UCQ UNIVERSITY CENTRE QUAYSIDE

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 legal 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. Safeguarding and Prevent policies, procedures, training and support can be found at https://ucq.ac.uk/safeguarding-and-prevent/

1.2 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 Diversity and Inclusion (EDI) Policy.

1.3 UCQ welcomes feedback and suggestions from staff, students and employers on how policies and processes may be improved.

1.4 This Appendix should be read in conjunction with the UCQ Prevent Risk Assessment, TLA-028 Academic Freedom and Freedom of Speech Code of Practice and SA-015 External Speaker and Events Policy.

1.5 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. Scope

2.1 This policy applies to all students and staff, including agency, visiting, 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.

2.2 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.

3. Academic freedom and freedom of speech

3.1 UCQ uphold the following values relating to academic freedom and free speech:

3.1.1 Commitment to Intellectual Freedom and Open Debate

UCQ believes that the pursuit of knowledge thrives on the free exchange of ideas. We are committed to fostering an environment where staff, students, and visitors feel empowered to express their perspectives, even when those views are challenging, controversial, or uncomfortable.

We uphold the right of our academic community to question established beliefs, introduce new and thought-provoking ideas, and engage in open, critical debate without fear of censorship, professional repercussions, or institutional penalties. Furthermore, we value the role of critical inquiry in shaping and improving higher education and affirm the right of staff to scrutinise and

challenge institutional practices, including those at UCQ, without jeopardising their careers or standing.

We will not restrict lawful speech based on reputational risk, institutional values, external pressure (e.g. donors, media), or the perceived offensiveness of lawful views.

UCQ recognises the risk of a “chilling effect” where individuals may self-censor out of fear of institutional sanction. We are committed to fostering an environment where lawful controversial ideas can be debated constructively.

3.1.2 Culture of Respect and Inclusion

Respect and tolerance are fundamental to meaningful discourse. UCQ values a culture where differences of opinion are met with openness and intellectual curiosity rather than hostility. We are committed to ensuring that all members of our community—staff, students, and associates—engage with one another in a way that upholds dignity and fairness. Unlawful harassment, discrimination, or prejudice based on age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex, or sexual orientation have no place in our learning and working environments.

3.1.3 Responsibility in the Exercise of Free Speech

While we champion the right to free speech, we recognise that this right carries responsibilities. UCQ upholds freedom of expression within the boundaries of the law, ensuring that open debate is protected, and that any limitations are imposed solely based on time, place, or manner – not on the content or viewpoint – unless the speech is unlawful.

We are committed to maintaining a balanced approach where academic freedom and legal responsibility coexist, fostering a learning environment that is both intellectually rigorous and ethically grounded.

4. Introduction to Prevent

4.1 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:

- Establishing or using existing mechanisms for understanding the risk of radicalisation
- Ensuring staff understand the risk and building UCQ capability to deal with it
- Communicating and promoting the importance of the duty
- Ensuring staff implement the duty effectively

4.2 Prevent is an important aspect of the UK's counter-terrorism strategy and is aimed at stopping people becoming/supporting terrorists and violent extremism.

5. Definitions[1][2]

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**

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

Conflicted: Used when an individual shows mixed, unstable, or unclear ideological influences but may still be at risk of being drawn into terrorism.

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

Extremism: Refers to a vocal or active opposition to fundamental British values, including calls for the death of members of the British armed forces, whether in this country or overseas. Not to be confused with extreme right-wing or extreme left-wing which refer to a specific ideological threat.

Extreme left-wing: ideologies that seek to overthrow or radically change political, economic, or social structures through revolutionary means. This includes anarchist, communist and anti-capitalist movements that may endorse violence to achieve their aims.

Extreme right-wing terrorism (ERWT): Covers those at risk of radicalisation to far-right ideologies that reject democratic values, including cultural nationalism, white nationalism, white supremacism, antisemitism, anti-Islam, and neo-Nazi beliefs. These movements often advocate violence to achieve their goals.

Incel: Describes individuals influenced by misogynistic subcultures rooted in resentment towards women due to perceived rejection, sometimes linked to violent views or behaviours.

Islamist: Refers to individuals vulnerable to being drawn into terrorism motivated by politico-religious ideologies seeking to impose their interpretation of an Islamic society, often linked to Salafi-Jihadi movements.

[1] https://www.gov.uk/crime-justice-and-law/counter-extremism
[2] https://www.gov.uk/government/publications/user-guide-to-individuals-referred-to-and-supported-through-the-prevent-programme-england-and-wales/user-guide-to-individuals-referred-to-and-supported-through-the-prevent-programme-england-and-wales#glossary-of-terms

Left Wing, Anarchist and Single-Issue Terrorism (LASIT): A Home Office reporting category, covering violent activity linked to far-left ideologies, anarchism, and single-issue causes such as animal rights or environmental extremism.

