

Prevent Strategy

Produced by the Safeguarding Team
www.wigan-leigh.ac.uk

Document History	
Area	Safeguarding Team
Prepared by	Designated Safeguarding Lead
Approved by	Governing Board
Reference number	
Last updated	July 2023
Next review date	July 2024

Contents

1.Introduction

2.Legislative and Policy Framework

3. Violent Extremism within the Wigan Context

4. Vulnerability Indicators

5. The College

6. Local Partnerships

7. Staff

8. Curriculum

9. Enrichment

10 Online Safety

11.Internet Security on Networked Systems

12.Information Sharing and Confidentiality

1. Introduction

- 1.1 The current threat from Violent Extremism in the United Kingdom is real and substantial and can involve the exploitation of vulnerable people, both children and adults, to involve them in extremist activity.
- 1.2 A system of threat level has been created which represents the likelihood of an attack in the near future. The five levels are:
- Critical- an attack is expected imminently
 - Severe – an attack is highly likely
 - Substantial – an attack is likely
 - Moderate – an attack is possible but not likely
 - Low – an attack is unlikely
- 1.3 The threat level from international terrorism in the UK was decreased from SEVERE to SUBSTANTIAL on the 9th February 2022 which means that a terrorist attack is likely.
- 1.4 The Counter-Terrorism and Security Act 2015 (CT&S Act 2015) places a duty on specified authorities to:
- provide a general duty on a range of organisations to prevent people being drawn into terrorism
 - put **Channel** (the government's voluntary programme for people vulnerable to being drawn into terrorism) on a statutory basis
- 1.5.1 **Prevent** is a strand of the Government counter terrorism strategy **CONTEST**, which has four elements:
- Prevent: to stop people becoming terrorists or supporting terrorism.
 - Pursue: to stop terrorist attacks.
 - Protect: to strengthen our protection against a terrorist attack.
 - Prepare: to mitigate the impact of a terrorist attack.
- 1.6 The CONTEST strategy was refreshed (June 2018) to promote safeguarding along with a greater focus on disengaging and rehabilitating those engaged in terrorism. The revised Prevent objectives are:
- Tackle the causes of radicalisation and respond to the ideological challenge of terrorism.
 - Safeguard and support those most at risk of radicalisation through early intervention, identifying them and offering support.
 - Enable those who have already engaged in terrorism to disengage and rehabilitate.
- 1.7 In January 2019, Operation Dovetail was introduced bringing slight changes to the administration of the Channel programme by transferring case management/safeguarding risk aspects of Channel from the police to local authorities. CTPNW officers are responsible for undertaking Police Gateway Assessments, de-confliction, section 36 decisions and attending Channel panels to

ensure that the risk associated with terrorism is managed. Dovetail Coordinators are responsible for information gathering, completing vulnerability assessments, supporting joint visits and seeking consent, where appropriate. They are responsible for case management of actions assigned to individuals safeguarding them from being drawn into terrorism, advising on support and intervention providers and providing support to the Channel Panel chair – LAs will continue to be responsible for managing the safeguarding risks and case work through the Channel Panel.

- 1.8 Further Education colleges are major education and training providers for the age group 16 plus, and in particular young people from ethnically diverse, and socially and economically disadvantaged areas. The age and profile of our students makes it crucial to be involved in the Prevent strategy. Colleges have a part to play in fostering shared values and promoting cohesion. Colleges should focus on the risks of violent extremism, which represents the greatest threat at national level, whilst recognising that other forms of violence and extremism can and do manifest themselves within colleges and other training settings.

2. Legislative and Policy Framework

- 2.1 The following legislation and policies have provided the framework for this protocol:-

- The Children Act 1989; revised 2004
- Working Together to Safeguard Children 2018
- The Care Act 2014
- The Framework for the Assessment of Children in Need and their Families
Department of Health 2000
- The Domestic Violence, Crime and Victims Act 2004
- Channel Duty Guidance 2015
- CONTEST (The National Counter-Terrorism Strategy)
updated 2018
- Equality Act 2010
- Crime and Disorder Act 1998

3. Violent Extremism within the Wigan Context

- 3.1 Violent extremism and extremism within the Wigan context can be defined as follows:

The demonstration of unacceptable behaviours by using any means or medium to express views which:

- foster, justify or glorify terrorist violence in furtherance of particular beliefs;
e.g. inciting others into acts of violence to further a set of political, ideological or religious beliefs
- seek to provoke others to terrorist acts;
e.g. actively recruiting other people to take part in terrorist activity
- foment other serious criminal activity or seek to provoke others to serious

criminal acts

e.g. both producing and allowing the production and dissemination of extremist messages including posters / leaflets / DVDs and other forms of new technology..

