



# PREVENT STRATEGY

## *Preventing Radicalisation and Extremism*

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## 1. Background

West London College is committed to promoting and safeguarding the welfare of all individuals engaged in any college activity. There are robust safeguarding arrangements in place which are regularly reviewed to keep all learners safe. The Prevent Strategy is part of the college's safeguarding objectives to keep vulnerable young people and adults safe from harm and exploitation.

Prevent aims to reduce the risks of radicalisation, and ensure that learners are protected from and educated about the dangers of extremism. Radicalisation refers to the process by which a person comes to support forms of extremism which may lead to terrorist activity. Extremism is 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.

## 2. Government policy and the Prevent duty

The Counter Terrorism and Security Act 2015 is the government's national counter-terrorism strategy, which places a duty on local authorities and statutory bodies to have 'due regard to the need to prevent people from being drawn into terrorism'. (section 21). This is known as the Prevent duty. As part of the Government's strategy, all colleges must comply with this legislation and any statutory responsibilities associated with the delivery of education and safeguarding of learners. Education, like other key sectors, has a responsibility to promote values of democracy, individual liberty, mutual respect, tolerance and the rule of law, which are central to being a British citizen. Statutory compliance with the Prevent duty is regulated by Ofsted as part of the evaluation of safeguarding in the Education Inspection Framework (EIF). Please see link to guidance for further education providers below.

[Prevent Duty Guidance for Further Education Institutions in England and Wales](#)

The government's Prevent Strategy was published in 2011 and forms part of an overall Counter Terrorism Strategy known as CONTEST. The four elements of the CONTEST strategy are:

- Pursue
- Protect
- Prepare
- Prevent

Prevent is a key part of the CONTEST strategy which aims to stop individuals from becoming involved in terrorist related activity or becoming radicalised. Early intervention is at the core of Prevent, to recognise, protect and support individuals who might be susceptible to radicalisation.

The Government's Prevent strategy focuses on three key areas:

- To respond to the ideological challenge of terrorism and the threat we face from those who promote those views;
- Prevent people from being drawn into terrorism and make sure they are given the right help and support;
- Work in partnership with sectors and institutions (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to address.

National strategy addresses all form of terrorism across the extremism spectrum, from extreme far-right to Daesh or Al-Qaeda inspired groups and from domestic to international terrorism, and emerging groups with mixed ideology of lone perpetrators in line with current threat guidance. It targets not only violent extremism but also non-violent extremism which can create the conditions conducive to terrorism and popularise the views which terrorists exploit. Please see link below to the Government's national guidance.

[Government's Prevent Duty Guidance for England and Wales](#)

### **3. Scope**

This policy applies to 14-to-16, further and higher education learners, including apprentices, staff and visitors on all West London College campuses.

### **4. Monitoring and review**

This strategy will be reviewed and updated annually in line with government information, advice and guidance. Prevent is a standing item at 6-weekly internal Safeguarding and Prevent panel meetings, to provide an update on key issues in the external environment and to review progress against the Safeguarding and Prevent Action Plan. The impact of the strategy will also be reported to governors termly and in an annual report on safeguarding.

A Prevent self-assessment tool for further education providers, which has recently been launched by the DfE, will enable the college to evaluate how well embedded policies and practice are and promote a cycle of continuous improvement.

[Prevent Self-Assessment Tool](#)

### **5. Strategy aims and objectives**

West London College is committed to ensuring that staff, learners and parents are aware of the college's Prevent Strategy and of its fundamental importance to providing a safe environment for all, within our wider safeguarding duties. The college embeds Prevent within our mission and values, teaching and learning, wellbeing and safeguarding approaches.

