Bradford College

Prevent Policy

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Revision history

Version	Type (e.g., replacement, revision etc)	Date	History (reason for changes)
2	Annual review	May 2022	Annual update – checked and validated by the local authority prevent co-ordinator
3	Annual review	May 2023	Annual update – checked and validated by the local authority prevent co-ordinator

Monitoring and review

This policy will be reviewed by the Corporation on an annual basis.

Bradford College Mission:
To create a better future for all through education and training.

Bradford College Vision:
Working together to transform lives.

Bradford College Values:

- Respectful – supportive, empathetic, mindful
- Inclusive – belonging, valued, understanding
- Trust – credible, accountable, honest
- Inspirational & Aspirational – passionate, ambition, belief, confident

Purpose of the Policy

This Policy is to be used in conjunction with the College's Safeguarding Policy and Procedures, and is in response to the Government's PREVENT Strategy. Bradford College is committed to providing a safe and nurturing environment for all students. This policy forms part of that commitment and sets out our approach to compliance with statutory guidance on Prevent safeguarding children and vulnerable adults. This policy should be considered in conjunction with our Positive Behaviours Policies & Procedures, and existing policies that address bullying, harassment, equality, diversity and inclusion, health & safety and related issues.

The College recognises that a safe and nurturing environment is a key factor in the successful delivery of high-quality learning and teaching. Our students 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 students. We will do this by ensuring that all students and staff are aware of the dangers of extremism and are able to protect themselves or seek support to ensure they are safe.

Early intervention is at the heart of "Prevent" in diverting people away from being drawn into terrorist or extreme activity. "Prevent" happens before any criminal activity takes place. It is about recognising, supporting and protecting people who might be susceptible to extremist views and radicalisation.

ALL College Staff are responsible for:

- Promoting and reinforcing Bradford College Values; to create space for free and open debate; and to listen and support the student voice.
- Understand the nature of the threat from violent extremism and how this may impact directly or indirectly on the College.
- Break down segregation among different student communities; including supporting inter-faith and inter-cultural dialogue & understanding and to engage all students in playing a full and active role in wider engagement in society.
- Ensure student safety and that the college is free from bullying, harassment and discrimination.

- Implement the positive behavior policy and procedure and challenge discriminatory behavior.
- Help students and staff to access support in college and/or through community partners.

Specific Responsibilities – VP EDI & Student Experience:
- Report to governors to ensure monitoring takes place to ensure the college is meeting its statutory duties in relation to Prevent.
- Ensure or work aligns with that of the Regional Prevent Coordinator, Local Authority Prevent Coordinator, Police Prevent Leads and local Prevent Steering Groups & other agencies at both a strategic and operational level.
- Complete a Prevent Duty Risk Assessment and develop a Prevent Action Plan which is reported to the Governing body via the Safeguarding & Prevent link governor.

Specific Responsibilities – Head of Student Services:

- Manage potential risks within the College and from external influences and ensure measures are in place to minimise the potential for acts of violent extremist within the College.
- Respond appropriately to events in local, national or international news that may impact on students and communities.
- Promote Bradford College values through induction, tutorials and the curriculum by encouraging active citizenship and the student voice.
- Ensure that students and staff are aware of their roles and responsibilities in preventing violent extremism and radicalisation.
- Build staff and student understanding of the issues and confidence to deal with them through appropriate training.
- Provide support for students who may be at risk and signpost to appropriate sources of advice and guidance.
- Establish strong and effective student support services.
- Ensure plans are in place to respond appropriately to a threat or incident within the College.

- Embed equality, diversity and inclusion, wellbeing and community cohesion through a well-planned, engaging and accessible enrichment programme that enhances Cultural Capital
- Developing effective ICT and e-safety policies.

Specific Responsibilities – Head of Learning Innovation and Development

- Embed Learning and teaching strategies, which explore controversial issues in a way which promotes critical analysis and pro social values.

Linked policies
- Safeguarding Policy
- Equality, Diversity and Inclusion Policy
- Observation of Learning, Teaching and Assessment Policy
- Health and Safety Policy
- Positive Behaviour Policy

Linked procedures/documents
- Bradford College Prevent Duty Risk Assessment And Action Plan (Incorporating The Bradford District PREVENT FE/HE Plan).
- Safeguarding Procedures
- Equality, Diversity and Inclusion Procedures
- Health and Safety Procedures Positive Behaviour Procedures

- Bradford College Business Continuity plan
- Positive Behaviour Procedures

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Prevent Risk Assessment and Action Plan 2022-23	
Assessment undertaken by:	Nick Scaife – Head of Department Student Services and DDSL Abda Hussein – Safeguarding and Wellbeing Lead Practitioner and DDSL
Internal Verification:	Bradford College Corporation.
External Verification:	Bradford Local Authority Prevent Coordinator

Key Contributors:

