

PREVENT POLICY & PROCEDURE

1) Key Contacts – Raising a Concern

Any concerns or worries from Learners or those working with Learners should be reported to the Prevent Lead. If the Prevent Lead is material to the concern or worry, then the information should be reported to the alternative contact or Training Officer.

We encourage all Learners to talk to us if they are worried about any aspect of their work, learning or life in general.

If you are concerned that there is an immediate risk of serious harm, call emergency services on 999 or 101 without delay.

Prevent Lead & Designated Safeguarding Lead (DSL): Mark Vingoe (Chief Executive). 07939 296280. m.vingoe@theengineeringtrust.org

Deputy Prevent Lead & Deputy Designated Safeguarding Lead (DDSL): Melvyn Parr (Director of Delivery and Operations). 07807 348696. m.parr@theengineeringtrust.org.

Deputy Designated Safeguarding Lead (DDSL): Anthony Melia (Head of Quality, Risk & Compliance). 07795 506990. A.melia@theengineeringtrust.org

Head of Departments, Training Officers & Lecturers: Learners can contact these staff members for all issues that may or may not be of a Prevent nature.

All ETT Staff have access to the 'Key Safeguarding & Prevent Contacts by Region' document found in the Policy & Procedure File on BreatheHR. These hold contact details for Local Safeguarding Boards, Local Authority Designated Officers, Adult Safeguarding Boards and Regional further education (FE) and higher education (HE) Prevent co-ordinators.

DfE's Counter Extremism Division investigates extremism concerns and allegations related to adults working in or connected to the education sector (from early years to HE). Log any concerns directly <https://report-extremism.education.gov.uk/>

2) Purpose

- a) Engineering Trust Training (ETT) aims to create and maintain a safe, healthy, and supportive learning and working environment for our Learners and staff. We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for Learners. We further recognise that if we fail to challenge extremist views, we are failing to protect our Learners from potential harm. As such, the Prevent agenda will be addressed as a safeguarding concern.

3) Definitions

- a) Learner(s) - means anyone who is on a training programme with ETT and may include apprentices or those on commercially funded courses.
- b) Ideology – a set of beliefs.
- c) Radicalisation – the process by which a person comes to support terrorism and forms of extremism that may lead to terrorism.

- d) Safeguarding – the process of protecting vulnerable people, whether from crime, other forms of abuse or from being drawn into terrorism-related activity.
- e) Terrorism – 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.
- f) Vulnerability – describes factors and characteristics associated with being susceptible to radicalisation.
- g) Extremism – vocal or active opposition to fundamental British Values, including democracy, the rule of law, Individual and mutual respect and tolerance of different faiths and beliefs.
- h) 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) Principles

- a) ETT has adopted the Prevent Duty in accordance with legislative requirements. However, we endeavour to incorporate the relevant duties so as not to:
 - i) stifle legitimate discussions, debate or Learner engagement activities, or
 - ii) stereotype, label or single out individuals based on their origins, ethnicity, faith and beliefs or any other characteristics protected under the Equality Act 2010.
- b) ETT does:
 - i) ensure Prevent is a fundamental part of our delivery,
 - ii) provide a clear structure to inform our response to prevent concerns,
 - iii) embed British Values into the delivery and ways of working,
 - iv) recognise current practice which contributes to the Prevent agenda,
 - v) consistently identify areas for improvement, and
 - vi) understand that Prevent happens before any criminal activity takes place by recognising, supporting and protecting people who might be susceptible to radicalisation.
- c) The national Prevent Duty confers mandatory duties and responsibilities on a range of public organisations, including training providers, and seeks to:
 - i) respond to the ideological challenge of terrorism and aspects of extremism, and the threat we face from those who promote these views,
 - ii) provide practical help to prevent people from being drawn into terrorism and violent extremism and ensure they are given appropriate advice and support, and
 - iii) 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.
- d) Martyn's Law (Terrorism Protection of Premises)
 - i) Engineering Trust Training (ETT) is currently below the threshold of 200 people present at any one time at The Engineering Skills Academy (TESA) its training venue in Bicester. (200 is the point at which Martyn's Law becomes a legal requirement).
 - ii) Our apprentices who attend subcontracted provision with other providers are likely to be on sites where Martyn's Law is a legal requirement and monitoring of the subcontractors compliance will be done through the measures set out in the ETT Subcontracting and Procurement Policy and Procedure.