- foster hatred which might lead to inter-community violence in the UK
e.g. leading and actively contributing to activities that lead to tension and misunderstanding between different groups or communities

4. Vulnerability Indicators

4.1 There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences.

4.2 The following indicators have been provided to support staff to understand and identify factors that may suggest an adult, child, young person or their family may be vulnerable or involved with violent extremism.

Research shows that indicators of vulnerability can include:-

- **Identity Crisis** - Distance from cultural / religious heritage and uncomfortable with their place in the society around them.
- **Personal Crisis** - Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- **Personal Circumstances** - Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- **Unmet Aspirations** - Perceptions of injustice; feeling of failure; rejection of civic life
- **Criminality** - Experiences of imprisonment; poor resettlement / reintegration; previous involvement with criminal groups.

5. The College

5.1 This is an organisational strategy and has five key objectives:

1. To raise awareness, promote and reinforce shared values; to create space for free and open debate; to think critically, consider alternative interpretations and viewpoints and to listen and support the learner in making informed decisions regarding local, national and international issues.
2. To break down segregation amongst different student communities by supporting inter-faith and inter-cultural dialogue and understanding, and by engaging all students in playing a full and active role in wider engagement in society.

3. To ensure student safety and that the College is free from bullying, harassment and discrimination.
 4. To provide support for students who may be at risk and offer appropriate sources of advice and guidance.
 5. To ensure that students and staff are aware of their roles and responsibilities in preventing violent extremism and radicalisation.
- 5.2 In order to achieve these objectives the strategy will concentrate on the areas detailed below and will be embedded through the Prevent risk assessment and action plan which will be reviewed annually by the College Safeguarding Team
- 5.3 For information about protecting or helping an individual you have cause to believe is at risk of radicalisation or extremism, please refer to the College Safeguarding Policies or contact the Designated Safeguarding Lead/Deputy Designated Safeguarding Lead (DSL/DDSL).
- 5.4 The college has a range of initiatives which sit within the Prevent agenda, these include;
- Missions and values
 - Equality & Diversity
 - Student focus groups
 - Student Voice
 - Safer recruitment
- 5.5 Prevent sits within safeguarding within the College. Safeguarding procedures are well established and understood by staff. Staff concerns around possible radicalisation are raised with the DSL, who after further investigation, refers through to Channel if appropriate. Reports are presented to the College Governing body including concerns raised under the Prevent agenda.
- 5.6 Whilst Prevent generally sits within safeguarding other College policies and procedures will contribute:
- Equality & Diversity Policy
 - Anti-Bullying Policy
 - Whistleblowing procedure
 - Guidance for Safe Working Practice with Learners

6. Local Partnerships

- 6.1 All staff have received government approved WRAP training sessions in College, including training to the Board of Governors. In June 2019 all teaching staff received updated CPD on recent ideologies from the Counter Terrorism Unit.
- 6.2 The College has established working partnerships with the police across a range of curriculum areas and via the safeguarding team. The DSL attends monthly meetings of the Wigan Safeguarding Board where the Prevent Duty is a regular agenda item.
- 6.3 There is a need to broaden multi-faith links and enable the College to understand local issues and work with community leaders to challenge and displace unfounded

beliefs. The College works towards this goal through the shared employment of a College Chaplain in conjunction with Transforming Wigan multi faith project.

- 6.4 The College has excellent links with local schools which are vital to help understand and develop stronger relationships with our youth communities and support transition arrangements for some of the most vulnerable students when they come to College. Additional Learning Support involvement in College application procedures in schools enables early identification of additional needs.
- 6.5 The general risk rating for the College sites in the Wigan area is very low risk in terms of terrorism threat. Leigh College, as part of the Leigh Sports Village complex is at a slightly higher risk due to it being an 'iconic' site for sporting and community events. As this additional risk has been identified, the Leigh Sports Village partnership, which the College is part of, has a site wide operational training plan with regards to counter terrorism awareness.

7. Staff

- 7.1 It is every staff member's responsibility to respond appropriately to students whose behaviours are challenging and inappropriate. It is recognised that some staff require support and encouragement to develop and use the skills required to challenge appropriately.
- 7.2.1 The College has updated the Guidance for Safe Working Practices with Learners which identifies the behaviours expected of staff. Further training and development sessions are scheduled as part of the College's staff development plan to ensure continual awareness-raising to ensure that all safeguarding procedures are in place.
- 7.3 An ongoing programme of awareness training is in place to clarify and reinforce practice around the Prevent agenda and the Channel process. In addition, staff should refer to Appendix 1 to consider areas where extremist behaviour may be a concern.

