

## PREVENT STRATEGY

### Including Action Plan

#### Extremism, Radicalisation, Terrorism and the Prevent Agenda and Duty

##### 1 Introduction

The Government's Prevent Agenda is one of the four elements of CONTEST, the government's counter-terrorism strategy. The four elements are Pursue, Prevent, Protect and Prepare. CONTEST aims to stop people becoming terrorists or supporting terrorism.

The Government's Prevent strategy:

- responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views.
- provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.
- works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with.

The strategy covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism.

The Counter-Terrorism and Security Bill seeks to place a duty on specified authorities including schools, Colleges and universities to 'have due regard, in the exercise of its functions, to the need to prevent people from being drawn into terrorism'.

The College has developed a culture of safety and respect for its students, staff, governors and visitors. As part of this ethos the College has considered the Prevent Duty and the importance of collaborative working between College staff, local authorities, police, other educational institutions, policy makers and health providers to identify, detect and safeguard vulnerable people throughout the organisation.

##### 2 The Prevent Duty

The Prevent Duty requires further education institutions to:

- Work in partnership with, and actively engage with Governors, Principals, managers and leaders, (from the community, religious institutions etc), and other partners including the police, local support agencies, Prevent, College staff and liaison officers. They will need to make sure that all have undertaken appropriate training or development and share information across relevant curriculum areas.
- Have clear and visible policies in place for both staff and learners with regard to risk assessment. This should also include policies for events that may take place by staff, student, visitors, external bodies and community organisations. They will also need to be aware of places or areas of learning where learners/staff may be in contact with, or possibility get involved with terrorism.

- Have sufficient support available for welfare and pastoral care according to the individual requirements of each institution. There will also have to be clear guidance and policies available to all on the use of prayer room and other faith-related facilities, and any issues that may occur from the use of these facilities.
- Have policies in place for the use of information technology on the premises and for the use of research in curriculum areas.

### **3 Objectives**

- To promote, implement and monitor the College's responsibilities under the Prevent Duty to all students, staff, Governors and visitors at the College.
- To promote and embed British Values into the organisation's procedures and curriculum offer.
- To set a strategy, objectives and an action plan to achieve the Prevent Duty.
- To promote the College's ethos and values.
- To break down segregation among different student groups and to engage all students in having a full and active role with wider engagement in society.
- To ensure student and staff safety.
- To ensure that the College promotes a culture of non-bullying, non-harassment and non-discrimination.
- To provide support for students who may be at risk, and develop appropriate sources of advice and guidance.
- To ensure that students and staff are aware of their roles and responsibilities in preventing violent extremism and radicalisation.

### **4 British Values**

The Prevent Duty states the British Values that are expected to be embedded into the curriculum offer and into the ethos of the College, they are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

The College's Safeguarding Forum will lead on the embedding of British Values together with The College Leadership Team and the governing body. The Group establishes guidelines and actions to be taken through the College's operation to ensure that British Values are understood and embedded by all and are integral to the College's culture.

### **5 Safeguarding Ethos**

The College is passionate about safeguarding its learners and staff and aims to protect children and adults at risk from all types of abuse and harm. The College's ethos is to ensure the welfare and safety of staff, students, Governors and visitors to the College.

Halesowen College has a statutory and moral duty to ensure that the College functions with a view to safeguarding and promoting the welfare of children and adults at risk whilst receiving education and training at the College.

The Governing body recognises that some adults are also vulnerable to abuse. Therefore, the College's safeguarding and child protection procedures may be applied (with appropriate adaptations) to allegations of abuse and to the protection of adults at risk as well as children.

The Prevent Strategy sits within the area of Safeguarding and Child Protection policies and procedures at the College.

The College has developed relationships with external agencies to ensure that it is well informed about the Prevent agenda at both a local and national level.

## **6 Students**

Students receive regular training and information in order to inform them of, and raise their awareness of, the Prevent agenda as part of their safeguarding training. This was undertaken by the Prevent Lead from the Department of Business, Innovation and Skills in the 2015/16 academic year, and now adopted and delivered annually by the Prevent Lead at College. This is supported by a bespoke tutorial which is delivered each year by staff within the Safeguarding Team as well as the personal coaches.

