



**Workers' Educational Association**

**PREVENT POLICY**

**Policy Background**

This policy outlines the WEA’s approach to the statutory requirement to implement the Prevent duty. The Prevent policy aims to safeguard vulnerable individuals who may be at risk of being radicalised and of potentially becoming involved in terrorist activities. It has strong links to safeguarding policies. There is a duty placed on bodies receiving public funding to have due regard to the need to prevent people from being drawn into terrorism, “Section 26 of the Counter –Terrorism and Security Act 2015.”

The government’s “**Counter-Extremism Strategy**” (published 19 October 2015) further outlines the requirements on public institutions to implement the Prevent duty. The strategy aims to “ensure that no institutions can provide an uncontested space for extremist ideology to be propagated”. It also identifies strategies for countering extremist ideologies, building partnerships with those who oppose extremism and building cohesive communities.

The government has defined extremism in the Prevent Duty as “vocal or active opposition to fundamental British values, including calls for the death of members of the British armed forces.” British values include “democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs”.

This definition of British values closely relates to WEA’s values and mission:

*Our values:* democratic, equal, inclusive, accessible, open

*Our promise:* a better world, equal, democratic, just

It is within this context that the WEA has developed its approach to the implementation of the Prevent duty.

**1. Our aim**

The WEA recognises its duty to implement Prevent and, in doing so, we are also committed to enabling and supporting critical debate about the duty within the context of WEA’s mission and values as follows:

“The WEA is a democratic organisation committed to education with a social purpose that challenges and develops individuals and communities to overcome inequalities and disadvantage. We do this through participative, supportive and inclusive educational opportunities. We work with and in a range of diverse communities through strong

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partnerships at a local level. We seek to provide our students with the skills to challenge and question in order to build the resilience required to live in the world in the 21st century and to change it for the better. We believe in social justice and our values as an organisation actively commit us to promote democracy, equality, openness, tolerance and respect. We recognise both the benefits and the challenges of the rule of law. We therefore seek to discuss, understand and promote common values and rights and their realisation through our curriculum and the culture of the WEA.”

## **2. Leadership and Management**

The implementation of the Prevent Duty is the responsibility of the Senior Management team with direction from the Director of Curriculum and Quality, monitored by the National Board of Trustees and, within Regions, by the Regional Committees. The Feedback Manager is the single point of contact for all reported issues in relation to Prevent, supported by a named member of the Board of Trustees, Regional Safeguarding Designates and the Equality, Diversity and Inclusion Team. The Deputy Chief Executive will provide an annual report for the Board of Trustees outlining how the organisation has carried out its statutory duties and measuring progress against the Prevent risk assessment and action plan.

We will ensure that:

- The Prevent Duty will be fully implemented across the organisation seeking where possible to ensure an appropriate fit with our Mission and Values.
- There is consultation with community partners.
- There is an overall organisational risk assessment which seeks to highlight any key areas of focus and appropriate actions for the WEA as a whole, or in specific regions or localities.
- Staff understand the risks behind radicalisation, the meaning of extremism within the context of freedom of speech, and the factors which contribute to vulnerability to extremism.
- Staff have support in implementing the duty effectively.
- Staff have the opportunity to engage in discussion about the implementation of the duty.
- Specific risk assessments in relation to the safety of our staff, students, members and volunteers may be utilised, as appropriate,
- Appropriate information sharing policies are in place.
- The Prevent Risk Assessment and action plan is reviewed and monitored by the Board of Trustees.

## **3. Safeguarding Students**

The WEA aims to protect the well-being of children and adults engaged in the range of its activities. Appropriate arrangements are in place to provide a safe and secure environment via the organisation’s safeguarding procedures, structures and reporting mechanisms.

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Where there are concerns regarding vulnerability to exploitation and manipulation via on-line grooming or other methods, the Safeguarding reporting methods and procedures will be implemented. The procedures are outlined in the SAFEGUARDING PROCEDURES document (SAFE 3). An incident of concern should be recorded on the SAFEGUARDING INCIDENT/PREVENT DUTY CONCERN RECORDING FORM (SAFE 1) which also provides a flowchart of actions to be taken.

These documents can be located on the intranet:  
<https://intranet.wea.org.uk/safeguarding-and-prevent>

The SAFEGUARDING AND PREVENT flowchart is also provided in the APPENDIX (pages 7-8) of this PREVENT policy document for ease of reference.

