

ELA TRAINING SERVICES

Prevent Policy



@elatrainingervicesuk



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company/ela-training-services-uk

What is Prevent

- The national Prevent strategy is designed to reduce the number of serious incidents and to catch anyone especially vulnerable people before they enter the criminal justice system.

Meeting our Prevent Duties and Tackling Extremism

- ELA Training Services understands its responsibilities under the Counter Terrorism & Security Act 2015 to prevent people of all ages being radicalized or drawn into terrorism and seeks to meet its obligations in the ways shown below.

Context

- ELA Training Services trains learners of ages 16 and above, all year from around the world.
- ELA Training Services promotes a multi-cultural environment where respect for and tolerance of other beliefs is required.
- ELA Training Service's head office is located in one of the boroughs of a multi-cultural city and places trainers/assessors with learners and employers in cities, towns and villages all over the UK.

Prevent Lead

- Responsibility for ensuring Prevent Duty lies with Ali Khan, Director and Designated Safeguarding Lead for the Prevent Strategy.

Risk Assessment and Procedures

- A risk assessment has been produced by the ELA Training Services Lead Contact for the Prevent Strategy and held in the ELA Training Services; it will be reviewed and updated annually.
- The ELA Training Services Lead Contact for the Prevent Strategy has received training in Prevent policy and risk.
- All members of the ELA Training Services team at head office will undertake Prevent online training.



- All trainers/assessors will receive Prevent guidance from ELA Training Services and will undertake online Prevent training.
- ELA Training Services will make and maintain contact with the local police/local authority Prevent coordinator in all areas where we have young people to understand their role, the support available, (e.g.via the Channel process) and a list of contacts for referrals.

ELA Training Services will counteract risks by:

Promoting a safe and supportive environment via clear expectations of accepted behaviours and those including radicalization and extremism, not being tolerated.

Promoting the core British values:

- Democracy
- The rule of law
- Individual liberty
- Respectful and Tolerance of different faiths or beliefs, through documents given to learners (learner handbook), via information on enrolment on British culture and traditions.
- Where possible, developing critical awareness and thought to counter accepting extremism without question, especially of online material.
- Challenging radical or extremist views in any context (formal or informal) via stated procedures. In most situations this would require an immediate response re the tolerance expected then reporting concerns.
- Being ready to react when world or local events (e.g. Westminster, London Bridge, Paris attacks) cause upset and the likelihood of conflicting feelings being expressed. Prevent lead to take initiative in these situations.
- Asking trainers/assessors to have strong filters on the Internet and clear rules on accessing extremist/terrorist websites/uses of social networks to exchange extremist/terrorist views.
- Trainers/assessors getting to know learners and their circumstances making it easier to spot changes in behaviour.



- ELA Training Services staff and trainers/assessors being observant and vigilant in noticing any signs of radical or extremist behaviour.
- ELA Training Services staff and trainers/assessors supporting any young people identified as vulnerable.
- ELA Training Services staff and trainers/assessors themselves not supporting or funding and extremist organisations.
- ELA Training Services staff and trainers/assessors exemplifying the core British values by:
 - Ensuring an unbiased, non-partisan, non-discriminatory and ethical learning environment
 - Being democratic and creating opportunities for democratic processes,
 - Following the rule of law and compliance bodies advice
 - Creating opportunities for learner voice and opinion to be communicated
 - Exemplifying respect and tolerance for all faiths and beliefs

Understanding the risk of extremism

- Staff, learners, young people and trainers/assessors may come into contact with ELA Training Services already holding extremist views. They may be influenced by a range of factors: global events peer pressure, media family views, extremist materials (hard copy or online), inspirational speakers, friends or relatives being harmed, social networks, and more.
- People who are vulnerable are more likely to be influenced.
- Their vulnerability could stem from a range of causes including: loss of identity or sense of belonging, isolation, exclusion, mental health problems, sense of injustice, personal crises, victim of hate crime or discrimination and bereavement.



What is the ELA Training Services doing to prevent radicalisation?

- Prevent Duty training is delivered on induction. A certificate is issued on successful completion of the course which is assessed by a test.
- ELA Training Services trainers and assessors engage the following resources:
 - **Digital Disruption**– This organisation provides chargeable and free resources targeted especially at increasing digital literacy – at how young people use the internet, and critique and challenge information they find on it.
 - **Learning Together to Be Safe**– Prepared by the Department for Children, Schools and Families (now Department for Education), this 2008 toolkit to help schools contribute to the prevention of violent extremism was brought out after the first iteration of the Prevent agenda. Although the policy it refers to has been updated, some of its content may still be of use to schools.
 - **My Country My Vote**– This project does not seek to tackle issues of extremism directly. However, research has shown that one effective long-term approach to preventing extremism is to engage young people in participatory democracy. This project aims to do just that, and may therefore be a useful model to follow.
 - **Prevent Duty Guidance**– For England and Wales – Produced by the UK Government, this is the official guidance document.
 - **Prevent for Schools**– This resource was set up following demand from schools in Lancashire, UK. It has been updated to reflect the latest duties (2015), and has links to resources and tools for schools (both primary and secondary).
 - **Resilience**– This project is run by the Religious Education Council of England and Wales, and aims to help RE teachers who want to develop their confidence and competence in dealing with contentious issues in the classroom, particularly those linked to violent extremism.
 - **Rewind**– The Rewind project has tackled racism in an area of the West Midlands with a long history of support for far-right views. It has courses available for interested schools. A now-dated review of their services can be found on the Institute for Race Relations website.