Information of the Prevent Agenda and Duty is promoted to students by inclusion in:

- Curriculum offer, lesson planning and schemes of work
- Safeguarding posters
- Safeguarding policy and procedures
- On line induction information
- Training and development sessions

## **7 Staff**

Staff receive awareness training and guidance on how to deal with:

- Inappropriate material and behaviours
- Disclosures by learners about their exposure to extremist actions, views or materials
- Accessing extremist material on line
- Parental or peer concerns
- Intolerance of difference
- Anti-Western or Anti-British views
- The impact on the student and the College

The College ensures that all staff are familiar with the Prevent agenda, are able to promote British Values, understand how they can recognise practice and behaviours in students and colleagues and are aware of the course of action to take if they are concerned.

## 8 Governors

College Governors receive updates on safeguarding and child protection matters which include the Prevent agenda. Governors take a proactive role in the Prevent Strategy and receive training and regular reports from the Designated Senior Safeguarding Person.

## 9 Partners

The College continues to develop links with external partners in order to remain aware of developments within the safeguarding and child protection arena.

Links with local police, employers, local Schools and Colleges and external agencies are in place. Specific links are also in place for Prevent which include the Lead Prevent contact at the Local Authority.

## 10 Internal Referral Procedure

College staff should be aware of signs of radicalisation and have the confidence to report their concerns to their line manager.

The line manager should then inform the Designated Safeguarding Lead, Lynn Pass, or a member of the College's Safeguarding Team, who will discuss the matter with other Senior Managers and external agencies as necessary.

<b>Lynn Pass</b>	<b>Head of safeguarding and well-being (DSL)</b>	Ext: 7760 Mob: 07458 009 565
<b>Haroon Bashir</b>	<b>Deputy Designated Safeguarding Person</b>	Ext: 7857 Mob: 07458 064 707
<b>Lee Smart</b>	<b>Head of Student Conduct</b>	Ext: 7819 Mob: 07458 007 697
<b>Joanne Williams</b>	<b>Deputy Principal – Deputy Designated Senior Person</b>	Ext 7855 Mob: 07702 207359
<b>Jennifer Morrison</b>	<b>Deputy Designated Safeguarding Person</b>	Ext: 7717 Mob: 07458 045 171
<b>Renate Broomhall</b>	<b>Deputy Designated Safeguarding Person</b>	Ext: 7656 Mob: 07458 045 183
<b>Mandy Downing</b>	<b>Deputy Designated Safeguarding Person</b>	Ext: 7762 Mob: 07458 045 178
<b>Kylie Penn</b>	<b>Deputy Designated Safeguarding Person</b>	Ext 7716 Mob: 07458 116 231
<b>Ann-Marie Walkley</b>	<b>Deputy Designated Safeguarding Person</b>	Ext 7667 Mob: 07458 086096

The Designated Senior Safeguarding Person and/or Team Member will decide what action is necessary which will include a discussion with the Local Authority. This discussion may be for advice purposes or for a referral.

## 11 External Referral Procedure

### In Dudley:

Mark Wilson (Dudley Prevent Education Officer) Dudley Prevent Team

Office 01384 816883

Mobile 07966 503370

Email [Mark.Wilson@dudley.gov.uk](mailto:Mark.Wilson@dudley.gov.uk)

John Hodt (Prevent Coordinator) Dudley Prevent Team

Office 01384 814736

Mobile 07557 323157

Email [John.Hodt@dudley.gov.uk](mailto:John.Hodt@dudley.gov.uk)

Alamgir Sheriyar

Prevent Regional HE/FE Co-ordinator – South East of England and West Midlands

Department for Education

Email: [alamgir.sheriyar@education.gov.uk](mailto:alamgir.sheriyar@education.gov.uk)

Mobile: 07468 714372

Any concerns that are brought to the Designated Senior Safeguarding Lead, Lynn Pass, or a member of the College's Safeguarding Team will be considered and, where appropriate, reported under the CHANNEL procedure.

