



Storyy Training Policy to Support the Prevention of
Extremism and Radicalisation
(Prevent)

Version 3 Review Date: September 2022
Next Date: September 2023
Company Director: Shaun Grant



Policy Statement

Storyy Training is committed to providing a supportive and inclusive learning environment in which individuals can reach their potential.

This policy is designed to provide a clear framework to structure and inform our response to safeguarding concerns for those young people who may be vulnerable to the messages of extremism. In addition, it provides details of the local inter agency process and expectations in identifying appropriate interventions based on the threshold of need and intervention model and the Channel process (see below).

Storyy Training's approach to the Prevention of Extremism and Radicalisation (Prevent) will focus on:

- Safeguarding all apprentices, learners and staff from exposure to circumstances that exacerbate the risk of radicalisation.
- The education of all apprentices, learners and staff regarding the risk and nature of radicalisation
- The provision of information and resources that support awareness raising.
- Liaison and communication with relevant local and national agencies that support the Prevent agenda including the Kent Prevent Delivery Board and any relevant local Prevent Delivery Boards.
- Promotion of the support mechanisms available should an apprentice, learner or staff member have concerns relevant to terrorist and extremist activity.

Scope

This policy refers to any activity or risk of activity that would be categorised as promoting radicalisation or extremism.

Radicalisation is defined as the process by which people come to embrace radical ideology or beliefs that accepts, uses or condones violence, including acts of terrorism and extremism.

Extremism is 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.

Terrorism is 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

CONTEST, The United Kingdom's Strategy for Countering Terrorism was updated in June 2018 on the back of an increased risk to terror in the United Kingdom following a series of attacks escalating in 2017. There is a legal duty on certain bodies in the exercise of their functions, to have "due regard to the need to



prevent people from being drawn into terrorism”. Authorities subject to the provisions must have regard to this guidance and the Prevent Duty when carrying out their business. There is a statutory responsibility for education providers.

Prevent is 1 of the 4 elements of 'CONTEST', the government's counter-terrorism strategy. The 4 elements are: Pursue, Protect, Prepare and Prevent. It aims to stop people becoming terrorists or supporting terrorism.

Rationale

The current threat from terrorism and extremism in the United Kingdom is real and severe and can involve the exploitation of vulnerable people, including children and young people. The country is on high alert of imminent attack, although the southeast region (where head office is based) remains a relatively low risk area. Complacency must not set in and other areas of the country and major cities can be higher risk, see Safeguarding Policy for local risks.

The Prevent Strategy 2011 has three specific strategic objectives:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it.
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support.
- Work with sectors and institutions where there are risks of radicalisation that we need to address.

National Guidance and Strategies

Prevent is a key part of the Government's strategy to stop people becoming terrorists or supporting terrorism. Early intervention is at the heart of Prevent in diverting people away from being drawn into terrorist activity. Prevent happens before any criminal activity takes place. It is about recognising, supporting and protecting people who might be susceptible to radicalisation. The Prevent strategy objectives are:

Ideology:	Respond to the ideological challenge of terrorism and the threat we face from those who promote it.
Individuals:	Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
Institutions:	Work with sectors and institutions where there are risks of radicalisation which we need to address.

There is an important role for further education and independent training providers in helping to prevent people being drawn into terrorism, which includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. It is a condition of funding that all further education and independent training providers must comply with relevant legislation and any statutory responsibilities associated with the delivery of education and safeguarding of apprentices and learners.

It is important to realise that the risk of radicalisation in institutions does not just come from external speakers. Radicalised apprentices or learners can also act as a focal point for further radicalisation through personal contact with fellow apprentices or learners and through their social media activity. Where radicalisation happens away from training or the workplace, the apprentice or learner concerned may well

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share his or her issues with other apprentices or learners. Changes in behaviour and outlook may be visible to staff.



