



PREVENT AND BRITISH VALUES POLICY

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1.0 Introduction and Context

Prevent focuses on safeguarding learners, particularly from opposition to fundamental British values. The UK faces a range of terrorist threats. Threats are not limited to the threat from religious extremists and we need to be mindful of all potential threats to which our students are exposed. Qualitrain has an integral part to play in fostering a set of shared fundamental British values and promoting community cohesion.

Prevent is a strand of the Government's counter terrorism strategy, CONTEST. The aim of CONTEST is 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. It has four strands:

- Pursue: to stop terrorist attacks
- Prevent: to stop people becoming terrorists or supporting terrorism;
- Protect: to strengthen our protection against a terrorist attack; and;
- Prepare: to mitigate the impact of a terrorist attack.

Source: CONTEST: The United Kingdom's Strategy for Countering Terrorism. HM Government July 2011

The Prevent strategy, published by the Government in 2011, aims to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism, and operates in the 'pre-criminal space'. The Counter-Terrorism Act 2015 requires educational providers to have due regard to the need to prevent people from being drawn into terrorism. An extract from Revised Prevent Duty Guidance for England and Wales (HM Government, 16th July 2015) states 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 they are given appropriate advice and support; and
- work with sectors and institutions where there are risks of radicalisation that need to be addressed.

This policy seeks to ensure that Qualitrain meets the Prevent Duty requirements. In particular, the need to protect our learners from activities linked to radicalisation and extremism. The Government's own definition of radicalisation and extremism, as contained within the Prevent strategy are:



Radicalisation - The process by which a person comes to support terrorism and extremist ideologies with terrorist groups.

Extremism: 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. It also covers extremism calls for the death of members of our armed forces, whether in this country or overseas.

2.0 Aims of the Prevent and British Value Policy

Qualitrain has a duty of care to safeguard our learners, and this policy focuses on how we strive to ensure all learners are protected from the threats of radicalisation and extremism, particularly through the promotion of the fundamental British values, and training our staff to recognise vulnerabilities (factors and characteristics associated with being susceptible to radicalisation) and knowing how to respond. British values focus on the promotion of exemplar personal development, behaviour and welfare. This policy has the following aims:

1. To promote and reinforce fundamental British values, founded on tolerance and respect for others.
2. To create a safe space for free and open debate.
3. To promote a sense of community cohesion both within our provision and within the wider external community.
4. To create an environment that is free from bullying, harassment and discrimination, that is to provide an inclusive learning environment as explained in our Equality and Diversity Policy.
5. To ensure that students know how to stay safe, including online, and that we listen to any learners' concerns and act on them.
6. Provide staff with sufficient training to be able to recognise vulnerability to radicalisation and extremism, and that staff are aware of what action to take in response.
7. Know when to make referrals to the Channel programme and where to get additional advice and support.
8. To forge effective working relationships with external agencies; East Midlands Regional Prevent Coordinator HE/FE, Sam Slack has confirmed he will be the primary contact for all advice required regarding Prevent inquiries and has agreed to signpost the DSO to Regional Co-ordinator contracts outside of the East Midlands area if required. Sam Slack's contact details;
sam.slack@education.gov.uk 07384452156

This policy should be read in conjunction with our Safeguarding (QT076) and Equality and Diversity (QT076P3) policies.

3.0 How we promote British Values

Qualitrain is committed to promoting the spiritual, moral, social and cultural development of learners, particularly through promotion of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and



beliefs. These are the British values defined in the Prevent Strategy (2011). Qualitrain aims to embed, support and promote these British values:

3.1 Democracy

3.1.1 Operate a strong vibrant learner voice programme that takes the views of students seriously; used to develop the provision.

How: Learner surveys are completed and analysed. Location: Dropbox/Quality and Compliance/4. Funding Providers/QT073WR1_Obtaining_Feedback

3.1.2 Design delivery programmes so that all learners are encouraged to make their voice heard. Integrate debates to encourage freedom of expression and ensure students have their say on their course, and relevant local or national issues.

How: Schemes of Work and Lesson Plans include discussion and debate.

3.1.3 Encourage 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.

How: Staff encourage cooperation with democratic processes. Prejudiced behaviour is not tolerated; staff challenge radical or extreme views.

3.2 Rule of Law

3.2.1 Enable learners to distinguish right from wrong and to respect the civil and criminal law of England.

How: Staff encourage learners to do what is right and challenge any ill-informed views or behaviours, including how to avoid radicalisation and extremism.

3.2.2 Provide an appreciation that living under the rule of law protects individual citizens and is essential for wellbeing and safety.

How: Programmes embed the Health and Safety at Work Act. For example, learners' rights and responsibilities as an employee with regard to Health and Safety at Work Act are discussed, which includes the importance of working cooperatively with others. Also, learners' rights, as explained in our Equality and Diversity, Additional Learner Support and Reasonable Adjustments and Special Considerations policies are covered.

