



Prevent Strategy

SLT Member responsible for strategy:	Vice Principal for Safeguarding & Pastoral Care
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1. Introduction

At Hereward College we are proud of our diversity and our commitment to social justice, equality of opportunity, mutual respect and tolerance.

In developing our learners to be effective citizens in a democratic society, it is essential the College continues its commitment to promote open debate and free expression, whilst recognising the need to challenge prejudice, eliminate discrimination and prevent radicalisation.

Hereward College acknowledges that learners with special educational needs and disabilities (SEND) can face additional challenges which could make them particularly vulnerable to radicalisation and extremist views. The College takes responsibility to ensure that those learners that are at risk or vulnerable are supported.

It is our duty to continue to safeguard our learners and staff; empowering them to protect themselves from harm. The Prevent duty is therefore an integral part of the College's Safeguarding Policy and Procedures.

The College's Prevent strategy outlines how we will meet our statutory duty:

- To promote and reinforce our core values of respect, honesty, achievement, independence and excellence, in so doing, promote fundamental British values.
- To promote community cohesion; support open dialogue; support the learner and staff voice and eliminate discrimination.
- To safeguard our learners from the risk of radicalisation and empower learners to protect themselves from harm.
- To support those at risk.
- To ensure that staff are aware of their responsibilities in preventing people from being drawn into extremism.

The College will achieve these through leadership, partnership and by building learner resilience.

2. National and Local Context

Section 21 of the Counter Terrorism and Security Act 2015 places a duty on certain bodies to have “due regard to the need to prevent people from being drawn into terrorism”.

The Government’s Prevent Strategy was published in 2011 and forms part of an overall Counter Terrorism Strategy known as CONTEST. The Contest Strategy has four elements which are:

- Pursue
- Protect
- Prepare
- Prevent

Prevent is a key part of the Contest Strategy which aims 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 as Prevent happens before any criminal activity takes place. It is about recognising, supporting and protecting individuals who might be susceptible to radicalisation.

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 a strong possibility

Moderate –an attack is possible but not likely

Low –an attack is unlikely

The current threat level from international terrorism in the UK is **SUBSTANTIAL** which means that a terrorist attack is highly likely. Coventry is seen as a priority area in terms of Prevent and our current threat level is **SUBSTANTIAL**. There are local characteristics which may mean that there is a greater possibility of radicalisation by particular groups. In 2013 three males from Coventry were radicalised and travelled to Syria to form part of ISIS. Further arrests were made in Coventry for funding terrorism.

Geographically, some of the groups who are active in Coventry and are in close proximity to the College are: EDL (English Defence League), National Front and Islamist support groups. Far right extremism and Islamist extremism are the most prevalent in the West Midlands. Islamist extremism has been the biggest threat for some time locally but the threat from the far right is growing. Lone attackers/ideology are a threat across the country, and not just a concern for big cities; they continue to be a concern for the West Midlands. In the current climate online recruitment is seen as a huge threat especially from far-right groups as well as the development of conspiracy theories feeding into the far-right rhetoric. Militant animal rights groups are also a concern with some activity focused within the Warwickshire area.

3. Strategy

Protecting learners from the risk of radicalisation is seen as part of Hereward College's wider safeguarding duties and is similar in nature to protecting learners from other forms of harm and abuse.

The aim of the Prevent Strategy is to ensure that the College is able to monitor, manage and deal effectively with the threat posed by any individual or group of individuals engaging in violent extremism in the name of ideology or belief. This is achieved through:

1. Developing staff and learner awareness and understanding of the Prevent agenda.
2. Ensuring that Hereward staff and members of the Corporation are aware of and able to carry out their roles and responsibilities in preventing violent extremism and radicalisation.
3. Promoting and reinforcing shared values, to create space for free and open debate, and support the learner voice.
4. Documenting and recognising current practice across the College, which effectively manages the risk of learners being exposed to extremism and becoming radicalised.
5. Understanding and managing the potential risks within the College and from external influences including the display of extremist materials and the hiring of College premises.
6. Adopting effective ICT security and responsible user policies and promoting these to all staff and learners.

