

## Policy Review

This policy will be reviewed in full annually

The policy was last reviewed and agreed by Adam Russell, Head of Quality on 17<sup>th</sup> July 2018.

It is due for review in August 2019

## Aim of Policy

To ensure the Academy is a safe learning environment for all learners and to stop people becoming terrorists or supporting terrorism.

The British Academy of Jewellery believes equality and diversity is integral to our inclusive curriculum, creative innovation, national reputation and the richness of Academy life. We are committed to providing an environment that promotes safety, positive wellbeing, equality and celebrates diversity. This contributes to sustaining an accessible and inclusive environment for all learners, staff, alumni, governors, visitors, community and commercial partners that we engage with.

BAJ's learner body includes people aged 16 years + from ethnically, socially and economically diverse backgrounds. The age and profile of our learners make it crucial to be involved in the PREVENT strategy.

PREVENT is part of a Government initiative to develop a robust counter terrorism programme – CONTEST.

The PREVENT strategy seeks to:

- Respond to the ideological challenge of terrorism and aspects of extremism, and the threat we face from those who promote these views
- Provide practical help to PREVENT people from being drawn into terrorism and ensure they are given appropriate advice and support
- 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

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 currently at 'SEVERE' which means that a terrorist attack is a strong possibility.

Education, like other key sectors, has a responsibility to promote value, openness, tolerance and facilitating free debate, the attributes central to being a British citizen. BAJ seeks to embody these values of openness, free debate and tolerance, and promote them through the way we operate on all levels.

## **PREVENT and Safeguarding**

PREVENT is part of safeguarding at BAJ. The policy and procedures are well established and well understood by staff. Both are kept in a central location for quick access and reference. Reports which contain concerns raised under PREVENT are presented to the Safeguarding Team and the Senior Management Team on a weekly basis.

### **A Co-ordinated Strategy**

The British Academy of Jewellery has been working on a range of initiatives which supports the PREVENT agenda:

- Mission & Values steering groups
- Equality & Diversity Champions
- Learner Voice Activities and Council
- Safer recruitment
- Employer Forums
- Learner Engagement and Enrichment
- Continuous staff development training
- Staff and learner inductions

### **Links to other policies and documents**

Responding to PREVENT will require reference to other relevant guidance, policies and procedures. These will include policies and procedures relating to:

- Safeguarding Children and Vulnerable Adults
- Learner Charter
- Learner Handbook
- Admissions Policy
- Attendance & Punctuality Policy
- Health and Safety Policy
- Equality and Diversity Policy
- Bullying and Harassment Policy
- ICT Users Policy
- Employee Handbook

### **Key Objectives**

This strategy has five key objectives:

1. To promote and reinforce shared values; to create space for free and open debate; and to listen and support the learner voice.
  2. To break down segregation among different learner communities 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. To ensure the safety of learners and that the Academy is free from bullying, harassment and discrimination
  4. To provide support and appropriate sources of advice and guidance for learners who may be at risk
  5. To ensure that learners and staff are aware of their roles and responsibilities in preventing violent extremism and the process of declaring any concerns
- In order to achieve these objectives the strategy will concentrate on six areas;

## **1. Leadership, Management and Values**

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.

This will be achieved through:

- Promoting core values of respect, commitment, integrity and innovation including equality and diversity, democratic society, learner voice and participation
- Creating Equality & Diversity champions across the Academy staff, learners, community and business partners
- Building staff and learner understanding of the issues and confidence to deal with them
- Deepening engagement with local communities
- Actively working with local schools, local authorities, police and other agencies
- A designated senior manager to implement the PREVENT Duty Risk Action plan with effective consultation from the Local Authority and Police PREVENT leads, safeguarding consultants e.g. NSPCC, Islington Safeguarding Children Board and the Camden HE/FE PREVENT Coordinator
- A senior duty officer and system to manage critical incidents, respond to tensions on or off the Academy training sites which might impact upon staff, learners and/or public safety

## **2. Training**

All Academy staff members and Governors receiving WRAP (Workshop to raise awareness of PREVENT) training from the HE/FE PREVENT Coordinator based in Camden and Birmingham. Training is provided for new staff as part of the staff training programme and is part of the whole Academy safeguarding and child protection training plan

- Providing WRAP training to employers which will enable the Academy to further embed practice from across our stakeholders
- Training for class representatives once in post to raise their awareness of key factors and/or concerns
- Promoting safeguarding and PREVENT at learner inductions and distributing promotional literature to raise awareness

## **2. Teaching and Learning**

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.

This will be achieved through:

- Embedding equality, diversity and inclusion, wellbeing and community cohesion
- Promoting wider skill development such as social and emotional aspects of learning
- A curriculum adapted to recognise local needs, challenge extremist narratives and promote universal rights through various projects, events and campaigns
- Developing the learners critical thinking skills which will support them in resisting extremism
- Encouraging active citizenship/participation and learner voice
- Focussing on narrowing the attainment gap for all learners

- Identifying any vulnerabilities or worrying changes in learner behaviour and reporting it to the Designated Safeguarding Lead

### **3. Learner Support**

To ensure that staff are confident to take preventative and responsive steps working with partner professionals, families and communities.