## 12 CHANNEL Procedure

The Police Authority has a CHANNEL procedure in place.

The Police CHANNEL procedure is a partnership focused structure and is similar to existing, successful initiatives which aim to support individuals and protect them from harm - such as involvement in drug, knife or gun crime.

CHANNEL is about supporting those most at risk of being drawn into violent extremism is about diverting people away from potential threat at an early stage - which prevents them from being drawn into criminal activity.

Partnership involvement ensures that vulnerable individuals have access to a wide range of support from diversionary activities through to providing access to specific services such as education, housing and employment. Each multi-agency panel varies according to local circumstances but partners (who are all signed up to an Information Sharing Protocol) can include:

- Statutory partners such as education, NHS, probation, housing and the police service
- Social Care
- Children's services (eg Common Assessment Framework co-ordinators)
- Youth offending services
- Credible and reliable members of the community

The College will engage in the CHANNEL process as necessary and will contact the Prevent contact should it have any concerns about a student, member of staff, Governor or visitor.

<b>Reviewed / Approved</b>	<b>By</b>	<b>Date</b>
Reviewed by	Joanne Williams/Haroon Bashir Risk Assessment - Updated September 2023	February 2023
Consulted with	n/a	
Approved	SCQC and Corporation	March 2023
CLT approved	Yes	28.02.23
Website	Yes	
Next Review date		01.02.2024

## Prevent risk assessment for further education

Person completing: Haroon Bashir

Date Implemented: 12th September 2023

Date for review: 12th September 2024 (This will be updated with future reviews with publication of Counter Terrorism Local Profiles)

A risk assessment is a core part of implementing the Prevent duty. All providers should read guidance from the department on how to complete a risk assessment and on safeguarding learners vulnerable to radicalisation. Schools should assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

Providers may choose to have a specific separate risk assessment to better communicate to staff and document actions taken to mitigate any risks. The purpose of the risk assessment is to have an awareness and understanding of the risk of radicalisation in your area and your institution. The type and scale of activity that will address the risk will vary but should be proportionate to the level of risk, type of provision, size and phase of education.

This is an internal document and should be reviewed annually, in line with Keeping Children Safe in Education requirements, or following a serious incident.

### National Risks – risk of radicalisation generally

What national risks are you aware of that could impact to your area, setting, pupils or families? For example, national threat level							
Islamist Terrorism	Extreme Far Right Terrorism	LASIT (Left Anarchist and Single Issue Terrorism)					

### Local Risks – risk of radicalisation in your area and institution

What specific local risks are you aware of that could impact to your area, setting, pupils or families? E.g. local extremist activity (groups active in the area)							
Extreme Far Right Terrorism - In Dudley this has been identified as the highest priority	Islamist Terrorism - In Sandwell and Birmingham this has been identified as their highest priority	LASIT (Left Anarchist and Single Issue Terrorism)					

### Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
Leadership	<i>What is the risk here?</i>	<i>What is the hazard here?</i>	<i>What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?</i>	<i>What is the risk here?</i>	<i>What does your institution need to further action to address the identified risk(s)?</i>			<b>Prevent e-learning</b> Home Office offer a free e-learning package on Prevent covering: - Prevent awareness - Prevent referrals - understanding Channel Users that complete this training will receive a certificate. <a href="https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/">https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/</a> <b>Work-based Learners and the Prevent Duty</b> Guidance for further education (FE) providers in England on the Prevent duty in work-based learning environments <a href="https://www.gov.uk/government/publications/work-based-learners-and-the-prevent-statutory-duty">https://www.gov.uk/government/publications/work-based-learners-and-the-prevent-statutory-duty</a>
	The setting does not place sufficient priority to Prevent and risk assessment/action plans (or does not have one) and therefore actions to mitigate risks and meet the requirements of the Duty are not effective.	Leaders (including governors and trustees) within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation. The Duty is not managed or enabled at a sufficiently senior level.	<ul style="list-style-type: none"> <li>Members of the College Leadership Team (CLT) are trained in the requirements of the duty and the requirements of the EIF.</li> <li>All members of CLT participated in the mandatory training update Keeping Children Safe in Education in September 2023.</li> <li>Prevent is embedded into safeguarding and other relevant policies and practices.</li> <li>Annual completion of the DfE Prevent Duty Self-assessment toolkit.</li> </ul>					
		Leaders do not have understanding and ultimate ownership of their internal safeguarding processes, nor ensuring that all staff have sufficient understanding and that staff implement the duty effectively.	<ul style="list-style-type: none"> <li>The risk assessment is presented at CLT and the key points discussed with actions owned by named senior managers and timescales for completed recorded and monitored.</li> <li>There are clear policies in place which are communicated to staff, governors and students.</li> <li>There are regular reports to the Corporation (Students Curriculum and Quality Committee) regarding safeguarding and Prevent.</li> <li>Governors complete training to ensure awareness of own responsibilities.</li> </ul>					
		Leaders do not communicate and promote the importance of the duty.	<ul style="list-style-type: none"> <li>All Governors and CLT receive updates on key priorities and progress towards achievements throughout the academic year to ensure monitoring and compliance. This also includes the sharing of any change to national and local threats and priority areas.</li> </ul>					
		Leaders do not drive an effective safeguarding culture across the institution.	<ul style="list-style-type: none"> <li>Annual Prevent training/briefing for staff (including SLT) and governors.</li> <li>Lead governor for safeguarding/Prevent.</li> <li>Clear induction for all new members of staff.</li> <li>All staff sign to confirm the reading of safeguarding policies.</li> </ul>					
		Leaders do not provide a safe environment for learners.	<ul style="list-style-type: none"> <li>Senior Leadership have clear understanding of reporting and referral mechanisms.</li> <li>Sufficient leadership ownership – risk assessments, safeguarding policies, are signed off by SLT.</li> <li>Promotion of a safeguarding culture through regular training, discussions, with senior staff visibly involved.</li> <li>A member of the team leads on Prevent and the whole team are able to undertake any required actions including referral.</li> </ul>					

