



**Policies and Procedures
2023-24**

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| Approved by | | | |
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Northumberland Skills

NS-P217 Prevent and Counter Terrorism Policy

Northumberland Skills takes its responsibilities for safeguarding very seriously. In accordance with the Counter Terrorism and Security Act the Northumberland Skills has a responsibility to prevent people from being drawn into terrorism and participates fully in such work. This policy covers staff, learners and apprentices.

Prevent is a strand of the Government counter terrorism strategy – 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. The Prevent strategy seeks to:

- respond to the ideological challenge of terrorism and aspects of extremism, and the threat faced from those who promote these views.
- provide practical help to stop 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, social media 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 severe which means that a terrorist attack is highly likely.

As at October 2021

Northumberland Skills is an education provider for the 16 – 65-year age group, this includes apprentices who either work for Northumberland County Council or with private companies and organisations, including young people from ethnically diverse and socially and economically disadvantaged areas. The age and profile of learners and apprentices make it crucial to be actively involved in the Prevent strategy. Northumberland Skills has a part to play in fostering shared values and promoting cohesion. Extremist ideology runs counter to Northumberland Skills and British values which make our community successful such as respect and tolerance for others, the rights of all to live and study free from persecution of any kind, freedom of speech, democracy, the rule of law and equality of opportunity and treatment. Extremism promotes fear and division and actively seeks to cause destructive relationships between different communities.

This strategy has five key objectives:

1. To promote and reinforce Northumberland Skills and British values; to create space for free and open debate; listen and support the learner voice and enable learners and apprentices to develop their self-knowledge, self-esteem and self-confidence.
2. To promote social cohesion 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 learner and apprentice safety and that the Northumberland Skills is free from bullying, harassment and discrimination.
4. To provide support for learners and apprentices who may be at risk and appropriate sources of advice and guidance.
5. To ensure that learners, apprentices and staff are aware of their roles and responsibilities in preventing terrorism and radicalisation.

In order to achieve these objectives, the strategy will concentrate on four areas:

Leadership and Values

To provide an ethos which upholds core values of shared responsibility and wellbeing for all learners, apprentices, staff and visitors and promotes respect, equality and diversity and understanding. This will be achieved through:

- promoting Northumberland Skills values of commitment, learning, partnership, respect, standards and trust
- building staff, learners and apprentices 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

Teaching and Learning

To provide a curriculum which promotes knowledge, skills and understanding to build the resilience of learners, by undermining extremist ideology and enabling learners and apprentices to acquire a broad knowledge of and respect for public institutions. This will be achieved through:

- embedding equality, diversity and inclusion, wellbeing and community cohesion
- promoting wider skills development such as social and emotional aspects of learning
- a curriculum adapted to recognise local needs, challenge extremist narratives and promote universal rights
- learning and teaching strategies which explore controversial issues in a way which promotes critical analysis and pro social values
- use of external programmes or groups to support learning while ensuring that the input supports Northumberland Skills goals and values

- encouraging active citizenship and facilitating learners and apprentices to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to society

Staff will monitor and report any changes in behaviour witnessed by any learner or apprentice in learning.

Radicalisation in young people can happen over a long period of time. In some cases, it is triggered by a specific incident or news item and can happen much quicker. Sometimes there are clear warning signs of radicalisation, in other cases the changes are less obvious.

The teenage years are a time of great change and young people often want to be on their own, easily become angry and often mistrust authority. This makes it hard to differentiate between normal teenage behaviour and attitude that indicates one of our learners or apprentices may display if they have been exposed to radicalising influences.

The following behaviours listed here are things staff may identify as possible radicalisation of a learner, apprentice, or employee:

Outward appearance of learners or apprentices

- Becoming increasingly argumentative
- Refusing to listen to different points of view
- Unwilling to engage with students who are different
- Becoming abusive to students who are different
- Embracing conspiracy theories
- Feeling persecuted
- Changing friends and appearance
- Distancing themselves from old friends
- No longer doing things they used to enjoy
- Converting to a new religion
- Being secretive and reluctant to discuss their whereabouts
- Sympathetic to extremist ideologies and groups

Online behaviour

- Changing online identity
- Having more than one online identity
- Spending a lot of time online or on the phone
- Accessing extremist online content
- Joining or trying to join an extremist organisation
- Staff know all our learners and apprentices well, so are in a prime position to recognise if they're acting out of character. We trust our staff to have confidence in their professional judgement and seek advice if something feels wrong.

Learner and Apprentice 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:

- maintaining strong and effective support services for all learners and apprentices
- listening to what is happening in Northumberland Skills and the community and taking action as necessary
- implementing anti-bullying strategies and challenging any discriminatory behaviour
- helping learners, apprentices and staff know how to access support in Northumberland Skills and or through community partners
- supporting any at risk learners, including apprentices through safeguarding and crime prevention processes
- focusing on narrowing the attainment gap for all learners including apprentices.

Our duty.