Keeping Children Safe in Education, September 2020 (updated Jan 2021) introduces the concept of contextualised safeguarding, where it is important for staff to understand the environment and external factors that could influence or have a negative impact on an individual. This could involve exposure to extreme far right-wing groups, those extreme groups that oppose Fundamental British Values, extreme religious ideologies or fanatics such as animal activist groups.

The Revised Prevent duty guidance for England and Wales sets out in paragraphs 65 to 76 the four themes independent training providers should focus on. These are: Risk assessment, Staff development and training, Working in partnership and IT policies.

All Independent training providers are subject to a duty under section 26 of the counter terrorism and security act 2015. (The CTSA 2015).

<https://www.gov.uk/government/publications/prevent-duty-guidance>.

Local Threats

The country remains on high alert for an imminent attack; however the South East region is regarded as a relatively low risk area.

The reports coming out of the Kent Prevent Duty Delivery Board (PDDB) state that the highest threat is from Animal activity groups, followed by Extreme Far Right-Wing groups such as Britain first, particularly in light of Brexit, and some threat from extreme ideologies related to Islamic state.

Please see appendix 6 in the Safeguarding and Protection of Children and Vulnerable Adults Policy for threats to other areas of the country.

Fundamental British Values

British values of democracy, rule of law, liberty and respect and tolerance of different faiths and beliefs are promoted at Storyy Training to counter extreme ideologies. This is promoted through apprentice, learner and staff induction, training and via learning activities and the virtual learning zone.

Run, Hide, Tell

To ensure apprentices, learners and staff know how to keep themselves safe if caught up in a terror attack, the government campaign Run, Hide and Tell has been widely promoted to apprentices, learners and staff through induction, training activities and the virtual learning zone.

Purpose and Objectives

Storyy Training will guide our apprentices and learners to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action. We take extremely seriously our key role in preparing all our young people for life in modern Britain and supporting and upholding Fundamental British Values.

We aim to encourage working towards a society with a common vision and sense of belonging by all. Communities: a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the



workplace, in training and in the wider community.

Apprentice and Learner Training

We achieve the above objectives by:

- Providing training and discussion opportunities to explore the 9 protected characteristics identified in the Equality Act 2010 this encourages apprentices and learners to respect other people.
- Providing an induction on equality and diversity (and policy), Fundamental British Values, Safeguarding and Child and Vulnerable Adult Protection Policy, The Prevention and Extremism and Radicalisation Policy, the Apprentice and Learner Behaviour Policy, IT Acceptable Use Policy and another associated policies (see below).
- Embedding and including The Prevent Duty, Equality and Diversity and Fundamental British Values as part of the curriculum offer.
- Providing opportunities for apprentices and learners to engage in professional discussion and freedom of speech whilst balancing this with protecting the welfare of apprentices, learners, and staff. Using professional discussion as an opportunity to address any issues which oppose Fundamental British Values and challenge these by sharing opposing views.
- Educating apprentices and learners to identify radicalising influences and risk/indicators that may make an individual vulnerable to being drawn into exploitation for the purpose of extremism.
- Educating apprentices and learners to identify vulnerabilities or worrying changes in behaviour.
- Educating apprentices and learners on how to identify grooming and coercive control.
- Training apprentices and learners to know who to contact or report to if they have concerns relating the prevention of extremism and radicalisation. Contact and reporting information can be found on the Storyy Training website www.maybirdtrainig.com, on the virtual learning zone and in the apprentice/learner handbook.

Apprentice and Learner Welfare

Regular apprentice and learner welfare checks will be conducted during teaching and learning activities and welfare education is part of the curriculum. Regular learner progress reviews, including welfare as an area for discussion is embedded throughout the whole process. Additional welfare checks will be made throughout the apprenticeship or course and an apprentice or learner can request additional reviews at any time. Supporting the apprentice or learner's welfare includes providing an opportunity to discuss concerns surrounding training, employment and personal or social issues that an apprentice or learner wishes to disclose, this may include concerns surrounding radicalisation or extremism or other safeguarding concerns. Support for welfare concerns may include referral to the DSL or external support agencies.

