Extremism & Radicalisation Prevent Policy

January 2021

Document Approval

Overall Responsible Officer

VP Pearson TQ Martyn Leader……………………………………………………………. Date…………………………………….

AMENDMENTS

Serial	Authority/Reference/Detail	Date Amended	By Whom Amended
1	Created by Brendan Casey	09/06/2018	Brendan Casey
2	Amended as part of annual review	29/04/2019	Tina Hutchinson
3	Reviewed by Independent Advisor	27/09/2019	Olga Bottomley
4	Annual review – updated to reflect ESFA funding	06/01/2021	Neil Saunders

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Extremism and Radicalisation Prevention Policy

1. Policy Statement

This policy applies to all Pearson TQ[1] members of staff, contractors, learners and visitors on the Pearson TQ Apprenticeship Scheme outlined herein. This policy provides the management direction and guidance to ensure that the requirements of the Counter Terrorism and Security Act 2015 (herein referred to as 'Prevent'), specifically the duty of Pearson TQ to have due regard to the need to prevent people from being drawn into terrorism, is incorporated into all its relevant policies, procedures, systems, working practices and partnership arrangements. The activities of Pearson TQ staff and learners taking place away from Pearson TQ's sites will also fall within the policy's scope if they are undertaking activities that are, or perceived to be, associated with Pearson TQ. This policy's key objective is to assign high level responsibility for ensuring Pearson TQ's compliance with Prevent. This policy does not form part of an employee's contract of employment and it may be amended at any time.

2. Introduction

At Pearson TQ we are committed to providing a secure environment for all our learners, staff and stakeholders. Extremism and radicalisation poses a threat to the security of our staff, learners and their families because of our connections with the Ministry of Defence and the career path which some of our learners have chosen.

This Extremism and Radicalisation Prevention Policy addresses the current threat from radicalisation and extremism in the United Kingdom which can involve the exploitation of vulnerable people, including children, young people and vulnerable adults to involve them in terrorism or activity in support of terrorism.

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been many instances both locally and nationally in which extremist groups have attempted to encourage vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Pearson TQ values freedom of speech and the expression of beliefs / ideology as a fundamental right underpinning our society's values. Both learners and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable, which incites or leads to violence or harm to others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people to involve them in terrorism or in activity in support of extremism and terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Pearson TQ is clear that this exploitation and radicalisation should be viewed and treated as a safeguarding concern.

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[1]TQ Education and Training Limited's brand is 'Pearson TQ' as it is part of Pearson Plc Group.

The organisation's Extremism and Radicalisation Prevention Policy also draws upon the guidance contained in the 'Prevent Strategy, 2011', DfE Guidance 'Keeping Children Safe in Education, 2014', 'Tackling Extremism in the UK', DfE's 'Teaching Approaches that help Build Resilience to Extremism among Young People' and Peter Clarke's Report of July 2014.

In adhering to this policy and the procedures therein, staff, governors, volunteers and visitors will contribute to Pearson TQ's delivery of the outcomes to all learners, as set out in the Children Act 2004.

3. Key Terms

Extremism is more than simply stubbornness in one's view or general intolerance of others. It involves holding views which are considered by equals, peers and society as being beyond collective norms and at odds with core beliefs of the whole. Extremism can relate to a number of different subjects from gender relations to politics and does not necessarily result in violence. In a national context in the UK, extremist views may include those which are directly opposed to values such as democracy, mutual tolerance, individual liberty and the rule of law.

Violent extremism is related to terrorism, which is 'at the extreme end of an extreme position, using fear and violence to achieve political ends. It describes the attitudes, beliefs and actions that condone violence as a means of political end. This includes views that:

- encourage, justify or glorify terrorist violence in furtherance of particular beliefs

- seek to provoke others to terrorist acts

- engage in other serious criminal activity or seek to provoke others to commit serious criminal acts

- foster hatred intended to cause violence between communities in the UK.