Name	Job Title
Sarah Cooper	Director of HR and Designated Safeguarding Lead
Alina Khan	Vice Principal Student Experience and Equality, Diversity and Inclusion
Allison Booth	Clerk to the Corporation
Nick Scaife	Head of Department Student Services
Abda Hussein	Safeguarding and Wellbeing Lead Practitioner
Tim Lupton	Head of Department Learning Quality
Sarah Towan	Director of Communications and Marketing
Fraser Wight	Head of IT and Learning Technologies
Daniel Mullan	Head of Department – Facilities management
Nosheen Qamer	Head of Talent and Learning

Sharon Ryan	Head of Department for Disability Services and Additional Learning Support.
Assia Hussain	Prevent Education Officer, Bradford Council

Prevent Risk Assessment and Action Plan:

The Counter-Terrorism and Security Act received royal assent in February 2015 (up to and including updates to April 2019). For colleges, universities and independent training providers, the Act introduced a duty (The Prevent Duty) to have 'due regard' to the need to prevent people from being drawn in to terrorism. The Prevent duty requires organisations to review their safeguarding policies by undertaking a risk assessment and producing an action plan. OFSTED fully supports the duty by giving particular attention during inspections to compliance with the Prevent Duty as part of Safeguarding under Leadership and Governance. The Home Office Prevent Duty Guidance states:

"Where Ofsted finds a publicly-funded further education institution or independent training provider inadequate, intervention action would be taken. In the case of independent providers this is likely to result in their contract being terminated by the Skills Funding Agency. In the case of further education institutions and local authority providers, this would result in the Further Education or Sixth Form College Commissioner making an immediate assessment. This could lead to governance and leadership change, restructuring or even dissolution under the Secretary of State's reserve powers. Under the Further and Higher Education Act 1992 Act, and following intervention action, it would also be possible for the Secretary of State to issue a direction as the ultimate sanction."

Bradford College Context:

Bradford College is proud of its diverse community. Our students come from a wide variety backgrounds and have an array of life and cultural experiences. As a college we value being able to operate inclusively and we actively welcome the diverse views and opinions expressed by our student cohorts. We seek to work collaboratively with the Students' Union, Teachers' and Support staff Unions in all areas of joint interest, and note the reservations that these organisations have expressed at a national/strategic level about the Prevent Agenda. However, we have due regard to the law, to our duty of care to our staff and students who form the college community, and the need to safeguard vulnerable individuals. We are taking practical steps to ensure that we are meeting the requirements of this duty in a way that complements the college's core values and is of genuine benefit to all. The Bradford District Prevent Plan feeds in to the College Risk Assessment and Action Plan. This document is regularly updated and key risks or updates from the Contest Group are incorporated by the DSL and presented to the College Corporation.
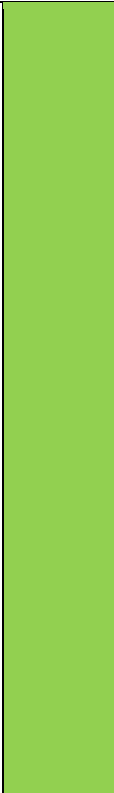
 • The RAG rating assesses the extent to which each activity/outcome has met the required legislative and/or Ofsted criteria:

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R	Required legislative /Ofsted criteria not met – all actions outstanding.
A	Required legislative/Ofsted criteria not fully met – some actions outstanding.
G	Required legislative /Ofsted criteria met – no further action currently required.

Bradford College FE Prevent Risk Assessment and Action Plan					
1. EFFECTIVE LEADERSHIP					
Activities to reduce Potential Risks/ Vulnerabilities	Link to Bradford District Action Plan 2022-24	Link to Ofsted Framework February 2022	Expected Outcomes: • Actions/Progress to Date		Timescales and by whom	RAG

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1.1 Institution has a Designated Prevent Lead.	Review CONTEST Governance arrangements in line with the amendments to national policies and ensure linkage to relevant District Partnerships and Strategies (1.1)	LM: Ensuring that the key requirements of the Prevent Duty and UNITED Values are embedded in all appropriate policies and procedures.	**Effective partnership and accountability. Alignment with District Strategic approach:** • HR Director is the Key Designated Safeguarding and Prevent Lead. • HOD Student Services and Safeguarding and Wellbeing Team Lead hold responsibility for Prevent related education, training and guidance and represents the College at the Bradford District Silver Group. • Represents the College at the Bradford District Prevent Advisory Group. • The Safeguarding and Wellbeing Team Lead is the Single Point of Contact - all individual referrals including Prevent are referred to the Safeguarding team in the first instance (attends Channel meetings if required)	In place HOD Student Services VP EDI and Student Experience Safeguarding and Wellbeing Team Lead	
1.2 Prevent Strategy has been	Review CONTEST Governance arrangements	LM: Celebrating what we have in common	**Positive community cohesion reduces the conditions in which extremism can take root:**		