Staff Training

All staff including governors and volunteers will receive a prevention of extremism and radicalisation induction, annual training, and training when updates are required, there is a new or emerging risk or there is a change in legislation or government guidance. All meetings will have the Prevent Duty as an agenda item. All staff will be trained in:

- Supporting delivery of the curriculum to use opportunities in learning to educate and challenge (delivery staff).



- Exemplify British values in their management, teaching and through general behaviours, this will include reviewing curriculum (including sequencing), the Storyy Training website, paperwork, materials, use of technology in training, policies and procedures.
- Encourage apprentices and learners to respect other people with particular regard to the protected characteristics set out in the Equality Act 2010. This includes training to support staff to respectfully challenge views and opinions that oppose the Equality Act 2010 and Fundamental British Values. Please read in conjunction with the:
 - Apprentice and learner Behaviour Policy,
 - Staff Code of Conduct,
 - Equality and Diversity Policy,
 - Safeguarding and Protection of Children and Vulnerable Adults Policy
 - Complaints policy.
- Understanding of the factors that make people vulnerable to being drawn into terrorism, be able to recognise this vulnerability and be aware of what action to take in response.
- Understanding when and how to make referrals to the DSL or to the Channel programme and where to get additional advice and support.
- Understand this policy and procedure and the Prevent Risk Assessment and what it means to them.
- Understand the government's anti-radicalisation strategy, Prevent, to enable them to identify those at risk of being drawn into terrorism and to challenge extremist ideas.

Contractors and volunteers who are providing services relevant to apprenticeship or training will also receive Prevent training.

Employer Induction

Storyy Training will work closely with employers to ensure the protection of apprentices and learners from being drawn into radicalisation or extremism. All employers will receive an induction including the prevention of extremism and radicalisation and will know how to recognise when an apprentice or learner is vulnerable to being drawn into extremism and the indicators that an apprentice or learner may be radicalised or has been drawn into extremism. This induction includes who to contact if they have any concerns about an apprentice or learner, this information can be found in the employer handbook, on the Storyy Training website and on the virtual learning zone.

The Storyy Training Employer Engagement Contact/ Tutor will be in regular contact with the employer, this includes but is not restricted to when:



- They visit the place of work for assessment purposes.



- Conducting Learner Progress Reviews and Welfare Checks
- Liaising with the employer for feedback on apprentice and learner progression
- Obtaining employer satisfaction feedback
- Conducting employer inductions
- Conducting health and safety and safeguarding reviews of the workplace

Organisation and Responsibility

The maintenance of this policy is the responsibility of the Designated Safeguarding/Prevent Lead.

Tutors or other staff, to whom a disclosure regarding a Prevent related concerns has been made, must inform the Designated Safeguarding/ Prevent Lead or in her absence the deputy to ensure that appropriate action is taken.

Designated Safeguarding/Prevent Lead: Shaun Grant

Mobile Number: 07872 823 967

sgrant@getactivesports.com

Deputy:

Paul Addis paddis@getactivesports.com

The SMT has a responsibility to:

- Establish or use existing mechanisms for understanding the risk of radicalisation.
- Ensure staff understand the risk and build the capabilities to deal with it.
- Communicate and promote the importance of the duty.
- Ensure staff implement the duty effectively.

Quality and Monitoring

All records associated with Prevent, Safeguarding and Child and Vulnerable adult Protection concerns are held centrally by the DSL and on a password protected file on the secure drive.

Training for staff will be organised and monitored by the Head of Quality and Curriculum and the Admin Manager.

This policy will be reviewed every 6 months and updated as necessary.

