



## Prevent & British Values Policy

26 Royal Scot Road  
Pride Park  
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United Kingdom  
Tel: 01332 345205

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### 1.0 Introduction and Context

The Prevent Duty focuses on safeguarding learners from being drawn into radicalisation/extremism and subsequently terrorism. Terrorist threats are not limited to religious extremists, so we need to be mindful of all potential threats to which our learners are exposed.

Qualitrain has an integral part to play in fostering a set of shared fundamental British values, promoting community cohesion, and a legal duty to prevent our learners & staff from being drawn into radicalisation and extremism.

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; Democracy, Rule of Law, Individual Liberty and Mutual Respect and Tolerance of Different Faiths and Beliefs.

This policy seeks to ensure that Qualitrain meets the Prevent Duty legal requirements.

Prevent is a strand of the Government's counter terrorism strategy, CONTEST.

The aim; to reduce the risk to the UK and its interests overseas from terrorism. CONTEST is made up of;

- 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 June 2018;  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/716907/140618\\_CCS207\\_CCS0218929798-1\\_CONTEST\\_3.0\\_WEB.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/716907/140618_CCS207_CCS0218929798-1_CONTEST_3.0_WEB.pdf)

Qualitrain aim to;

- 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
- work with sectors and institutions where there are risks of radicalisation that need to be addressed.

### 2.0 Aims of the Prevent and British Value Policy

1. To promote and reinforce Fundamental British values.
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 community.
4. To create an environment that is free from bullying, harassment and discrimination, that is to provide an inclusive learning environment
5. To ensure learners know how to stay safe, including online, and that we listen to any learners' concerns and act on them.



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6. Provide staff and associates with sufficient training to be able to recognise vulnerability to radicalisation and extremism, and that they 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 and Equality and Diversity policies.

### 3.0 How we promote 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: SharePoint Compliance/Funding Providers/Obtaining Feedback

3.1.2 Design delivery programmes so 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/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: Promote cooperation with democratic processes. Prejudiced behaviour is not tolerated; radical or extreme views are challenged.

#### 3.2 Rule of Law

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

How: 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 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. Also, learners' rights, as explained in our Equality and Diversity, Additional Learner Support and policies are covered.

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



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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. 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.

## 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 representative. 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: 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



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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 giving learners constructive feedback that helps them 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, associates 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 and Associate Code of Conduct and Core Values.

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.

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: 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 concerns

4.1 Embedding values



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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 and Associate Training

All staff and associates are required to undertake safeguarding training as explained in our Safeguarding Policy; this includes equality and diversity training and Prevent training covering prevention of radicalisation and extremism awareness training. Training enables staff and

associates 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 Single Central Register Location: SharePoint/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 are sign posted to on-line e-safety information. Staff and associates closely supervise teaching and assessment online activities. We are fully aware of the heightened risk of extremists and terrorists to exploit vulnerabilities brought on by the Covid-19 pandemic; increased isolation, on-line dependency, changed habits/routines, conspiracy theories. 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

### 4.4 Reporting concerns about vulnerable students

Staff and associates need to trust their professional judgement about whether someone is showing signs of radicalisation and know how to raise concerns.

To raise a concern: Staff and associates should talk to a Director and/or the Designated Safeguarding Officer to share any concerns, and complete Reporting an Incident and Safeguarding Form. The form should be sent to the Designated Safeguarding Officer/Deputy Designated Safeguarding Officer.

### Contact Details

Claire Lewis, Designated Safeguarding Officer  
Tel; 01773 417340



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Tel; 01773 417340  
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Or [safeguardinglead@qualitrain.co.uk](mailto:safeguardinglead@qualitrain.co.uk)

### 4.5 Referrals: Partnership and working with other agencies

The Designated Safeguarding Officer will follow reporting safeguarding incidents procedures and work in conjunction with a Director to make a decision on whether to make referrals to the Channel Co-ordinator.

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 and associates

All staff and associates 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 CPD records and added to the Single Central Register, Location: SharePoint/Quality and Compliance\18. Safeguarding Master

### 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 Designated Safeguarding Officer directly her details are:

### 5.3 Coordination and overall responsibilities: Directors and Designated Safeguarding Officer

The directors have oversight responsibility for this policy and monitor and review prevent procedures in conjunction with the Designated Safeguarding Officer. 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.



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A Prevention of Radicalisation and Extremism Risk Assessment & Action Plan is continually updated. Location:  
SharePoint/Safeguarding & Prevent