This will be achieved through:

- Establishing strong and effective learner support services and processes
- Listening to what is happening in the Academy and the community through learner voice mechanisms including learner council and satisfaction surveys
- Implementing anti-bullying strategies and challenging discriminatory behaviour
- Helping learners and staff know how to access support in the Academy and/or through community partners
- Signposting or providing in-house welfare, pastoral and chaplaincy support that meets the demographic of our learners
- Signposting learners to external prayer facilities and ensuring good governance and management procedures are in place for activities in these facilities
- Supporting at risk learners through safeguarding and crime prevention processes
- Focussing on narrowing the attainment gap for all learners

### **4. Learner Engagement and Enrichment**

BAJ has started to implement a learner engagement and enrichment strategy to enable learners to engage at all levels of the organisation to shape and enhance the learner experience.

Initiatives are being explored or have been introduced to strengthen the cohesion of our learners and staff including:

- Learner Voice
- Learner Council
- Learner Progress Reviews
- Learner Induction sessions
- Enrichment activities
- Learner social activities
- Raising awareness and promoting events that celebrate our diverse learner community focusing on cultures and faith as part of the Equality, Diversity and Inclusion Calendar
- Supporting a multi-faith group where learners interact through structured discussions and debates
- Operating a text service line for learners to raise concerns to the safeguarding team
- Run a series of campaigns throughout the year in connection with the Learner Council and the Equality and Diversity Champions which provide opportunities to carry out PREVENT work.

### **5. Managing Risks and Responding to Events**

To ensure that the Academy monitors risks and is ready to deal appropriately with issues that may arise.

This will be achieved through:

- Understanding the nature of the threat from violent extremism and how this may impact directly or indirectly on the Academy
- Understanding and managing potential risks within the Academy and from external influences
- Head of Apprenticeships must ensure that all apprentices are free from radicalising influences in their workplace. This must be carried out in progress reviews and ensuring that the employer adheres to our Prevent policy.
- Introducing a new Safe Working Practice Guide which identifies the behaviours it expects from all staff
- Safer recruitment practice
- Lone working in and out of the workplace training for all relevant staff
- Robust risk assessments and reviews of visitors, lecturers, suppliers, employers and contractors
- Creating and monitoring a learner risk register and training admissions staff to be able to identify and raise concerns prior to a candidate enrolling on any of our programmes
- Supporting and encouraging staff to develop and use the skills required to challenge appropriately
- Develop learning/ expert coaches, delivery staff and class representatives who will have the knowledge, skills and confidence to lead debates about controversial issues
- Responding appropriately to events in local, national or international news that may impact on learners and communities
- Ensuring measures are in place to minimise the potential for acts of violent extremist within the Academy
- Creating an infrastructure and embedding processes and resources that will help to respond appropriately to a threat or incident within the Academy
- Developing effective ICT security and responsible user policies
- Referrals being made to Channel (a process which supports people at risk of being drawn towards terrorism) through the Designated Safeguarding Lead (DSL) who will refer to Channel if appropriate.
- Referring immediate causes for concern, where appropriate to our local Police Forces in London and Birmingham.
- Internal training to ensure that all staff know that they must contact the DSL immediately if they have concerns about a learner, a member of staff or an employer.

### **Managing Disclosures – Receive, Reassure, React and Record**

Guidance for Staff if a learner comes to them to raise a PREVENT concern about either themselves or another student.

#### **Receive**

- Do not ask questions or probe for information as this may contaminate evidence and prohibit a police investigation
- Listen to what is being said, without displaying shock or disbelief.
- Accept what is said.
- Make a note of what has been said as soon as practicable.

#### **Reassure**

- Reassure the learner, but only so far as is honest and reliable. For example, don't make promises you may not be able to keep eg 'I'll stay with you' or 'everything will be alright now'.
- Do reassure and alleviate guilt, if the learner refers to it. For example, you could say:
- You have been brave to tell me.
- I am glad you came to me.
- I am sorry this has happened.
- This was not your fault.
- We are going to do something together to get help.
- Do not promise to keep it a secret as your professional responsibilities require you to report the matter.

### **React**

- React to the learner only as far as is necessary for you to establish whether or not you need to
- Do not criticise the alleged perpetrator;
- Do not ask the learner to repeat it all for another member of staff. Explain what you have to do next and who you have to talk to. Reassure the pupil that it will be a DSL and no one else. Try to see the matter through yourself and keep in contact with the pupil. Ensure that if an interview undertaken by the Police is to follow, that the pupil has a support person present if the pupil wishes it (possibly yourself).

### **Record**

- Make some very brief notes at the time on any paper which comes to hand, and write them up as soon as possible.
- Do not destroy your original notes in case they are required by a court.
- Record statements and observable things, rather than your 'interpretations' or 'assumptions'.

### **Recording**

Concerns about students should be recorded on the individual/personal chronological form and put in a personal folder and on the the BAJ central 'at risk' log sheet., which will detail the concerns about a student, discussion with the appropriate Designated Person or in their absence, another appropriate member of the safeguarding team and parents or carers where appropriate and any agreed actions and outcomes.

Records should be signed and dated and kept in chronological order. Group actions minuted in child protection conferences/strategy meetings must be implemented.

Recording is a tool of professional accountability and is central to safeguarding and protecting students. It is not always possible to know whether a small or vague concern held today may increase as the days or weeks pass and later form the substance of a child or vulnerable adult protection referral. For this reason it is vital that concerns are recorded

accurately so that they can be monitored and emerging patterns noticed. All records will be kept in a secure storage facility that only the DSL and deputy DSL's will have access to. Private learner information concerning PREVENT issues will not be kept on our IT systems. We will however keep a password protected central log on our system to keep account of learners who have had a PREVENT issue. No detailed account of the issue will be kept on this log and only the Designated Safeguarding Lead and the Deputy Safeguarding Leads will have access to the password and central log..