

# Prevent Policy

## 1. Our commitment

The government Counter-terrorism and Security Act 2015, places a duty upon all education providers to have regard to the need to prevent people from being drawn into terrorism. This Prevent Duty forms part of the wider governments CONTEST counter terrorism strategy:

- Prevent terrorism – stop people becoming terrorists
- Pursue terrorism – disrupt and stop terror attacks
- Protect against terrorism – strengthen UK protection
- Prepare to deal with terrorism – mitigate impact of attacks that can't be stopped.

As a nation we continue to prioritise according to the threat posed to our national security; the allocation of resources will be proportionate to the threats we face. There has been an increase in far-right inspired terror attacks and lone acts of terror as opposed to mass organised terror activities, the government strategy now includes ways in which to identify risk of these instances.

The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. The Prevent strategy has three specific strategic objectives:

1. Respond to the ideological challenge of terrorism and the threat we face from those who promote it
2. Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support.
3. Work with sectors and institutions where there are risks of radicalisation that we need to address.

This policy is shared with all employees upon commencing employment to include confirmation they have read and understood the content. Revisions are communicated to all as part of ongoing continued professional development, with all development activities related to application of the measures included within the policy

## 2. Objectives

Lifetime as a training provider have a responsibility to ensure:

- We have undertaken training in the Prevent Duty as identified by their leaders and managers
- To identify and support any concerns we have over learner vulnerabilities or indicators to being at risk of radicalisation
- We are all aware of when it is appropriate to refer concerns about learners or colleagues to the provider's safeguarding officer
- To exemplify British values of "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs" into our practice.

## 3. Scope

This policy relates to all staff and learners for Lifetime Training (Lifetime is the trading name for both Lifetime Training Group Limited and The IT Skills Management Company Limited) , including those of our subcontracted provision. While it has been noted that Apprenticeship Training Providers do not fall into the FE Prevent guidance in Scotland, Lifetime will apply the same process for all learners.

## 4. Key contacts

### Lead Designated Safeguarding Officer

Michelle Kent - 0779 5486090

[michelle.kent@lifetimetraining.co.uk](mailto:michelle.kent@lifetimetraining.co.uk)

### Safeguarding officer team -

[supportme@lifetimetraining.co.uk](mailto:supportme@lifetimetraining.co.uk)

### UK: Report Extremist/Terrorism material

<https://www.gov.uk/report-terrorism>

### Somerset and Avon Prevent Coordinator

Cheri Fayers [Cheri.FAYERS@education.gov.uk](mailto:Cheri.FAYERS@education.gov.uk)

### Education concerns:

<https://report-extremism.education.gov.uk/>

### Scotland:

[PreventDeliveryUnit@scotland.pnn.police.uk](mailto:PreventDeliveryUnit@scotland.pnn.police.uk)

Anti-Terrorist Hotline: 0800 789

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## 5. Definitions

**Radicalisation** - the action or process of causing someone to adopt radical positions on political or social issues

**Terrorism** – an act of terror/violence based on a political objective, whether that means the politics of nationalism, ethnicity, religion, ideology or social class.

**Extremism** - is the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

See Appendix 5 for more details on extremist behaviours.

## 6. Leadership & Governance

Prevent forms part of the safeguarding agenda which is featured as part of Learner Experience Committee meetings. Lifetime has a nominated Director leading the Prevent initiative, and the CEO and Quality Director are actively engaged within the Safeguarding and Prevent Agenda. It has been well documented within current literature, namely the Prevent Strategy and Keeping Children Safe in Education, that protecting people from being drawn into radicalisation should align with the current safeguards in place to protect learners from the risks of safeguarding issues. Prevent Duty is also embedded within IT, Social Media, Social Learning platform and Safeguarding policies.

A risk assessment is produced annually supported by the local FE/HE Prevent coordinator and reviewed periodically, in order to ensure Lifetime has highlighted any risk areas and are meeting the Prevent duty.

## 7. Staff Training

All staff are trained on the Vulnerabilities and Indicators of radicalisation, the Channel process and how the duty engages with requirements of their role, via certificated Home Office learning. Identifying risk at an early stage allows early intervention and is crucial to the Prevent Duty and Channel process being successful. Huddle contains further guidance on the Prevent duty and Educational material around Radicalisation and British values

There is periodic CPD and an ongoing awareness programme through the monthly Thrive newsletter and Journey of Lifetime activity

## 8. Engagement with External Partners

All employers will be made aware of Lifetime's and their own duty by means of partnership managers and coach communication. The employer guide contains detail in relation to employer responsibility to learners and Lifetime, this is further explained in the Employer guide to Learner Welfare

Channels are in place to assist with meeting the Prevent Duty and avenues for raising concerns are established with Prevent coordinators nationwide.

