

SALUTEM PREVENT AND BRITISH VALUES POLICY

Issued by Gemma Kemp

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Scope and Purpose of the policy

Salutem is committed to ensuring that students and staff are not drawn into radicalisation/extremism and subsequently terrorism. This policy seeks to ensure that Salutem meets the Prevent Duty legal requirements. Prevent is a strand of the Government's counter terrorism strategy, CONTEST which aims to reduce the risk to the UK and its interests overseas from terrorism.

CONTEST is made up of:

- Pursue – to stop terrorist attacks
- Prevent – to stop people becoming terrorists or supporting terrorism
- Protect – to strengthen our protection against a terrorist attack
- Prepare – to mitigate the impact of a terrorist attack

This policy applies to all staff and students in Salutem and should be read in conjunction with our Safeguarding and Equality and Diversity Policies.

This policy is written with reference to the [Prevent duty guidance: for England and Wales \(accessible\)](https://www.gov.uk/government/guidance/prevent-duty-guidance-for-england-and-wales) - GOV.UK (www.gov.uk)

1. Introduction

- Section 26 of the Counter Terrorism and Security Act 2015 places a duty on specified authorities to have "Due regard, in the exercise of its functions, to the need to prevent people from being drawn into terrorism.
- The objectives of Prevent are to 1. Tackle the ideological causes of terrorism as this is what sets it apart from other acts of serious violence. 2. Intervene early to support people susceptible to radicalisation and 3. Enable people who have already engaged in terrorism to disengage and rehabilitate.
- Salutem is a specified authority in respect of its training provision and is committed to providing learners with the necessary skills and knowledge to keep themselves and others safe.
- The government has defined Extremism in the Prevent strategy as "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces".
- The government states that "Radicalisation means someone is being encouraged to develop extreme views or beliefs in support of terrorist groups and activities".

2. Aims of the Prevent and British Values Policy

- To promote and reinforce British Values
- To create a safe space for open debate

- To promote a sense of community cohesion both within our provision and in the wider community
- To create an environment that is free from bullying, harassment and discrimination and provide an inclusive learning environment
- To ensure learners know how to stay safe online, and that we listen to any learners' concerns and act on them
- To provide staff and students with sufficient training to be able to recognise vulnerability to radicalisation and extremism, and be aware of what action to take
- Know when to make referrals to the Channel programme and where to get additional advice and support
- To forge effective working relationships with external agencies; West Midlands Regional Prevent and local police teams

3. How do we promote British Values?

3.1 Democracy

- We operate a learner voice survey that takes the views of students seriously
- We design and deliver programmes so all learners are encouraged to make their voice heard. We encourage debates, freedom of expression and ensure that all students have their say on the course and relevant local/national issues
- We encourage respect for democracy and respect for the basis on which the law is made and applied in England. We promote cooperation with the democratic process making reference to local and global world events and we do not tolerate prejudiced behaviour and any radical and extreme views are challenged.

3.2 Rule of Law

- We enable learners to distinguish between right and wrong and respect the laws of England by encouraging learners to do what is right and challenge any ill-informed views of behaviours, including how to avoid radicalisation and discrimination
- We provide an appreciation that living under the rule of law protects citizens and is essential for wellbeing and safety by embedding the Health and Safety at Work Act into our programmes
- We hold our students to account on the rules within our centre and make all students aware of sanctions that are imposed should they fail to follow the rules

3.3 Individual Liberty

- We encourage learners to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those working in their own and wider community by ensuring at reviews that we discuss the requirement for taking reasonable care of their own and others' health and safety and the need to tell someone if anyone has any health and safety concerns.
- Learners are encouraged to take responsibility for their own choices, actions and decision and the impact they have on others. They are told of the importance of attending training regularly and being punctual and the impact of not doing this. They are asked about their wellbeing including mental health

awareness and given guidance on how to stay safe online. They are aware of who the DSL is and how to raise any concerns.

