



Policy to Support the Prevention of Extremism and Radicalisation (PREVENT)

Any member of staff, apprentice or learner at TheLightBulb who has any concerns regarding the issues identified within this guidance policy should report those concerns immediately and no later than the end of that working day to a Designated Safeguarding person, as listed below, using the Safeguarding/Prevent Incident Form at the end of this policy. The Designated lead is responsible for this policy.

The designated safeguarding personnel are:

1. Suzanne Tilling – Designated Safeguarding Lead (DSL)
 - Managing Director
 - 01268 270648
 - Suzanne@thelightbulb.net

2. Andrea Gregory – Designated Safeguarding Officer (DSO)
 - Health & Safety Officer
 - 01268 270648
 - 07764 969337
 - Andrea@thelightbulb.net

3. John Walsh – Designated Safeguarding Officer (DSO)
 - Contracts Manager
 - 01268 270648
 - 07957075467e
 - John.walsh@thelightbulb.net

Introduction

All FE Providers have a duty to safeguard their learners/apprentices and employees, and PREVENT is about safeguarding learners/apprentices to keep them both safe and within the law. The PREVENT duty is not about preventing learners/apprentices from having political and religious views and concerns but about supporting them to use those concerns or act on them in non-extremist ways.

This policy is designed to provide a clear framework to structure and inform our response to safeguarding concerns and protection for those learners/apprentices and staff who may be vulnerable to the messages of extremism. In addition, it provides details of the local inter agency process and expectations in identifying appropriate interventions.

Radicalisation is defined as the process by which people come to support terrorism, extremism and, in some cases, to then participate in terrorist groups.

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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas (HM Government Prevent Strategy, 2011).

Responsible person Suzanne Tilling Managing Director	Revision Date: 12/04/2022	Rev. No. 7	Reviewer's Initials: SJT
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Equality and Diversity and Community Cohesion

TheLightBulb aims to build resilience, guide our learners/apprentices to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action. We take extremely seriously our key role in preparing all learners/apprentices and, in particular, young adults for life in modern Britain.

We aim to encourage working towards a society with a common vision and sense of belonging by all. Communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

All reasonable steps will be taken to ensure suspicions and allegations are taken seriously, responded to quickly and appropriately and that extremist organisations are not inadvertently funded.

National Guidance and Strategies

PREVENT is a key part of the Government's strategy to stop people becoming terrorists or supporting terrorism. Early intervention is at the heart of PREVENT in diverting people away from being drawn into terrorist activity. PREVENT happens before any criminal activity takes place. It is about recognising, supporting and protecting people who might be susceptible to radicalisation.

The PREVENT strategy objectives are:

Ideology	respond to the ideology challenge of terrorism and extremism and the threat we face from those who promote them
Individuals	prevent people from being drawn into terrorism and extremism and ensure that they are given appropriate advice and support
Institutions	work with sectors and institutions where there are risks of radicalisation which we need to address.

Building Resilience and Preventing Radicalisation

All staff complete on line training through The Education and Training Foundation and so have an awareness of the PREVENT agenda, and understand what 'radicalisation' means and why people may be vulnerable to being drawn into terrorism as a consequence of it. They are aware of what is meant by the term 'extremism' and the relationship between extremism and terrorism. They know what measures are available to prevent learners/apprentices from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. They understand how to recognise vulnerabilities or worrying changes in behaviour and how to obtain support for learners/apprentices who may be being exploited by radicalising influences. Learners/apprentices complete on line training through Side by Side, at induction. Hot

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Topics look at current issues in the public eye giving learners/apprentices opportunities to apply their knowledge and understanding.

Risk Indicators

The following lists are 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 extremism. The accepted view is that a complex relationship between the various aspects of an individual's identity determines their vulnerability to extremism.

There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences. The following indicators may help to identify factors that suggest a person or their family may be vulnerable or involved with extremism:

Vulnerability

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.

Access to Extremist Influences

- Reason to believe that the person associates with those known to be involved in extremism.
- Possession or distribution of extremist literature/other media material likely to incite racial/religious hatred or acts of violence.
- Use of closed network groups via electronic media for the purpose of extremist activity.

Experiences, Behaviours and Influences

- Experience of peer, social, family or faith group rejection.
- International events in areas of conflict and civil unrest had a personal impact on the person resulting in a noticeable change in behaviour.
- Verbal or written support of terrorist attacks.
- First-hand experience of racial or religious hate crime.
- Extended periods of travel to international locations known to be associated with extremism.
- Evidence of fraudulent identity/use of documents to support this.
- Experience of disadvantage, discrimination or social exclusion.

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- History of criminal activity.
- Pending a decision on their immigration/national status.

More Critical Risk Factors

- Being in contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites, especially those with a social networking element.
- Possessing extremist literature.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Significant changes to appearance/behaviour.

Referral and Intervention Process

Any identified concerns as the result of observed behaviour or reports of conversations to suggest that the person supports terrorism and/or extremism, or is in the process of being radicalised, must be reported to a named Designated Safeguarding Person immediately and no later than the end of that working day using the Safeguarding/Prevent Incident Form.

Please see the Prevent/Safeguarding Padlet page [here](#).
Please see the Prevent Referral flowchart [here](#).

Channel Referral Process

Some concerns which are identified may have a security dimension to them, for this reason, it is important that liaison with the police forms an early part of all investigations. Essex Police will carry out an initial assessment and, if appropriate, set up a multi-agency meeting to agree actions for supporting the individual. If it is deemed that there are no concerns around radicalisation, appropriate and targeted support will be considered for the person.

FE Prevent Co Ordinator

FE Prevent Co-Ordinator for East of England is Dave Layton-Scott contact details are David.layton-scott@education.gov.uk, 07384 45215

Regional Further Education/Higher Education Prevent Co-ordinators play a key role in the delivery of Prevent, providing further and higher education providers with support to build resilience against the dangers of radicalisation.

They do this through strategic engagement with senior leaders and through the provision of advice, support and training (including WRAP - Workshops to Raise Awareness of Prevent) to staff in universities, colleges and alternative providers. They also facilitate coordination between stakeholders involved with the delivery of Prevent in the HE and FE Sectors.

Their role might include, for example: briefings to vice-chancellors, principals and governors; delivering training; engaging with students; assisting with institutional policies; attending compliance working groups and providing advice and guidance

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regarding referrals and external speaker requests. Coordinators act as the conduit between universities and colleges and other stakeholders, including Local Authorities, Ofsted, Office for Students, the Police, Home Office and Department for Education.

Further Information and Staff Training

The Education and Training Foundation have created a website with information and resources which support staff at all levels across the organisation. All members of staff, associates and sub-contractors are required to complete the training.

The link to the website is <http://www.preventforfeandtraining.org.uk/> and we recommend that all staff visit this site to gain further knowledge.

Annual staff training is undertaken to ensure all staff members have up to date knowledge and mandatory training takes place at point of staff recruitment and induction.

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Safeguarding/Prevent Incident Form

Learner/Apprentice:								
Programme:								
Employer:								
Report Raised by:					Date:			
Details of concern:								
Evidence (if additional to the above):								
Reported to:								
Action Taken:								
Additional Support Agreed:								
Follow up Action Required		1 Week		1 Month		3 Month		6 Month
Director Signature:					Date:			

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