Since July 2015, schools and colleges have a legal responsibility to “have due regard to the need to prevent people from being drawn into terrorism”.

The Prevent duty: departmental advice for schools and childcare providers offers guidance on this.

Given the rise of extremist voices it’s important that we all know how to protect learners and apprentices from this threat. Understanding how the Prevent duty is embedded as part of our services wider safeguarding policies help staff to:

Protect all learners including apprentices from radicalising influences

Build our services resilience to extremist narratives

Identify any vulnerabilities or worrying changes in behaviour

Know what to do if you have concerns about a learner or apprentice

Prevent is not about spying on learners or apprentices or intruding unnecessarily into their families. It’s about making sure we can identify worrying behaviour and know how to refer those individuals who may be at risk of radicalisation for appropriate support.

There are several things we do to increase our learners and apprentices’ resilience to extremist narratives, such as:

- Making sure our classroom is a safe space where individuals can discuss ideas and controversial issues freely and openly
- Providing skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments
- Promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs

Managing Risks and Responding to Events

Northumberland Skills must be able to demonstrate an awareness and understanding of the risk of radicalisation, appreciating that this can change rapidly. Northumberland Skills has used existing mechanisms for understanding the risk of radicalisation; ensuring that the duty is communicated and that staff understand the risk and have the capabilities to deal with any concerns.

To ensure that the Northumberland Skills monitors risks and is ready to deal appropriately with issues which arise.

It will:

- understand the nature of the threat from violent extremism and how this may impact directly or indirectly on the Northumberland Skills
- understand and manage potential risks within the Northumberland Skills and from external influences
- respond appropriately to events in local, national or international news that may impact on learners and communities
- ensure measures are in place to minimise the potential for acts of violent extremist within the Northumberland Skills
- ensure plans are in place to respond appropriately to a threat or incident within the Northumberland Skills
- develop effective e-safety and responsible user policies

An action plan has been prepared (Appendix A) which will be monitored by the DSL Officer.

Filtering and Monitoring

Filtering and Monitoring - *Keeping Children Safe in Education 2023*

In March 2023, the Department for Education published (DfE) new filtering and monitoring standards. Schools and colleges need to be meeting these standards straightaway.

The use of technology has also become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

The Department for Education's statutory guidance 'Keeping Children Safe in Education' obliges schools and colleges in England to "ensure appropriate filters and appropriate monitoring systems are in place. Children should not be able to access harmful or inappropriate material from the school or college's IT system" however, schools will need to be careful that over blocking does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and

safeguarding.”

In Keeping Children Safe in Education 2023 (DfE), filtering and monitoring has been given greater emphasis and stresses that everyone needs to understand their role in it, that it is checked and reviewed, at least annually, and that DSLs should take lead responsibility.

The tragic death of Frankie Thomas makes it clear why schools and colleges must ensure new filtering standards from the government are taken seriously and acted upon.

The Department for Education’s statutory guidance ‘Keeping Children Safe in Education’ obliges schools and colleges in England to “ensure appropriate filters and appropriate monitoring systems are in place. Children and young people should not be able to access harmful or inappropriate material from the school or college’s IT system” however, schools and colleges need to be careful that over blocking does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.”

Whilst internet filtering has always been provided by schools, it is the ‘strengthened measures’ that are now a key part of Ofsted online safety during inspections. It is important to recognise that no filtering systems can be 100% effective and need to be supported with good teaching and learning practice and effective supervision. The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part by the risk assessment required by the Prevent Duty.

Our staff will ensure that they follow our policy with regard to appropriate use of the internet and that they use the service reporting mechanisms to alert leaders to any breaches in filtering and monitoring systems.

This policy will be monitored as part of Northumberland Skills annual internal review and reviewed on a three year cycle or as required by legislature changes.

This policy links to the following policies and procedures:

- Staff Code of Conduct Policy
- Child Protection and Safeguarding Policy • Prevent Duty Policy

Useful links and resources

Department for Education

Keeping Children Safe In Education (DfE)

Meeting digital and technology standards in schools and colleges (DfE)

Prevent Strategy July 2023

Broadband internet standards for schools and colleges (DfE)

Cyber security standards for schools and colleges (DfE)

Data protection policies and procedures (DfE)

Home Office

The Prevent duty: safeguarding learners vulnerable to radicalisation (Home Office)

Information Commissioner's Office

Data Protection Impact Assessment (DPIA) (ICO)

London Grid for Learning (LGfL)

Online Safety Audit (LGfL)

South West Grid for Learning (SWGfL)

Online Safety Review (360Safe) (SWGfL)

National Cyber Security Centre

Cyber security training for school staff

UK Safer Internet Centre

2023 Appropriate filtering and monitoring definitions published (UK Safer Internet Centre)

Test Your Internet Filter (UKSIC / SWGfL)

Filtering provider responses - self-certified by service providers (UKSIC)

A Guide for education settings and filtering providers (UKCIS)

Establishing appropriate levels of filtering (UKSIC)

Online safety in schools and colleges: questions from the governing board (UKCIS)

Our service has a robust system of control for filtering and monitoring which is governed by Northumberland County Council. Any breach of our protocols are automatically sent to our ITC staff member and Safeguarding lead(s). This is then recorded on Tootoot and the individual learner is then on track for a disciplinary under our behaviour policy.