- Learners are encouraged to make informed positive choices about their future in terms of career next steps, their behaviour and life goals. We hold wider learning sessions on the behavioural requirements of the apprenticeship, financial management, mental health awareness, employability and careers.
- We enable learners to develop their self-esteem and confidence by creating a learning environment that allows them to develop these skills. We hold mock professional discussions and expect learners to work in pairs or groups and undertake team building training sessions as part of the wider learning programme.
- We actively encourage learners to reach their full potential by promoting independent learning, giving regular feedback and ensuring they record work related activities that are meaningful and show evidence of these skills
- We operate a zero tolerance in relation to any form of bullying and learners are encouraged to respect each other and each other's rights to be able to express an opinion free from fear – we do not tolerate prejudiced views

3.4 Mutual respect and tolerance for those from different beliefs and faiths

- Respectful behaviour is a key requirement of all staff and learners. It is embedded into our policies and practices to ensure that we actively promote an environment of mutual respect free from harassment or discrimination. Any disrespectful behaviour is immediately challenged and is not acceptable
- Equality and diversity is embedded into our learning through schemes of work, lesson planning, ILP's, progress reviews and monitored through learner feedback
- It is accepted that people are entitled to have their own faiths and beliefs or to not have any and all should be tolerated as protected by law. We encourage all our learners to respect each other and their rights to be able to express their opinions free from fear
- We encourage learners with different cultural traditions to talk to each other and work together to gain an appreciation of different cultures
- We encourage learners to respect one another particularly with regard to protected characteristics set out in the Equality Act 2010 and our Equality and Diversity Policy

4. Prevent Training for apprentices

We deliver specific information sessions on Prevent and British Values and we embed Prevent training into our curriculum. We have close links with our FE Prevent co-ordinator who keeps us up to date with current events. Our prevent training focuses on reducing the influence of radicalisers on susceptible audiences.

Our Prevent Training this includes reference to the following ([Prevent duty guidance: for England and Wales \(accessible\)](#) - GOV.UK (www.gov.uk)

Threat and risk

Prevent deals with all kinds of terrorist threats to the UK. Prevent's first objective is to tackle the ideological causes of terrorism. The ideological component of terrorism is what sets it apart from other acts of serious violence. Islamist ideology is resilient and enduring. Extreme Right-Wing ideology is resurgent. Other ideologies are less present, but still have the potential to motivate, inspire and be used to justify terrorism.

In the UK, the primary domestic terrorist threat comes from Islamist terrorism. Islamist terrorism is the threat or use of violence as a means to establish a strict interpretation of an Islamic society. For some this is a political ideology which envisions, for example, the creation of a global Islamic caliphate based on strict implementation of shari'ah law, drawing on political and religious ideas developed in the 20th century by

Sayyid Qutb and Abdallah Azzam. Many adherents believe that violence (or 'jihad' as they conceive it) is not only a necessary strategic tool to achieve their aims, but an individual's religious duty.

Extreme Right-Wing Terrorism describes those involved in Extreme Right-Wing activity who use terrorist violence to further their ideology. These ideologies can be broadly characterised as Cultural Nationalism, White Nationalism and White Supremacism. Individuals and groups may subscribe to ideological trends and ideas from more than one category. Unlike Islamist terrorist groups, Extreme Right-Wing terrorists are not typically organised into formal groups with leadership hierarchies and territorial ambitions, but informal online communities which facilitate international links.

Prevent also tackles other ideologies and concerns that may pose a terrorist threat. Established terrorist narratives exhibit common themes such as antisemitism, misogyny, anti-establishment, anti-LGBT grievances and religious or ethnic superiority. Left-Wing, Anarchist and Single-Issue Terrorism currently represents a significantly smaller terrorist threat to the UK than Islamist terrorism or Extreme Right-Wing Terrorism and is not currently present in the UK at any significant scale (although there has been some activity that has met a terrorism threshold in recent years). The majority of related activity in the UK has consisted of lawful protest, and where these have involved violence, it has resulted in offences relating to public order.