3.2.3 Support any learners with criminal records to get their lives back on track.

How: By offering programmes to enable learners to develop routine, confidence and employability skills, to help them become more independent and move on, and have respect for public institutions and services in England.

3.2.4 Embed the student code of conduct.

How: It is contained in the Student Handbook and covered during induction. Trainers strive to manage sessions to promote good behaviour and conduct, and learners are requested to comply with the code of conduct, such as to arrive punctually, to participate cooperatively throughout their programme and to raise any concerns.

3.2.5 Ensure robust and effective disciplinary processes provide a framework for sanction should students not abide by the rules.

How: We have a Disciplinary Procedure. It is contained in the Student Handbook and it is explained during induction. It is used if a misbehaviour is repeated, or of sufficient scale to be outside the normal realms of everyday classroom management.

3.3 Individual Liberty



3.3.1 Encourage learners 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 their own and wider community.

How: An example includes that training programmes embed taking reasonable care of one's own and other people's health and safety, and the need to tell someone if anyone has health and safety concerns.

3.3.2 Learners are encouraged to take responsibility for their own choices, actions and decisions and the impact that they have on others.

How: For example, learners are taught of the importance of health and safety and safeguarding responsibilities and the impact negligence or disrespectful behaviour could have on others. They are also told of the importance of attending sessions regularly and being punctual. Learners are asked to think about their well-being, including staying safe online and ways of managing stress, and encouraged to raise any concerns with a Qualitrain staff member. Additionally, the Student Handbook contains this policy so that learners know that Channel support is available to support anyone at risk of radicalisation or extremism and the handbook also provides signposting to national organisations that can provide learners with confidential advice on counselling etc.

3.3.3 Learners are encouraged to make informed and positive choices about their future, such as in terms of next steps, their behaviour and/ or their life goals.

How: We aim to provide learners with good quality information, advice and guidance throughout their learner journey. Individual Learning Plans and Exit Reviews are key documents used to capture this information. The Student Handbook covers that the National Careers Service provides impartial careers advice to help learners make decisions on learning, training and work opportunities, and includes a few other suggestions to help learners plan for their future careers.

3.3.4 Enable learners to develop their self-knowledge, self-esteem and self-confidence.

How: Staff motivate and encourage learners, and ensure an inclusive learning environment so that all learners have the opportunity to develop these skills. For example, learners have the opportunity to gain knowledge, self-esteem and confidence from activities linked to their programme, such as holding meetings, taking part in debates and discussions, working in teams, generating ideas, problem solving and to tackling new work projects.

3.3.5 Actively encourage our learners to achieve their full potential; that on completion of their training programme they are broad-minded, respectful and effective global citizens.

How: Through activities that promote independent learning, purposeful work-related learning, personal, social, ethical and employability skills, and through staff providing constructive feedback that helps learners to reach their full-potential.

3.3.6 Operate zero tolerance in relation to any form of bullying.

How: Learners are encouraged to respect each other and respect others' rights to be able to express an opinion free from fear; prejudiced views are not tolerated.

3.4 Mutual respect and tolerance for those from different faiths and beliefs

3.4.1 Respectful behaviour is a key requirement of all staff and learners. It is embedded into our policies and practices to ensure we actively promote an environment of mutual respect that is free from any form of harassment and discrimination. Key documents are the Student Handbook and Staff Code of Conduct.

How: Any disrespectful action is not acceptable and is challenged.

3.4.2 Equality and diversity is embedded within our teaching and learning.



How: Equality and Diversity is embedded within Schemes of Work and Lesson Plans, ILP and Progress Reviews and monitored through learner feedback. Tel: 01332 345205

3.4.3 An acceptance that people having different faiths and beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. This is protected by law.

How: Learners are encouraged to respect each other and respect others' rights to be able to express an opinion free from fear; prejudiced views are not tolerated.

3.4.4 Further tolerance and harmony between different cultural traditions by enabling learners to acquire an appreciation of and respect for their own and other cultures.

How: Through encouraging learners with different cultural traditions to talk to each other and work together, so that they can gain an appreciation of different cultures.

3.4.5 Encourage respect for other people.

How: Staff encourage students to respect one another with particular regard to the protected characteristics set out in the Equality Act 2010 and our Equality and Diversity policy.

4.0 Managing risks and responding to events

4.1 Embedding values

Equality and Diversity: The values of respect and tolerance are embedded within teaching and learning sessions, particularly the fundamental British values as explained in the previous section. This is supported by discussions on a range of subjects that support values and value based decision making. Trainers are empowered to encourage open and safe debate with support from specialist staff if this is deemed necessary.

