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LEAD PERSON: GM in conjunction with DSLs		
VERSION	REVIEWER/APPROVAL SIGNATURE	REVIEW NOTES
Version 1 – 01.10.2020	<i>John Pitchforth</i>	On behalf of the Leadership Team
Version 2 – 01.10.2021	<i>John Pitchforth</i>	On behalf of the Leadership Team
Version 3 – 04.03.2025	<i>John Pitchforth</i>	On behalf of the Leadership Team
Version 4 – 01.06.2026	<i>Georgie Mann</i>	On behalf of the Senior Management Team

Prevent Policy

Policy Statement

The aim of the Prevent Policy is to create and maintain a safe, healthy and supportive learning and working environment for our students, staff and visitors alike. We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for students. We further recognise that if we fail to challenge extremist views, we are failing to protect our students from potential harm. As such the Prevent agenda, will be addressed as a safeguarding concern and added to the Safeguarding Procedure.

Prevent is one of 4 strands of the Government’s counter terrorism strategy – CONTEST. The UK currently faces a range of terrorist threats. Terrorist groups who pose a threat to the UK seek to radicalise and recruit people to their cause. Therefore, early intervention is at the heart of Prevent which aims to divert people away from being drawn into terrorist activity, before any criminal activity takes place by recognising, supporting and protecting people who might be susceptible to radicalisation.

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1. Aim

Heritage Skills Academy aims 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 violent extremism and ensure they are given appropriate advice and support.

2. Definitions

- **Extremism** is the 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.
- **Radicalisation** is the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

3. Key Objectives

- To promote and reinforce fundamental **British values** of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- To ensure student safety and that the establishment and community is free from bullying, harassment and discrimination.
- To provide support for students who may be at risk of radicalisation, and appropriate sources of advice and guidance.
- To ensure that students and staff are aware of their roles and responsibilities in preventing violent and non-violent extremism.

This will be achieved through:

- Ensuring that core values of respect, equality and diversity, democratic society, learner voice and participation are promoted at all stages of a student's learning programme.
- Building staff and student understanding of the issues and confidence to deal with them through mandatory staff training, specialist tutorials, awareness campaigns and community engagement activities.
- Embedding British Values, equality, diversity and inclusion, wellbeing and community cohesion throughout the curriculum.

To ensure that staff take preventative and responsive steps, working with partner professionals, families and communities. This will be achieved through:

- Strong, effective and responsive student support services.
- Implementing anti-bullying strategies and challenging discriminatory behaviour.
- Recognising factors that may increase risk to a student, i.e. vulnerability, disadvantage or hardship, and implementing early risk management strategies.

- Supporting 'at risk' students through safeguarding processes.
- Working collaboratively with employers and other stakeholders to promote support for all students.
- The risk of apprentices, learners or staff being drawn into terrorism is assessed in the HSA Safeguarding and Prevent Risk Assessment, which is reviewed at least annually by the General Manager in conjunction with the Designated Safeguarding Leads.

4. Promoting British Values

Heritage Skills Academy actively promotes British Values through curriculum delivery, learner engagement activities, tutorials, enrichment programmes and employer engagement. Learners are encouraged to develop an understanding of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Opportunities are provided for learners to discuss and challenge issues respectfully and safely.

5. Roles and Responsibilities

Senior staff members: - have a legal responsibility under the Prevent Duty to make sure they have undertaken training in the Prevent Duty. Additionally, we must ensure that:

The General Manager is HSA's designated senior lead for Prevent and is accountable for the implementation of this policy and of the Safeguarding and Prevent Risk Assessment.

- All staff will receive Prevent awareness training as part of induction and refresher training thereafter.
- Staff are aware of when it is appropriate to refer concerns about students, learners or colleagues to the Designated Safeguarding Leads.
- Staff will actively promote British Values through their conduct, teaching and interactions with learners.

The Designated Safeguarding Lead (DSL)

HSA procedures name the DSLs and provide contact details. The Designated Safeguarding Leads take lead responsibility for child protection and wider safeguarding, supported and overseen by the General Manager. A Deputy DSL is also named below.