The College is committed to providing a learning experience which promotes knowledge, skills and understanding in order to build the resilience of all learners, by undermining extremist ideology and supporting the learner voice. This will be achieved through:

- Embedding equality, diversity and inclusion across the curriculum and promoting community cohesion and fundamental British values
- Promoting wider skill development such as social and emotional wellbeing
- Developing a curriculum which recognises local needs, challenges extremism and promotes universal rights
- Teaching and learning strategies which explore controversial issues in a way which promotes equality, diversity and inclusion
- Use of external organisations to support learning and promote respect

To ensure that the College community remains safe, the following support will be in place for learners:

- Effective support services which provide clear information, advice and guidance on preventing learners from being drawn into extremism and radicalisation
- Literature written in clear and simple language which promotes equality, diversity and inclusion and undermines extremist ideology
- Support for learners and staff and guidance on how to access support through community partners
- A clear Learner Leadership Strategy to ensure that the learner voice is heard and concerns of the learners are acted upon
- Support for at risk learners through safeguarding processes
- A focus on closing the achievement gaps for all learners

4. Leadership and Values

The College sees its Prevent duties as a natural extension of our organisational duties to protect our learners from harm and equip them to lead fulfilling and safe lives. Prevent is an integral part of the College's Safeguarding Policy and Procedures.

Prevent duties require colleges to promote the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Hereward College's values of respect, honesty, achievement, independence and excellence, align well with British values. We will promote our core values through our leadership and our strategic themes.

In order to build resilience and safeguard individuals it is essential to promote a culture where it's possible to openly explore views and opinions. The College Leadership will achieve this through its policies, forums, staff development and training, and its partnership working with stakeholders.

The Leadership is also committed to the relentless pursuit of a climate where prejudice is challenged and discrimination eliminated.

The College has a key part to play in the Coventry city region, not only in its contribution to the economic prosperity of the region, but also to social and community cohesion in the city. We recognise the importance of our social responsibility.

The Governing Body will ensure procedures and policies are in place to prevent people from being drawn into terrorism and ensure the strategy complies with the Prevent Duty. The named governor for Prevent is Mona Cook.

The College Prevent SPOC (Single Point of Contact) Vice Principal for Safeguarding & Pastoral Care, will co-ordinate a risk assessment to identify the levels of risk proportionate to the College; review College policies and procedures to ensure they are current and ensure that procedures are being followed. The SPOC will engage with the police and local authority Prevent co-ordinators and ensure the College meets the Prevent duty.

College leaders and managers will ensure staff undertake regular training, exemplify the core values through their practice and take every opportunity to promote the core values through the curriculum or College activity.

All staff have a legal responsibility to ensure they undertake training, are aware of their responsibilities, know when it is appropriate to refer to a safeguarding lead and exemplify the core values through their practice.

5. Partnerships

Our partnership arrangements are guided by a shared understanding that Prevent is part of safeguarding; the aim is prevention and support. As part of the College's partnership arrangements, the College Prevent SPOC represents the College on the Coventry Prevent Steering Group and Warwickshire Prevent Steering Group whose remits are to coordinate the city's response to the Prevent agenda.

6. Staff Training

Prevent training is the same as for any safeguarding training to equip staff to recognise when individuals are vulnerable (in this case to radicalisation) and to ensure they know how to act and who to refer to. The College has adopted a multi-faceted approach to training.

- All staff and governor's will undertake essential on-line training to raise awareness of Prevent, safeguarding and equality and diversity and to ensure staff know how to refer a safeguarding and Prevent concern.
- Staff who work in regulated activity will undertake more in depth development through externally delivered training.
- The College currently has six trained WRAP 3 Train the Trainer facilitators.

7. Welfare, pastoral care and faith facilities

All our learners have a progress coach and those learners who have been identified as having additional social and emotional needs, have a mentor. In addition there is a College counselling service, Nurses and two Educational Psychologists. All pastoral staff have been through in-depth safeguarding training which incorporates Prevent and are able to recognise signs of vulnerability and provide first line support.

The safeguarding team are well connected to the local Prevent Officers and Coventry's Adult Social Care and MASH and will seek advice or make referrals as appropriate.

The College has a designated faith room located in room H204 on the Upper Hub. The room is locked at all times and those that wish to use the room must sign out the key from the Library.

8. E Safety

The College's web filtering system was recently updated in accordance with Ofsted recommendations. The new system allows us to filter websites with extremist content and there is a facility to log, monitor and record by users on the college network.

