

ELA TRAINING SERVICES

PREVENT POLICY



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ELA TRAINING SERVICES's Prevent Policy			
Creation Date	Review Date	Version	Director
10/2018	30/09/2019	2018.10 (1.4)	Chris Kistan

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 Services 's head office is located in one of the boroughs of a multicultural city and place trainers/assessors with learners and employers in cities, towns and villages all over the UK.

Prevent Lead

Responsibility for ensuring Prevent Duties lies with Chris Kistan, Director and Designated Safeguarding Lead for the Prevent Strategy.

Understanding terminology

Radicalisation

Act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of mind.

Extremism

Holding extreme political or religious views which may deny right to any group or individual. Can be expressed in vocal or active opposition to Core British values and can refer to a range of views, e.g. racism, homophobia, right-wing ideology, as well as any religious extremism.



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.

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 ;itwillbe reviewed and updatedannually.
- The ELA Training Services Lead Contact forthePreventStrategy has received training in Prevent policy and risk.
- AllmembersoftheELA Training Services teamat head officewillundertake Prevent onlinetraining.
- 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 children to understand their role, the support available, (e.g. via the Channel process) and a list of contacts forreferrals.

ELA Training Services will counteract risks by:

- Promoting a safe and supportive safe environment via clear expectations of accepted behaviours andthose includingradicalization and extremism, not being tolerated.
- Promoting the core Britishvalues:
 - I. Democracy
 - II. The rule of law
 - III. Individual liberty
 - IV. 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 situationsthiswouldrequireanimmediateresponse rethetoleranceexpected thenreportingconcerns.



- 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 children 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:
 1. Ensuring an unbiased, non-partisan, non-discriminatory and ethical learning environment
 2. Being democratic and creating opportunities for democratic processes,
 3. Following the rule of law and compliance bodies advice
 4. Creating opportunities for learner voice and opinion to be communicated
 5. Exemplifying respect and tolerance for all faiths and beliefs

Understanding the risk of extremism

- Staff, learners, children 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 (hardcopy 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 Group 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 Group 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).
- **RE-silience** – 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



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Follow the ELA Training Services' Reporting Protocol on Page 34 if you have any concerns about Radicalisation, Extremism or Terrorism relating to any stakeholders.



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