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Partnership	The setting is not fully appraised of national and local risks, does work with partners to safeguard children vulnerable to radicalisation, and does not have access to good practice advice, guidance or supportive peer networks.	The provider does not establish effective partnerships with other partners including police, DfE Regional Prevent Coordinator, and the local authority.	•Deputy Director of Learner Services (DDSL) attends regular Prevent network meetings with DfE Regional Prevent Co-ordinator (Alamgir Sheriyyar) local colleges within the West Midlands and Prevent Delivery group. This includes CTLP (Counter Terrorism Local Profiles) information to influence risk management plan and provision. •Regular emails updates received from which is shared with appropriate colleagues. •Local risks and themes from police CTLP briefings are shared with the DSL (Designated Safeguarding Lead)/ DDSL (Deputy Designated Safeguarding Lead) and disseminated as appropriate within appropriate confidentiality levels with appropriate staff and embedded into practice and training.					<b>Prevent duty guidance</b>  Outlines the requirements of the duty, including working in partnership with others.  <a href="https://www.gov.uk/government/publications/prevent-duty-guidance/revise-prevent-duty-guidance-for-england-and-wales#c-a-risk-based-approach-to-the-prevent-duty">https://www.gov.uk/government/publications/prevent-duty-guidance/revise-prevent-duty-guidance-for-england-and-wales#c-a-risk-based-approach-to-the-prevent-duty</a>  <b>Understanding channel</b>  An overview of channel support and the Prevent Multi-Agency Panels (PMAP).  <a href="https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance">https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance</a>  <b>Sign-up for Educate Against Hate newsletter</b>  Latest news, blogs and resources to help teachers, school leaders and designated safeguarding leads protect students from radicalisation  <a href="https://signup.es-mail.co.uk/Signup/da659377ec9fa9e8d40363308d4a84ac">https://signup.es-mail.co.uk/Signup/da659377ec9fa9e8d40363308d4a84ac</a>
		Learners not engaged on Prevent duty implementation.	•The College receives regular information from the FE/HE and has access to the local counter terrorism for the area. (this is shared with staff during Prevent update training or more frequently if any new issues emerge). •The College has worked with Connect Futures. NADSL ( National Association of Designated Safeguarding Leads) also inform us of policy changes and best practice. •The College is a member of Colleges West Midlands and was instrumental in the establishments of Safer Student Charter. The College also led on Safer Internet Day in February where speakers from Smoothwall and the Regional Prevent Co-ordinator provided talks for staff and students at the Colleges					
		No SPOC for Prevent-related activity.						
Understanding Risk								
Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
Staff training	Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.	Appropriate staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism	•All staff complete an induction training in Safeguarding and Prevent. •Regular updates provided to staff through meetings, cross college communication briefings. •DSL/DDSL attends regular Prevent related updates (either as part of meetings, training, email communication from Prevent and Safeguarding leads).		Consider differentiated Prevent training for various roles within the College to provide additional training where it would be best practice to do so.	DDLS	Nov-23	<b>Prevent e-learning</b>  Home Office offer a free e-learning package on Prevent covering:  - Prevent awareness - Prevent referrals - understanding Channel  Users that complete this training will receive a certificate.  <a href="https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/">https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/</a>  <b>Prevent resources, guidance and support</b>  The department's Educate Against Hate website provides a range of training and guidance materials.  <a href="http://www.educateagainsthate.com">www.educateagainsthate.com</a>
		Appropriate staff including governors, do not know what measures are available to prevent people from being drawn into terrorism and do not know how to obtain support for people who may be exploited by radicalising influences.	•DSL/DDSL attends the virtual ETF Safeguarding Leads forum/ network and receives regular email communication from several safeguarding specialists. •There is an annual safeguarding update for all staff to attend as part of the overall safeguarding framework. •This is also part of the induction process for new staff. •Leaders in Diversity successful reaccreditation in Nov 2022. •Robust FREDIE action plan (Fairness, respect, equality, diversity, inclusion and engagement) to further advance the FREDIE Principles.		Training requirements are fully documented - there is information in the safeguarding policy. Raise staff awareness of their training requirements through briefings and the staff bulletin.	DSL	Sep-23	
		Volunteers and subcontractors missed out of training plan as not considered as staff.	•Few incidents of disciplinary and safeguarding referrals for concerns regarding discrimination or intolerance of different beliefs. •Training and awareness raising in place to promote and embedding of British Values for staff and students on all modes of study. •Teaching staff use opportunities in learning to educate and challenge. •Staff exemplify British Values in their management, teaching and through general behaviour, including through opportunities in the curriculum. •British values embedded into the tutorial/ directed study resources used in the tutorial programme. •All staff and Governors attend annual Prevent					