Any breach of security or activity that may result in radicalisation concerns or other safeguarding concerns would be recorded on CPOMS and reported to the SPOC for Prevent. The E-Safety policy makes reference to the Prevent duty.

9. External speakers and events

The College encourages external speakers and events as they add enrichment to the learner experience. We have incorporated the Prevent duty into the Vetting of External Guest Speakers Policy. This ensures we have robust procedures in place to vet any events and challenge where necessary.

10. Related policies

This strategy should be read in conjunction with the following documents and guidance:

- Young People and Adults At Risk Safeguarding Policy & Procedure
- Equality & Diversity Policy & Procedure
- E-safety Policy & Procedure
- College Mission Vision & Values
- Health and Safety Policy
- Learner Leadership Strategy
- Admissions Policy
- Visible ID Policy
- Vetting of External Guest Speakers Policy
- Business Continuity Plan
- Emergency Evacuation and Lock Down Policy and Procedure

11. Prevent Referrals

Where there is an identified/potential risk that a learner may be involved in supporting or following extremism, or at risk of significant harm, the member of staff who identifies such concerns will report these to the safeguarding team without delay and also complete a CPOMS referral. The DSL (Designated Safeguarding Lead) Vice Principal for Safeguarding & Pastoral Care, will then in turn refer these concerns, if required, to the either MASH or Adult Social Care depending on the age of the learner.

Where Hereward College or one of its subcontractors is subject to an investigation by the local authority or the police in connection with a Prevent issue, the Chair or Chief Executive or DSL will inform the ESFA Enquiries.EFA@education.gov.uk.

If a concern arises for a learner who sits outside of the Coventry area within another Local Authority, the DSL will contact the Prevent leads of those Local Authorities for guidance and referral where applicable.

For further guidance in making a referral for Coventry please contact:

Prevent Education Officers

Balbir Sohal - balbir.sohal@coventry.gov.uk

Viv Brosnahan - viv.brosnahan@coventry.gov.uk

OR

Manjeet Pangli - Prevent Coordinator for Coventry

Tel: 07944 208499 or manjeet.pangli@coventry.gov.uk

Complete the Prevent Coventry Referral Form and email it to:

CTU_GAEWAY@west-midlands.pnn.police.uk cc: prevent@coventry.gov.uk

Alternatively call the Anti-terrorism hotline for advice on 0800 789 321

In addition, please ensure a copy of the referral is sent to Adult or Children's Social Services.

Referral Form: Appendix 2

12. Managing Risks

To ensure that the College manages the risks in this area, a Prevent Duty Risk Assessment has been undertaken and the Prevent Duty Action Plan arising from this will allow the College to monitor these risks on an ongoing basis and deal appropriately with issues which arise.

This Prevent Duty Action Plan is intended to achieve the following outcomes:

- Staff and learners understand the nature of risk from violent extremism and how this might impact directly or indirectly on the College
- The potential risks within the College and externally are understood and, if relevant, managed
- The College is able to respond appropriately to local, national and international events that may impact on learners and their communities
- Measures are in place to minimise the potential for acts of violent extremism within the College
- Plans are in place to respond appropriately to a threat or incident within the College
- Effective IT security and responsible use of IT is in place

