeguarding

6.2 UCQ is committed to safeguarding and promoting the welfare of young people and adults at risk, and expects all staff, volunteers and students to share this commitment. Prevent is an integral element of UCQ's safeguarding ethos.

7. Extremism

7.1 Extremism is a 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.

7.2 Reasons someone may be drawn into extremism:

- 7.2.1 searching for answers to questions about identity, faith and belonging
- 7.2.2 driven by the desire for 'adventure' and excitement
- 7.2.3 driven by a need to raise their self-esteem and promote their 'street cred'
- 7.2.4 drawn to a group or individual who can offer identity, social network and support
- 7.2.5 influenced by world events and a sense of grievance resulting in a need to make a difference

8. How might this happen?

8.1 Online

8.1.1 The internet, social media, and text messaging can be useful tools to reach out to young or vulnerable people to communicate extremist messages.

8.2 Peer interaction

8.2.1 People at risk may display extrovert behaviour, start getting into trouble at work, in class or on the streets and mixing with others who behave badly.

9. Recognising extremism

9.1 Some signs may include:

- 9.1.1 out of character changes in dress, behaviour and peer relationships
- 9.1.2 secretive behaviour
- 9.1.3 losing interest in friends and activities
- 9.1.4 showing sympathy for extremist causes
- 9.1.5 glorifying violence
- 9.1.6 possessing illegal or extremist literature
- 9.1.7 advocating messages similar to illegal organisations

10. British values

10.1 Education is about helping people understand how things work and how to challenge and change them for the better. British values won't be assumed because UCQ demands they are. They have to be arrived at through mutual exploration and understanding. These British values are:

- 10.1.1 Democracy
- 10.1.2 The rule of law
- 10.1.3 Individual liberty
- 10.1.4 Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

10.2 Through promotion of fundamental British values, students should have the following understanding and knowledge:

- 10.2.1 an understanding of how citizens can influence decision-making through the democratic process
- 10.2.2 an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- 10.2.3 an understanding that there is a separation of power between the executive and judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- 10.2.4 an understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- 10.2.5 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
10.2.6 an understanding of the importance of identifying and combatting discrimination

10.3 UCQ staff may choose to promote fundamental British values through taking the following actions:

10.3.1 include in suitable parts of the curriculum, as appropriate, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries

10.3.2 ensuring that pupils have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes

10.3.3 use opportunities such as general or local elections to hold mock elections to promote British values and provide students with the opportunity to argue and defend points of view

10.3.4 use teaching resources from a wide variety of sources to help pupils understand a range of faiths

10.3.5 consider the role of extra-curricular activities, including any run directly by students that promote fundamental British values

11 Spiritual, Moral, Social and Cultural (SMSC) development

11.1 British values are promoted through SMSC which:

11.1.1 enable students to develop self-knowledge, self-esteem and self-confidence

11.1.2 enable students to distinguish right from wrong and to respect the civil and criminal law of England

11.1.3 encourages students 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 the locality of UCQ and to society more widely

11.1.4 enable students to acquire a broad general knowledge of and respect for public institutions and services in England

11.1.5 furthers tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures

11.1.6 encourages respect for other people

11.1.7 encourages 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 England

12 Training

12.1 UCQ has established a mandatory safeguarding training schedule that includes a safeguarding (including Prevent) induction and face to face annual updates. Staff must also complete external online Safeguarding and Prevent training every three years.

13 Cooperation with the police and local authorities

13.1 UCQ will cooperate with the police and external bodies wherever appropriate.

13.2 Information sharing and referral

13.2.1 There are robust processes in place for sharing information. Following a notice, check, share approach, all concerns and queries relating to radicalisation and terrorism must be urgently referred to the Safeguarding Designated Lead (DSL) as outlined in the Safeguarding Policy.

13.2.2 The DSL will refer cases, as appropriate, to Channel or the Police, and may also share and receive information with/from other institutions and key partners.

13.2.3 If a member of staff identifies someone may already be engaged in illegal terrorist-related activity this must be referred to the DSL or, in their absence, the most senior member of staff available so the police can be immediately alerted by phoning 999.

14 Guest speakers

14.1 Guest speakers can provide a greatly enhanced experience to students and can contribute significantly to the UCQ tutorial programme. Nevertheless, UCQ takes seriously its responsibility to balance the need to allow debate of controversial issues with the duty to prevent those promoting extremist views from influencing UCQ students.

14.2 All staff organising a guest speaker or event must carry out an External Speaker Risk Assessment that includes an online search of publicly available information relating to both the speaker and the organisation they represent as appropriate. The risk assessment must be reviewed by the DSL for Safeguarding prior to approval/rejection.

14.3 Guest speakers who are deemed to have extremist views which pose a safeguarding risk must not be invited into UCQ. All guest speakers must sign in as a visitor and be accompanied by a member of staff at all times. Staff must interject or stop an event if they feel that the speaker is promoting extremist views or inequality in any form.

15 Reporting concerns

15.1 Prevent and British values are fundamental elements of UCQ's Safeguarding Policy and procedures. Any Prevent-related or general safeguarding concern will be reported to the DSL, or in their absence another member of the Safeguarding Team.

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