

SoundSkool Music

Prevent Policy

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Reviewed By	Pamela Christie/ Giza Smith
Amendments Made Since Last Review Date	Added Jennie Fisher details to the policy



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Statement of intent

Preventing violent and non-violent extremism and radicalisation at SoundSkool in line with the Government Prevent Strategy.

The purpose of this policy is to:

- Ensure an awareness of “Prevent” within the College
- Be used in conjunction with the colleges safeguarding policy and procedures
- Provide a safe and nurturing environment for all students
- Be considered alongside the college disciplinary procedures and existing policies that address bully harassment equality, diversity and inclusion health and safety related issues
- Provide a clear framework to structure and inform the College’s response to potential radicalisation, including a supportive referral process for those who may be susceptible to the message of extremism
- To provide a framework to embed Fundamental British Values into the curriculum and ways of working; and
- Recognise current practice which contributes to the Prevent agenda and identify areas for improvement.

1. Why do we need the policy?

1.1 Context

Prevent is one of four strands of the Government’s counter terrorism strategy **CONTEST**. The UK currently faces a range of terrorist threats. Terrorist groups who pose a threat to the UK seek to radicalise and recruit people to their cause. The college recognises that our students and staff share the same risk of becoming victims or perpetrators of extremism and radicalisation; we will take all reasonable steps to minimise that risk and to provide effective support to our student and staff. Therefore, early intervention is at the heart of Prevent which aims to divert people away from being drawn into terrorist activity.

1.2 Who does this apply to?

The Prevent Policy applies to everyone working at or attending the College. It places responsibilities on all governors; College staff, students, contractors, volunteers and consultants and those working under self-employed arrangements linked with the College.

2. Statement

Prevent happens before any criminal activity takes place by recognising, supporting and protecting people who might be susceptible to radicalisation.

The national Prevent Duty confers mandatory duties and responsibilities on a range of public organisations, including Further Education and seeks to:

- Respond to the ideological challenge of terrorism and aspects of extremism, and the threat we face from those who promote these views.
- Provide practical help to prevent people from being drawn into terrorism and violent extremism and ensure they are given appropriate advice and support.
- Work with a wide range of sectors where there are risks of radicalisation which needs to be addressed, including education, criminal justice, faith, the internet and health.

The Government has created a system of 'threat level' which represents the likelihood of a terrorist attack in the near future. The current threat level from international terrorism in the UK is severe, which means that a terrorist attack is highly likely.

Our Prevent Policy has five key objectives:

- To promote and reinforce shared values, including British Values to create space for free and open debate; and to listen and support the student voice
- To breakdown segregation among different student communities including by supporting inter-faith and inter-cultural dialogue and understanding; and to engage all students in playing a full and active role in wider engagement in society
- To ensure student safety and that SoundSkool is free from bullying, harassment and discrimination
- To provide support for students who may be at risk of radicalisation, and appropriate sources of advice and guidance
- To ensure that students and staff are aware of their roles and responsibilities in preventing violent and non-violent extremism

3. Definitions

The following are commonly agreed definitions within the Prevent agenda:

3.1 An **ideology** is a set of beliefs.

3.2 **Radicalisation** is the process by which a person comes to support terrorism and forms of extremism that may lead to terrorism.

3.3 **Safeguarding** is the process of protecting vulnerable people, whether from crime, other forms of abuse or from being drawn into terrorism-related activity.

3.4 **Terrorism** is an action that endangers or causes serious violence, damage, or disruption and is intended to influence the government or to intimidate the public and is made with the intention of advancing a political, religious, or ideological belief.

3.5 **Vulnerability** describes factors and characteristics associated with being susceptible to radicalisation.

3.6 **Extremism** is vocal or active opposition to fundamental *British Values*.

3.6.1 **British Values** are detailed within the Prevent Duty and include democracy, the rule of law, Individual and mutual respect and tolerance of different faiths and beliefs.

4.Aims

Leadership and Values. Our aim is to create and maintain an ethos that upholds core values of shared responsibility and wellbeing for all students, staff and visitors whilst promoting respect, equality and diversity and understanding.

This will be achieved through:

- Promoting core values of respect, equality and diversity, democratic society, student voice and participation.
- Building staff and student understanding of the issues and confidence to deal with them through mandatory staff training, specialist tutorials, awareness campaigns and community engagement activities.
- Deepening engagement with local communities and faith groups.
- Actively working with representations from Police, Local Authorities, Health, Education, Probation, and Fire & Rescue services.

5.Teaching and Learning

Our aim is to provide a curriculum that promotes British Values, knowledge, skills and understanding, to build the resilience of students by undermining extremist ideology and supporting the student voice.

This will be achieved through:

- Embedding British Values, equality, diversity and inclusion, wellbeing and community cohesion throughout the curriculum.
- Promoting wider skills development such as social and emotional aspects of learning.
- A curriculum adapted to recognise local needs, challenge extremist narratives and promote universal rights
- Teaching, learning and assessment strategies that explore controversial issues in a way that promotes critical analysis and pro-social values.
- Use of external programmes or groups to support learning while ensuring that the input supports the goals and values of SoundSkool.

Indicators of Vulnerability to Radicalisation

- Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
- Extremism is defined by the Government in the Prevent Strategy as: 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

- Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs.
- Seek to provoke others to terrorist acts
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Children and young people may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that all childcare provider staff are able to recognise those vulnerabilities

Indicators of vulnerability include:

- **Identity Crisis** – the child or young person is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- **Personal Crisis** – the child or young person may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- **Personal Circumstances** – migration; local community tensions; and events affecting the child or young person’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- **Unmet Aspirations** – the child or young person may have perceptions of injustice; a feeling of failure; rejection of civic life;
- **Experiences of Criminality** – this may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- **Individual Needs** – child or young person may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all children or young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations

- Significant changes to appearance and / or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

6.Support

Our aim is to ensure that staff, take preventative and responsive steps, working with partner professionals, families and communities.