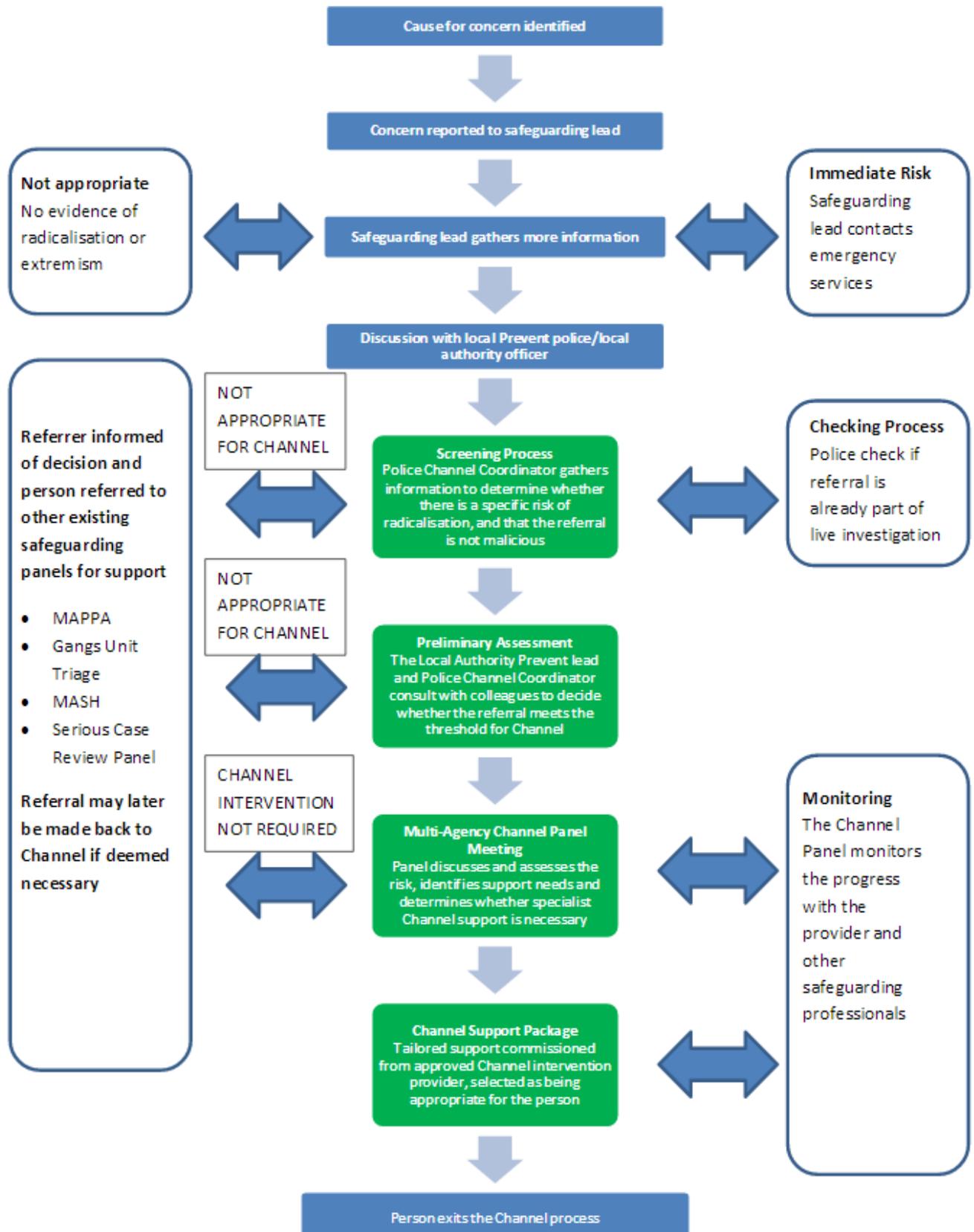
The Prevent Duty Action Plan will be monitored on a termly basis by the Prevent steering group and annually by the full Governing Body

13. Channel Procedures

Channel is an early intervention multi-agency process designed to safeguard vulnerable people from being drawn into violent extremist or terrorist behaviour. Channel works in a similar way to existing safeguarding partnerships aimed at protecting vulnerable people.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, a staff member may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism and, where considered appropriate and the necessary consent is obtained, arrange for support to be provided to those individuals.

The Channel Process within FE Colleges



Appendix 2 – Prevent Coventry Referral Form

REFERRAL PROCESS	
<p>By sending this form you consent for it to arrive with both your dedicated Local Authority safeguarding team & Prevent policing team for a joint assessment. Wherever possible we aim to give you feedback on your referral, please be aware, however, that this is not always possible due to data-protection & other case sensitivities.</p> <p>Once you have completed this form, please email: TO: ctu_gateway@west-midlands.pnn.police.uk CC: prevent@coventry.gov.uk</p> <p>If you have any questions whilst filling in the form, please call: WMCTU Prevent Hub 0121-251-0241</p>	
INDIVIDUAL'S DETAILS	
Forename(s):	First Name(s)
Surname:	Last Name
Date of Birth (DD/MM/YYYY):	D.O.B.
Approx. Age (if DoB unknown):	Please Enter
Gender:	Please Describe
Known Address(es):	Identify which address is the Individual's current residence
Nationality / Citizenship:	Stated nationality / citizenship documentation (if any)
Immigration / Asylum Status:	Immigration status? Refugee status? Asylum claimant? Please describe.
Primary Language:	Does the Individual speak / understand English? What is the Individual's first language?
Contact Number(s):	Telephone Number(s)
Email Address(es):	Email Address(es)
Any Other Family Details:	Family makeup? Who lives with the Individual? Anything relevant.