8. Curriculum

- 8.1 The College systematically reviews its performance to ensure it narrows the attainment gap with vulnerable or disadvantaged groups/communities.
- 8.2 The College operates a tutorial programme tailored to different levels of course including sessions to raise awareness of different faiths and cultures alongside developing the critical thinking and other employability skills required to make informed decisions. Materials are reviewed and updated annually to reflect changes in local and national trends.
- 8.3 Targeted work has been undertaken to embed the Prevent Duty with employers and with the Apprenticeship Assessor Team whose work mainly takes place off-site and in the workplace. This will be followed up with further development training to ensure that requirements are as embedded within Work Based Learning delivery as they are in classroom provision. Understanding the Prevent Duty is incorporated in contracts for employers who employ apprentices with the College and employers who offer work placement to students.

- 8.4 An ongoing programme of training is in place for students to be delivered by the Counter Terrorism Unit to enable them to recognise the signs of radicalisation and the need for online safety.
- 8.5 Staff utilise every opportunity to create safe spaces to encourage and enable students to discuss or ask questions about radicalisation and extremism, reflecting the culture of kindness and tolerance inherent in the College

9. Student Enrichment /Enhancement

- 9.1 Enrichment plays an important role in developing outstanding personal development, behaviour and welfare through a variety of initiatives, such as:
- Volunteering, fundraising and awareness of local, national and international issues with regard to citizenship, mutual tolerance and respect, rule of law, democracy and individual liberty
 - Course Representatives
 - Student voice
 - Student Council
- 9.2 Student voice is a key tool for the College. This is co-ordinated by the Head of Quality and supported by both Heads of Study and Heads of Department. The system reaches a wide range of students through a variety of different formats such as course representatives, student forums, the Student Council, surveys and observation of teaching and learning. Best practice will be extended so all subjects hold post-SPOC focus groups and produce 'You said we did' actions and feedback to all students. Every tutor group has Student Representatives, and termly meetings conducted by Heads of Studies will capture learner voice and further improve the learner experience.
- 9.3.1 A range of themed cross-college Equality and Diversity raising-awareness events take place during the academic year, organised by curriculum, Heads of Studies, Additional Learning Support, and the Student Council.
- 9.3.2 Charity fund raising and community citizenship is high profile both across college and within curriculum. Money and project donations have been made to Children in Need, Macmillan, Afghanistan Mission and Mission Christmas, Jeans for Genes as well as local appeals such as the Brick Homeless Project, and Wigan and Leigh Hospice.

10. Online Safety

- 10.1 The College recognises the risks posed by the online world that are now part of everyday living but that with the advances in technology can be beyond the reach of the organisation. We provide on-line safety guidance to staff and students that will support individuals to keep themselves safe on line and to raise awareness of the impact they may have on others by misusing technology. This is also available on the college VLE (students) and Intranet site (staff). Educating students about e-safety is embedded into curriculum planning and the tutorial system and resources are provided for parents with advice on what to do if they have a concern about a student's on-line behaviour and patterns at home.

- 10.2 The breadth of issues classified within online safety is considerable and ever changing but the College protects and educates pupils, students and staff in their use of technology and protects against the four main areas of risk as detailed in KCSIE September 2022:

Content: being subjected to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self harm, suicide, anti-Semitism, radicalisation and extremism.

Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

Commerce: risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

- 10.3 Students are introduced to the following procedures during Induction and these are embedded into all areas of the curriculum

- Student e-mail and Internet use procedure
- E safety guidance for students
- Student ICT Acceptable Use Policy

11. Internet Security on Networked Systems

The College has appropriate filtering and monitoring systems in place which are reviewed at least annually by the Information Services Manager to ensure they are effective. These are detailed below:

- 11.1 Wigan and Leigh College use the Fortinet Fortigate 600E Next-Generation Firewall to provide web filtering, spam filtering and internet security. The College also uses the Fortinet Fortianalyzer VM64 to provide extensive reporting facilities.
- 11.2 FortiGuard Web Filtering is the only web filtering service in the industry that is VBWeb certified for security effectiveness by Virus Bulletin. It blocked 97.7% of direct malware downloads and stopped 83.5% of malware served through all tested methods in Virus Bulletin's 2015 VBWeb security testing. According to Virus Bulletin Fortinet is the only vendor in the 2016 VBWeb tests confident enough in our security solution to share results in a public test.
- 11.3 The FortiGuard Web filtering service rates over 250 million websites and delivers nearly 1.5 million new URL ratings every week. It also meets compliance requirements for both CIPA and BECTA.