Radicalisation is the process by which people adopt an extreme position in terms of politics and religion; a violent extremist ideology; or a move to violent action in support of their beliefs. The radicalisation process does not follow a single process or pathway and there are no specific stages or steps involved. Radicalisation is often a social process involving interaction with others, however, there are reported cases of individuals self-radicalising. The rate at which a person becomes radicalised can vary greatly. People may become radicalised rapidly, while for others it is a more gradual process. Some may start to become radicalised only to 'stop' at a certain point or continue to become radicalised later.

4. Ethos and Practice

When operating this policy Pearson TQ uses the following accepted Governmental definition of extremism which is:

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and intolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

There is no place for extremist views of any kind in Pearson TQ, whether from internal or external sources. Our learners see the organisation as a place where they can explore complex issues safely and where our teachers and trainers encourage and facilitate this – we have a duty to ensure this happens.

As an organisation we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for learners and so this should be addressed as a Safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our learners.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way. Therefore, at Pearson TQ we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our learners are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

Furthermore, at Pearson TQ we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times learners may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. Any prejudice, discrimination or extremist views, including derogatory language, displayed by learners or staff will always be challenged and where appropriate dealt with in line with the relevant disciplinary procedures.

In our government funded provision we will help to reinforce the notion of British Values. In addition, within the Military training that we offer, as a community which is preparing young people for careers in the Armed Services and the MOD Civil Service, we are proud of the education and training we offer. Through a broad and balanced curriculum our learners explore both British values and Core Values of the Armed Service through our Career, Life and Service Skills (CLASS), Military Skills and Leadership Training (MSLT), lecture and assembly programmes. We will actively challenge learners, staff or parents who express opinions which are contrary to fundamental British and Service values and we will seek to promote a positive approach towards these values.

Roles, Responsibilities and Implementation

As part of our wider safeguarding responsibilities, Pearson TQ staff will be alert to:

1. Disclosures by learners of their exposure to the extremist actions, views or materials of others outside of Pearson TQ, such as in their homes or community groups, especially where learners have not actively sought these out

2. Graffiti symbols, writing or artwork promoting extremist messages or images

3. Learners accessing extremist material online, including through social networking sites (control measures in place via the organisation's e-safety and ICT acceptable use policies)

4. Parental reports of changes in behaviour, friendship or actions and requests for assistance

5. Neighbouring or partner schools, local authority services, police reports of issues affecting learners in other schools or settings

6. Learners voicing opinions drawn from extremist ideologies and narratives

7. Use of extremist or 'hate' terms to exclude others or incite violence

8. Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture

9. Attempts to impose extremist views or practices on others

10. Anti-western or Anti-British views.

Pearson TQ will closely follow any locally agreed procedures as set out by the Local Authority and/or the local Safeguarding Children Board's (SCB) for safeguarding individuals vulnerable to extremism and radicalisation.

At Pearson TQ we have determined "British Values" to be:

1. Democracy

2. The rule of law

3. Individual liberty

4. Mutual respect

5. Tolerance of those with different faiths and beliefs

The Core Values of the Armed Services include:

1. Courage

2. Discipline

3. Respect

4. Integrity

5. Loyalty

6. Selfless Commitment

As an organisation we aim to develop and nurture these by:

1. Promoting British Values on all our ESFA funded Apprenticeship programmes

2. Promoting the Core Values of the Armed Services on all MOD provision

3. Planning programmes where core ethical values and beliefs are considered

4. Well-structured programmes which address fundamental British Values and the Core Values. These programmes will equip learners with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions

5. Inculcating a culture where all members of the Pearson TQ community are respected and valued as individuals in their own right.

4.1 Curriculum and Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches learners may experience elsewhere may make it harder for them to challenge or question these radical influences. In Pearson TQ this will be achieved not only by good teaching, but also through the CLASS, MSLT and Assembly programmes.