DESCRIBE CONCERNS	In as much detail as possible, please describe the specific concern(s) relevant to Prevent.
Please Describe	
<p>FOR EXAMPLE:</p> <ul style="list-style-type: none"> • How / why did the Individual come to your organisation's notice in this instance? • Does it involve a specific event? What happened? Is it a combination of factors? Describe them. • Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How? • Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact? • Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information? • Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly? • Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider <i>any</i> extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures. • Please describe any other concerns you may have that are not mentioned here. 	
COMPLEX NEEDS	Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?
Please Describe	
<p>FOR EXAMPLE:</p> <ul style="list-style-type: none"> • Victim of crime, abuse or bullying. • Work, financial or housing problems. • Citizenship, asylum or immigration issues. • Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings. • On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency. • Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories. • Educational issues, developmental or behavioural difficulties, mental ill health (see Safeguarding Considerations below). • Please describe any other need or potential vulnerability you think may be present but which is not mentioned here. 	
OTHER INFORMATION	Please provide any further information you think may be relevant, e.g. social media details, military service number, other agencies or professionals working with the Individual, etc..
Please Describe	

PERSON WHO FIRST IDENTIFIED THE CONCERNS	
Do they wish to remain anonymous?	Yes / No
Forename:	Referrers First Name(s)
Surname:	Referrers Last Name
Professional Role & Organisation:	Referrers Role / Organisation
Relationship to Individual:	Referrers Relationship To The Individual
Contact Telephone Number:	Referrers Telephone Number
Email Address:	Referrers Email Address
PERSON MAKING THIS REFERRAL (if different from above)	
Forename:	Contact First Name(s)
Surname:	Contact Last Name
Professional Role & Organisation:	Contact Role & Organisation
Relationship to Individual:	Contact Relationship to the Individual
Contact Telephone Number:	Contact Telephone Number
Email Address:	Contact Email Address
REFERRER'S ORGANISATIONAL PREVENT CONTACT (if different from above)	
Forename:	Referrers First Name(s)
Surname:	Referrers Last Name
Professional Role & Organisation:	Referrers Role / Organisation
Relationship to Individual:	Referrers Relationship To The Individual
Contact Telephone Number:	Referrers Telephone Number
Email Address:	Referrers Email Address

RELEVANT DATES	
Date the concern first came to light:	When were the concerns first identified?
Date referral made to Prevent:	Date this form was completed & sent off?

SAFEGUARDING CONSIDERATIONS	
Does the Individual have any stated or diagnosed disabilities, disorders or mental health issues?	Yes / No
Please describe, stating whether the concern has been diagnosed.	
Have you discussed this Individual with your organisations Safeguarding / Prevent lead?	Yes / No
What was the result of the discussion?	
Have you informed the Individual that you are making this referral?	Yes / No
What was the response?	
Have you taken any direct action with the Individual since receiving this information?	Yes / No
What was the action & the result?	
Have you discussed your concerns around the Individual with any other agencies?	Yes / No
What was the result of the discussion?	

INDIVIDUAL'S EMPLOYMENT / EDUCATION DETAILS	
Current Occupation & Employer:	Current Occupation(s) & Employer(s)
Previous Occupation(s) & Employer(s):	Previous Occupation(s) & Employer(s)
Current School / College / University:	Current Educational Establishment(s)
Previous School / College / University:	Previous Educational Establishment(s)

Appendix 3 - West Midlands Counter Terrorism Unit Vulnerability Checklist



Factors – CT / DE Vulnerability Checklists

(Lists are not exhaustive and professional judgement should be adopted in all cases to avoid unnecessary referrals)

Risk Factors/Underlying Issues

Mental Health
Home Schooling
Unsupervised access to the internet
Dysfunctional family
Social Isolation
Lacking a stable life
Limited theological/religious understanding
Grievances or sense of injustice
Lack of belonging
Low Self-esteem
Easily controlled or controlling of others
Express Hatred to others or a group
Lack of trust in authorities
Not in education/unemployed
(Although many individuals or interest are in school or HE/FE education)