The aim of this Prevent Strategy is to ensure that the college is able to monitor, manage and deal effectively with the threat posed by an individual or group of

individuals engaging in extremism in the name of ideology or belief. It seeks to promote and reinforce shared college and fundamental British values, within a culture of mutual respect and tolerance of different faiths, beliefs and open debate. Key aspects of the strategy are to:

- Provide safe spaces of study for all learners, promoting the expectation in our values that West London College will not tolerate bullying, harassment, hate incidents, grooming behaviours and discrimination.
- Develop awareness of Prevent among learners, their parents and staff through a co-ordinated programme of training, provision of information and advice, and project work.
- Ensure that learners, staff and members of the governing body are aware of their roles and responsibilities in preventing all forms of extremism and radicalisation.
- Identify and provide support for learners who may be at risk, along with appropriate sources of advice and guidance, and/or referral to partners to engage in the Channel process.
- Foster understanding among different communities within the college by supporting inter-faith and inter-cultural dialogue and appreciation of values and differences.
- Promote and reinforce shared values, with opportunities for free and open debate and to engage all learners in playing a full and active role in wider society.
- Support learner voice and ensure there are mechanisms for learners to influence and shape the college's strategy.
- Promote understanding of British values and expectations within the college.
- To document, monitor and review current practice across the college which effectively manages the risk of learners being exposed to extremism and becoming radicalised.
- To develop a co-ordinated risk assessment and action plan to address identified areas of focus.

West London College observes its obligations to learners with protected characteristics. The college's Equality, Diversity and Inclusion Policy addresses the requirements of the Equality Act and Public Sector Equality Duty and the commitment to advance equality. This involves:

- removing or minimising disadvantages suffered by people due to their protected characteristics;
- taking steps to meet the needs of people from protected groups where these are different from the needs of other people;
- encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low
- tackling prejudice and promoting understanding between people from different groups.

In terms of the Prevent Strategy, West London College will give due regard to the individual circumstances of learners with a protected characteristic.

## 6. Roles and responsibilities in relation to Prevent

Leaders and managers have a range of responsibilities under the Prevent Duty. These are detailed in appendix 2.

The responsibilities of governors are summarised in appendix 3.

The designated safeguarding lead (DSL) for the college holds overall responsibility for ensuring that the Prevent Strategy is implemented across the campuses and any concerns are shared with the relevant organisations to minimise the risk of learners becoming radicalised and involved with extremist groups and potential acts of terrorism. The DSL is supported by a team of deputy designated safeguarding leads (DDSLs) and safeguarding officers, listed below.

Name	Role		Contact details
Christopher Nixon	DSL	Director of Student Services & Safeguarding	07776 202409 c.nixon@wlc.ac.uk
Sara Woodward	DDSL	Assistant Principal QSS	07500 100073 <a href="mailto:s.woodward@wlc.ac.uk">s.woodward@wlc.ac.uk</a>
Charles Nelson	DDSL	Assistant Principal	07768 710936 <a href="mailto:c.nelson@wlc.ac.uk">c.nelson@wlc.ac.uk</a>
Tracy Round-Turner	DDSL	Assistant Principal	07768 485723 <a href="mailto:t.round-turner@wlc.ac.uk">t.round-turner@wlc.ac.uk</a>
Dean Vaughan	DDSL	Assistant Principal	07584 205208 <a href="mailto:d.vaughan@wlc.ac.uk">d.vaughan@wlc.ac.uk</a>
Sue Jenkins	DDSL	Head of Inclusive Learning	07833 083963 <a href="mailto:s.jenkins@wlc.ac.uk">s.jenkins@wlc.ac.uk</a>
Daniel Bristow-Bailey	DDSL	Student Services Manager (Safeguarding & Wellbeing)	07824 383638 d.bristow-bailey@wlc.ac.uk
Kerri Ryan	DDSL	Student Services Manager (Careers & Employability)	020 7565 1283 <a href="mailto:k.ryan@wlc.ac.uk">k.ryan@wlc.ac.uk</a>
Gary Fisher	DDSL	SENDCo	020 8741 1688 <a href="mailto:g.fisher@wlc.ac.uk">g.fisher@wlc.ac.uk</a>

The DSL will ensure that learners and staff are aware of the Prevent agenda and that appropriate training is in place.

