



**Cheshire College
South & West**

Prevent Strategy

Key Information	
Policy Reference Number	CCSW - PRE
ELT Post Responsible for Updating and Monitoring	Vice Principal – Innovation, Curriculum and Quality
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1. Scope

- 1.1. Prevent is part of the Government's initiative to develop a robust counter terrorism programme – CONTEST. The UK faces a range of terrorist threats. All the terrorist groups who pose a threat seek to radicalise and recruit people to their cause.
- 1.2. The Prevent strategy seeks to:
- 1.2.1 respond to the ideological challenge of terrorism and aspects of extremism, and the threat faced from those who promote these views;
 - 1.2.2 provide practical help to prevent people from being drawn into terrorism and extremism and ensure they are given appropriate advice and support; and
 - 1.2.3 work with a wide range of sectors where there are risks of radicalisation which needs to be addressed, including education, criminal justice, faith, charities, the internet and health.
- 1.3. A system of threat level has been created which represents the likelihood of an attack in the near future. The five levels are:

Level	Definition
CRITICAL	An attack is highly likely in the near future
SEVERE	An attack is highly likely
SUBSTANTIAL	An attack is likely
MODERATE	An attack is possible but not likely
LOW	An attack is highly unlikely

(Table 1: Threat Level Definitions)

2. General Principles

- 2.1. Further Education Colleges are major education and training providers for the 16-25-year age group, particularly young people from ethnically diverse, and socially and economically disadvantaged areas. The age and profile of CCSW learners make it crucial to be involved in the Prevent strategy.
- 2.2. Colleges have a part to play in fostering shared values and promoting cohesion.
- 2.3. Colleges should focus on the risks of violent extremism, which represents the greatest threat at national level, while recognising that other forms of violence and extremism can and do manifest themselves within colleges and other training settings.

3. Key Objectives:

- 3.1 This strategy has five key objectives:
- 3.1.1 to promote and reinforce shared values; to create space for free and open debate; and to listen and support the learner voice;
 - 3.1.2 to break down segregation among different learner communities including by supporting inter-faith and inter-cultural dialogue and understanding, and to engage all learners in playing a full and active role in wider engagement in society;
 - 3.1.3 to ensure learner safety and that the College is free from bullying, harassment and discrimination;
 - 3.1.4 to provide support for learners who may be at risk and appropriate sources of advice and guidance; and
 - 3.1.5 to ensure that learners, staff and governors are aware of their roles and responsibilities in preventing violent extremism.
- 3.2 To achieve the objectives the strategy will concentrate on four areas:
- 3.2.1 Leadership and Values
 - 3.2.2 Teaching and Learning

- 3.2.3 Learner and Learning Support
- 3.2.4 Managing Risks and Responding to Events

4. Leadership and Values

- 4.1. To provide an ethos which upholds core values of shared responsibility and wellbeing for all learners, staff and visitors and promotes respect, equality and diversity and understanding.
- 4.2. This will be achieved through:
 - 4.2.1 promoting core values of respect, equality and diversity, democratic society, learner voice and participation;
 - 4.2.2 building staff and learner understanding of the issues and confidence to deal with them;
 - 4.2.3 deepening engagement with local communities; and
 - 4.2.4 actively working with local schools, local authorities, police and other agencies.

5. Teaching and Learning

- 5.1. To provide a curriculum which promotes knowledge, skills and understanding to build the resilience of learners, by undermining extremist ideology and supporting the learner voice.
- 5.2. This will be achieved through:
 - 5.2.1 embedding equality, diversity and inclusion, wellbeing and community cohesion;
 - 5.2.2 promoting wider skill development such as social and emotional aspects of learning;
 - 5.2.3 a curriculum adapted to recognise local needs, challenge extremist narratives and promote universal rights;
 - 5.2.4 teaching and learning strategies which explore controversial issues in a way which promotes critical analysis and pro social values as well as discussion and debate of issues;
 - 5.2.5 use of external programmes or groups to support learning while ensuring that the input supports college goals and values; and
 - 5.2.6 encouraging active citizenship and learner voice.

6. Learner and Learning Support

- 6.1. To ensure that staff are confident to take preventative and responsive steps working with partner professionals, families and communities.
- 6.2. This will be achieved through:
 - 6.2.1 establishing strong and effective learner and learning services;
 - 6.2.2 listening to what is happening in the College and the community;
 - 6.2.3 implementing anti-bullying strategies and challenging discriminatory behaviour;
 - 6.2.4 helping learners and staff know how to access support in College and or through community partners;
 - 6.2.5 Supporting problem solving and repair of harm;
 - 6.2.6 Supporting at risk learners through safeguarding and crime prevention processes; and
 - 6.2.7 Focussing on narrowing the attainment gap for all learners.

7. Managing Risks and Responding to Events

- 7.1. To ensure that the College monitors risks and is ready to deal appropriately with issues which arise. It will do this through:
 - 7.1.1 understanding the nature of the threat from violent extremism and how this may impact directly or

indirectly on the College;

- 7.1.2 understanding and managing potential risks within the College and from external influences;
- 7.1.3 responding appropriately to events in local, national or international news that may impact on learners and communities;
- 7.1.4 ensuring measures are in place to minimise the potential for acts of violent extremist within the College;
- 7.1.5 ensuring plans are in place to respond appropriately to a threat or incident within the College;
- 7.1.6 developing effective ICT security and responsible user policies (*the E-Safety Policy*);
- 7.1.7 incorporating the Prevent Duty into the existing Safeguarding Children and Vulnerable Adults
- 7.1.8 Policy and Procedures;
- 7.1.9 developing a staff development programme to raise awareness of the Duty and the roles and responsibilities that staff have as well as awareness of when and how to refer any concerns.

- 7.2. A Risk Assessment and Action Plan has been prepared which will be reviewed by the Director of Learning and Learner Services and presented to members of the Executive Leadership Team and Governing Body.