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reviewed to ensure that it doesn't discriminate any particular groups of staff/students.	in line with the amendments to national policies and ensure linkage to relevant District Partnerships and Strategies (1.1)	and promoting respect for different protected characteristics as defined in law.	• At Bradford College we challenge all forms of discrimination, hate crime and extremism through our UNITED Values. UNITED Values are core to the College Prevent Strategy. • UNITED Values incorporate British Values but have an additional Equality strand (incorporating all 9 Protected Characteristics). • College has worked toward Investors in Diversity during 2022-23.	VP EDI and Student Experience HOD Student Services VP EDI and Student Experience
1.3 Governors are aware of Prevent and its objectives.	Lead the risk assessment process and ensure partners (and staff) are fully sighted on key issues (1.2) Provide Prevent briefings to local authority Tier 4 Managers (4.5)	LM: Ensuring that the key requirements of the Prevent Duty and UNITED Values are embedded in all appropriate policies and procedures.	**Understanding and support for work to reduce extremism across HE/FE institutions:** • Annual Safeguarding training for governors. • Online safeguarding training completed and plan in place to update when the new LMS system is engaged. • All Governors have received a copy of Keep Children Safe in Education September 2022. • Updates to the Prevent Risk Assessment and Action Plan are shared with the Clerk to Governors, Safeguarding & Prevent Link Governor annually. • Updates to the Prevent Risk Assessment and Action Plan are shared with the Bradford District Prevent Coordinator and key updates are also presented at the CONTEST Group.	Clerk to the Corporation, Head of Talent and Learning HR Director and DSL, VP EDI & Student Experience

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1.4 Clear awareness of roles and responsibilities throughout the institution re: Prevent.	Prevent is accountable to local democratic processes – formal reports made to elected members through Corporate Overview and Scrutiny Committee (1.3)	LM: Ensuring that the key requirements of the Prevent Duty and UNITED Values are embedded in all appropriate policies	**Safeguarding concerns are dealt with effectively. Partnership with Council and the Police is effective:** • Annual Safeguarding training for governors • Online safeguarding training completed and	HR Director and DSL	
	Clear reporting/responsibility arrangements to Adults and Children's Safeguarding Boards (2.1)	and procedures.	in place on the new LMS system. • All Governors have received a copy of Keep Children Safe in Education September 2022. • Teaching staff receive regular updates on Safeguarding processes and procedures through a variety of channels • The College has established links with the CT Unit, Prevent District Lead and FE/HE Prevent Coordinator.	HOD Student Services Safeguarding and Wellbeing Team Lead	

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1.5 Prevent responsibilities have been embedded within the appropriate safeguarding processes.	Partnership and Safeguarding Boards are updated on threat and risk and ensure Prevent safeguarding processes are built into existing district policies and programmes (1.4) Clear reporting /responsibility arrangements to Adults and Children's Safeguarding Boards (2.1) Current generic Safeguarding packages include recognising radicalisation and hate narratives as standard (2.2) Support organisations with IT equipment available to the general public to consider using filtering solutions that limit access	LM: Ensuring that the key requirements of the Prevent Duty and UNITED Values are embedded in all appropriate policies and procedures.	**Concerns around radicalisation are supported via safeguarding mechanisms:** • The Safeguarding Policy incorporates the key requirements of the Prevent Duty. • The Safeguarding policy and procedures guide make full reference to Prevent • Prevent referrals/notifications are dealt with by the Safeguarding and Wellbeing Team in the first instance. • Safeguarding and Wellbeing Team have completed the Prevent Awareness training and also work closely with the CT unit. • The Safeguarding and Wellbeing Team manage the audit trail for referrals and notifications using an online system called Intuition. • Currently the procedure regarding referrals to Channel is that once the student has been interviewed by a Safeguarding Officer and a link to extremism/terrorism has been established then the referral is passed to the CT Officers who will then decide if the referral should be 'Channel'.	HR Director and DSL HOD Student Services Safeguarding and Wellbeing Team Lead	
	to terrorist and extremist material (4.6)				