All staff at the college have a responsibility to

- promote an ethos which upholds the college's mission, vision and values and fosters respect, equality and diversity, inclusion and British values.
- report any concerns around extremism or radicalisation via the college's safeguarding reporting procedures (see Appendix 4), for example disclosures

by learners of their exposure to the extremist actions, views or materials of others outside of college, such as in their homes or community groups, especially where learners have not actively sought these out.

- report and remove any literature displayed around the college that could cause offence or express extremist views. This includes graffiti symbols, writing or art work promoting extremist messages or images.
- be alert to learners accessing extremist material online, including through social networking sites, outside college or on mobile devices.
- challenge and report a learner who voices opinions drawn from extremist ideologies and narratives which glorify violence, especially to other faiths and cultures.
- challenge and report a learner who expresses intolerance of difference, whether secular or religious, which transgresses the college's Equality and Diversity policy.
- report changes in behaviour at college, home or socially which raise cause for concern.
- Participate in annual mandatory Prevent training and any further CPD in relation to the Prevent agenda as required.
- Support the development of learners' and apprentices' understanding of the issues around extremism and radicalisation.

The DSL will ensure that there is a clear and understood referral process for Prevent concerns in the college, which is aligned with the safeguarding referral procedure. Please see appendix 4. Prevent referral process.

## **7. Partnership working and Channel referral**

A fundamental aspect of our Prevent strategy is to work effectively with central Government and local partners, including local safeguarding partnerships. The Department of Education FE/HE Regional Prevent Officer for London Counter-Extremism Division leads half-termly network meetings and disseminates Prevent related updates and materials.

Although it is a national programme, Prevent is delivered through local authority delivery teams. The teams provide:

- training for frontline staff in recognising, referring and responding to radicalisation.

- a variety of projects to build capacity, increase resilience and improve understanding of extremism and radicalisation with partners including schools, colleges, parents, community groups, faith establishments and statutory agencies.

A referral service for concerns, called Channel, acts as an early intervention service to safeguard vulnerable individuals from radicalisation. Channel is a multi-agency safeguarding panel where safeguarding professionals meet to discuss support options where there are concerns about individuals who may be at risk of radicalisation. It is a confidential and voluntary process. (see appendix 4. Prevent referral process).

Where there is an identified or potential risk that a learner may be involved in supporting or following extremism, the college's designated safeguarding lead is responsible for contacting the local authority's Prevent Co-ordinator for further advice and guidance.

Where a young person or vulnerable adult is thought to be in need or at risk of significant harm or where investigations need to be carried out, a referral to social services will be made in line with the college's safeguarding procedures following advice from the relevant external Prevent Co-ordinator.

<b>Department for Education</b>	<b>Prevent Team contact</b>	<b>Contact details</b>
	Jennie Fisher FE/HE Regional Prevent Officer for London	<a href="mailto:Jennie.FISHER@education.gov.uk">Jennie.FISHER@education.gov.uk</a> Mobile: 07880 469588

<b>London Borough</b>	<b>Prevent Team contact</b>	<b>Contact details</b>
Brent	Mohinder Singh Perihar Prevent Programme Officer	<a href="mailto:Mohinder.Perihar@brent.gov.uk">Mohinder.Perihar@brent.gov.uk</a>
Ealing	Paul Smith Prevent Education Manager	<a href="mailto:smithPa@ealing.gov.uk">smithPa@ealing.gov.uk</a>
	Sonita PobiBusigu Prevent Education Officer	<a href="mailto:PobibusiguS@ealing.gov.uk">PobibusiguS@ealing.gov.uk</a>
Hammersmith	Tina Bencik Prevent Co-ordinator	<a href="mailto:tina.bencik@lbhf.gov.uk">tina.bencik@lbhf.gov.uk</a>

## 8. Teaching, learning and support for learners

The college is committed to providing a curriculum and tutorial experience which promotes knowledge, skills and understanding in order to build the resilience of all learners, to challenge and expose extremist ideology and support the learner voice.