We will ensure that all of our teaching approaches help our learners build resilience to extremism and give learners a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues in order to become even more relevant to the current issues of extremism and radicalisation.

This approach will be embedded within the ethos of the organisation so that learners know and understand what safe and acceptable behaviour is within the context of extremism and radicalisation.

We will also work with employers, MOD representatives, the local authority and communities in our efforts to ensure our organisation understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our learners' experiences and horizons. We will help support learners who

may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a learner is being directly affected by extremist materials or influences, we will ensure that the learner is offered mentoring. Additionally, in such instances, our organisation will seek external support from local Police and/or local partnerships structures working to prevent extremism.

For learners, we will promote the core values of the Armed Services (military learners only) and the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage learners to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is our most fundamental responsibility to keep our learners safe and prepare them for life in modern multi-cultural Britain and globally.

4.2 Use of External Agencies and Speakers

At Pearson TQ we may use external agencies and speakers and we encourage their use to enrich the experiences for our learners, however we will positively vet external agencies, individuals or speakers to ensure that we do not unwittingly use agencies that contradict each other with the messages or that are inconsistent with, or are in complete opposition to, the organisation's values and ethos.

Our organisation will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

1. Any messages communicated to learners support fundamental British Values and the Core Values

2. Any messages communicated to learners are consistent with the ethos of the organisation and do not marginalise and communities, groups or individuals

3. Any messages communicated to learners do not seek to glorify criminal activity or violent extremism or seek to radicalise learners though extreme or narrow views of faith, religion or culture or other ideologies

4. Activities are matched to the needs of learners.

We recognise, however, that the ethos of our organisation is to encourage learners to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this. Therefore by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our learners recognise risk and build resilience to manage such risk themselves where appropriate to their age and ability but also to help learners develop the critical thinking skills needed to engage in informed debate.

4.3 Risk Reduction

The Senior Management Group, in conjunction with the Pearson Head of Safeguarding, and the Designated Safeguarding Leads within the business will assess the level of risk of extremism and radicalisation occurring within the organisation and put measures in place to reduce that risk. This risk assessment will be reviewed annually by the Senior Management Group.

The organisation will train its staff and screen visitors and volunteers to ensure that they do not deliver messages of extremism or radicalisation, to raise their awareness of the indicators of it occurring in young people and to inform them of the procedures to follow if they have concerns.

The training to staff will be delivered through online training by the [Education and Training Foundation](#) which has been approved by the Home Office.

There are four training packages that are completed depending upon the staff member's job role, these are: Governor and Board Members, Support Staff, Practitioners, Leaders and Managers. Completion of these are monitored and stored by the HR team.

In addition all staff involved with the delivery of training to learners will also complete the [Home Office Prevent Awareness training](#) which has been developed by the Government.

Single Point of Contact staff members, in addition to the above training, will also be required to complete locally provided Prevent training from the local Channel Police teams.

4.4 Response

Our organisation, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. For Apprenticeships the SPOC is the Designated Safeguarding Lead – Neil Saunders.

The responsibilities of the SPOC include:

1. Maintaining and applying a good understanding of the relevant guidance in relation to preventing learners from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism

2. Raising awareness about the role and responsibilities of Pearson TQ in relation to protecting learners from radicalisation and involvement in terrorism

3. Monitoring the effect in practice of the organisation's curriculum and training programmes to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs

4. Raising awareness within the organisation about the safeguarding processes relating to protecting learners from radicalisation and involvement in terrorism

5. Acting as the first point of contact within the organisation for case discussions relating to the learners who may be at risk of radicalisation or involved in terrorism, or in the case of co-operated sites, working closely with the Armed Forces SPOC to ensure that all relevant information is shared and available.

