



Prevent and British Values Strategy

TDM have a duty to safeguard their students and all people we work with. This strategy needs to be read in conjunction with our safeguarding policy and our equal opportunities policy.

Prevent is about safeguarding our students to keep them both safe and within the law.

According to Ofsted, 'fundamental British values' are:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

TDM staff have a duty that learners and employers are aware of PREVENT and British Values.

Prevent

The Prevent Duty is not about preventing students from having political and religious views and concerns but about supporting them to use those concerns or act on them in non-extremist ways.

TDM is committed to training its staff in regards to the Prevent duty:

- Staff can access the below link resources link to support them to adopt the prevent duty:

<http://www.preventforfeandtraining.org.uk/>

- TDM staff need also attend training and awareness raising events from the different funding partners we work with. This will be communicated to the staff member as and when training is available.
- All delivery staff need to undertake and awareness online course at :

http://course.ncalt.com/Channel_General_Awareness/01/index.html

after training is completed staff need to send their certificate to the operations director.

CHANNEL is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation. CHANNEL uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children's and youth services and offender management services), the police and the local community to identify individuals at risk of being drawn into terrorism; assess the nature and extent of that risk; and develop the most appropriate support plan for the individuals concerned. CHANNEL is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs.

What are terrorism, extremism and radicalisation?

The current UK definition of terrorism is given in the Terrorism Act 2000. This defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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. This also includes calls for the death of members of our armed forces, whether in this country or overseas.

Radicalisation is the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

What makes a person vulnerable to radicalisation?

There is no single profile of a person likely to become involved in extremism, and the process of radicalisation is different for every individual. Radicalisers use normal social processes such as loyalty, self-perception, and fear of exclusion to influence their targets; it is not simply people with low intelligence or from deprived backgrounds who are susceptible as it is often tempting to assume.

Why is it important to act early?

When we think of terrorism we tend to think of 9/11, 7/7 and bombs going off. However this is only the result of terrorism, resulting from months or years of recruitment, radicalisation and advance planning. These hidden early aspects of terrorism can and do happen anywhere.

What are the indicators of vulnerability to radicalisation?

Safeguarding children and young people from radicalisation is no different from safeguarding them from other forms of harm. TDM encourage staff to trust their judgement and use their existing professional knowledge.

Indicators for vulnerability to radicalisation are : family tensions, sense of isolation, migration and distance from cultural heritage, experience of racism or discrimination, feeling of failure etc. Those in the process of being radicalised may become involved with a new group of friends, search for answers to questions about identity, faith and belonging, possess violent extremist literature or advocate violence actions, change their behaviour and language, seek to recruit others to an extremist ideology.

It is vital to note that children and young people experiencing these situations or displaying these behaviours are not necessarily showing signs of being radicalised. There could be many other reasons for the behaviour including those you are already familiar with – alcohol or drug abuse, family break down, domestic abuse, bullying etc or even something more minor.

TDM staff can refer to the safeguarding policy for the procedures on how to report an issue if there is reason for concern.

British Values

The government set out its definition of British values in the 2011 Prevent Strategy. This definition has five parts:

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect.
- Tolerance of those of different faiths and beliefs.

All schools in Britain have a duty to promote British Values and ensure young people leave school prepared for life in modern Britain.

TDM have a duty to 'actively promote' to all their students the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

These values were first set out by the government in the Prevent strategy in 2011 and make clear that we must actively promote the fundamental British values set out above and that we must actively promote the specified principles, including furthering tolerance and harmony between different cultural traditions and encouraging respect for democracy.

Embedding British values

TDM want to be effective in embedding fundamental British values; actively promoting, according to the guidance,

This could also mean challenging pupils, staff or employers expressing opinions contrary to these British values.

For example, this includes girls who are disadvantaged on the grounds of their gender, or where prejudice against those of other faiths is encouraged or not adequately challenged.

The government guidance makes it clear that extremism should not form part of the curriculum or teaching, that students are encouraged to respect other people and no student is discriminated against contrary to the Equality Act 2010.

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