Associated Documentation

- Safeguarding and Child and Vulnerable Adult Protection Policy
- Complaints Policy
- Equality and Diversity Policy
- Acceptable use of IT Policy



- Data Protection and GDPR Policy
- External Speakers and Visitors in line with the Prevent Duty Policy

- Keeping Children Safe in Education September 2020 (updated Jan 2021)
- Working together to Safeguard Children 2018
- Learner Behaviour Policy
- Staff Code of Conduct
- Whistleblowing Policy and Procedure
- Data Protection and GDPR Policy
- Bullying and Harassment Policy

Staff Roles and Responsibilities

All staff should have an awareness of the PREVENT agenda and the various forms radicalisation takes in being able to recognise signs and indicators or concern and respond appropriately.

We will ensure that suitable internet filtering is in place and equip apprentices and learners to stay safe online.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period. Staff will be alert to changes in apprentices or learners' behaviour.

Risk Assessment

We will assess the risk of apprentices and learners being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

Vulnerability/Risk Indicators

All staff, apprentices and learners will be trained to recognise the risks and reasons why a person may be vulnerable to being drawn into exploitation for the purpose of extremism and these indicators include the following lists.

The following lists are not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable young people experiencing these factors are automatically at risk of exploitation for the purposes of extremism. The accepted view is that a complex relationship between the various aspects of an individual's identity determines their vulnerability to extremism.

There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences. The following indicators may help to identify factors that suggest a young person or their family may be vulnerable or involved with extremism:

Identity crisis	Distance from cultural/religious heritage and uncomfortable with their place in the society around them.
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Personal crisis	Family tensions; sense of isolation; adolescence; low self- esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging.
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Personal circumstances	Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
Unmet aspirations	Perceptions of injustice; feelings of failure; rejection of civic life.
Criminality	Experiences of imprisonment; poor resettlement/reintegration, previous involvement with criminal groups.

Access to Extremist Influences:

- Reason to believe that the young person associates with those known to be involved in extremism.
- Possession or distribution of extremist literature/other media material likely to incite racial/religious hatred or acts of violence.
- Use of closed network groups via electronic media for the purpose of extremist activity.

Experiences, Behaviours and Influences:

- Experience of peer, social, family or faith group rejection
- International events in areas of conflict and civil unrest has had a personal impact on the young person resulting in a noticeable change in behaviour
- Verbal or written support of terrorist attacks
- Extended periods of travel to international locations known to be associated with extremism
- Evidence of fraudulent identity/use of documents to support this
- Experience of disadvantage, discrimination or social exclusion
- History of criminal activity
- Pending a decision on their immigration/national status

More Critical Risks Include:

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance/behaviour

For additional guidance, please see appendix 1 for what the [NSPCC](#) say are the signs that an apprentice or learner is being radicalised can include.



If a child, vulnerable adult, apprentice, or learner is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

Designated Safeguarding Lead/Prevent Lead:

INSERT

Designated Safeguarding Officer:

Reports can be made using the Safeguarding Report Form available on our website (at the bottom of our homepage) and emailed to sgrant@getactivesports.com

All original notes or paper files must be passed to the DSL for secure storage. All electronic records must be added to the Safeguarding and Prevent log and will be stored on the secure drive.

- If in exceptional circumstances the DSL or deputy is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care or adult care. Make a referral to local authority directly, if appropriate via phone or by completing a prevent referral form at <https://www.bracknell-forest.gov.uk/health-and-social-care/keeping-adults-and-children-safe/protecting-children/multi-agency-safeguarding-hub-mash/forms/safeguarding-referral>
- Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care or adult care team. It should be recognised that concerns of this nature, in relation to violent extremism, are most likely to require a police investigation, as part of the Channel Panel process. As part of the referral process, the designated professional will also raise an electronic referral to the Kent Channel Coordinator at:

- <https://www.bracknell-forest.gov.uk/crime-and-emergencies/crime-and-community-safety/preventing-violent-extremism>
- Or call the Police Prevent Referral team on 03000 41 11 11
- Or call the police on 101 or 0800 789 321

Or other applicable regional channel coordinators can be located via:

- <https://www.safecic.co.uk/your-scb-acpc/55-free-downloads-and-safeguarding-links/61-safeguarding-children-board-links>
- <https://www.gov.uk/report-child-abuse-to-local-council>



- <https://www.npcc.police.uk/CounterTerrorism/Prevent.aspx>



The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which staff and governors can call to raise concerns about extremism with respect to an apprentice or learner. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger.
- Think someone may be planning to travel to join an extremist group.
- See or hear something that may be terrorist-related.

