**Prevent Policy**

**(Including British Values)**

Prevent is the Government’s strategy to stop vulnerable people becoming terrorists or supporting terrorism, in all forms. Prevent forms part of the Governments Counter Terrorism and Security Act 2015, strategy called ‘CONTEST’ and it is divided into four priority objectives:

1. **Pursue – stop terrorists attacks**
2. **Prepare – where we cannot stop an attack, mitigates its impact**
3. **Protect – strengthen overall protection against terrorist attacks**
4. **Prevent – stop people becoming terrorists and supporting violent extremism**

Prevent works at the pre-criminal stage by using early intervention to encourage individuals and communities to challenge extremist and terrorist ideology and behaviour.

Early intervention can prevent individuals being drawn into terror related activity in a similar way to criminal activity such as drugs, knife or gang crime. Local authorities and individuals working in all sectors have been identified as an important partner in preventing vulnerable people of becoming radicalised. It is key that all organisations and individuals are given the knowledge to identify and voice a safeguarding concern, which will be handled seriously. The specific objectives are;

1. Support individuals who are vulnerable to recruitment, or who have already been recruited by violent extremists.
2. Disrupt those who promote violent terrorism and support the places where they operate.
3. Address the grievances which radicalisers are exploiting.

Prevent is aligned with Community Safety and Safeguarding; all communities are affected by violet extremism and those most vulnerable to the ideologies, particularly through the use of the internet.

If you suspect an individual is being radicalised or becoming involved in terrorism, the first step is to inform your tutor or safeguarding lead within JC Training & Consultancy Ltd.

**The Prevent Strategy**

1. Was reviewed after 9/11
2. Refocused after 7/7 attacks

**‘Prevent provides a template for challenging extremist ideas and terrorist actions’**

**It has three key themes**

* **Ideologies –** To respond to the ideological challenge we face from those supporting terrorism.
* **Individuals –** To provide a support and advice network to vulnerable individuals, preventing them from being drawn into terrorism.
* **Institutions –** To work with employers, education establishments, training providers to address the risk of radicalisation and violent extremism **of whatever form**.
* **Prevent covers all forms of extremism including;**

Extreme left wing, Extreme right wing, Islamic extremism, Animal Rights activist groups, Environmental Extremism, IRA and splinter groups.

**Who gets drawn into extremism?**

* **People who are vulnerable**
* **The isolated. The angry, the disenfranchised**
* **People who have been alienated or attacked, whether in reality or perceived**
* **People who are unable to balance out differing views**
* **People who are taught not to question**
* **People who seek their identities by connection to the internet**
* **People who are liable to follow strong or charismatic characters**
* **People who have frustrated empathy or connections to causes**
* **People who feel belittled or disrespected by groups / communities /ideologies, as opposed to individuals**

**What does our teaching and learning and wider work need to do to influence this within JC Training & Consultancy?**

* We need to be INCLUSIVE and help learners develop their own VOICE, and educate them as to what this means in the world.
* We need a broad and balanced work life balance.
* To have a range of initiatives and activities (spiritual, moral, social, cultural and emotional) to support development.
* We need to develop strong links with your local community (community cohesion).
* Represent and explain ‘British Values’.
* We need to develop, learners, tutors and employer’s critical thinking, so that they apply learning of internet safety and can understand the power of ‘Influence’.
* Parents and families need to engage in prevent values.

**The role of Prevent and Education**

There is no specific Ofsted guidance in relation to Prevent, but they will inspect the leadership and management of preventing violent extremism and radicalisation within learning provision.

The New Counter Terrorism Bill places a statutory duty on all educational establishments and training providers to help prevent young people being radicalised.

**‘Frontline staff, individuals should understand Prevent, be able to recognise vulnerabilities to radicalisation and know where to go to seek further help’ Home Office December 2014**

**Signs and Risk Factors**

**Disclosures** – writings, drawings, possessing or accessing extremist materials

**Expressions of support for terrorism** – using extremist narratives and ‘us and them’ language; justifying the use of violence to solve real or perceived grievances.

**Personal Crisis** – family tensions, sense of isolation, low self-esteem, changes in friendship groups, searching for answers to questions about identity, faith and belongings.

**Personal Circumstances** – migration, local community tensions, events affecting the individuals country or region of origin, a sense of grievance triggered by personal experience of racism or discrimination or aspects of government policy

**Radicalisation**: is about changing people’s views and attitudes, there are seven generally accepted methods used to persuade individuals to do things. These methods are used in everyday life, they can work for good, for evil or for profit.

1. **Bandwagon**: Everybody is doing this, so you should do it too.
2. **Scapegoating**: Blaming someone or a group of people for something that goes wrong or something that you don’t like.
3. **Lesser of two evils**: Giving two options and ignoring the fact that there may be a whole range of options.
4. **Fitting In / conforming**  Encouraging people to change their views / actions to fit in with a group.
5. **Assertion**: Stating something is true without any evidence.
6. **Transfer**:Linking an idea to someone or something that appeals to you.
7. **Omission:** Leaving out key parts of a situation or argument.
8. **And of course** Straightforward, or less straightforward lies.

**British Values**

The Prevent Duty requires employers, training providers etc. to exemplify British Values in their practice and to use opportunities to explore British values and challenge extremism.

British values are defined as including:

‘Democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs’

This includes complying with the Equality Act 2010 and preventing discrimination against those with protected characteristics:

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

**Behaviour in the Workplace**

Effective learning takes place in the workplace is where there is tolerance and mutual respect as set out in the Equality Act, and where those with protected characteristics receive fair and equal treatment.

**Commercial Success**

All learners, employers will work more effectively if they show tolerance and respect at all levels, if there is customer interaction this is very important. Everybody should be aware of the nine protected characteristics covered in the Equality Act 2010.

**The Law and Democracy**

In vocational training Health and Safety training will always be taught. This applies to all tasks within the work environment regardless of industry. Employment Rights and Responsibilities will also be covered allowing discussion on how laws are introduced through a democratic system

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