CT/DE Vulnerability factors

Family/associates linked to extremism
Attend vulnerable locations permissive to extremist ideology
Express support for extremist ideology / extremist groups (CT / DE)
Attended extremist protests or gatherings
Has expressed support for ISIS/IS
viewing extremist material on line
Access to extremist literature (CT / DE)
Express desire to travel to theatres of war/conflict zones -
Syria, Yemen, Parts of Iraq, Afghanistan & Pakistan, Potentially
Somalia / Libya
Associated to travellers via school/friend/family networks
Contact with others in vulnerable countries

1 or more risk factors PLUS 1 or more CT / DE Vulnerability factors
When submitting a referral email:
CTU_GATEWAY@west-midlands.pnn.police.uk

Where there is a safeguarding risk a parallel referral should also be submitted to the appropriate safeguarding body

Appendix 4 - Prevent Duty Risk Assessment/Action Plan template

Prevent Duty Risk Assessment/Action Plan



No.	Prevent Vulnerability/Risk Area	Risk Y/N	Action taken	Areas to address	Date	Key Staff	RAG
1	<p>LEADERSHIP</p> <p>Do the following people, if applicable, have a good understanding of their own and institutional responsibilities in relation to the "Prevent Duty"?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Board <input type="checkbox"/> SMT <input type="checkbox"/> Staff <input type="checkbox"/> Safeguarding team 	<p>N</p> <p>N</p> <p>N</p> <p>N</p> <p>N</p>					Green
2	<p>Partnership</p> <p>1) Is there active engagement from the institution's board, SMT, managers and leaders?</p> <p>2) Does the institution have an identified single point of contact (SPOC) in relation to Prevent?</p> <p>3) Does the institution engage with the BIS Regional Prevent Coordinator, Local Authority Police Prevent Leads and engage with local Prevent Boards/Steering Groups at Strategic and Operational level?</p>	<p>N</p> <p>N</p> <p>N</p> <p>N</p>					Green
3	<p>Staff Training</p> <p>Do all staff have sufficient knowledge and confidence to:</p>						Green

No.	<u>Prevent Vulnerability/Risk Area</u>	<u>Risk Y/N</u>	<u>Action taken</u>	<u>Areas to address</u>	<u>Date</u>	<u>Key Staff</u>	<u>RAG</u>
	<p>1) exemplify British Values in their management, teaching and through general behaviours in the institution</p> <p>2) understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism</p> <p>3) have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response</p> <p>4) Ensure learners are aware of risk of being drawn into terrorism through Prevent Training.</p>	<p>N</p> <p>N</p> <p>N</p> <p>N</p>					<p>Green</p> <p>Green</p> <p>Green</p>
4	<p><u>Welfare, Pastoral and Support</u></p> <p>1) Are there adequate arrangements and resources in place provide pastoral care and support as required by the institution?</p>	N					Green
5	<p><u>Speakers and Events</u></p> <p>1) Is there an effective policy/framework for managing speaker requests?</p> <p>2) Is it well communicated to staff/student, apprentice or trainees and complied with?</p>	<p>N</p> <p>N</p>					<p>Green</p>

No.	<u>Prevent Vulnerability/Risk Area</u>	<u>Risk Y/N</u>	<u>Action taken</u>	<u>Areas to address</u>	<u>Date</u>	<u>Key Staff</u>	<u>RAG</u>
6	IT Policies and Procedures 1) Does the institution have a policy relating to the use of IT and does it contain a specific reference and inclusion of the Prevent Duty? 2) Does the institution employ filtering/firewall systems to prevent staff/student, apprentice or trainees/visitors from accessing extremist websites and material? 3) Does this also include the use of using their own devices via Wi-Fi? 4) Does the system alert to serious and/or repeated breaches or attempted breaches of the policy?	N N N N					Green Green Green Green
7	Prayer and Faith Facilities 1) Does the institution have prayer facilities? 2) Are they good governance and management procedures in place in respect of activities and space in these facilities?	N N					Green Green
8	Staff Volunteers and Subcontracting 1) Do all subcontracts include an agreement to comply with the Prevent duty 2) Have all staff from contracted organisations who come into contact with your students, apprentices or trainees undergone training for Prevent 3) Does awareness training extend to sub-contracted staff and volunteers? 4) Is the institution vigilant to the radicalisation of staff by contracted staff and volunteers?	N Y N Y					Green Green