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Information Sharing	Staff do not share information with relevant partners in a timely manner.	<p>Staff do not feel confident sharing information with partners regarding radicalisation concerns.</p> <p>Staff are not aware of the Prevent referral process.</p> <p>No safeguarding information sharing consideration or agreement (where appropriate) in place at the local level. Necessity, proportionality, consent, power to share and data protection not a consideration when sharing information with partners.</p>	<p>Halesowen College has a culture of safeguarding that supports effective arrangements to:</p> <ul style="list-style-type: none"> <li>• identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation.</li> <li>• help children reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help.</li> </ul> <p>•Halesowen College has clear processes for raising radicalisation concerns and making a Prevent referral.</p>					<p><b>Resources to support information sharing</b></p> <p>The department has published guidance on making a Prevent referral.</p> <p><a href="https://www.gov.uk/guidance/making-a-referral-to-prevent">https://www.gov.uk/guidance/making-a-referral-to-prevent</a></p>
Reducing Permissive Environments								
Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
Building children's resilience to radicalisation	Learners are exposed to intolerant or hateful narratives and lack understanding of the risks posed by terrorist organisations and extremist ideologies that underpin them.	The setting does not provide a safe space in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.	<p>•Halesowen College has has a code of conduct for all staff (teaching and non-teaching staff) Staff are required to state that they have read and understood this document.</p> <p>•Safer recruitment checks are taken out on all staff, governors, volunteers and contractors (wherever applicable).</p> <p>•Teaching is monitored by senior leaders, Teacher Development Managers through observations, book checks and is quality assured.</p>					<p><b>Resources for having difficult classroom conversations</b></p> <p>Educate Against Hate has a range of resources to help teachers conduct difficult conversations with students. The 'Let's Discuss' teaching packs have been developed to help facilitate conversations about topics such as fundamental British values, extreme right-wing terrorism and Islamist extremism.</p> <p><a href="http://www.educateagainsthate.com">www.educateagainsthate.com</a></p> <p><a href="http://www.educateagainsthate.com/category/teachers/classroom-resources">www.educateagainsthate.com/category/teachers/classroom-resources</a></p> <p><a href="http://www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss">www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss</a></p>
		The setting does not teach a broad and balanced curriculum which promotes spiritual, moral, cultural mental and physical development of pupils and fundamental British values and community cohesion.	<p>•Halesowen College provides opportunities within the curriculum to discuss controversial issues and for pupils to develop critical thinking and digital literacy skills.</p> <p>•Curriculum embeds fundamental British values (where possible) while also ensuring specific discussions can take place in a safe environment.</p> <p>•Work based learners and apprentices are always considered when embedding FBV's ( Fundamental British Values) into the curriculum and beyond and have the same opportunities to engage as other learners.</p>					
		British Values are not exemplified by staff and learners are unaware of both the values and how they and Prevent relate to their life and course.						
		Work based learners and apprentices are not provided with the same amount of opportunities to engage with British Values and are not considered when building FBV's into the curriculum.						
	Ineffective IT policies increases the likelihood of learners and staff being drawn into extremist material and narratives online. Inappropriate internet use by learners is not identified or followed up.	Learners can access terrorist and extremist material when accessing the internet at the institution.	<p>•Face to face online safety training for all staff has taken place and is part of staff safeguarding induction.</p> <p>•Staff attend compulsory Prevent updates which includes the growing and current risks of radicalisation.</p>		Regular review of systems and filtering and monitoring effectiveness by internal audit. Inclusion of effective digital approaches in the 2023/24 operational audit plan	Chief Information Officer	#####	<p><b>Web filtering and online safety</b></p> <p>The Department for Education have issued comprehensive guidance on how schools and colleges should be using filtering and monitoring standards, including specific measures to comply with the Prevent duty.</p> <p><a href="https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges">https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges</a></p> <p>Further guidance is available at <a href="https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring">https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring</a></p> <p>You can test whether your internet service provider removes terrorist content at <a href="http://testfiltering.com/">http://testfiltering.com/</a></p> <p>The Joint Information Systems Committee (JISC) can provide specialist advice and support to help providers ensure students are safe online and appropriate safeguards are in place</p>
		Learners may distribute extremist material using the institution IT system.	<p>•Student induction has a focus on safety (including safeguarding and online safety). Halesowen College is supported by JISC in all aspects of on line safety.</p> <p>•Online Safety Resources are embedded into tutorial and apprenticeship programme.</p> <p>•Updates provided to staff via staff meetings, college communication briefings about news items to raise awareness along with relevant updates.</p> <p>•Robust firewall and appropriate levels of internet monitoring and filtering system in place to ensure that students are safe from terrorist and extremist material when accessing the internet.</p>					
		Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.						