## Promoting British Values

In line with the provisions of section 78 of the Education Act 2002, the college promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This promotion is reflected in the Equality and Diversity Policy and takes place through:

- Lessons and tutorials
- The manner in which learners are treated by staff
- The standards of behaviour and respect learners are encouraged to adopt through the college's Learner Contract.
- Displays in classrooms, corridors, student centres and in the Learning Resource Centres.
- Learner representative meetings, the Student Union and learner voice.
- In the manner in which students' views are challenged by staff should they significantly conflict with the values promoted by the college. Any students displaying such behaviours will be reported to a safeguarding officer.

This is achieved through:

- Promoting British values within teaching and learning, identifying new opportunities for doing so and maintaining an audit of how these values are integrated into college-wide activities.
- Embedding equality, diversity and inclusion across the curriculum and promoting community cohesion, working with partner organisations and employers in this endeavour.
- Ensuring there is a culture where learners and staff feel safe, respected and where there is a zero-tolerance approach to bullying and discriminatory behaviour.
- Promoting wider skills development, such as social and emotional aspects of learning.
- Encouraging learners to accept responsibility for their behaviour, show initiative, and understand how they can contribute positively to the lives of the local community as active citizens.
- Ensuring that apprentices, employers and partners delivering subcontracted provision are fully involved in implementing the college's strategy and have a clear understanding of the Prevent duty.
- Listening to learner voice, the community and partners and being aware of any concerns which promote extremist views.
- Ensuring that there are clear and accessible referral routes to support for all learners and early identification of those who are at risk. This will involve working closely with partners to support safeguarding, restorative and crime prevention strategies.

- Providing advice, guidance and resources which promote online safety and educate learners and staff in the dangers of being radicalised and drawn into extremism.

## **9. Training**

Information, advice, guidance and training materials are available for learners on the college's learner portal and for staff on the safeguarding microsite.

### **Learners**

All learners receive Prevent training as part of their induction programme. This is followed up by ongoing awareness raising and development of understanding through Prevent sessions in tutorials and resources made available on the learner portal and in newsletters.

**As outlined in section 8, teachers should also contextualise Prevent within the curriculum to reinforce learners' understanding, highlighting the importance of British Values, the rule of law and dangers of radicalisation and extremism.**

Additional awareness training for learners is provided by local authority Prevent Co-ordinators and the DfE Regional Prevent Officer for London.

### **Staff**

All college staff are required to undertake mandatory training in Prevent at the beginning of each academic year. All new members of staff receive Prevent training as part of their induction programme.

Class representatives, Student Union representatives and student governors receive Prevent training as part of their development programme.

Additional awareness training for staff is provided by local authority Prevent Co-ordinators and the DfE Regional Prevent Officer for London.

### **Safeguarding team**

Designated safeguarding leads and officers receive additional Prevent training to support them in their roles.

### **Governors**

All governors are required to undertake mandatory training in Prevent at the beginning of each academic year and as part of induction to the Board, outlining their responsibilities with regard to the statutory duty upon the college.

An annual briefing will be provided as part of the annual safeguarding report.

Please also see appendix 5. What are the signs to look out for that an individual may be at risk of radicalisation and extremism?

## **10. Online safety and IT policies**

In order to safeguard learners, deter and prevent individuals from accessing inappropriate or extremist materials while using college networks, the following measures are in place:

- Only college approved software is supported by the college and allowed to be used.
- All unauthorised software that breaches college policy or presents a risk to learner or staff safety will be removed and appropriate action taken.
- There is the ability to log and retain records of electronic communication (web browsing, email exchanges etc) by users on the college network.
- Any unusual or suspicious internet searches and/or any breaches of security are reported to the designated safeguarding lead for further investigation.
- The college has robust web filtering to ensure inappropriate content cannot be accessed on its system. This is via a Fortinet firewall, which categorises new websites thereby ensuring the effective blocking of online categorised content.