OfS: Office for Students

Ofsted: Office for Standards in Education

Other radicalisation: Captures concerns linked to radicalisation types not otherwise specified, such as left-wing, animal rights, environmental, separatist, or international extremism.

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.

School massacre: Applies to individuals fixated on school shootings or acts of mass violence in educational settings, not necessarily linked to a specific ideology or group.

6. Our response

6.1 The Board of Governors 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).

7. Our mission, vision and values

7.1 Mission

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

7.2 Vision

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

7.3 Core Values

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:

- Actively engaged
- Being modest
- Integrity and candour
- Our people

8. Safeguarding

8.1 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.

9. Extremism

9.1 Extremism is a vocal or active opposition to fundamental British values, including calls for the death of members of the British armed forces, whether in this country or overseas. Not to be confused with extreme right-wing or extreme left-wing which refer to a specific ideological threat.

9.2 Reasons someone may be drawn into extremism:

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

10. How might this happen?

10.1 Online

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

10.2 Peer interaction

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.

11. Recognising extremism

11.1 Some signs may include:

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

12. British values

12.1 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 must be arrived at through mutual exploration and understanding. These British values are:

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

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

12.2.1 an understanding of how citizens can influence decision-making through the democratic process
12.2.2 an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
12.2.3 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
12.2.4 an understanding that the freedom to choose and hold other faiths and beliefs is protected in law
12.2.5 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
12.2.6 an understanding of the importance of identifying and combatting discrimination

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

12.3.1 include in suitable parts of the curriculum, as appropriate, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain, in contrast to other forms of government in other countries
12.3.2 ensuring that pupils have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes
12.3.3 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
12.3.4 use teaching resources from a wide variety of sources to help pupils understand a range of faiths
12.3.5 consider the role of extra-curricular activities, including any run directly by students that promote fundamental British values

13. Spiritual, Moral, Social and Cultural (SMSC) development

13.1 British values are promoted through SMSC which:

i. enable students to develop resilience, self-knowledge, self-esteem and self-confidence
ii. enable students to distinguish right from wrong and to respect the civil and criminal

law of England

iii. 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
iv. enable students to acquire a broad general knowledge of and respect for public institutions and services in England
v. furthers tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
vi. encourages respect for other people
vii. 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

14. Training

14.1 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. Arrangements for staff training can be found in SA-002 – Appendix C.

15. Cooperation with the police and local authorities

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

15.2 Information sharing and referral

15.2.1 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.

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

15.2.3 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 strategic safeguarding lead, so authorities can be informed and police can be immediately alerted, if necessary.

16. Guest speakers

16.1 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.

16.2 All staff organising a guest speaker or event must follow SA-015 External Speaker and Events Policy and undertake an External Speaker Risk Assessment that includes an online search, using a range of search engines (not just Google) 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.

16.3 All guest speakers must sign in as a visitor and be accompanied by a member of staff at all times.

16.4 UCQ expects external speakers to act in accordance with the law and not to breach the lawful rights of others. UCQ reserves the right to restrict or halt an event only where there is a lawful and proportionate reason to do so, in line with this policy and the three-step framework set out in OfS guidance.

17. Reporting concerns

17.1 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 relevant DSL, or in their absence another member of the Safeguarding Team.

Strategic Safeguarding Lead	Michelle Elliott	07759 561 342; michelle.elliott@ucq.ac.uk
Designated Safeguarding Lead	Kelly Pattison	07306 231 263; kelly.pattison@ucq.ac.uk
Designated Safeguarding Lead	Ben (Felix) Devine	07366 564 165; ben.devine@ucq.ac.uk

18. Training and communication

18.1 All staff will receive annual safeguarding training. Staff and students are invited to review the wealth of resources available on UCQ's safeguarding, Prevent and wellbeing page, available at https://ucq.ac.uk/safeguarding-and-prevent/

18.2 Ongoing support will be provided by the Safeguarding Team. This appendix will be made available on the UCQ website for all staff and stakeholders to access.

19. Review and revision

19.1 This appendix to the Safeguarding Policy will be reviewed annually, or earlier as required to ensure best practice.

20. Document history

ISSUE NO.	DATE	PAGE	REVIEWER	DETAIL OF AMENDMENT
06	02/02/2024	3, 9	Tara Henderson	Periodic review conducted. Web links checked to ensure currency. Appendix revised to fit recommended document template as specified in quality procedure QP02. Sections 2, 17, 18 & 19 added. Paragraph numbers updated accordingly.
10	31/01/2025	3	Michelle Elliott	Periodic review conducted. Web links checked for currency. 1.2 updated to EDI policy.
11	25/07/2025	4-5	Tara Henderson	Definitions expanded to include all reporting categories required by The Office for Students as part of the annual Prevent Annual Data Return (ADR). S3 added on Academic Freedom and Freedom of Speech
12	30/01/2026	5	Michelle Elliott	Updated definitions and updated table of contents.