

The Bauer Academy Prevent Policy

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Policy aims: this policy is to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our learners are safe from harm.

Policy Statement

Bauer Academy is committed to providing a supportive and inclusive learning environment in which individuals can reach their potential.

This policy is designed to provide a clear framework to structure and inform our response to safeguarding/prevent concerns for individuals and young people who may be vulnerable to the messages of extremism.

Bauer Academy's approach to the Prevention of Extremism and Radicalisation (Prevent) will focus on:

- Safeguarding all learners from exposure to circumstances that exacerbate the risk of radicalisation
- The awareness and education of all learners and staff regarding the risk and nature of radicalisation
- The provision of information and resources that support awareness raising
- Promotion of the support mechanisms available should a learner or staff member have concerns relevant to terrorist and extremist activity

This policy refers to any activity or risk of activity that would be categorised as promoting radicalisation or extremism.

Definition

Radicalisation is defined as the process by which people come to support terrorism and 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.

[CONTEST, The United Kingdom's Strategy for Countering Terrorism](#) was updated in July 2023 on the back of an increased risk to terror in the United Kingdom following a series of attacks.

Prevent is 1 of the 4 elements of 'CONTEST', the government's counter-terrorism strategy.

The 4 elements are: Prevent, Pursue, Protect, and Prepare. It aims to stop people from becoming terrorists or supporting terrorism.

The current threat from terrorism and extremism in the United Kingdom is real and can involve the exploitation of vulnerable people, including children and young people.

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 that they are given appropriate advice and support.
- Work with sectors and institutions where there are risks of radicalisation that we need to address.

Prevent is a key part of the Government's strategy to stop people from 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 ideological challenge of terrorism and the threat we face.
- Individuals – prevent people from being drawn into terrorism and ensure that they are given the appropriate advice and support.
- Institutions – work with sectors and institutions where there are risks of radicalisation which needs to be addressed.

Bauer Academy recognises the importance of helping prevent people being drawn into terrorism, which includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. It is a condition of funding that all further education and independent training providers must comply with relevant legislation and any statutory responsibilities associated with the delivery of education and safeguarding of learners.

It is important to realise that the risk of radicalisation in institutions does not just come from external speakers. Radicalised students can also act as a focal point for further radicalisation through personal contact with fellow students and through their social media activity. Where radicalisation happens outside of Bauer Academy venues, the student concerned may well share his or her issues with other students. Changes in behaviour and outlook may be visible to staff.

British values

British values of democracy, rule of law, liberty and respect and tolerance of different faiths and beliefs are promoted at Bauer Academy to counter extreme ideologies.

Run Hide and Tell

To ensure students and staff know how to keep themselves safe if caught up in a terror attack, the government campaign Run, Hide and Tell has been widely promoted to students and staff.

Purpose and Objectives

Bauer Academy aims to guide our students 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.

Programme leads or other staff, to whom a disclosure regarding a Prevent related concerns has been made, must inform Bauer Academy's Designated Safeguarding Lead or safeguarding team, using our Safeguarding channels.

The Senior Leadership Team (SLT) has a responsibility to:

- Ensure staff understand the risk and build the capabilities to deal with it.
- Communicate and promote the importance of Prevent amongst staff, employers and governors.
- Ensure staff implement the duty effectively.
- Ensure staff complete Prevent training as a mandatory element of their induction process.
- In addition, the safeguarding team have access to alerts from the CTP ACT App so key information or changes to the threat levels can quickly be cascaded to the Bauer Academy Team. The safeguarding team also have regular contact with Regional FE/HE Prevent Coordinators.

Leadership and Values

Bauer Academy Senior Leadership Team, managers and employees uphold core values of shared responsibility and well-being for all students, staff and visitors whilst promoting respect, equality and diversity and understanding. Bauer Academy, through its induction process for staff, incorporate mandatory training on Prevent Duty and our roles and responsibilities. Promoting core values of respect, equality and diversity, democratic society, learner voice and participation.

To continue to build apprentices and employees' resilience we ensure, as part of CPD, all staff are updated on changes to our policy and process; this may be through workshops, group training or eLearning modules.