The college policies which underpin these measures are listed in appendix 1.

## **11. External speakers and events**

West London College works successfully with the local community, a range of external organisations, employers and training agencies. In order to manage any risk and ensure that learners are not subjected to inappropriate content or extremist views, college managers will undertake a risk assessment prior to entering into any agreement or contract.

The college will request advance notice of the content of any event being delivered on college premises or online, as part of the risk assessment procedure.

Leaders, managers and staff will not engage with any external organisation or develop a partnership with any provider or agency that does not share the college's commitment to equality, diversity and inclusion.

## **12. Risk assessment and action plan**

To ensure that the college effectively manages risks and is able to deal appropriately with issues around radicalisation and extremism, a Prevent Duty Risk Assessment and Action Plan is in place. This plan sits under the college's overarching strategic risk register and risk reduction plan.

The risk assessment and action plan addresses the Prevent Duty statutory guidance for further education colleges. This requires the college to:

- Understand the nature of the threat from violent extremism and how this may impact directly or indirectly on the college
- Identify and manage potential risks within the college and from external sources, ensuring that there are effective identification and reporting processes within the safeguarding arrangements
- Respond appropriately to events in a local, national or international context that may impact on learners and communities
- Ensure that measures are in place to minimise the potential for acts of violent extremism within the college
- Ensure that plans are in place to respond quickly and proportionately to a threat or incident within the college
- Maintain effective IT security and responsible user policies
- Ensure that steps are taken to minimise the risk of representation at any events, from third parties with extreme views which promote intolerance or violence

## **Appendix 1. College policies and national guidance in relation to Prevent**

This strategy should be read in conjunction with the following documents and guidance:

### **West London College policies and procedures**

- Safeguarding Policy
- Equality and Diversity Policy
- Behaviour for Learning Policy and Procedure
- Multi-Faith Room Policy
- Learner Code of Conduct
- Staff Code of Conduct
- Health and Safety Policy
- Lockdown Policy
- Visiting Speakers Policy
- IT Acceptable Use Policy
- IT Network Policy
- IT Email Policy
- Mobile Device Usage Policy

### **National guidance**

#### **Prevent and counter-terrorism**

HM Government Prevent Strategy (2011)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97976/prevent-strategy-review.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf)

Prevent Duty Guidance for England and Wales (last updated April 2019)

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Prevent Duty Guidance: for further education institutions in England and Wales (last updated April 2019)

<https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-further-education-institutions-in-england-and-wales>

Counter-Terrorism and Security Act (2015)

<https://www.gov.uk/government/collections/counter-terrorism-and-security-bill>

Challenge It, Report It, Stop It (2012)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97848/action-plan.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/97848/action-plan.pdf)

## **Safeguarding**

Keeping Children Safe in Education: statutory guidance for schools and colleges (September 2021)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1021914/KCSIE\\_2021\\_September\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf)

Working Together to Safeguard Children: a guide to inter-agency working to safeguard and promote the welfare of children (July 2018)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/779401/Working\\_Together\\_to\\_Safeguard-Children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf)

## **Ofsted**

Further Education and Skills Inspection Handbook (last updated May 2019)

<https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook-eif>

How well are further education and skills providers implementing the 'Prevent' duty? (2016)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/543937/How\\_well\\_are\\_further\\_education\\_and\\_skills\\_providers\\_implementing\\_the\\_Prevent\\_duty.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/543937/How_well_are_further_education_and_skills_providers_implementing_the_Prevent_duty.pdf)

## **Appendix 2. The Prevent duty – leaders' and managers' responsibilities**

Leaders and managers should:

### **1. Knowledge and implementation of the Prevent duty**

- Have a thorough understanding of the Prevent duty as it relates to colleges and of Ofsted's Prevent duty requirements.
- Implement the Prevent duty strategy set by the governing Board. The Board holds ultimate responsibility for compliance with the Prevent duty. A governor must be nominated to oversee Prevent.
- Review the implementation of the Prevent duty and report on this to the Board so that effective scrutiny can take place.