- **Safeguarding in Schools**– This consultancy is run by a former headteacher who specialises in providing courses and resources on safeguarding to school staff and headteachers, including on tackling extremism.
- **Think Project**– Running for three years up to March 2015, the Think Project worked with disengaged young white people in Wales. It is unusual in having evaluation built in from the start. The results of this evaluation were discussed in this peer-reviewed article.
- **Victvs**– This consultancy provides training and resources for staff as well as parents on understanding the new Prevent duties as well as the risks from extremism and radicalisation
- Follow the ELA Training Services’ Reporting Protocol below if you have any concerns about radicalisation, Extremism or Terrorism relating to any stakeholders. If you feel the need to contact the Hounslow PREVENT team directly for further information, any queries or concerns, the Hounslow Prevent team are: Joan Conlon on joan.conlon@hounslow.gov.uk (Mobile: 078 1707 9190), Najeeb Ahmed on Najeeb.Ahmed@hounslow.gov.uk (Mobile: 078 9054 0433) or Karmjit Rekhi on Karmjit.Rekhi@hounslow.gov.uk (Mobile: 079 7672 1119)



ELA Training Services' Records of Concern Reporting Protocol

- Disclosures and Records of Concern Reporting Protocol. This protocol is used in conjunction with the "5 Steps to Handling Disclosures and Records of Concern V 4.0 10/08/2021" poster that is included in your pack. Contact your line manager immediately if you do not have access to this. Do not engage in any ELA Training Services work until you are confident in this procedure.
- Within 1 hour or immediately (if possible) of any Disclosure and/or Concern, email a short message about the Disclosure and/or Concern to safe@ela-training.co.uk. An investigating officer should respond within an hour. If not, contact Ali Khan, the Director of ELA Training Services on +44 (0) 7832328587, or contact one of the Deputy Designated Safeguarding Leads Sandra Chatwood on +44 (0) 7483318425 or Liz Finlayson on +44 (0) 7432608677.
- Within 24 hours of any Disclosure and/or Concern, those involved must complete the correct form (<https://forms.gle/sgqCGowBtEjWaxmc7>). An investigating officer should respond within 24 hours. If not, contact Ali Khan, the Designated Safeguarding Lead at +44 (0) 7832328587, or contact one of the Deputy Designated Safeguarding Leads Sandra Chatwood on +44 (0) 7483318425 or Liz Finlayson on +44 (0) 7432608677.
- Be clear as to the persons involved. These reports must be understood by neutral external stakeholders. Therefore, you should list the full names of persons and their role at the beginning of the incident report and assign initials to them. For example, Fred Bloggs, staff (FBI), John Smith, pupil (JSm) etc. You can then use their initials in the body of the incident report. Initials allow us to impart a degree of confidentiality.
- Save a copy of the report securely for your professional records.

If any form of Restraint or Physical Intervention is used during the accident, incident or near miss then staff must clearly state the manner and duration of the restraint and the training/rationale that they had to apply the restraint.

NOTES:

- Do not use emotive language eg: “stormed out of a room”. It is more professional and unprejudiced to say “left the room running and slammed the door after them”
- Do not use any opinion – stick to the facts of the event.
- If any First Aid is administered, details of this must be included in the form

Follow our Safeguarding Policy Guidelines (What to do if a person makes a disclosure)

- ELA Training Services is committed to ensuring that it meets its responsibilities by treating any allegation seriously and sensitively. Records of Concern and Incident Reports must be used as detailed in their protocols.
- Follow the Safeguarding 5 Step Flowchart to support your response.
- Stay calm.
- Listen to what the young person/vulnerable adult is actually saying.
- Reassure them that they have done the right thing by telling you.
- Do not promise the young person/vulnerable adult that this can be kept secret, as subsequent disclosure could then lead to the young person/vulnerable adult feeling betrayed. Explain that you are obliged to inform other people.
- Reassure the young person/vulnerable adult that the people who will be informed will be sensitive to their needs and will be looking to help protect them. Inform them that it is not in their interests to keep the disclosure confidential, and it will have to be passed on to the appropriate agencies.
- Make a note of any conversations with the young person/vulnerable adult, trying to make these as detailed as possible, including when and where the conversations took place. Draw a diagram, if appropriate, to show the position of any bruises or marks the young person/vulnerable adult you observe, trying to indicate the size, shape and colour.



