

# Prevent and British Values Policy

## General Policy Statement

Quest Training is committed to ensuring that all stakeholders are aware of our PREVENT and British Values Policy and how this is embedded throughout all areas of our curriculum offer and delivery model.

Quest Training is committed to ensuring that all staff are trained in PREVENT and British Values, and continue to update their CPD in this area and attend regular relevant training and development sessions/formal courses and qualifications as identified and implemented by Quest's Safeguarding Lead.

Prevent is one of four 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.

The Prevent Policy applies to everyone working or learning at Quest Training and it places responsibilities on all Directors, Governance, the management team, staff (employed and self-employed) and apprentice/learners and visitors.

Prevent happens before any criminal activity takes place by recognising, supporting, and protecting people who might be susceptible to radicalisation.

The national Prevent Duty confers mandatory duties and responsibilities on a range of public organisations and seeks to:

1. Respond to the ideological challenge of terrorism and aspects of extremism, and the threat we face from those who promote these views.
2. Provide practical help to prevent people from being drawn into terrorism and violent extremism and ensure they are given appropriate advice and support.
3. Work with a wide range of sectors, when necessary, where there are risks of radicalisation which needs to be addressed, including education, criminal justice, faith, the internet, and health.

In addition, as part of Quest Training's Prevent Strategy is Quest's commitment to promoting British Values as detailed within this Policy.

## Definitions

The following are commonly agreed definitions within the Prevent duty:

1. An ideology is a set of beliefs.
2. Radicalisation is the process by which a person comes to support terrorism and forms of extremism that may lead to terrorism.
3. Safeguarding is the process of protecting vulnerable people, whether from crime, other forms of abuse or from being drawn into terrorism-related activity.
4. Terrorism is an action that endangers or causes serious violence, damage or disruption and is intended to influence the government or to intimidate the public and is made with the intention of advancing a political, religious, or ideological agenda.
5. Vulnerability describes factors and characteristics associated with being susceptible to radicalisation.
6. Extremism is vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual and mutual respect and tolerance of different faiths and beliefs.

## Aims

The aim of the Prevent Policy is to create and maintain a safe, healthy, and supportive learning and working environment for our learners, staff, and visitors alike. We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for apprentices/learners.

We further recognise that if we fail to challenge extremist views, we are failing to protect our apprentices/learners from potential harm. As such the Prevent agenda will be addressed as a safeguarding concern. However, the policy is not designed to stifle legitimate debate or engagement in activities in the communities we live in.

## Leadership and Values

To create and maintain an ethos that upholds core values of shared responsibility and wellbeing for all apprentices/learners, staff and visitors whilst promoting respect, equality and diversity and understanding.

### **This will be achieved through:**

1. Promoting core values of respect, equality and diversity, democratic society, learner voice and participation.
2. Building staff and learner understanding of the issues and confidence to deal with them through mandatory staff training.
3. Building closer links within the sector we work in

### **Teaching and Learning:**

To provide a programme that promotes British Values, knowledge, skills and understanding, to build the resilience of apprentices/learners by undermining extremist ideology and supporting the learner voice.

This will be achieved through:

1. Embedding British Values, equality, diversity and inclusion and wellbeing throughout the programme
2. promoting wider skills development such as social and emotional aspects of learning
3. Teaching, learning and assessment strategies that explore controversial issues in a way that promotes critical analysis
4. Encouraging active citizenship and the learner voice.

### **Apprentice/Learner Support**

To ensure that staff take preventative and responsive steps. This will be achieved through:

1. Strong, effective, and responsive apprentice/learner support services.
2. Implementing anti-bullying strategies and challenging discriminatory behaviour.
3. Recognising factors that may increase risk to an apprentice/learner, i.e., vulnerability, disadvantage, or hardship, and implementing early risk management strategies.
4. Ensuring that apprentices/learners and staff know how to access support in-house and/or via community partners.
5. Supporting apprentices/learners with problem solving and repair of harm.
6. Supporting 'at risk' apprentices/learners through safeguarding and the crime prevention processes.
7. Focusing on narrowing the attainment gap between the different groups of apprentices/learners.

8. Working collaboratively to promote support for apprentices/learners across Quest Training especially as the apprentice/learners are in an offsite location.

## Vulnerability/Risk Indicators

The following lists are not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable people experiencing these factors are automatically at risk of exploitation for the purposes of extremism.

The accepted view is that a complex relationship between the various aspects of an individual's identity determines their vulnerability to extremism. There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences. The following indicators may help to identify factors that suggest a person, or their family may be vulnerable or involved with extremism:

### **Vulnerability**

#### Identity Crisis:

Distance from cultural/religious heritage and uncomfortable with their place in the society around them.

#### Personal Crisis:

Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging.

#### Personal Circumstances:

Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.