The DSL will be available during work hours for staff to discuss any Prevent or safeguarding concerns.

When the DSLs are absent, the Deputy DSL will act as cover.

The DSLs will be given the time, funding, training, resources and support to:

- Provide advice and support to staff on safeguarding and welfare matters relating to children, young people and adults at risk.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

- Support the General Manager in managing and reviewing the Safeguarding Register

The DSLs will also keep the General Manager informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The Designated Safeguarding Leads are:

- Jess Richardson - 07460 658584 jr@heritageskillsacademy.co.uk
- Kaela Miller - 07510 827406 mm@heritageskillsacademy.co.uk
- Kyra Hill (Deputy) – 07920 038050 kh@heritageskillsacademy.co.uk

All Staff have a responsibility to:

- Create and support an ethos that upholds and promotes an environment of respect, equality and diversity and inclusion.
- Report any concerns around extremism or radicalisation via the safeguarding reporting channels or to their line manager to do so.
- Participate in engagement with local communities, schools and external organisations as appropriate.
- Manage risks and respond appropriately to a threat, safeguarding concern or incident within the establishment.

Any concerns relating to radicalisation or extremism must be reported immediately to a Designated Safeguarding Lead using the organisation's safeguarding reporting procedures. Concerns will be assessed on a case-by-case basis. Where a referral is appropriate, it will be made by a Designated Safeguarding Lead using the Prevent national referral form, submitted to the local authority Prevent team or the police, and considered for adoption by a Channel panel. Where there is an immediate risk to life, staff must call 999.

6. Recognising Vulnerability to Radicalisation

There is no single profile of a person who may be vulnerable to radicalisation, and vulnerability can affect individuals of any age, background, faith, ethnicity, gender or socio-economic group. Staff should be aware that vulnerability to radicalisation may be linked to a range of factors including personal circumstances, social isolation, mental health concerns, experiences of discrimination, significant life events, or a desire for belonging, identity or purpose.

Potential indicators that may suggest a learner is vulnerable to radicalisation include, but are not limited to:

- Sudden or significant changes in behaviour, appearance or attitude.
- Expressing increasingly extreme political, religious or ideological views.
- Demonstrating intolerance towards individuals or groups with different beliefs, cultures or lifestyles.
- Justifying the use of violence to solve social, political or religious issues.
- Becoming withdrawn from friends, family or usual social groups.
- Associating with individuals known to hold extremist views.
- Accessing, sharing or promoting extremist literature, websites or online content.

- Showing an unhealthy fixation on a particular cause, ideology or grievance.
- Using language associated with extremist groups or narratives.
- Rejecting previously held values and becoming unwilling to engage in respectful discussion or challenge.
- Displaying a sense of victimisation, persecution or injustice that appears disproportionate or obsessive.
- Expressing support for individuals, groups or acts associated with terrorism or violent extremism.

It is important to recognise that the presence of one or more indicators does not necessarily mean that an individual is being radicalised. These behaviours may be linked to other welfare, safeguarding or personal issues. Staff should avoid making assumptions or judgements based on protected characteristics, faith, ethnicity, nationality or political beliefs.

Where concerns arise, staff should apply professional curiosity, seek advice from the Designated Safeguarding Lead (DSL), and follow the organisation's safeguarding reporting procedures. Concerns should be recorded promptly and factually, ensuring that observations are evidence-based and free from personal opinion.

7. Online Safety

HSA recognises that radicalisation can occur online through social media, gaming platforms, websites, forums and messaging applications. Staff will promote safe online behaviour and challenge harmful content where identified.

8. Links with other policies and key documents

Ensure compliance by using this policy in conjunction with the following policies and procedures (this list is not exhaustive): Safeguarding & Child Protection Policy, Equality & Diversity Policy, Health and Safety Policy, Safer Recruitment Policy, Whistle Blowing Policy.

This Policy supports compliance with:

- Counter-Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2025)
- Working Together to Safeguard Children (2026)
- Prevent Duty Guidance for England and Wales (2023)

9. Monitoring Arrangements

This policy will be reviewed by the General Manager in conjunction with the DSLs at least annually.