#### **4. Specific Responsibilities:**

We aim to ensure that staff roles and responsibilities in relation to the Prevent duty are clear and transparent:

##### **4.1 Feedback Manager**

The Feedback Manager has responsibility for:

- maintaining and implementing the safeguarding and Prevent policy and framework.
- maintaining and updating the Prevent Duty risk assessment and action plan.
- management and co-ordination of Prevent Duty training.
- facilitating regular meetings of the Regional Safeguarding Designates.
- providing support and advice to Regional Safeguarding Designates on Prevent issues, disclosures or referrals.
- providing support and advice to Association Trustees, Managers and HR staff in dealing with matters relating to Prevent issues, disclosures and referrals.
- centrally recording statistics on any incidents related to Prevent alerts. In cases where an incident involves a member of staff, the Feedback Manager will involve the HR team in the investigative process.
- engaging in community consultations about the implementation of the Prevent Duty and supporting collaborative partnership work.
- consulting with the designated Association Trustee who has responsibility for Safeguarding and the Prevent Duty.
- providing reports for the Board of Trustees.
- contributing to the annual Self-Assessment process
- working with the Curriculum and Quality Team, in the application and critical discussion of Prevent in the classroom and in training for staff.

##### **4.2 Designated Safeguarding persons.**

Each region has a trained Designated Safeguarding Person (DSP) who is responsible for:

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- dealing with issues raised locally in their area.
- ensuring that all Prevent procedures are followed.
- maintaining confidential records.
- providing an annual report for the Regional Committee
- reporting, as required, to the Feedback Manager.
- working with other agencies , as required, within the framework of Local Authority prevent co-ordinators
- maintaining the currency of their training, as advised by the Feedback Manager.
- contributing to staff Prevent training in their region.

The Designated Safeguarding Persons will form a network team, facilitated by the Feedback Manager, to share and update training and practice. Networking events will normally take place remotely, with one annual face to face meeting.

### **4.3 Area Education Managers/Education Co-ordinators**

All Education Managers/Co-ordinators are trained on safeguarding issues. This will include awareness of the PREVENT duty, using a risk based approach, so that they can support Tutors to deal with any issues or queries that may arise.

All Education Managers/co-ordinators and recruiting managers will assess the risks in relation to safeguarding of children and adults who may be considered to be vulnerable in certain circumstances and will be responsible for ensuring that DBS checks for tutors and volunteers have been completed where necessary before a course starts. All WEA DBS procedures should be followed without exception.

#### **4.3 Tutors, Members and Volunteers.**

All tutors will receive an induction which will place a strong emphasis on the tutor role in relation to Safeguarding and Prevent Duty procedures. Standard tutor induction resources are provided to ensure consistency in the WEA approach and are available on the intranet:

<https://intranet.wea.org.uk/tutors/induction-learning-and-development>

All tutors have access to the WEA Tutor Handbook which also provides guidance on Prevent and Safeguarding procedures. At the beginning of a course, tutors will ensure that all students are aware of appropriate policies and how to report incidents and concerns. To support this responsibility, tutors are provided with a standard welcome session powerpoint for students and an example of a Prevent/Safeguarding student induction discussion activity.

Volunteers will receive a Safeguarding/Prevent Duty induction which is suitable for their role and will be aware of how to report incidents and concerns.

## **5. Teaching and Learning**

We are committed to providing a curriculum which embodies our commitment to social purpose. We aim to achieve this by:

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- Supporting the development of critical thinking, resilience and active citizenship within learning.
- Enabling students to express views freely within the context of the student code of conduct and the law.
- Creating curriculum resources to support the discussion and challenge in WEA courses of fundamentalist belief that underlies the types of extremism that denies democracy and equality and sometimes leads to terrorism.
- Supporting the development of tutor Communities of Practice to create and share resources to support the embedding of our values.
- Actively celebrating diversity and fostering good relationships.
- Developing our four curriculum themes: “Community Engagement, Health and Well-being, Employability and Culture”.
- Developing the student voice and asking students to provide feedback on their “confidence in speaking out and taking part in my community” and their “awareness of the varied cultures that shape our world”
- Promoting our commitment to social purpose via varied media.
- Actively preparing our students to live and work in Britain and the world as responsible citizens in society.