4.2 Staff training

All members of staff are required to undertake safeguarding training as explained in our Safeguarding Policy (QT076); this includes equality and diversity training and Channel training covering prevention of radicalisation and extremism awareness training. Training enables staff to identify and understand the factors that make people vulnerable to being drawn into extremism, the signs of radicalisation and the knowledge of processes and procedures to report concerns.

Training is recorded and added to the SAFEGUARDING Matrix (QT076WR1) Location: Dropbox/Quality and Compliance\18. Safeguarding Master.

4.3 Online safety

Qualitrain promotes online safety and educates students about safe and responsible internet use, such as setting tasks linked to a Stay Safe Online leaflet and to a BBC Bitesize e-safety activity. Staff closely supervise teaching and assessment online activities. Also, our IT Support Specialist:

- Has installed a firewall to our router which is password protected



- Installs anti-virus software on our computers and ensures it is always kept up-to-date.
- Regularly cleans machines by restoring ghost image to default values to remove any possible inappropriate content from them.
- Conducts Portable Appliance Testing (PAT tests machines)

The IT Support Specialist keeps the Qualitrain Asset Register up-to-date. Location: Dropbox/Health and Safety/001 QTP12 PAT TESTING/PAT TEST RESULTS/ Qualitrain Asset List

4.4 Reporting concerns about vulnerable students

Staff need to trust their professional judgement about whether someone is showing signs of radicalisation, and raise any concerns related to students who they feel may be vulnerable to radicalisation or extremism. Some possible signs of radicalisation include that an individual:

- Changes their behaviour
- Shows aggression
- Shows a lack of belonging: Becomes withdrawn and isolated from family and friends
- Changes their friends and daily activities
- Makes inappropriate remarks
- Has a sense of injustice
- Dehumanises others
- Has views which become increasingly extreme regarding another section of society or government policy
- Becomes very vocal and passionate about an ideology, and has a desire to dominate and control others
- Expresses a desire/ intent to take part in or support extremist activity.
- Is observed downloading, viewing or sharing extremist propaganda from the internet.
- Changes their appearance

To raise a concern: A staff member should talk to a director and the Safeguarding Lead to share the concern, and complete QT076WR2 Reporting an Incident and Safeguarding Form. The form should be sent to the Safeguarding Lead.

4.5 Referrals: Partnership and working with other agencies

The Safeguarding Lead will follow Reporting Safeguarding Incidents Work Instruction (QT076WI1), which explains how to process the form and make referrals to the Channel Co-ordinator if required.

Note: A director in conjunction with the Safeguarding Lead make a decision as to whether concerns should be raised with an external agency; make the referral to Channel and monitor issues.

Qualitrain will foster good working relationships with other agencies, including funding organisations, regional Prevent coordinator, police and Channel Scheme, in relation to any



referrals, as applicable. Channel is a joint initiative, involving safeguarding specialists, that offers help and guidance to people who may be at risk of becoming involved in extremism. Police help to screen any referrals and if intervention is considered appropriate, a Channel Panel develops the most appropriate care package for the individual concerned. Qualitrain will share information with external agencies, if appropriate, to safeguard students.

5.0 Responsibilities

5.1 All staff

All staff are responsible for undertaking training on preventing radicalisation and extremism, for promoting British values and for making themselves aware of the procedures contained within this document.

Training is recorded in staff CPD records and added to the SAFEGUARDING Matrix (QT076WR1)
Location: Dropbox/Quality and Compliance\18. Safeguarding Master QT076WR1

5.2 All Learners and any visitors

All learners and any visitors need to adopt the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs, as explained during induction and promoted throughout your time with Qualitrain. If you feel someone is not adopting these values, you need to inform a member of Qualitrain staff. If you would like to inform the Safeguarding Lead directly her details are:

Claire Lewis on 01332 – 345205 or Claire.Lewis@Qualitrain.co.uk

5.3 Coordination and overall responsibilities: Directors and Safeguarding Lead

The directors have oversight responsibility for this policy, and monitor and review prevent procedures in conjunction with the Safeguarding Lead. Also, directors will have oversight responsibility for the promotion of British values and how these values are embedded as part of Qualitrain's teaching and learning sessions.

The directors have overall strategic responsibility for the implementation of this policy and for reporting concerns to external agencies as appropriate.

A Prevention of Radicalisation and Extremism Risk Assessment (QT76WR5) is completed annually. Location: Dropbox/Quality and Compliance/ 18. Safeguarding Master

6.0 Complaint: How to report:



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Any complaints should be addressed as they arise. Queries or complaints should be made following Grievance: Complaints Procedure and completing Making a Complaint Form as explained in *Complaints, Compliments and Feedback Procedure (QT3P1h)*. Tel: 01332 345205