### **2. Prevent risk assessment and planning**

- Identify and assess any risks in relation to the Prevent duty and take any actions as appropriate.
- Understand and manage potential risks within the college and from external influences including the display of extremist materials, the hiring of college premises and use of external speakers.
- Respond appropriately to events in local, national or international news that may impact on the college community.
- Ensure measures are in place to minimise the potential for acts of extremism within the college.
- Ensure plans are in place to respond appropriately to a threat or incident within the college.

### **3. College-wide Prevent training**

- Ensure that all learners (including those in subcontracted provision), apprentices, staff, volunteers and governors undertake appropriate Prevent duty training including an awareness of vulnerabilities which might lead to exploitation by extremists.

### **4. Identification, referral and reporting systems (Safeguarding procedures)**

- Understand the notice, check and share approach.

**Notice** – be aware of any behaviour which leads to any safeguarding concerns including Prevent duty related ones.

**Check** – check the concerns.

**Share** – refer any concerns to the designated safeguarding lead or safeguarding team.

- Operate an effective Prevent reporting system which is part of the safeguarding process.
- Ensure that there is an officer to report concerns to about an individual vulnerable to exploitation by extremists in the college. This is the designated safeguarding lead, a deputy designated safeguarding Lead or member of the safeguarding team.
- Ensure that the college's safeguarding leads and team know where to refer concerns outside the organisation i.e. local Prevent Co-ordinator.
- Ensure that there are robust procedures, both internally and externally, for sharing information about vulnerable individuals. This should include information sharing agreements, which comply with data protection policy and legislation.

## **5. Promotion of British values throughout the college community**

- Exemplify British values and know what this means.
- Support staff to find opportunities to promote British values in the practice of all staff and to challenge extremism and hate speech if it arises.

## **Appendix 3. The Prevent duty – governors’ responsibilities**

### **1. Strategy and Scrutiny**

- Governors are required to set the Prevent strategy for the institution and to ensure that the institution’s strategy complies with the Prevent Duty as set out in the [Counter Terrorism and Security Act 2015](#).
- Governors are expected to scrutinise the practice in the institution including a Preventing Extremism risk assessment. They should ensure that policies and procedures are in place and are followed to prevent people being drawn into terrorism and extremism.

### **2. British Values**

- Governors should ensure that policies will complement the institution’s responsibility under the Equality Act 2010 and cover learner welfare, including equality and diversity, the safety of learners and staff.
- Governors should ensure that the curriculum and policies promote British values.

### **3. Training**

- Governors are required to undertake Prevent training in order to understand the Prevent duty and their responsibilities in relation to this.
- Governors should ensure that the institution provides sufficient training for staff, governors and board members to be able to recognise and refer anyone vulnerable to radicalisation.

### **4. Safeguarding and pastoral care responsibilities**

- Governors must ensure that the college’s safeguarding arrangements comply with statutory requirements and guidance, with sufficient pastoral care and support for all learners. They should be confident that there are robust processes in place for identifying concerns about learners who may be at risk of radicalisation and extremism and for engaging with external partners to access support, which may involve referral through the Channel process..

### **5. Ofsted inspection**

- Governors should be aware that Safeguarding is inspected as part of the leadership and management judgement. Ofsted’s risk-based inspections focus on fundamental British values and preventing extremism. Where Ofsted finds a publicly-funded further education institution or independent learning provider

inadequate, which will include where the institution or provider has failed to comply with this duty, intervention action will be taken.

## Appendix 4. Prevent referral procedure

### ***Safeguarding is everybody's responsibility***

- A member of staff has a concern about a learner who is or may be vulnerable to radicalisation
- A member of staff has a concern about a learner who is / has been absent or who they are unable to make contact with and may be vulnerable to radicalisation/extremism
- A learner raises a concern about another learner who may be vulnerable to radicalisation
- A parent / carer / external agency raises concern about a learner who is vulnerable to radicalisation/extremism

**See Appendix 5. Extremism and radicalisation – what are the signs to look out for?**

Member of staff should alert their manager and/or contact a member of the Safeguarding Team in person or by phone with details of the concern. An online referral should also be made via this link: ⇒ [Referral form](#)

Member of safeguarding team risk assesses and triages the referral for further action, follow-up and monitoring. Feedback is provided to referrer.