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1.6 Appropriate strategies, policies and procedures have been updated to incorporate Prevent.	Review of Channel processes to ensure systems are fluent and support is appropriate and effective (1.5) Support organisations with IT equipment available to the general public to consider using filtering solutions that limit access to terrorist and extremist material (4.6)	LM: Ensuring that the key requirements of the Prevent Duty and UNITED Values are embedded in all appropriate policies and procedures.	**Concerns around radicalisation are supported via appropriate policies and procedures:** • As part of the Bradford College Prevent Strategy, appropriate policies have been updated to include the key principles of the Prevent Duty: o External Speakers/Freedom of Speech policies updated May 2020 o Safeguarding policy updated annually o Acceptable Use of IT policy* is in place o Staff and student Internet usage is monitored* • Prevent and UNITED values are a core part of the Curriculum and Tutorial Programme.	Clerk to the Corporation. HOD Student Services *Head of IT and Learning Technologies Learning and Quality Managers	
1.7 Welfare and Chaplaincy space and support is in place, along with supporting policies and procedures to meet the social and emotional learning needs of students.	Review of Channel processes to ensure systems are fluent and support is appropriate and effective (1.5) Trigger plans are in place to manage the range of circumstances in which any returnees from a conflict zone may arrive in the district so that children can be safeguarded (2.3) Referrals to Channel are appropriate and	LM: Ensuring that the key requirements of the Prevent Duty and UNITED Values are embedded in all appropriate policies and procedures. LM: Celebrating what we have in common and promoting respect for different protected characteristics as defined in law. BA - Learners feel	**Concerns around issues of social and emotional learning needs are supported via appropriate guidance mechanisms:** o College provides a comprehensive range of high-quality pastoral care and support across a variety of services and departments including: o Mental Health o Welfare Advice o IAG and Careers Guidance o A variety of ALS support o Connexions o Student Finance o Safeguarding o Diversity Plus o The quality of pastoral and support services is	HOD Student Services HOD Additional Learning Support	

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| | proportional and submitted across a range of sectors (2.5) Increased support to those with additional needs that may make them vulnerable to radicalisation and hate narratives (2.7) Increased support to mental health sector to recognise and respond to the issue of radicalisation and hate narratives (2.6) | safe and do not experience bullying or discrimination. BA - Learners know who to contact if they have any concerns re: discrimination or extremism. | monitored through college quality procedures including: <br> o Termly performance reviews <br> o Regular reporting to the Equality and Diversity Committee <br> o The College SAR process <br> o The use of external quality standards <br> o Feedback from stakeholders.
 • The College has a 'Unity' space in DHB– which provides space for prayer and quiet contemplation and is available to use to those of all faiths and none. There is a no strict rota for the UNITY room but it is monitored regularly by the Student Services team.
 • Bradford College is a Hate Crime reporting centre, students can report hate crime in a confidential and safe space as well as speaking with staff within the safeguarding and wellbeing team.
 • The Student Handbook(s) include details on the location and facilities available, as well as brief guidance on respecting the area.
 • The 'Unity' room has clearly displayed posters again highlighting appropriate use of the room. | VP EDI & Student Experience | |

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1.8 ICT policies recognise the risk of online radicalisation. Appropriate processes are in place to safeguard users from terrorist content online (Including use of own device via Wi-Fi). Support and advice in online safety is available.	Support organisations with IT equipment available to the general public to consider using filtering solutions that limit access to terrorist and extremist material (4.6)	LM - Ensuring that the key requirements of the Prevent Duty and UNITED Values (FBV and Equality) are embedded in all appropriate policies and procedures.	**Risks are minimised of inappropriate use of ICT on campus.** **Students are aware of key issues in on-line safety:** • The ICT Policy includes the key requirements of the Prevent Duty. • The college employs filtering / firewall systems (smoothwall) to prevent staff, students and visitors from accessing extremist websites and material – this includes the use of own devices via college WIFI. • If a breach is made, an alert is sent to the student's computer notifying them that access has been denied. The safeguarding team are also notified and follow this through with the student and the curriculum HOD. • If staff or students need access to a blocked site for academic purposes they must put in a request via their tutor to the Head of IT	Head of IT and Learning Technologies	

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Bradford College FE Prevent Risk Assessment and Action Plan

2. CAPABILITIES

Activities to reduce Potential Risks/ Vulnerabilities	Link to Bradford District Action Plan 2022-24	Link to Ofsted Framework February 2022	Expected Outcomes: • Actions/Progress to Date	Timescales and by whom	RAG
2.1 Institutions provide a trainer to deliver Prevent training (formerly known as 'WRAP') to their staff in the Bradford District.	Education Leaders across Early years, Schools, Further and Higher Education are supported to deliver appropriate antiextremism education (1.6) Prepare a Prevent Communications Strategy (4.2)	LM - Ensuring that the key requirements of the Prevent Duty and UNITED Values (FBV and Equality) are embedded in all appropriate policies and procedures.	**FE/HE institutions able to provide relevant safeguarding training to their staff on a sustainable basis:** • The Head of department for Student Services has responsibility to ensure the WRAP training is delivered to staff across the College. • The training is devised and delivered by the Safeguarding and Wellbeing Lead Practitioner. • Records of training are held centrally by the Human Resources department	HOD Student Services Safeguarding and Wellbeing Team Lead Human Resources	