6. Collating relevant information in relation to referrals of vulnerable learners into the Channel* process; attending Channel[2] meetings as necessary and carrying out any actions as agreed

7. Reporting progress on actions to the Channel* Co-ordinator

8. Sharing any relevant additional information in a timely manner; and

9. Providing 6 monthly reports (or more frequent where required) to the Pearson TQ overall safeguarding lead to provide updates on issues identified and trends

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[2] 'Channel' is a multi-agency approach to provide support to individuals who have been identified as at risk of being drawn into terrorist related activity. It is led by the Police Counter-Terrorism Security Advisers through their "Prevent Engagement Team" and it aims to:

1. Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;

2. Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and

3. Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability

Staff at Pearson TQ will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue and if they have concerns that a learner may be at risk of radicalisation or involvement in terrorism they should speak with the SPOC, or any of the Senior Designated Safeguarding Leads if they are not available.

All Prevent concerns should be submitted to the SPOC on the Confidential Incident Report Form (CIR – Annex A) immediately at identification. If the SPOC is unavailable the Deputy Safeguarding Lead should be contacted.

If at any time Apprentices and, or a PTQ staff member would like to speak to the DSL they are able to do so via email - neil.saunders@pearson.com and via phone on 07872 456564.

Mike McHale is the Deputy Designated Safeguarding Officer and can be contacted on 07899 668961 or via email mike.mchale@pearson.com.

Following a report of a concern the SPOC will follow an agreed process for referring learners (Annex C).

In addition to ensuring that Pearson TQ has clear processes around learner extremism, it is also important to ensure that the organisation has clear processes around staff recruitment. As part of the recruitment process, all staff are interviewed, and relevant criminal checks are completed. There is also a clear observation policy, where staff are observed delivering sessions to learners. These are both announced and unannounced. If issues are identified, then these would be dealt with in line with the organisation's performance management and disciplinary procedures.

5. Review of the Extremism and Radicalisation Prevention Policy

Pearson TQ's Senior Management Team will review this Policy annually.

6. Other related policies, procedures

This policy is in addition to other Pearson Policies and best practice documents:

1.   Safeguarding Policy

2.   Pearson PLC's Global Code of Conduct

3.   Safeguarding, Prevent and British Values Brief

4.   Health and Safety Policy

5.   Learner Online Safety Agreement

6.   Acceptable Use Policy

7.   Security Policy

8.   Whistle Blowing Policy

9.   Visitors Policy

10.   Observation of Teaching and Learning Policy.

Annexes

Annex A - Confidential Incident Report Form Template

Annex B - Prevent Duty Risk Assessment Template

Annex C - Prevent Duty Process for Referring a Concern for a Vulnerable Individual

Annex A - Confidential Incident Report Form Template

Please complete this form to report any incident that is confidential and involves a participant on an Army Apprenticeship programme. On completion the form is to be placed in a sealed envelope and marked Private and Confidential. The sealed envelope is then to be stored in the learners Apprenticeship funding file.

Apprentice Name		Service Number	
Regiment		Date of Birth	
TQ Staff Name		Date of Report	

Incident Location	
Date and time of Incident	

Give brief details below about the nature of the incident, how the incident happened, where it happened and, if applicable, what injuries occurred.

Indicate below any other person or authority to whom the incident has been reported, if possible giving contact details.

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Indicate below the action taken following the report of this incident. Detail should reflect all actions taken by parties involved with the incident, including Pearson TQ.

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Indicate below the outcome of the action taken and whether any further action is required.

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[                                                                    ]
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Apprentice Signature		Date	

Pearson TQ Staff Signature		Date	

Pearson TQ Use Only:

Does the incident need reporting under Safeguarding legislation?	Yes / No (delete as applicable)	If Yes, refer to Pearson TQ Safeguarding Policy. Date of Safeguarding report -
Does the incident need reporting under H&S legislation?	Yes / No (delete as applicable)	If Yes, refer to Pearson TQ H&S Policy. Date of H&S report -
Does the incident need reporting to the military authority?	Yes / No (delete as applicable)	If Yes, refer report to Pearson TQ Head of MoD WBL for reporting to Designated Officer