Procedure

Northumberland Skills views Prevent within the safeguarding responsibilities as well as fitting with the wider educational role, promoting community cohesion and teaching learners and apprentices to respect others. As such, should there be a concern; this should be reported in accordance with our Safeguarding Policy.

Brian Harrison August 2023

Appendix A

Counter Terrorism 2019/22 – Action Plan for Learners and Apprentices

| Objective | Action | Who | When | Progress to |
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Prevent Strategy July 2023

| | | | | Date |
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| Develop and deliver educational curriculum and activities which will challenge and undermine ideologies that drive resentment between communities | Ensure the curriculum meets local need, challenges extremist narratives and promotes human rights, British values, equality and diversity | Head of Service | Sept 2020 on ongoing | Plans are being developed to roll out in the new academic year |
| Participate in projects and activities with the local community which challenge assumption and offer positive alternatives to extremism | Engage with appropriate community projects and key contacts to assist in raising awareness | Community | Jan 2023 | The community dimension is being planned for 2015/16 |
| Recognise the impact and reach of the internet as well as the risks and access to unregulated and misleading information | Review Acceptable Use and associated policies Raise awareness amongst staff and learners of digital safety through training and awareness raising | Safeguarding and Prevent Officer | Immediate Sept 2022 | The Acceptable Use policy has been reviewed and training planned. General safety information can be found at www.thinkyouknow.co.uk |
| Review Northumberland Skills processes and policies to ensure that they are relevant and reflect the statutory requirements of the Northumberland Skills | Review Business Continuity and Disaster Management Policy and refresh the Prevent self-assessment and work towards actions identified Amend Safeguarding policies and procedure | Safeguarding and Prevent Officer | Immediate Immediate | The disaster management policy has been updated and considered by the SMT completed |
| Work with learner groups to project positive images of all faiths | Embed activities into tutorial calendar with particularly reference to equality and | Safeguarding and Prevent Officer | Sept 2020 | The calendar will incorporate this for 2020 onwards |

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| | <p>diversity and faith.</p> <p>Use e.g. Loudmouth and other organisations to promote awareness and challenge extremist ideals.</p> <p>Work with Race equality groups to generate ideas and materials.</p> <p>Engage with advisors from the major faith groups to provide expertise and encourage inter-faith dialogue.</p> | | | |
| <p>Understanding the issues : raising awareness of local, national and international threats and how the Northumberland Skills can contribute to preventing/reducing these threats</p> | <p>Deliver staff training to raise awareness without being sensationalist</p> <p>Managers staff to attend training event to gain understanding of the Prevent agenda and the Northumberland Skills' role within it.</p> <p>Ensure training is cascaded to all Northumberland Skills staff with the aim of staff being able to recognise where a learner may be vulnerable and know what steps to take to follow this up.</p> | Safeguarding and Prevent Officer | <p>June 2020</p> <p>Sept 2020/2023</p> | <p>Training was delivered by police liaison office</p> |
| <p>Delivery in both Spring and Autumn conferences on themes linked to Prevent.</p> | <p>Cascaded training to staff from all areas of the organisation including Tootoot referral processes.</p> | | <p>2020/2023</p> | <p>Delivered by London Home Office specialist.</p> |

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| <p>Email safeguarding updates on Dovetail pilot scheme and hot topics to all staff.</p> | <p>Monthly emails to staff on new themes around Prevent and safeguarding.</p> | <p>2022/23 Oct 2020</p> | <p>Trained by BH Delivered by BH</p> |
| <p>Prevent update Training in conjunction with Home Office and Dryden Centre Gateshead.</p> | <p>BH attended for accreditation purposes.</p> | <p>April 2021</p> | <p>Via Teams in CPD session</p> |
| <p>Training to apprentices/employers in Construction Centre.</p> | <p>Delivered to 48 apprentices and 13 employers.</p> | <p>Jan, March May 2019</p> | <p>Via teams</p> |
| <p>Chaired and take part in DSL Leads networking group with local authorities</p> | <p>Gateshead, S Tyneside, N Tyneside, Sunderland, Durham and Gateshead.</p> | <p>June/July 2021 2021</p> | |
| <p>Organised 4 training sessions on WRAP training for staff.</p> | <p>Alnwick Friday 15th June 10am to 1pm The Fuse Prudhoe Friday 22nd June 10am to 1pm Northumbria House Friday 6th July 10am to 1pm Wansbeck Workspace Friday 13th July 10am to 1pm</p> | <p>18/01/2023</p> | <p>Risk and Threat by C Sybenga Staff CPD week presentation to staff</p> |