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IT policies			<ul style="list-style-type: none"> <li>•Smoothwall filtering &amp; monitoring system (on all student PCs/laptops) alongside clear reporting processes should filtering systems flag any safeguarding or Prevent- related concerns.</li> <li>•Existing filtering controls are reviewed and agreed by appropriate staff.</li> <li>•Systems in place for monitoring internet usage process in place (Smoothwall).</li> <li>•Authorised IT user policy in place for staff, students and other IT system users.</li> <li>• There is a highly effective tutorial programme.</li> </ul> <p>Given the prevalence of digital platforms in everyday life it is important that the College is assured that this is effective.</p> <ul style="list-style-type: none"> <li>• The designated safeguarding lead takes lead responsibility for safeguarding and child protection (including online safety).</li> </ul>					<p>and appropriate safeguarding and in place.</p> <p><b>Teach about online extremism</b></p> <p>The 'Going Too Far?' resource from Educate Against Hate and the London Grid for Learning to help teach students about staying safe online</p> <p><a href="https://www.educateagainsthate.com/resources/going-too-far/">https://www.educateagainsthate.com/resources/going-too-far/</a></p>
External speakers and events	Ineffective external speaker and events policies/processes increases the chances of extremist infiltration through events and speaking opportunities.	Ineffective or disproportionate policies and procedures for external speakers and events.	<p>The College has effective policies governing Freedom of Speech in an educational setting which are based on statute. The room hore policy also addresses the process for external speakers using the College premises. There is a robust system in place for events within college and all activities are authorised in accordance with an appropriate scheme of delegation. The College will be migrating this manual system to the EVOLVE software in 2023/24. All activities in College alongside trips and visits are subject to appropriate levels of risk assessment. There is guidance in the Freedom of Speech policy for staff teaching materials which may include views which may fall outside of our college values and, factual information which may provoke strong and emotive reactions</p>		Migrate to EVOLVE system for events in college	Chief Information Officer/ Health and Safety Manager	Dec-23	<p><b>Political Impartiality Guidance</b></p> <p>When using external agencies, schools in England must be mindful of their existing duties regarding political impartiality and to ensure the balanced presentation of political issues. Guidance on this is available on GOV.UK.</p> <p><a href="https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law">https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law</a></p>
		External speakers and events policy does not exist, or does not encompass all staff, learners, and visitors.						
		No consideration of freedom of speech implications. Freedom of speech stifled by a disproportionate process or the use of Prevent to shut down legitimate debate.						
		Allowing any sort of discussion to take place under the banner of freedom of speech which could leave open the potential of the hosting of proscribed organisations, which would be against the law.						
		No risk assessment process attached to events. Ineffective or no thought on appropriate mitigations to risk, or event cancellation in place of effective risk mitigation which impacts freedom of speech.						
		Focus is only on events taking place on site. Consideration needs to be made to include provider-affiliated events that could take place off site.						
		Physical security staff lack understanding of the Prevent duty. Information sharing process with other partners not in place.						