- iii) Although ETT currently sits below the threshold of people on site, we recognise that there are valuable practices within the legislation that align closely with our prevent and safeguarding ethos. We will therefore adopt proportionate measures from Martyn's Law as part of our commitment to ensuring a safe learning and working environment for all at TESA.
- iv) This will be achieved via our Normal Operating Procedure (NOP) document and Emergency Action Procedure (EAP) document which include:
 - Site security arrangements and access control procedures
 - Clear and tested plans for lockdown, evacuation, and communication in the event of a major incident
 - Maintaining contact with relevant local authorities and emergency services to ensure readiness and coordination
- v) Our working practices and training will encourage staff and learners to be alert to suspicious activity and to report concerns promptly.
- vi) Should our learner, staff, and visitor numbers increase to meet or exceed the 200-person threshold at TESA, we will ensure that we are fully compliant with all aspects of Martyn's Law before reaching that point. This will include ensuring that staff are trained in the relevant procedures that plans are reviewed and tested regularly, and that compliance is monitored in line with best practice.
- vii) By adopting these measures now, we strengthen our prevent and safeguarding approach, promote a culture of vigilance, preparedness, and shared responsibility for safety.

5) Objectives

- a) Follow any locally agreed procedure as set out by the Home Office and Local Authority for safeguarding individuals vulnerable to extremism and radicalisation.
- b) Maintain contact with the Prevent Regional HE/FE Co-ordinator.
- c) Work to eradicate any myths and assumptions that can lead to some young people becoming alienated and disempowered.
- d) Encourage Learners to challenge or question any radical influences in all parts of their life.
- e) Adopt positive teaching techniques by our Lecturers, Training Officers, in-company mentors, and our sub-contractors to develop Learners in relation to behaviour and welfare topics. These aim to build resilience to extremism and promote fundamental British values as part of each Learner's development.
- f) Ensure all our staff are equipped to recognise extremism and are skilled and confident to challenge it.
- g) Keep up to date with developments and good practice and keep our Prevent Policy under review.

6) Leadership and Values

- a) ETT creates and maintains an ethos that upholds core values of shared responsibility and wellbeing for all Learners and staff whilst promoting respect, equality and diversity and understanding. This is achieved through:
 - i) promoting core values of respect, equality and diversity, democratic society, learner voice and participation, and
 - ii) building staff and Learner understanding of the issues and confidence to deal with them through staff training, discussions, and research.

7) Teaching and Learning

- a) ETT will provide a curriculum that promotes British Values, knowledge, skills and understanding, to build the resilience of Learners by undermining extremist ideology and supporting the learner voice. This will be achieved through:
 - i) embedding British Values, equality, diversity and inclusion, wellbeing and community cohesion throughout the curriculum, company training plan and assessor visits,
 - ii) developing social and emotional skills within the learning programme,
 - iii) teaching, learning and assessment strategies that explore controversial issues in a way that promotes critical analysis and pro-social values,
 - iv) working with colleges to ensure the curriculum includes Prevent and British values, and
 - v) encouraging discussion.

8) Learner Support

- a) ETT will ensure staff take preventative and responsive steps, working with our partner organisations including employers and sub-contractors. This will be achieved through:
 - i) regular and effective contact with our Learners,
 - ii) building meaningful relationships with Learners that promote openness and discussion, supporting them with problem-solving and concerns,
 - iii) recognising factors that may increase risk to a Learner, i.e. vulnerability, disadvantage or hardship, and implementing early risk management strategies,
 - iv) ensuring that Learners are aware of and know how to access support, and
 - v) supporting 'at risk' Learners through safeguarding and crime prevention processes.

9) Promotion, Engagement & Training

- a) This Policy is published on the ETT website.
- b) Staff receive regular training in relation to this policy.
- c) Prevent (including this policy) is included within the training programme of every learner.
- d) Promoted periodically at reviews with Learners to check knowledge and understanding of the policy and its contents.

10) Roles and responsibilities

- a) The Chief Executive is the Prevent Lead and Designated Safeguarding Lead, with responsibility for ensuring that our Prevent Strategy is implemented and that any concerns are shared with the relevant organisations, in order to minimise the risk of our apprentices becoming involved with terrorism.
- b) All staff have a responsibility to:
 - i) promote British Values, to create an environment of respect, equality and diversity and inclusion,
 - ii) 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,
 - iii) report any concerns around extremism or radicalisation via the safeguarding reporting channels, and
 - iv) support the development of staff and Learner understanding of the issues around extremism and radicalisation through activities such as training, awareness, and discussions.

11) Monthly Review of Prevent Policies and Procedures

- a) In line with our commitment to upholding the Prevent Duty, the Senior Management Team (SMT) will conduct regular reviews of all Prevent-related policies, procedures, reports, and compliance measures.
- b) The Head of Quality, Risk & Compliance will provide a detailed update each month regarding the status of these elements, ensuring that any concerns or areas for enhancement are promptly identified and addressed. These updates will also be shared with the Trustees on a bi-monthly basis, promoting transparency and accountability in our Prevent practices.
- c) This systematic approach ensures that we effectively monitor our compliance and responsiveness to risks, ultimately fostering a safe and supportive environment for all learners.