## 9. Learner Safety, Engagement & Curriculum

The duty encompasses building learner resilience to the threat of radicalisation, challenging extremism and raising awareness of and demonstrating British values:

- Democracy
- Rule of Law
- Tolerance and understanding of different faiths
- Individual liberty

Opportunities to educate learners and promote the above values and ensure learners are aware of how to keep themselves safe from radicalisation are currently facilitated within the Apprenticeship:

- Mandatory Life Skills learning mandatory modules that all learners must work through.
- Curriculum resource indicates where British values are apparent to support embedding within workplace role and responsibilities at work.
- Virtual classrooms are available in larger sectors to assist learners that require more taught support in this area.
- All 16-18 learners have the opportunity to attend the ASN 3-month workshop programme to develop understanding of these areas
- Discussion with coach about topics learned and relevance to self
- NB a selection of Lifetime Digital learners have also completed ETF side by side training

To ensure we monitor and act upon accessing of inappropriate content and comments, filtering systems are in place on distributed learner devices and our social media platforms, and we adhere to the Children's Education setting provided by the 'Zoom Platform'

## 10. Referral Pathways

If a learner has concerns about themselves, or you have concerns about a learner being at risk of radicalisation, you should refer to Appendix 3 and 4 for the process for escalating any safeguarding concerns. Appendix 1 will support with identifying vulnerabilities and indicators of someone being at risk of radicalisation.

*NB – should you feel your learner, yourself or any members of the public are in immediate danger report to the police immediately.*

Once the Designated Safeguarding team has been informed, they will make a decision on whether the issue needs to be escalated to the local police Prevent Officer. The Designated Safeguarding team/staff member that is involved with the referral will then support the Channel process as seen fit by the local Channel panel. See **Appendix 3** for the referral pathways. It should be noted that referral to the Channel process is not a criminal intervention.

It should be noted that a learner displaying one or a few of vulnerabilities and indicators does not mean the learner will necessarily be at risk of radicalisation, but it may do so. In all instances that concern you, you should report to the Designated Safeguarding Officer. The process for referral to a prevent coordinator involves risk assessing the learner's level of engagement, intent and capability. If guidance is required, the safeguarding officer will discuss with a local FE Prevent coordinator

## 11. Safeguarding Staff Members as a Result of Referral

While it is unlikely that the referrer would then be targeted, if someone received a threat or the police felt someone was under threat without them knowing, then there are risk assessments, warnings and safeguarding processes local police departments will apply as a matter of routine. The outcome might involve an investigation and arrests being made etc., such as markers on people's mobile phone numbers or addresses, warnings to parties involved, or other measures.