- Record as soon as possible and use the actual words used by the young person/vulnerable adult.
- Keep all records factual. Be aware of not making assumptions or interpretations of what the young person/vulnerable adult is telling you. Store all records securely.
- Do not interrogate the young person/vulnerable adult, or push for more information. Ensure that any questions asked are open, not leading closed questions. Do not ask the young person/vulnerable adult to repeat what they have told you, for another person. Record accurately.
- Discuss your concerns with the ELA Training Services DSL
- Who will report this information to an appropriate agency (the Designated Officer previously called the Local Authority Designated Officer–LADO).
- The person to whom the disclosure was made should ensure that the young person/vulnerable adult who has disclosed the information is informed about what will happen next, so they can be reassured about what to expect.
- You may report your concerns directly to your local LADO if you are not satisfied with the response from ELA Training Services. You will find contact details for your local Social Care Referral and Assessment Team online. The details will be on your Local Council website.

NOTE : Do not engage in any ELA Training Services work until you are confident in this procedure.

- Do not use any opinion – stick to the facts of the event.
- If any First Aid is administered, details of this must be included in the form.
- If this incident includes a disclosure or cause for concern, follow our Safeguarding Policy Guidelines or the “5 Steps to Handling Disclosures and Records of Concern V2.0 Update March 2018” poster that is included in your pack. Contact your line manager immediately if you do not have access to this.
- Do not engage in any ELA Education Group work until you are confident in this procedure.



ELA Training Services' Incident, Near Miss Accident Reporting Protocol

Incident, Near Miss or Accident Reporting Protocol

- Within 1 hour or immediately (if possible) of any accident, incident or near miss, an email a short message about the must be emailed to incident@ela-training.co.uk. An investigating officer should respond within an hour. If not, contact Ali Khan, the Designated Safeguarding Lead Director at ELA Training Services at +44 (0) 7832328587.
- Within 24 (working) hours of any accident, incident or near miss, those involved must complete the correct form (<https://forms.gle/sgqCGowBtEjWaxmc7>) and email it to incident@ela-training.co.uk. An investigating officer should respond within 24 hours. If not, contact Ali Khan, the Designated Safeguarding Lead Director at ELA Training Services at +44 (0) 7832328587.
- Be clear as to the persons involved. These reports must be understood by neutral external stakeholders. Therefore, you should list the full names of persons and their role at the beginning of the incident report and assign initials to them. For example, Fred Bloggs, staff (FBI), John Smith, learner (JSm) etc. You can then use their initials in the body of the incident report. Initials allow us to impart a degree of confidentiality.
- Save a copy of the report securely for your professional records.

If any form of Restraint or Physical Intervention is used during the accident, incident or near miss then staff must clearly state the manner and duration of the restraint and the training/rationale that they had to apply the restraint.

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- Do not use any opinion – stick to the facts of the event.
- If any First Aid is administered, details of this must be included in the form.



- If this incident includes a disclosure or cause for concern, follow our Safeguarding Policy Guidelines or the “5 Steps to Handling Disclosures and Records of Concern V4.0 Update 28/10/2021” poster that is included in your pack. Contact your line manager immediately if you do not have access to this.
- Do not engage in any ELA Training Services work until you are confident in this procedure

ELA Training Services’ Reporting Form

- You can locate the form here:



<https://forms.gle/sgqCGowBtEjWaxmc7>

- Acceptable Behaviour promotes Safeguarding
- Our objective is to create a workplace which is free from harassment and bullying and to ensure that all employees are treated with dignity and respect.
- Everyone is responsible for promoting this objective and complying with this procedure. It is important to recognise that conduct which one person may find acceptable, another may find totally unacceptable. This includes when you are at work on training courses or on Company social events.
- Managers have particular responsibility for creating and respecting a considerate culture within their area (both in the workplace or at work-related events outside of the workplace) and for utilising the support available to ensure that informal and formal complaints are dealt with sensitively, appropriately and in line with the procedures set out in this policy.



- The Company’s Position on Bullying and Harassment
- All employees have a duty not to bully or harass each other nor to help anyone else to do so.
- We will not tolerate bullying or harassment in our workplace or at work-related events outside of the workplace, whatever the seniority of the perpetrator and whether the conduct is a one-off act or repeated course of conduct, and whether done purposefully or not. Neither will we tolerate retaliation against, or victimisation of, any person involved in the bringing of a complaint of harassment or bullying. You should also be aware that if a court or tribunal finds that you have bullied or harassed someone you could be liable to compensate the victim. In some circumstances the treatment may amount to a crime punishable by a fine or imprisonment.
- We will take appropriate action if any of our employees are bullied or harassed by our customers or suppliers.
- Allegations of bullying and harassment will be treated seriously. Investigations will be carried out promptly, sensitively and, as far as possible, confidentially.

Review

The effectiveness of this policy and associated arrangements will be reviewed annually under the direct supervision of the Director of Operations.

Adoption Date	Updated	Review Date	Director
10/2018	1/08/2022	1/8/2023	