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2.2 Institutions ensure that Prevent Awareness (formerly 'WRAP') training for staff readdresses the basis of prejudice and stereotyping.	Education Leaders across Early years, Schools, Further and Higher Education are supported to deliver appropriate antiextremism education (1.6) Prepare a Prevent Communications Strategy (4.2)	LM - Ensuring that the key requirements of the Prevent Duty and UNITED Values (FBV and Equality) are embedded in all appropriate policies and procedures. LM: Celebrating what we have in	**Positive community cohesion reduces the conditions in which extremism can take root:** • Bradford College prevent awareness training includes input from the Prevent Education Officers, but in addition to this the training includes other key features such as: challenging stereotypes, cultural awareness, equality and diversity and our own UNITED Values. • The training has a focus on the broadest definition of radicalisation and includes information about far-right groups and mixed,	HOD Student Services Safeguarding and Wellbeing Team Lead	
		common and promoting respect for different protected characteristics as defined in law. LM - Developing multi-agency partnerships. LM - Raising the profile of the College locally, nationally and internationally.	unstable and unclear ideologies. • College includes input from the Prevent Education Officer, Bradford Council in development of this training and in the training of our trainers. • The college is working in partnership with the Local Authority and partner organisations such as 'Odd Arts' to host workshops to students around the Prevent themes.		

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| 2.3 Deliver a rolling programme of Prevent Awareness (formerly 'WRAP') training to key staff. | Education Leaders across Early years, Schools, Further and Higher Education are supported to deliver appropriate antiextremism education (1.6)

Prepare a Prevent Communications Strategy (4.2) | LM - Ensuring that the key requirements of the Prevent Duty and UNITED Values (FBV and Equality) are embedded in all appropriate policies and procedures.

LM: Staff feel confident and supported to implement these key requirements within their roles. | **Priority cases are supported effectively and appropriate interventions are provided:**

• Prevent Awareness sessions are mandatory for all Governors, Leadership and academic staff and support staff.
• Two Prevent Awareness sessions a month are planned in to the Staff Development Schedule – in addition to these additional training and support/guidance are delivered upon request to teams and departments.
• Prevent is included in the new staff induction programme and all new staff are required to complete the mandatory online Prevent module and classroom based Prevent Awareness training within their probationary period.
• Staff are given a copy of the training PowerPoint at the end of training for future reference.
• Additional resources to support staff, managers and parents are available on Moodle as a tutorial resource – these link to the Safeguarding and Prevent resources shared at every staff induction, Safeguarding and Prevent Awareness training. | HOD Student Services

Safeguarding and Wellbeing Team Lead

Human Resources | |

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| 2.4 Institutions identify other relevant training for Prevent Leads. | Education Leaders across Early years, Schools, Further and Higher Education are supported to deliver appropriate antiextremism education (1.6)

Prepare a Prevent Communications Strategy (4.2)

Provide Prevent briefings to local authority Tier 4 Managers

Support the effective and efficient delivery of the Channel scheme (2.4) | LM - Ensuring that the key requirements of the Prevent Duty and UNITED Values (FBV and Equality) are embedded in all appropriate policies and procedures. | **Key staff receive ongoing support to raise their awareness and capabilities:**

• The college works closely with the Prevent District Coordinator and Prevent FE/HE Coordinator to keep up-to-date on up and coming Prevent related training/resources.
• The college is represented at the Bradford District CONTEST Group and also the Bradford District Prevent Advisory Group to share good practice and to identify other relevant Prevent training or resources that could benefit the staff and students at Bradford College. | VP EDI and Student Experience

HOD Student Services

Safeguarding and Wellbeing Team Lead
Human Resources | |

Bradford College FE Prevent Risk Assessment and Action Plan					
3. RISK ASSESSMENT					
Activities to reduce Potential Risks/ Vulnerabilities	**Link to Bradford District Action Plan 2022-24**	**Link to Ofsted Framework February 2022**	**Expected Outcomes:**

• Actions/Progress to Date | **Timescales and by whom** | **RAG** |

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3.1 A risk assessment process is agreed and implemented. Process rag rates key issues and puts plan in place to mitigate key areas of risk.	Lead the risk assessment process and ensure partners (and staff) are fully sighted on key issues (1.2)	LM - Ensuring that the key requirements of the Prevent Duty and UNITED Values (FBV and Equality) are embedded in all appropriate policies and procedures.	**Risk is minimised by effective and proportionate assessment process:** • The College has an up-to-date Prevent Strategy which focus' on taking an inclusive (UNITED) approach to implementing the key requirements of the Duty. • Prevent Risk Assessment/Action Plan is regularly updated and shared with the Corporation and the Prevent Bradford District Silver Group. • In addition to this the, Safeguarding Team has its own Risk Assessment process which incorporates Prevent and other safeguarding risks.	HOD Student Services Safeguarding and Wellbeing Team Lead	
3.2 Effective arrangements are in place to ensure that staff/students know how to raise concerns about extremism.	Clear reporting /responsibility arrangements to Adults and Children's Safeguarding Boards (2.1)	LM: Staff feel confident and supported to implement these key requirements within their roles.	**Institutions are aware of key areas of risk and respond appropriately:** • Information on key services is shared at inductions for both staff and students and widely publicised throughout the College. • Referral processes are fully explained to staff	HOD Student Services Safeguarding and Wellbeing Team Lead	