Annex B - Prevent Duty Risk Assessment Template

No	Prevent Vulnerability / Risk Area	Risk (Y/N)	Action already taken or in place to mitigate or address risk	Any further actions required	Owner	Due by	RAG Rating
1	LEADERSHIP Do the following people, if applicable, have a good understanding of their own and institutional responsibilities in relation to the 'Prevent Duty'? 1. Parent Organisation 2. Senior Management Group 3. Safeguarding Team 4. Contract Management 5. Delivery Management 6. Staff						
2	PARTNERSHIP 1. Is there an active engagement from the institution's parent company, SMG, managers, and leaders? 2. Does the institution or area of business have an identified SPOC (Single Point of Contact) in relation to the Prevent Duty? 3. Does the institution engage with the BIS Regional Prevent Coordinator, Local Authority Police Prevent Leads and engage with local Prevent Boards/Steering Groups at Strategic and Operational level?						
3	STAFF TRAINING						

	Do all staff have sufficient knowledge and confidence to: 1. Exemplify British Values in their management, teaching and through general behaviours in the institution 2. Understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism 3. Have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response						
4	WELFARE, PASTORAL AND CHAPLAINCY SUPPORT 1. Are there adequate arrangements and resources in place to provide pastoral care and support as required by the institution 2. Does the institution have chaplaincy provision or is this support signposted locally or brought in 3. Are their adequate monitoring arrangements to ensure that this support is effective and supports the institution's welfare and equality policies? 4. Does the chaplaincy support reflect the student, apprentice/trainee demographic and need?						
5	SPEAKERS AND EVENTS 1. Is there an effective policy/framework for managing speaker requests? 2. Is it well communicated to staff/student, apprentice or trainees and complied with? 3. Is there a policy/framework for managing on site events i.e.						

	charity events?						
	4. Are off site events which are supported, endorsed, funded or organised through the institution (including student, apprentice or trainees' Union if applicable) subject to policy/framework?						
6	SAFETY ONLINE 1. Does the institution have a policy relating to the use of IT and does it contain a specific reference and inclusion of the Prevent Duty? 2. Does the institution employ filtering/firewall systems to prevent staff/student, apprentice or trainees/visitors from accessing extremist websites and material? 3. Does this also include the use of using their own devices via Wi-Fi? 4. Does the system alert to serious and/or repeated breaches or attempted breaches of the policy?						

Annex C - Prevent Duty Process for Referring a Concern for a Vulnerable Individual

Member of Pearson TQ staff identifies a concern and follows 'At Risk' flowchart actions

If there is an immediate risk call 999

PTQ staff member contacts PTQ Apprenticeships Safeguarding Lead and completes a Confidential Incident Report form (CIR)

PTQ Safeguarding Lead - Neil Saunders
Email: neil.saunders@pearson.com
Tel: 07872 456564

PTQ Safeguarding Lead gathers further information and liaises with employer Safeguarding contact to identify what further action is required

Employer Contacts - To be identified at apprentice start.

Safeguarding Lead to record agreed actions and monitor progress. Pearson UK Safeguarding Lead to be informed of issue and actions taken.

PUK Safeguarding Lead - Shaun Kelly
Email: shaun.kelly@pearson.com

If appropriate, Apprentice to be referred to external agencies for further support. Safeguarding Lead to organise referrals and monitor progress.

Call the Anti-Terrorist Hotline
– 0800 789 321

Call 101 and ask for Prevent Team or Local Policing Team

Records of issue

Awareness of issue is to be strictly limited to individuals involved in the identification, monitoring and resolution of the issue. Safeguarding Lead to ensure that the CIR form is updated with progress and upon resolution of issue the completed CIR is to be securely stored in Apprentices funding file.

Contact the Regional Police Prevent & Channel Lead:

London (UKPN) – 020 7601 2442
Sussex (Thales) – call 101 and ask for the Prevent Team or email:
prevent@sussex.pnn.police.uk