Through induction for employees and apprentices we:

- Develop an understanding of the issues and confidence to deal with them through mandatory staff training, specialist tutorials, awareness campaigns and community engagement activities.
- Where feasible, engagement with local communities and faith groups
- Develop a curriculum that promotes:
 - British Values, knowledge, skills and understanding, to build the resilience of students by undermining extremist ideology and supporting the learner voice.
 - A curriculum which can be adapted to local needs, challenges extremist narratives and promotes human rights, equality and diversity
 - Teaching and learning strategies which explore controversial issues in a way which promotes critical analysis and pro-social values
 - Embedding British Values, equality, diversity and inclusion, well-being and community cohesion throughout the curriculum
 - Promoting wider skills development such as social and emotional aspects of learning
 - Encouraging active citizenship and learner voice

Staff Roles and Responsibilities

All staff have an awareness of the PREVENT agenda and the various forms radicalisation takes. Through regular mandatory training they are able to recognise signs/indicators or concerns and respond appropriately.

Guest Speaker Policy

Bauer Academy has in line with The PREVENT Duty a Guest Speaker policy, Guidelines and Code of Conduct, which demonstrates clear guidance for inviting any external speakers into the Bauer Academy. This includes a clear process to assess risk to determine whether an event can safely go ahead.

Learner Roles and Responsibilities

Learners may be expected to take part in activities that are embedded in their learning that are designed to raise their awareness of the risks associated with radicalisation. Learners should be aware of the signs of radicalisation or extremism and be vigilant in identifying any concerning behaviours or activities. This includes being aware of any changes in their peers' attitudes, actions or beliefs that may indicate a potential risk.

Learners have a responsibility to report any concerns they may have regarding extremism, radicalization, or any behaviour that could potentially lead to harm or violence. Any concerns should be reported to the Bauer Academy Safeguarding Team:

**Email: safeguarding@baueracademy.co.uk
Safeguarding Line Number : 0203 227 4013**

Quality and Monitoring

All records associated with Prevent, Child Protection and Safeguarding concerns are held centrally and saved securely according to GDPR regulations

Vulnerability/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 young 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 young person or their family may be vulnerable or involved with extremism:

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 individual or young 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 young person resulting in a noticeable change in behaviour.
- Verbal or written support of terrorist attacks.
- 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.
- History of criminal activity.
- Pending a decision on their immigration/national status.

More critical risk factors include:

- 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 individual or young person supports terrorism and/or extremism, must be reported immediately to Designated Safeguarding Team.

Where an individual or young person is thought to be in need/or at risk of significant harm, and/or where investigations need to be carried out, a referral may need to be submitted to the appropriate external agency (Channel). The Bauer Academy is in contact with the FE Regional Coordinators across the UK, including at our main delivery locations which are Manchester, Peterborough and London which enables us to seek guidance and support on any potential referral.

However, it should be recognised that concerns of this nature, in relation to violent extremism, are most likely to require a police investigation.

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. The Prevent Police Team 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 individual.

Freedom of Speech

Bauer Academy will not suppress freedom to express controversial or unpopular views, provided that the expression of those views does not go beyond the articulation of points of view and does not constitute incitement to riot, insurrection, racial hatred, religious hatred, sexual harassment or other activities which are likely to cause a breach of the peace or public disorder or otherwise to be unlawful. Whilst upholding the principles of freedom to express potentially controversial or unpopular views, Bauer Academy will not permit its premises or resources to be used to promote or support extremism.

In considering whether to allow the expression of potentially controversial or unpopular views, Bauer Academy shall also take account of its wider legal duties, in Particular the Equality Act 2010:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct that is prohibited by law.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Bauer Academy has the right and the power to regulate and, if necessary, to impose conditions or restrictions upon events and activities taking place on its premises.

Bauer Academy Risk Assessment/Action Plan

The Bauer Academy Prevent Risk Assessment and Action Plan is a live working document that is used to ascertain the risks of our learners being drawn into terrorism or supporting extremist ideas that are part of terrorist ideology. This document is reviewed as part of Project Atom, and updated quarterly by the Bauer Academy Safeguarding Team.

Data Protection

All data relating to Prevent, Child Protection and Safeguarding concerns is held in accordance with Bauer Academy's Data Protection Policy. This policy conforms to the Data Protection Act 2018 and GDPR.

In relation to data on Prevent, Child Protection and Safeguarding concerns will be held for the specific purpose of enabling Bauer Academy to put in place any support, guidance and advice which these learners may need above and beyond that offered to other learners. In some instances, the need to prevent harm or the risk of harm, in conjunction with a police request, may override data protection considerations.

Associated Documentation

- Bauer Academy Prevent Risk Assessment
- Bauer Academy Safeguarding Policy
- Bauer Academy Online Learning Guide for Learners included in the Learner Handbook
- Bauer Academy Guest Speaker Policy/Guidelines and Code of Conduct