Channel Referral Process

Some concerns which are identified may have a security dimension to them. For this reason, it is important that liaison with the police forms an early part of all investigations. The Prevent Police Team will carry out an initial assessment and, if appropriate, set up a multi-agency meeting to agree actions for supporting the individual.

If it is deemed that there are no concerns around radicalisation, appropriate and targeted support will be considered for the young person.

In Kent there is an adjacent Dove Tail process to the Channel referral process. Some cases that are not picked up by the Channel team may be more appropriately picked up by the Kent Dove Tail team.

The DSL will report concerns to the Kent Safeguarding Children Multi-Agency Partnership via the Front Door service.

- **Front Door Telephone Number-** on **03000 41 11 11**.
- **Prevent referral form-** <https://www.kscmp.org.uk/procedures/prevent>

Working in Partnership

Prevent work depends on effective partnership. To demonstrate effective compliance with the Prevent Duty, Storyy Training can demonstrate evidence of productive co-operation, in particular with local Prevent co-ordinators, the police and local authorities, and co-ordination through existing multi-agency forums, for example the Prevent Steering Boards and Community Safety Partnerships.

Local Prevent Co-ordinators:

Laura Wright - Prevent Coordinator

Coordinates Prevent activity across Berkshire and Bracknell agencies, develops and oversees a partnership Prevent plan, and delivers Prevent training to a range of agencies.

Email: community.safety@bracknell-forest.gov.uk

Phone: 01344 352999 (answerphone)

Sheriyar Alamgir - Prevent Education Officer (PEO)



Supporting educational establishments across Southeast to implement Prevent through teaching, training, and guidance.



Email alamgir.sheriyar@education.gov.uk

Storyy Training also works in partnership with the Berkshire Safeguarding Children Multiagency Partnerships, including the officers providing guidance on the safe use of technology, the internet and online platforms to support staff development and awareness of Prevent risks. Please see the Safeguarding, Child, and Vulnerable Adult Protection policy.

Freedom of Speech

Storyy Training will not suppress freedom to express controversial or unpopular views, provided that the expression of those views does not go beyond the articulation of points of view and does not constitute incitement to riot, insurrection, racial hatred, religious hatred, sexual harassment or other activities which are likely to cause a breach of the peace or public disorder or are otherwise unlawful.

Whilst upholding the principles of freedom to express potentially controversial or unpopular views, Storyy Training will not permit its premises or resources to be used to promote or support extremism and will provide opinions that challenge views that oppose Fundamental British Values or the Equality Act 2010.

In considering whether to allow the expression of potentially controversial or unpopular views, Storyy Training shall also take account of its wider legal duties, in Particular the Equality Act 2010 and Fundamental British Values:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct that is prohibited by law
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Storyy Training has the right and the power to regulate and, if necessary, to impose conditions or restrictions upon events and activities taking place on its premises.

Data Protection and GDPR

All data relating to Prevent, Child Protection and Safeguarding concerns is held in accordance with Storyy Training's Data Protection Policy. This policy conforms to the Data Protection Act 2018 and GDPR.

In relation to data on Prevent, Child Protection and Safeguarding concerns will be held for the specific purpose of enabling Storyy Training to put in place any support, guidance and advice which apprentices or learners may need above and beyond that offered to apprentices or learners. In some instances, the need to prevent harm or the risk of harm, in conjunction with police request, may override data protection considerations.



Appendix 1- The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that an apprentice or learner is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion



➤ Isolating themselves from family and friends

- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter and other social media
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations
- Apprentices or learners who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

Staff should **always** take action if they are worried.