This will be achieved through:

1. Strong, effective and responsive student support services
2. Implementing anti-bullying strategies and challenging discriminatory behaviour.
3. Recognising factors that may increase risk to a student, i.e. vulnerability, disadvantage or hardship, and implementing early risk management strategies.
4. Ensuring that students and staff know how to access support in and/or via community partners.
5. Supporting students with problem solving and repair of harm.
6. Supporting 'at risk' students through safeguarding and crime prevention processes.
7. Focusing on narrowing the attainment gap between the different groups of students
8. Working collaboratively to promote support for students across all areas including those in off-site provision

7.Roles and Responsibilities

Whilst this is a standalone policy, it is integral to our Safeguarding Policy and should be applied as an extension to the company's current and established safeguarding procedures.

The Directors and Senior Leaders have a legal responsibility under the Prevent Duty to make sure they have undertaken training in the Prevent Duty. Additionally, the directors must ensure that:

- All staff have undertaken training in the Prevent Duty.
- All staff are aware of when it is appropriate to refer concerns about students, students or colleagues to the Safeguarding Officer.
- All staff exemplify British Values into their values.
- Policies and procedures to implement the Prevent Duty are in place and acted on where appropriate.

All Staff. All staff at SoundSkool have a responsibility to:

- Create and support an ethos that upholds the company's mission, vision, and values, including British Values, to create an environment of respect, equality and diversity, and inclusion.

- Attend Prevent training in order to have the skills to recognise those who may be vulnerable to radicalisation, involved in violent or non-violent extremism, and to know the appropriate action to take if they have concerns.
- Report any concerns around extremism or radicalisation via the safeguarding reporting channels.
- Report and remove any literature displayed around the company that could cause offense or promote extremist views.
- Support the development of staff and student understanding of the issues around extremism and radicalisation through activities such as training, awareness campaigns and tutorials
- Participate in engagement with local communities, schools and external organisations as appropriate.

8. Managing Risks and Responding Events

SoundSkool will ensure that it monitors risks and is ready to deal appropriately with issues which arise through the following:

- Understanding the nature of threat from violent extremism and how this may impact directly and indirectly.
- Identifying, understanding and managing potential risks from external influences.
- Responding appropriately to events reported via local, national or international news that may impact on students and communities.
- Ensuring plans are in place to minimise the potential for acts of violent or non- violent extremism.
- Ensuring measures are in place to respond appropriately to a threat or incident.
- Continuously developing effective ICT security and responsible user policies.
- Ensuring compliance with related policies

Keeping children and young people safe from risks is a safeguarding matter and should be approached in the same way as safeguarding children from other risks.

When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL or Wellbeing Officer. They will be responsible for contacting the Police Prevent Team who will assess whether the student may be at risk of radicalisation and where relevant the Police Prevent Team will refer them to the Local Authority Channel Panel.

9. Policy Awareness

Prevent training for all staff, students and directors is mandatory and will be delivered by the following methods:

Students. Prevent awareness is included in student induction sessions and in the Student Handbook. Information about Prevent delivered through Mandatory tutorials and resources and via attendance at prevent student related activities.

Staff (regardless of status). This will include Managers, teaching, training, and assessing staff, volunteers, and staff who are employed on specific projects.

- Receive mandatory training and updates which will be included in meetings and briefings regardless of status.
- All new members of staff will receive Prevent training as part of their induction programme.
- All agency staff, volunteers and contractors will be provided with appropriate training/ updates regarding changes to the Prevent agenda

Our commitment to meeting the Prevent Duty can be summarised as follows:

- P** Promotion of Equality and Diversity and positive relationships between staff and students.
- R** Referral of any concerns via safeguarding staff to relevant authorities
- E** Embedding British Values and education for students on all courses
- V** Vetting guest speakers and removal of any posters or other materials of an extremist nature
- E** Environment – maintaining a safe and secure site with CCTV, sufficient security procedures, and online filters
- N** News monitoring for any concerns in the locality
- T** Training of staff to raise awareness of the signs and risks

Links to other policies

This policy should be used in conjunction with the following policies and procedures:

- Child Protection and Safeguarding Policy
- Equality – Equity, Diversity and Inclusion Policy
- Health and Safety Policy
- Anti-Bullying Policy
- Online Safety Policy
- Whistleblowing Policy and Procedure
- Data Protection Policy

10. Safeguarding and Prevent Contacts

SoundSkool

Pamela Christie

Designated Safeguarding Lead

Giza Smith

Deputy Designated Safeguarding Lead T| 0207 088 8208

Islington Council Safeguarding Contacts

Laura Eden

Director of Safeguarding 0207 527 8066

laura.eden@islington.gov.uk

FE/HE Regional Prevent Coordinator – Jennie Fisher

Jennie.fisher@education.gov.uk

Tel 07880 469588

Children's Social Care, 0207 527 7400 (all hours).

Local Authority Designated Officer 0207 527 8102

Principal Officer Safeguarding in Education 0207 527 5845

Young People Services

Senior Designated Officer 0207 527 5880

Police

Police Referrals - Child Abuse Investigation Team (CAIT)

0208 733 6495

0208 733 6500

Prevent advice line 0800 011 3764