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
Management of space	Access could be gained by an external party for the purpose of causing harm to learners and staff. Learners and staff could be exposed to extremist ideologies.	Access to the institution by external parties is not monitored, and due diligence is not carried out. Access to the institution by learners is not monitored.	<ul style="list-style-type: none"> <li>The main campus is secure with access only via speed gates with a valid ID card.</li> <li>All visitors/contractors/parents etc must report to reception.</li> <li>Car parks are controlled access either via a valid ID card or with ANPR.</li> <li>Shenstone House has an intercom system in place for evening opening, Coombs Wood does not currently have any access control.</li> <li>There is a zero tolerance for not wearing a photo ID. All staff and students must wear visible photo ID badges is a priority with a renewed focus on the responsibility of all staff to ensure compliance and challenge any staff, students or visitors who do not display appropriate identification.</li> <li>Visitor sign system produces a dated pass with photo.</li> </ul>		<ul style="list-style-type: none"> <li>Conduct a desk top exercise on disaster management to refresh understanding and increase preparation</li> </ul>		Oct-23	<b>Protect UK</b>  Guidance from the government on keeping publicly accessible locations safe  <a href="https://www.protectuk.police.uk/">https://www.protectuk.police.uk/</a>
	Chemicals and dangerous substances could be used in an act of harm.	The institution does not provide a safe environment conducive to learning.	<ul style="list-style-type: none"> <li>Visitors are provided with information on H&amp;S, safeguarding, and prevent</li> <li>Security Policy with lock-down process in place and a separate alert system for an effective lockdown/evacuation process.</li> <li>Disaster Management and Business Continuity Policy in place to mitigate impact and assist in immediate recovery post incident.</li> <li>CCTV coverage on campus.</li> <li>Security Officers on duty at all times the College premises are open.</li> <li>Number of Security Officers is varied in line with occupancy levels and activities on site.</li> <li>Management rota to increase visibility of management around the modelling of appropriate and safe behaviours, address compliance with safety measures on campus.</li> <li>Staff enforce the Student Charter and high college expectations of conduct and behaviour, at all stages of the student journey.</li> <li>Effective communication in relation to any serious safeguarding/prevent incident management is effectively coordinated.</li> <li>Access to offices in all buildings is restricted by key access to authorised personnel only. .</li> <li>Letting arrangements in place for all college facilities for external bookings</li> <li>Security (including threat against terrorism) Policy and procedure in place with mandatory training for all staff.</li> <li>Effective COSHH risk management mechanisms in place managed by the Health, Safety and Security Manager.</li> <li>All fundraising activities are subject to authorisation through the student services team.</li> <li>Dangerous products and cleaning materials are locked away and regularly inventoried with access only for those who absolutely need to access them.</li> <li>Access to the building is monitored for both learners and visitors with a robust system in place for visitor management and events.</li> </ul>					
		Dangerous substances are not stored correctly, and learners have unsupervised access to dangerous substances including chemicals, bacteria, viruses, and toxins.						
		Rooms can be hired out at the institution and could be used for meetings of an extremist nature due to a lack of due diligence.						

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#### Internal Referral Procedure

College staff should be aware of signs of radicalisation and have the confidence to report their concerns to their line manager.

The line manager should then inform the Designated Safeguarding Lead, Lynn Pass, or a member of the College's Safeguarding Team, who will discuss the matter with other Senior Managers and external agencies as necessary.

Lynn Pass	Head of Safeguarding and Well-Being (DSL)	Ext: 7760 Mob: 07458 009 565
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Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
Haroon Bashir	Deputy Director for Learner Services	Ext: 7857 Mob: 07458 064 707						
Lee Clulow	Head of Student Conduct	Ext: 7819 Mob: 07458 007 697						
Joanne Williams	Deputy Principal – Deputy Designated Senior Person	Ext 7855 Mob: 07702 207359						
Jennifer Morrison	Deputy Designated Safeguarding Person	Ext: 7717 Mob: 07458 045 171						
Renate Broomhall	Deputy Designated Safeguarding Person	Ext: 7656 Mob: 07458 045 183						
Mandy Downing	Deputy Designated Safeguarding Person	Ext: 7762 Mob: 07458 045 178						
Kylie Penn	Deputy Designated Safeguarding Person	Ext 7716 Mob: 07458 116 231						
Ann-Marie Walkley	Deputy Designated Safeguarding Person	Ext 7667 Mob: 07458 086096						

The Designated Senior Safeguarding Person and/or Team Member will decide what action is necessary which will include a discussion with the Local Authority. This discussion may be for advice purposes or for a referral.

#### External Referral Procedure

##### In Dudley:

**Mark Wilson (Dudley Prevent Education Officer) Dudley Prevent Team**

**Office:** 01384 816883

**Mobile:** 07966 503370

**Email:** Mark.Wilson@dudley.gov.uk

##### John Hodt (Prevent Coordinator) Dudley Prevent Team

**Office:** 01384 814736

**Mobile:** 07557 323157

**Email:** John.Hodt@dudley.gov.uk

Alamgir Sheriyar (Prevent Regional HE/FE Co-ordinator – South East of England and West Midlands)

Department for Education

**Email:** alamgir.sheriyar@education.gov.uk

**Mobile:** 07468 714372

Any concerns that are brought to the Designated Senior Safeguarding Lead, Lynn Pass, or a member of the College's Safeguarding Team will be considered and, where appropriate, reported under the CHANNEL procedure.