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		BA - Learners feel safe and do not experience bullying or discrimination. BA - Learners know who to contact if they have any concerns re: discrimination or extremism.	during training. **2022-23 Induction and Mid-Course student survey highlighted that:** • 93% feel The College develops their understanding on United Values, Respect and Equality • 95% of students feel safe at the College and in their studies		
3.3 Complaints about actions taken under the Prevent duty are dealt with in a timely and effective manner, lessons are learned across the institution and the Prevent action plan is amended appropriately.	Review of Channel processes to ensure systems are fluent and support is appropriate and effective (1.5)	BA - Learners feel safe and do not experience bullying or discrimination. BA - Learners know who to contact if they have any concerns re: discrimination or extremism.	**Institutions are aware of key areas of risk and respond appropriately:** • Complaint processes and procedures are readily available to students • No complaints received to date regarding Prevent processes in College	HOD Student Services Safeguarding and Wellbeing Team Lead	

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| 3.4 Effective safeguarding arrangements are in place to manage access to the site by visitors and nonstudents/staff. | Review of Channel processes to ensure systems are fluent and support is appropriate and effective (1.5) | LM - Ensuring that the key requirements of the Prevent Duty and UNITED Values (FBV and Equality) are embedded in all appropriate policies and procedures. | **Concerns around safeguarding are supported via appropriate mechanisms:**

• Everybody onsite has to wear visible ID on College premises
• Those not wearing visible ID will be challenged by staff.
• Visitors to the college inform the relevant department prior to attending the site.
• Visitors report to the reception of whichever building they are attending and advise the staff who they're here to see.
• Reception staff will contact the relevant department and advise they have a visitor on site.
• Visitors sign in electronically and are photographed. | Head of Marketing and recruitment

Head of Estates and Facilities Management | |

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3.5 Frontline staff have been briefed on extremist organisations and are aware of their symbols/stickers.	Lead the risk assessment process and ensure partners (and staff) are fully sighted on key issues (1.2)	LM - Ensuring that the key requirements of the Prevent Duty and UNITED Values (FBV and Equality) are embedded in all appropriate policies and procedures. LM: Staff feel confident and supported to implement these key requirements within their roles.	**Concerns around safeguarding are supported via appropriate mechanisms:** • This is covered using current examples in the Prevent Awareness training. • HOD Student Services and Safeguarding and Wellbeing Lead Practitioner are in regular communication with the Bradford District Prevent Coordinator and Prevent FE/HE Coordinator re: additional training/resources. • Training organised and delivered for FOH staff	HOD Student Services Safeguarding and Wellbeing Team Lead	
3.6 Processes are in place to efficiently safeguard any young people that could potentially return from or arrive in the UK from countries deemed as high risk by the Home Office.	Review of Channel processes to ensure systems are fluent and support is appropriate and effective (1.5) Work with those who are supporting refugees and asylum seekers so that they are aware of the risks to these communities from extremists groups and can provide help and support here necessary (3.11) Trigger plans are in place to manage the range of	LM: Staff feel confident and supported to implement these key requirements within their roles.	**Concerns around safeguarding are supported via appropriate mechanisms:** • The Safeguarding Team and Student Services Team carry out a risk assessment to identify appropriate support for the needs of any young learners that arrive from countries deemed as high risk by the Home Office. • Discrete support is in place and available for all Unaccompanied Asylum Seeker Children	HOD Student Services Safeguarding and Wellbeing Team Lead Designated Lead for CLA	

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	circumstances in which any returnees from a conflict zone may arrive in the district so that children can be safeguarded (2.3)				

3.7 Policies and procedures are in place for all to be wearing ID badges on site.	Review of Channel processes to ensure systems are fluent and support is appropriate and effective (1.5)	LM - Ensuring that the key requirements of the Prevent Duty and UNITED Values (FBV and Equality) are embedded in all appropriate policies and procedures. PD - Equipping learners to be responsible, respectful, active citizens who contribute positively to society.	**Concerns around safeguarding are supported via appropriate mechanisms:** • The college policy regarding ID badges is that badges are clearly visible at all times. If staff don't have ID cards they must report to the facilities office and inform them that they have forgotten/lost their card. They will then be issued a replacement. • If students are without a card they report to the reception desk and inform staff that they have forgotten/lost their card.	Director of Marketing and recruitment	