9	<u>Employers of apprentices and trainees</u> 1) Have all employers signed an agreement to comply with the Prevent duty 2) Is there a designated individual with safeguarding and prevent responsibilities? 3) Has the designated individual been trained in what to do if they identify a Prevent concern?	N				Green
10	<u>Site Security</u> 1) Are there effective arrangements in place to manage access to the site by visitors and non-student, apprentice or trainees/staff? 2) Is there a policy regarding the wearing of ID on site? Is it enforced?	N				Green
11	<u>Safeguarding</u> 1) Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies? 2) Do Safeguarding and welfare staff receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism? 3) Does the institution utilise Channel as a support mechanism in cases of radicalisation and extremism? 4) Each institution should carry out a risk assessment which assess where and how students or staff may be at risk of being drawn into terrorism.	N				Green
12	<u>Communications</u> 1) Is the institution Prevent Lead and their role widely known across the institution? 2) Are there information sharing protocols in place to facilitate information sharing with Prevent partners?	N				Green
		N				Green

13	<p><u>Incident Management</u></p> <p>1) Does the institution have a critical incident management plan which is capable of dealing terrorist related issues?</p> <p>2) Is a suitably trained and informed person identified to lead on the response to such an incident?</p> <p>3) Does the Communications/Media dep't understand the nature of such an incident and the response required?</p>	<p>Y</p> <p>Y</p> <p>Y</p>				<p>Green</p> <p>Green</p> <p>Green</p>

Initial Equality Impact Assessment Screening

Name of policy or service	Prevent Strategy
Author of impact assessment (name and job title)	Jane Ferguson Vice Principal – Safeguarding and Pastoral Care
Date impact assessment completed	September 2022
Is this a new or reviewed policy or service?	New policy/service <input type="checkbox"/> Date of policy/service Reviewed policy/service <input checked="" type="checkbox"/> Date of review September 2022

Briefly describe the aims and purpose of the policy	To outline the College’s strategy to safeguard its learners from radicalisation and violent extremism, as well as outline the referral procedures where staff have concerns.
Who is intended to benefit from this policy and in what way?	It is intended that the safety of all learners is promoted through the implementation of this strategy.
What could contribute or detract from achieving the aims and purpose of the policy?	Awareness training for learners and staff will contribute to the aims and purpose of this strategy.
What evidence or data has been collected and used to determine the impact on equality groups. Have any data gaps been identified.	N/A

		Comments / Evidence
Has consultation on this policy indicated any possible concerns or issues in relation to equality, diversity and inclusion?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Is there an opportunity to promote equality of opportunity by this policy?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes; the strategy outlines the promotion of respect, inclusion and College values as well as a commitment to challenge any potentially offensive views or materials

Potential impact on grounds of:

Race	Positive <input checked="" type="checkbox"/> Negative <input type="checkbox"/> No impact <input type="checkbox"/>	This strategy has the potential to have a positive impact on the promotion of racial equality, tolerance and mutual respect, as well as challenging those who aim to promote extremism and radicalisation.
Disability	Positive <input type="checkbox"/> Negative <input type="checkbox"/> No impact <input checked="" type="checkbox"/>	
Gender	Positive <input type="checkbox"/> Negative <input type="checkbox"/> No impact <input checked="" type="checkbox"/>	
Gender reassignment/identity	Positive <input type="checkbox"/> Negative <input type="checkbox"/> No impact <input checked="" type="checkbox"/>	
Age	Positive <input type="checkbox"/> Negative <input type="checkbox"/> No impact <input checked="" type="checkbox"/>	
Sexual orientation	Positive <input type="checkbox"/> Negative <input type="checkbox"/> No impact <input checked="" type="checkbox"/>	
Religion or belief	Positive <input checked="" type="checkbox"/> Negative <input type="checkbox"/> No impact <input type="checkbox"/>	
Marriage and civil partnerships	Positive <input type="checkbox"/> Negative <input type="checkbox"/> No impact <input checked="" type="checkbox"/>	
Pregnancy and maternity	Positive <input type="checkbox"/> Negative <input type="checkbox"/> No impact <input checked="" type="checkbox"/>	

If any potential negative impacts of this policy or service have been identified, then a full equality impact assessment form should be completed.