## 6. Training

The WEA will require all appropriate staff to undergo training with the aim of ensuring that they understand their responsibilities under the Prevent duty and act upon them accordingly. Training will be proportionate to the role using a range of formats which include e-learning, video conferences, face to face group sessions, staff conferences. External training will be utilised as appropriate. WEA training resources will be provided and will be updated regularly to take into account topical issues, incidents or changes to government policy. All regions are required to comply with the WEA protocol for the completion and recording of Prevent training.

All training will include the following, as appropriate for the role:

- An understanding of the Duty, the context, the factors that contribute to vulnerability to extremism, signs of radicalisation and grooming, support mechanisms and the Channel process.
- The WEA approach to the Prevent Duty, roles and responsibilities, reporting procedures.
- An understanding of “British” or common values, how these are defined and how they are consistent with our mission and purpose. How to incorporate these into teaching and learning (as appropriate).

This approach will be built on the strong value base of the WEA which is consistent with the British Values statements and with existing curriculum and EDI practice.

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## 7. Community partnerships

The Association Partnership Strategy outlines the WEA approach in developing and sustaining partnerships. The strategy aims to ensure that there is a clear and consistently applied approach to working with partners and delivery clients. Due Diligence is exercised via written agreements or Memoranda of Understanding to ensure that partners and organisations contracted to work with the WEA share our values and objectives and meet safeguarding and Prevent Duty requirements.

<https://intranet.wea.org.uk/education/partnerships>

In our targeted work with Community partners, we aim to engage in consultation on the implementation of the Prevent duty, to further ensure an approach consistent with our values and purpose. We will provide support for our staff involved in such discussion, recognising that aspects of the duty may give rise to sensitive issues for both partners and staff.

## 8. Policies and Procedures

We will ensure that all policies and procedures that are relevant to the Prevent duty are reviewed, updated and understood by Staff, members and volunteers, as appropriate to their role. Relevant policies include:

- Safeguarding policy and procedures
- Whistleblowing policy
- Student Computer use policy
- WEA Student code of conduct
- Unacceptable student behaviour procedure
- Information sharing policy
- Unsubstantiated allegation against staff procedure
- Complaint handling procedure

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# APPENDIX

## SAFEGUARDING AND PREVENT DUTY FLOWCHART

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**Recognise:** You are approached by a child or adult with a disclosure that s/he is being, or has been harmed or abused or neglected or you are informed of such a disclosure by a staff member, student or member of the public  
OR

An incident of concern has occurred OR you have a Prevent duty concern

**Respond:** Make time to listen, treat the matter seriously, get as clear a picture as you can, but do not ask leading questions. Follow the procedures in the SAFE 3 Safeguarding procedures document.  
Make a written note, as far as possible, at the time of the incident, recording details, date and time, nature of the concern any action taken and by whom.

**Record and Report:** Inform your line manager or Regional Safeguarding Designate Officer immediately, complete and submit the Safeguarding Report Form, Part A. (SAFE 1)

**Refer:** Regional Safeguarding Officer or line manager evaluates the incident and decides on appropriate action which will include consultation with WEA Lead Safeguarding Officer, and may involve referral to local authority safeguarding board or area Prevent co-ordinator.

**Review:** Line Manager/Regional Safeguarding Designate completes Part B Safeguarding Report Form (SAFE 1) and submits to Lead Safeguarding Officer within 7 working days. Lead Safeguarding Officer reviews action and outcomes and decides when to close the case.

You are concerned that the behaviour of a member of staff, WEA personnel or volunteer is threatening, or potentially, threatening the well-being of a child or adult.

Report your concerns immediately to your line manager or Regional Safeguarding Officer, complete and submit the Safeguarding Report Form, Part A. (SAFE 1)

Regional Safeguarding Officer evaluates the incident and decides on appropriate action which will normally involve referral to WEA Safeguarding Lead Officer.

WEA Safeguarding Lead Officer takes responsibility for investigation into allegations against staff/WEA personnel, in liaison with HR, takes appropriate action and completes Safeguarding Report Form, Part B. (SAFE 1)

If you have concerns that a child or adult is in **immediate** danger, contact the police by phoning 999, then follow the procedures in the flow chart straightaway.

If you have concerns that someone is planning a terrorist attack dial 999 or call the confidential Anti-Terrorist Hotline on 0800 789 321. Then inform your line manager or Regional Safeguarding Officer straightaway following the procedures in the flow chart..

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