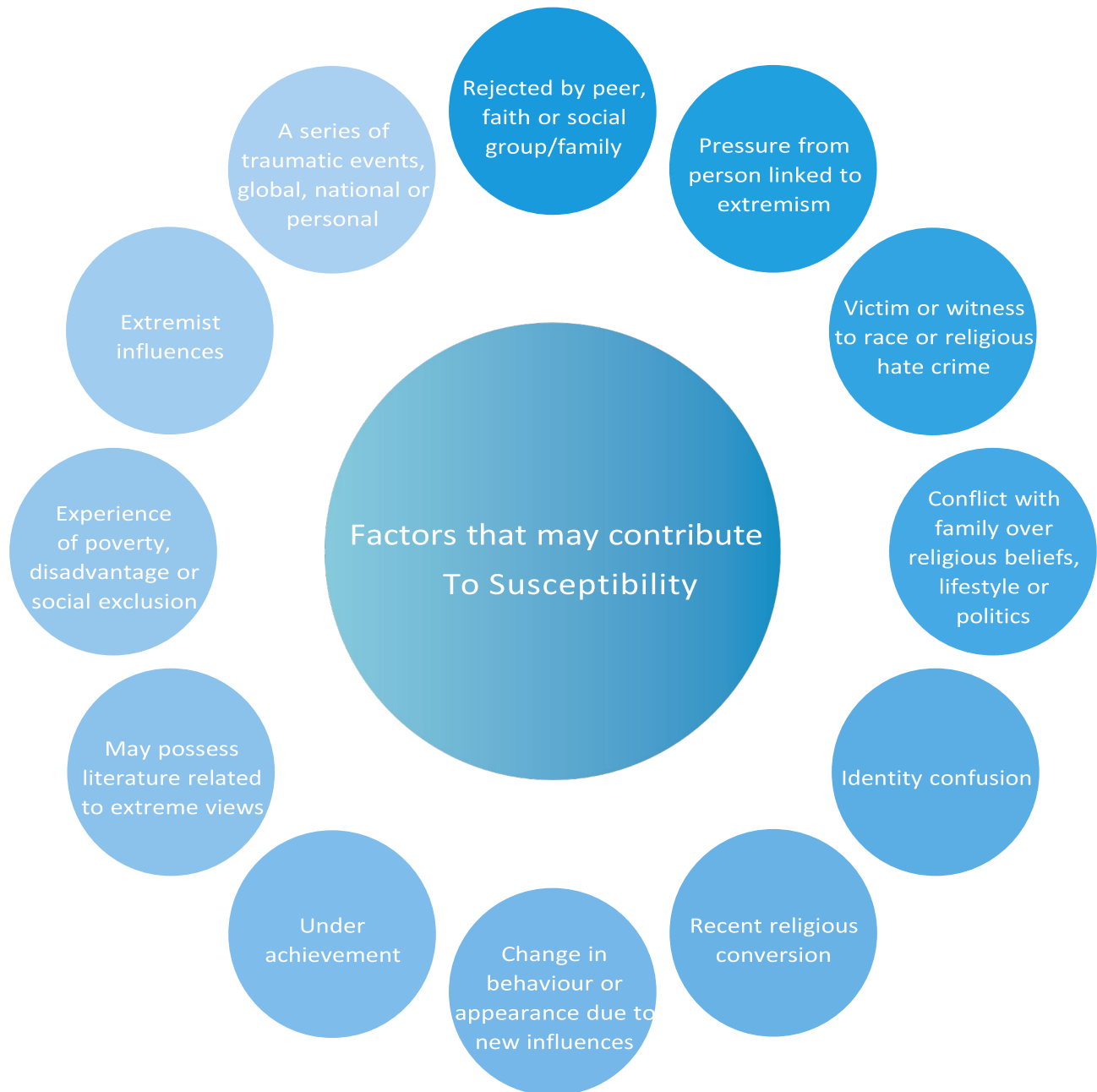
# APPENDIX 1

## Susceptibility & Indicators of Radicalisation

Susceptibility	Indicators
Peer pressure	Withdrawn
Unsettled family life	Change in engagement levels
Need to belong/fit in	Using extremist language, passionate about extremist views
Accessing extremist material	Preaching
Isolation and social exclusion	Change in appearance - dress/body art
Bullied	Change in behaviour within work and learning environment
Media influence	Change in social circles
Seeking purpose of focus for life	
Seeking revenge	
Seeking acceptance/social standing	