Conspiracy theories can act as gateways to radicalised thinking and sometimes violence. In some cases, a blurring of ideologies with personal narratives makes it harder to assess the risk that people may pose. The need to understand motivation and intent is why in some cases it can take time for an incident to be declared terrorism or not, and why sometimes it remains unclear.

Counter-terrorism efforts encounter a range of personal and ideological motivations to violence, where a traditional terrorist narrative may only be part of a much more complex picture. Terrorists can hold a range of personal grievances alongside the primary ideology for committing an attack. Individuals are increasingly adopting a mix of ideas from different ideologies into their grievance narratives. This contributes to the increasing challenge of assessing the motivation behind an individual's violence, determining the most appropriate mitigations to put in place and judging whether or not that violence constitutes an act of terrorism. It is possible that violent adherents to movements and subcultures, such as Involuntary Celibacy (Incels), could meet the threshold of terrorist intent or action, should the threat or use of serious violence be used to influence the government or intimidate the public.

5. Managing risks and responding to concerns

4.1 Embedding values

The values of respect and tolerance are embedded within the teaching and learning sessions, particularly the fundamental British values explained above. This is supported by discussions on a range of subjects that support values and value based decision making. Tutors are empowered to encourage open and safe debate

4.2 Staff training

All staff and directors of Salutem undertake annual Prevent and Safeguarding training as outlined in our Safeguarding Policy. This training enables them to identify and understand the factors that make people vulnerable to being drawn into extremism, the signs of radicalisation and the knowledge of Salutem

processes to report concerns. All training is recorded in the centralised CPD record. This training includes how to implement this policy.

4.3 Learner training

All learners undertake training in safeguarding and prevent in induction and throughout their training programme as part of the wider learning programme. When possible we invite the local prevent team and police in to meet our students and deliver training sessions and debate local issues.

4.4 Online safety

Salutem promotes online safety and educates staff and students about the responsible use of the internet and students are closely supervised during online teaching assessment and activities. All students are made aware of our IT policy and undertake training to stay safe online. Please refer to our IT policy for further details.

4.5 Reporting concerns about vulnerable students

Staff and students are expected to trust their professional judgement about whether someone is showing signs of radicalisation, and our Safeguarding Policy clearly states how to raise concerns. Please refer to this policy for full details of how to report a concern.

All concerns should be made to the DSL:-

Ross Green

Catherine St

Aston

B6 5RS

Tel 07701 353881

4.6 Referrals, Partnership and working with other agencies

Salutem will foster good working relationships with other agencies, including funding organisations, regional Prevent co-ordinator, police and Channel Scheme. Channel is a joint initiative involving safeguarding specialists, that offers help and guidance to people who may be at risk of becoming involved in extremism. Police help to screen any referrals and decide if intervention is considered appropriate. A Channel panel develops the most appropriate care package for the individual concerned. Salutem will share information with external agencies if appropriate to safeguard learners.

4.7 Learners transferring to another educational setting

Where appropriate, any prevent concerns about a learner moving on from Salutem to a new educational setting will have those concerns transferred with them to the new setting.

6. Responsibilities

5.1 All Staff

All staff and directors are responsible for undertaking training on preventing radicalisation and extremism, for promoting British Values and for making themselves aware of the procedures contained within this document and other Salutem policies. Training is recorded in the master CPD file.

5.2 All learners and visitors

All learners and visitors are expected to adopt the fundamental British values outlined above as explained during induction. If anyone feels that someone is not adopting these values, they must inform a member of Salutem staff or the DSL

5.3 Co-ordination and overall responsibilities – Directors and DSL

The directors have oversight responsibility for this policy and monitor and review prevent procedures in conjunction with the DSL. Directors also have oversight responsibility for the promotion of British values and how these values are embedded as part of Salutem's teaching and learning. The directors have overall strategic responsibility for the implementation of this policy. The Operations Director produces the



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Prevention of Radicalisation and Extremism Risk Assessment and Action Plan which is available to view and is constantly being updated.

Signed by Gemma Kemp
Director