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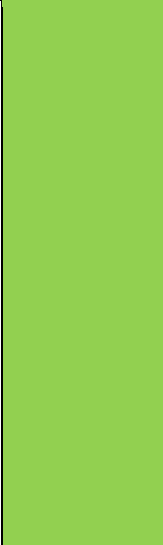|					
3.8 There is a procedure in place to deal with the distribution (including electronic) literature or other publicising material. This includes offsite activities that are likely to impact on staff/students (protests etc)	Review of Channel processes to ensure systems are fluent and support is appropriate and effective (1.5) Referrals to Channel are appropriate and proportional and submitted across a range of sectors (2.5)	LM - Ensuring that the key requirements of the Prevent Duty and UNITED Values (FBV and Equality) are embedded in all appropriate policies and procedures.	**Opportunities for external speakers to promote division and hate in the district are minimised:** • The Marketing & Communications Team is responsible for overseeing the internal and external distribution of printed materials, including prospectuses, leaflets and open event materials. Specifically, the Marketing Operations Manager oversees the distribution and ordering of printed materials and the Student Engagement & Outreach Team work alongside the Student Recruitment & Conversion Team to manage distribution, maintain and update stakeholder databases and manage requests for publicity	Director Marketing and recruitment	
			materials/prospectuses. • The team are also responsible for monitoring social media channels so that they can alert people to activities if a need arises.		
3.9 There is CCTV in all key areas of the institution that could potentially reveal anyone that is illicitly distributing any hate or extremist literature. Along with effective monitoring of behaviour, conversations and online use.	Review of Channel processes to ensure systems are fluent and support is appropriate and effective (1.5) Referrals to Channel are appropriate and proportional and submitted across a range of sectors (2.5)	LM - Ensuring that the key requirements of the Prevent Duty and UNITED Values (FBV and Equality) are embedded in all appropriate policies and procedures.	**Opportunities for staff or students to promote inappropriate behaviour division and hate in the college are minimised:** • The college has CCTV in all key areas of the college. • Security regularly patrol the grounds and premises. • Students know when and how to report concerns about inappropriate behaviour	Facilities Manager	

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Bradford College FE Prevent Risk Assessment and Action Plan					
4. WORKING IN PARTNERSHIP					
Activities to reduce Potential Risks/ Vulnerabilities	**Link to Bradford District Action Plan 2022-24**	**Link to Ofsted Framework February 2022**	**Expected Outcomes:** • Actions/Progress to Date	**Timescales and by whom**	**RAG**
4.1 Representation and accountability at Bradford District Silver group.	Review CONTEST Governance arrangements in line with the amendments to national	LM - Ensuring that the key requirements of the Prevent Duty and	**Enable co-ordinated District response. HE/FE institutions accountable for Prevent delivery locally:**		

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	policies and ensure linkage to relevant District Partnerships and Strategies (1.1) Lead the risk assessment process and ensure partners (and staff) are fully sighted on key issues (1.2)	UNITED Values (FBV and Equality) are embedded in all appropriate policies and procedures. LM - Developing multi-agency partnerships.	• VP EDI & Student Experience and HOD Student Services attends Bradford District CONTEST Silver Group and cascades information via verbal/written reports to the VP Quality and Student Experience, SLT and Corporation members as and when required. • VP EDI & Student Experience and HOD Student Services meet regularly to keep in touch re: Prevent and UNITED Values.	VP EDI & Student Experience HOD Student Services	
4.2 Prevent/ Safeguarding Leads able to access support through Channel process and Bradford District Prevent Coordinator.	Lead the risk assessment process and ensure partners (and staff) are fully sighted on key issues (1.2)	LM - Ensuring that the key requirements of the Prevent Duty and UNITED Values (FBV and Equality) are embedded in all appropriate policies and procedures. LM - Developing multi-agency partnerships.	**Support to individuals is available quickly and is proportion to their needs:** • HOD Student Services and Safeguarding and Wellbeing Lead Practitioner have a good working relationship with the Bradford District Prevent Coordinator and the CTU. They are in regular contact with college.	HOD Student Services Safeguarding and Wellbeing Team Lead	

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4.3 Active FE/HE representation in Prevent sub-group for Education and Skills Sector.	Review CONTEST Governance arrangements in line with the amendments to national policies and ensure linkage to relevant District Partnerships and Strategies (1.1)	LM - Ensuring that the key requirements of the Prevent Duty and UNITED Values (FBV and Equality) are embedded in all appropriate policies and procedures. LM - Developing multi-agency partnerships. LM - Raising the College's profile locally, nationally and internationally.	The College DSL, Deputy DSLs and the Safeguarding and Wellbeing lead practitioner represent the College at all of the relevant committees and sub groups across the city.	HOD Student Services Safeguarding and Wellbeing Team Lead	

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| 4.4 Raise awareness of prevent with students and engage with the Students' Union. | Build engagement, consult and raise awareness with communities on Prevent project delivery. Support and nurture community based solutions (3.2)

Engage young people to educate and support challenge of extremist hate narratives (3.6)

Prepare a Prevent Communications Strategy (4.2) | BA - Relationships among learners and staff reflect a positive and respectful culture.

PD - Equipping learners to be responsible, respectful, active citizens who contribute positively to society.

PD - Developing learners understanding of UNITED (FBV and Equality) Values.