# APPENDIX 2

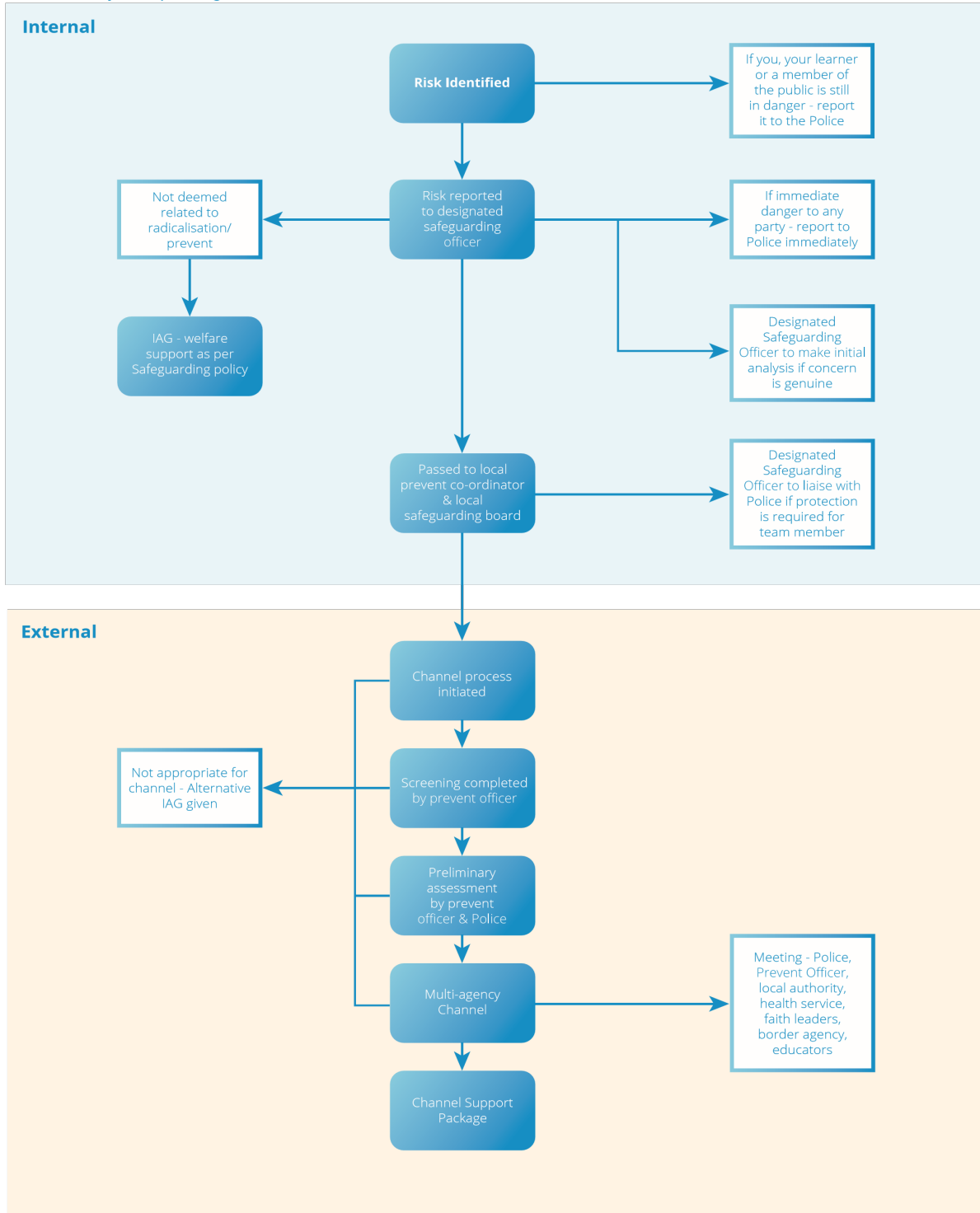
## Factors of Susceptibility



# APPENDIX 3

## Referral and Channel process

### Prevent Duty - Reporting Procedure





# APPENDIX 4

## Disclosure Recording Form

*For office use only*  
**Case N°.**

Learner Name

Location/Name of Site

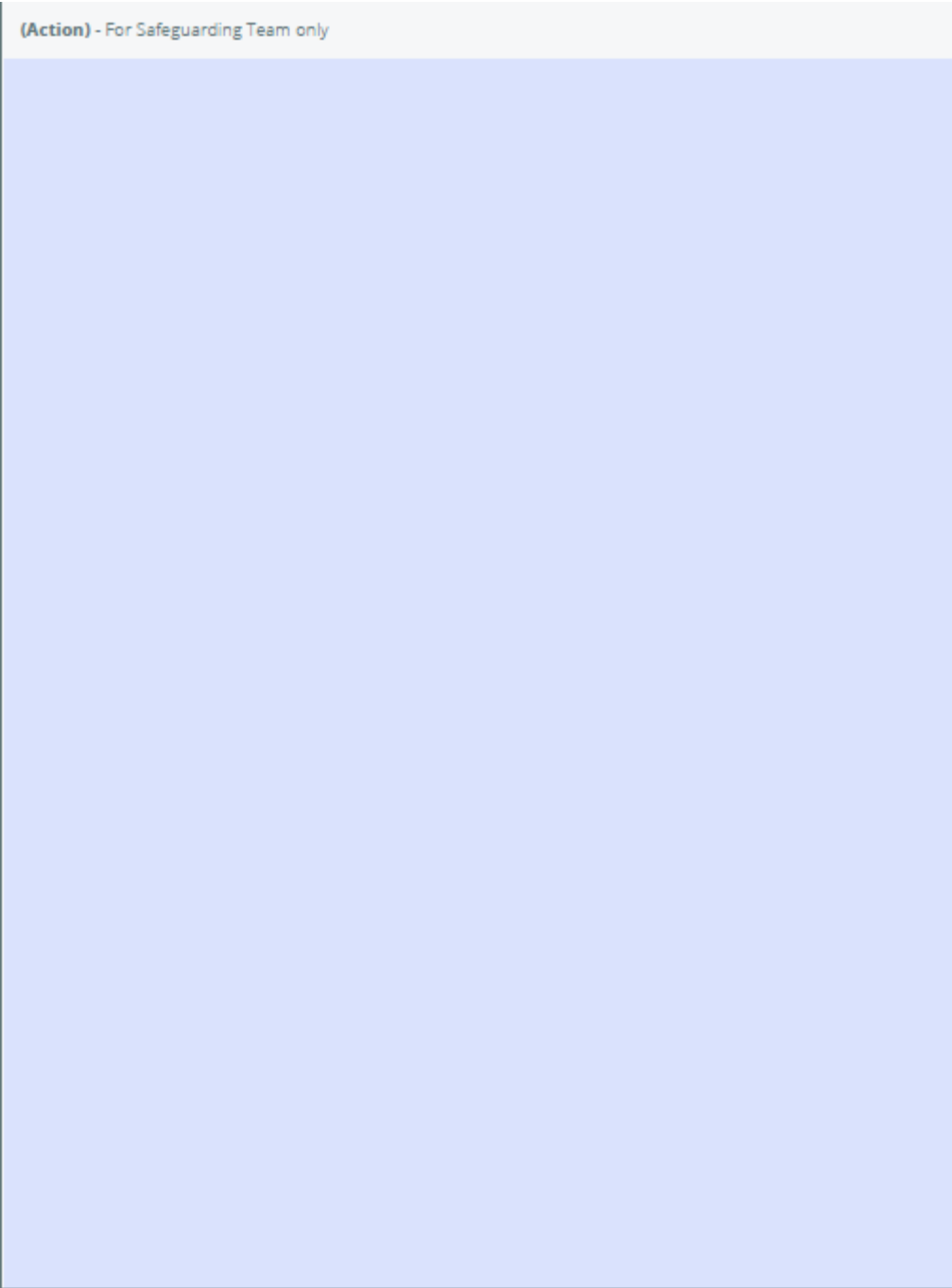
DOB

Lifetime Staff Name

Date of Disclosure

Details of the concern

**(Action)** - For Safeguarding Team only



# Appendix 5

Behaviours that could constitute extremism ( support additional definition 2024)

**Aim 1 (negate or destroy fundamental rights and freedoms):** Behaviour against a group, or members of it, that seeks to negate or destroy their rights to live equally under the law and free of fear, threat, violence, and discrimination. Including:

- Using, threatening, inciting, justifying, glorifying or excusing violence towards a group in order to dissuade them from using their legally defined rights and freedoms.

**Aim 2 (undermine, overturn or replace liberal democracy):** Attempts to undermine, overturn, or replace the UK's system of liberal parliamentary democracy and democratic rights. Including:

- Advocating that the UK's parliamentary democracy and democratic values and rights are not compatible with their ideology, and seeking to challenge, overthrow, or change our political system outside of lawful means.
- Using, threatening, inciting, justifying, glorifying or excusing violence towards citizens, in order to dissuade them from participating freely in the democratic process.
- Subverting the way public or state institutions exercise their powers, in order to further ideological goals, for example through entryism, or by misusing powers or encouraging others to do so.
- Using, threatening, inciting, justifying, glorifying or excusing violence towards public officials including our armed forces, police forces and members of local, devolved or national legislatures, in order to dissuade them from conducting their obligations freely and fearlessly, without external interference.