**Safeguarding team assessment  
Threshold of Need Level 1**  
Where the concern or difficulty reported is not related to radicalisation, identify if other support is required and record on **ProMonitor**

**Safeguarding team assessment  
Threshold of Need Levels 2, 3, 4**  
Where the DDSL/DDSL has concerns about the learner, they will (a) make direct contact the learner / parent where possible (b) report the concern to the local authority Prevent team to discuss support and action (c) possible referral to Channel

#### **SAFEGUARDING TEAM CONTACT DETAILS:**

Chris Nixon - Designated Safeguarding Lead  
[c.nixon@wlc.ac.uk](mailto:c.nixon@wlc.ac.uk)

Sara Woodward – Deputy Designated Safeguarding Lead  
[s.woodward@wlc.ac.uk](mailto:s.woodward@wlc.ac.uk) 07500 100073

Sue Jenkins - Deputy Designated Safeguarding Lead - Inclusive Learning  
[s.jenkins@wlc.ac.uk](mailto:s.jenkins@wlc.ac.uk) 07833 083963

Charles Nelson - Deputy Designated Safeguarding Lead  
[c.nelson@wlc.ac.uk](mailto:c.nelson@wlc.ac.uk) 07768 710936

Daniel Bristow-Bailey - Deputy Designated Safeguarding Lead  
[d.bristow-bailey@wlc.ac.uk](mailto:d.bristow-bailey@wlc.ac.uk)

Gary Fisher - Deputy Designated Safeguarding Lead (ALS)  
[g.fisher@wlc.ac.uk](mailto:g.fisher@wlc.ac.uk)

Referral to multi-agency Channel panel

**MyConcern**  
Details of the safeguarding concern must be completed on MyConcern along with appropriate 'team' created, follow up and monitoring

## **Appendix 5. Extremism and radicalisation – what are the signs to look out for?**

There is no single driver of radicalisation, nor is there a single journey to becoming radicalised. Evidence suggests that the radicalisation process is not linear or predictable. The length of time can differ greatly from a few weeks to years. Proceeding down a radicalisation path does not always result in violence.

Young people may be vulnerable to a range of risks as they pass through adolescence and transition to post-16 learning. They may be exposed to new influences and potentially risky behaviours, influence from peers, older people or the internet.

Social media and the internet create more opportunities to become radicalised and research indicates that online activity and face-to-face communications work in tandem.

### **What are the signs to look out for?**

The key conclusion from available evidence is that there is no single profile of a person likely to support extremist views or become involved in extremism.

There are a number of signs to be aware of, although a lot of them are quite common among teenagers and young people. Parents, carers and professionals should look out for the following in young people and learners aged 19 and over.

- Searching for answers to questions about identity, faith and belonging
- A conviction that their religion, culture or beliefs are under threat and treated unjustly
- The need for identity and belonging
- Driven by a desire to enhance individual self-esteem and be popular with others
- Thrill-seeking, looking for adventure and excitement
- Being fuelled by a sense of grievance that can be triggered by negative personal experiences, for example discrimination, racism, bullying
- Identifying with and supporting a charismatic individual and/or a group which can offer identity and a social network
- A tendency to look for conspiracy theories and distrust of mainstream media
- Being secretive about who they've been talking to online and what sites they visit
- Spending large amounts of time on the internet (not for college work)
- Switching screens when you come near the phone, laptop or computer
- Possessing items – electronic devices or phones – which a parent / the college hasn't given them.
- Becoming emotionally volatile
- Becoming withdrawn
- Pattern of absenteeism from college or work