Fortinet are members of the Internet Watch Foundation and as such prevent access to sites listed on the dynamic watch list. Home Office CITRU (Counter-Terrorism

Internet Referral Unit) integration is also included and prevents access to the list of URL's provided by this unit.

- 11.4 Websites are categorised into 6 main groups:
Potentially Liable, Adult/Mature Content, Security Risk, Bandwidth Consuming, General Interest – Business and General Interest – Personal.

The following sub-categories are all blocked by our Fortigate Firewalls:

Potentially Liable

Drug Abuse
Hacking
Illegal or Unethical
Discrimination
Explicit Violence
Extremist Groups
Proxy Avoidance
Plagiarism
Child Abuse
Peer to Peer File Sharing

Adult/Mature Content

Other Adult Materials
Gambling
Nudity and Risque
Pornography
Weapons (Sales)
Marijuana

Security Risk

Malicious Websites
Phishing
Span URLs
Games

Updated category definitions are automatically downloaded once every hour from Fortinet.

- 11.5 Activity is monitored and investigated when required by the IT department and all concerns are notified to the Designated Safeguarding Lead. The Designated Safeguarding Lead can also request reports regarding individual activity on the College networked systems.

12. Information Sharing and Confidentiality

- 12.1 There is a statutory duty for workers to share information where there are concerns about the safety or well-being of a child or vulnerable adult. Numerous pieces of legislation place a power or duty on local authorities to share information safely and actively in specific circumstances including:

- The Data Protection Act 2018
- UK General Data Protection Regulation 2018
- The Human Rights Act 1998
- The Common Law Duty of Confidence
- The Crime and Disorder Act 1998
- The Children Act 2004 sections 10 and 11

- The Caldicott Principles
- Working Together to Safeguard Children 2018
- Channel Duty Guidance 2015 (sect 46)
- Counter Terrorism and Security Act 2015 (sect 38)

12.2 All information sharing must be conducted in accordance with a relevant legal power of duty, be proportionate and relevant to the circumstances presented.

Appendix 1

Extremist Behaviour

Access to extremism / extremist influences

- Is there reason to believe that the adult, child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the adult, child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the adult, child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc.)
- Is there reason to believe that the adult, child/young person has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the adult, child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature / other media material likely to incite racial/religious hatred or acts of violence?
- Does the adult, child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

- Has the adult, child/young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the adult, child/young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the adult, child/young person resulting in a noticeable change in behaviours? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the adult, child/young person's behaviours or outward appearance that suggests a new social/political or religious influence?
- Has the adult, child/young person come into conflict with family over religious beliefs/lifestyle/dress choices?
- Does the adult, child/young person vocally support terrorist attacks; either verbally or in their written work?

- Has the adult, child/young person witnessed or been the perpetrator/victim of racial or religious hate crime or sectarianism?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the adult, child/young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the adult, child/young person employed any methods to disguise their true identity? Has the adult, child/young person used documents or cover to support this?

NB: If you have concerns about Foreign Travel, please visit the Home Office Foreign Travel Advice for up to date travel information : <https://www.gov.uk/foreign-travel-advice>

Social Factors

- Does the adult, child/young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the adult, child/young person experience a lack of meaningful employment appropriate to their skills?
- Does the adult, child/young person display a lack of affinity or understanding for others, or social isolation from peer groups?
Does the adult, child/young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the adult, child/young person have any learning difficulties/ mental health support needs?
 - Does the adult, child/young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the adult, child/young person have a history of crime, including episodes in prison?
- Is the adult, child/young person a foreign national, refugee or awaiting a decision on their immigration/national status?
- Does the adult, child/young person have insecure, conflicted or absent family relationships?
- Has the adult, child/young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the adult, child/young person's life has extremist view or sympathies?

Critical Risk Factors

- Being in contact with extremist recruiters
- Articulating support for violent extremist causes or leaders
- Accessing violent extremist websites, especially those with a social networking element
- Possessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviours

NB - The list is not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable people experiencing these factors are automatically at risk of exploitation for the purposes of violent extremism. The now accepted view is that a complex relationship between the various aspects of an individual's identity determines their vulnerability to extremism. Over-simplified assessments based upon demographics and poverty indicators have consistently demonstrated to increase victimisation, fail to identify vulnerabilities and, in some cases, increase the ability of extremists to exploit, operate and recruit.