- Establishing parallel governance structures which, whether or not they have formal legal underpinning, seek to supersede the lawful powers of existing institutions of state.

**Aim 3 (enabling the spread of extremism):** Intentionally creating a permissive environment for behaviour in aim 1 or aim 2. Including:

- Providing an uncritical platform for individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2.
- Facilitating activity of individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2, including through provision of endorsement, funding, or other forms of support.
- The dissemination of extremist propaganda and narratives that call for behaviour in either aim 1 or aim 2.
- Attempts to radicalise, indoctrinate and recruit others to an ideology based on violence, hatred or intolerance, including young people.
- Consistent association with individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2 without providing critical challenge to their ideology or behaviour.

- If any behaviour listed in aim 1 or aim 2 has occurred previously, a refusal by the individual, group or organisation that conducted the behaviour to rescind, repudiate or distance themselves from the behaviour.

The lawful exercise of a person's rights (including freedom of thought, conscience and religion, freedom of expression, freedom of association, or the right to engage in lawful debate, protest or campaign for a change in the law) is not extremism. Simply holding a belief, regardless of its substance, is rightly protected under law. However, the advancement of extremist ideologies and the social harms they create are of concern, and government must seek to limit their reach, whilst protecting the space for free expression and debate.

Source: <https://www.gov.uk/government/publications/new-definition-of-extremism-2024/new-definition-of-extremism-2024>