#### Unmet Aspirations:

Perceptions of injustice; feeling of failure; rejection of civic life.

#### Criminality:

Experiences of imprisonment; poor resettlement/reintegration, previous involvement with criminal groups.

#### Access to extremist influences:

Reason to believe that the person associates with those known to be involved in extremism  
Possession or distribution of extremist literature/other media material likely to incite racial/religious hatred or acts of violence  
Use of closed network groups via electronic media for the purpose of extremist activity

### **Risk Indicators**

- Experience of peer, social, family or faith group rejection
- International events in areas of conflict and civil unrest had a personal impact on the person resulting in a noticeable change in behaviour.
- Verbal or written support of terrorist attacks
- First-hand experience of racial or religious hate crime
- Extended periods of travel to international locations known to be associated with extremism.
- Evidence of fraudulent identity/use of documents to support this

- Experience of disadvantage, discrimination, or social exclusion
- History of criminal activity
- Pending a decision on their immigration/nationality status
- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations
- Significant changes to appearance/behaviour

## British Values

Quest Training works hard to promote values which ensure that learners develop a strong sense of social and moral responsibility.

According to Ofsted, 'fundamental British values' are:

1. Democracy.
2. The rule of law.
3. Individual liberty.
4. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

We want to prepare learners for life in modern Britain by developing an understanding of British Values

These values underpin the work we do as they are embedded and promoted within Quest Training's programmes and through other experiences that apprentices/learners receive throughout their apprenticeship/qualification.

Quest Training is responsible for providing a programme which: -

1. Is broad and balanced, complies with statutory requirements and provides a wide range of subjects which prepare students for the opportunities, responsibilities, and experiences of life in Modern Britain.
2. Actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance.
3. Promotes tolerance of and respect for people of all faiths, no faith and of different cultures through the effective spiritual, moral, social, and cultural development of pupils.

Quest Training believes that we must allow our apprentices/learners to develop and recognise right from wrong, resolve conflicts, understand and explore diversity, develop a moral code, understand others' beliefs and understand how communities function. These qualities will prepare them for their next steps and allow them to participate fully in life in Modern Britain.

## Roles and responsibilities

### **Directors of Quest Training:**

Directors of Quest Training have a legal responsibility under the Prevent Duty to make sure they have undertaken training in the Prevent Duty. Additionally, they must ensure that:

1. All staff have undertaken training in Prevent Duty and this is update regularly.
2. All staff are aware of when it is appropriate to refer concerns about apprentices/learners or colleagues to the Safeguarding Lead.
3. That all staff and apprentices/learners are aware of who is the Safeguarding and Prevent Lead.
4. All staff exemplify British Values into their teaching; and policies and procedures to implement the Prevent Duty are in place and acted on where appropriate.

### **All Staff:**

All staff at Quest Training have a responsibility to:

1. Create and support an ethos that upholds the Company's mission, vision and values including British Values, to create an environment of respect, equality and diversity and inclusion.
2. Attend Prevent training to have the skills to recognise those who may be vulnerable to radicalisation, involved in violent or non-violent extremism, and to know the appropriate action to take if they have concerns.
3. Report any concerns around extremism or radicalisation via the safeguarding reporting channels.
4. Support the development of staff and apprentice/learner, understanding of the issues around extremism and radicalisation.
5. Participate in engagement with external organisations as appropriate.

## Managing risks and responding to events

Quest Training will ensure that it monitors risks and is ready to deal appropriately with issues which arise through the following: -

1. Understanding the nature of threat from violent extremism and how this may impact directly and indirectly on Quest Training
2. Identifying, understanding, and managing potential risks within Quest Training from external influences
3. Responding appropriately to events reported via local, national, or international news that may impact on apprentices/learners.
4. Ensuring plans are in place to minimise the potential for acts of violent or non-violent extremism within Quest Training
5. Ensuring measures are in place to respond appropriately to a threat or incident within Quest Training and continuously reviewing and developing effective ICT security.

## Employers and the Prevent and British Values Policy

The contract that employers sign includes complying with Quest Trainings Prevent and British Values policy. The importance of this, in all its aspects, is stressed to new employers when they agree to contract with Quest Training and support apprentices/learners in their workplace.

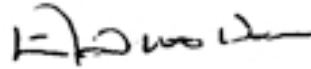
## General

This Policy should not be read in isolation but is designed to be read in conjunction with Quest Training's

- Safeguarding policy,
- Equality Diversity and Inclusion Policy,
- Health and Safety Policy,
- Whistleblowing Policy,
- E-Safety Policy,
- Low Level Policy,

This Policy will be reviewed as part of Quest Training's Quality Assurance Cycle.

I confirm that this Policy is authorised and approved by Elaine Wain – Strategic Director.



Date: 1st September 2023

Review date: September 2024