PD - Developing learners understanding and appreciation of diversity. | **Students are engaged in processes to reduce risks around radicalisation and extremism:**
• SU page includes guidance on Safe Giving and Leaflet produced by the Charities Commission: **https://www.bradfordcollegesu.co.uk/volunteering/fundraising**
• Information on Prevent / UNITED values is incorporated in to the candidates briefing for SU elections.
• Similar information is incorporated in to the collective induction session for new SU Club/Society officials.
• UNITED Values and Prevent Strategy are incorporated in the FE Student Induction

• Plans for Learning for all curriculum areas including Apprenticeships include references to UNITED Values.
• Specific questions on Prevent and UNITED Values are included in the Student Experience Surveys to identify student understanding / awareness of Prevent. The surveys are done three times a year. | HoD Student Services

Personal Development Team Leader

Learning and Quality Managers

Curriculum teams

Safeguarding and Wellbeing Team Lead | |

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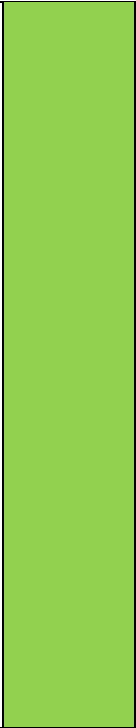|					
4.5 FE/HE institutions hosting external speakers are aware of responsibilities to have robust equal opportunities policies which challenge hate speech, racism and extremism.	Ensure organisations hosting external speakers are aware of responsibilities to have robust equal opportunities policies which challenge hate speech, racism and homophobia (3.10)	LM - Ensuring that the key requirements of the Prevent Duty and UNITED Values (FBV and Equality) are embedded in all appropriate policies and procedures. LM: Celebrating what we have in common and promoting respect for different protected characteristics as defined in law.	**Opportunities for external speakers to promote division and hate in the district are minimised:** • The SU is an autonomous body that works in partnership with the college and therefore adopts the college's External Speakers Policy and agreement form. • The college Freedom of Speech/External Speakers Policy includes the 'External Speaker's' form alongside clear guidance based on the requirements of the Prevent Strategy and the Equality Act 2010. • The Executive have the overall responsibility for approval of external speaker forms	Personal Development Team Leader College Executive / Clerk to Governors	Procedures and policy updated until 2023

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Bradford College FE Prevent Risk Assessment and Action Plan

5. TEACHING AND LEARNING

Activities to reduce Potential Risks/ Vulnerabilities	Link to Bradford District Action Plan 2022-24	Link to Ofsted Framework February 2022	Expected Outcomes: • Actions/Progress to Date	Timescales and by whom	RAG

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| 5.1 Students are made aware of the benefits of community cohesion and the damaging effects of extremism on community relations. | Build engagement, consult and raise awareness with communities on Prevent project delivery. Support and nurture community based solutions (3.2)

Engage young people to educate and support challenge of extremist hate narratives (3.6) | QE - Leaders adopt or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.

BA - Relationships among learners and staff reflect a positive and respectful culture.

PD - Equipping learners to be responsible, respectful, active citizens who contribute positively to society.

PD - Developing learners understanding of UNITED (FBV and Equality) Values.

PD - Developing learners understanding and appreciation of diversity. | **Positive community cohesion reduces the conditions in which extremism can take root:**

- The college has a Vice Principal with responsibility for Equality, Diversity and Inclusion as a dedicated resource.
- This role works across the college to create a proactive and consistent approach to diversity and inclusion, and to drive tangible cultural, behavioural and practical change.
- The VP EDI identifies and challenges practices, policies and behaviours which serve as a barrier to best practice in EDI.
- The college has a Personal Development team Leader who supports the mainstreaming of Safeguarding, Equality and Diversity across college and makes a significant contribution to social cohesion.
- This includes a range of awareness raising events using external speakers and workshops for both staff and students. Information on all Personal Development events is disseminated regularly to staff via email to discuss with students and colleagues, is on the SU website, is emailed to students in the monthly SU email and there are social media campaigns/ posts accompanying all events.
- All external speakers are asked to agree to the conditions of the College's External Speakers/Freedom of Speech Policy
- Prevent, UNITED Values and Equality and Diversity are all included in the Student | HoD Student Services

Personal Development Team Leader

VP EDI & Student Experience | |

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| | | | Induction, Tutorial Programme and main curriculum. | | |
| | | | • These should also be evidenced in the plan of learning (scheme of work) for each course | | |

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| 5.2 Is the institution aware of any tensions in the student body? How are we dealing with these? | Develop a 'Community Engagement Strategy' to engage with groups and individuals who wish for dialogue around Prevent related subjects (3.4)

Engage young people to educate and support challenge of extremist hate narratives (3.6) | PD - Equipping learners to be responsible, respectful, active citizens who contribute positively to society. | **Positive community cohesion reduces the conditions in which extremism can take root:**

• 'Ready, Respectful and Safe' branding for induction
• Learner Voice process provides mechanism for monitoring this
• Active promotion of UNITED Values via curriculum and visual resources and positive messages across college.

2022-23 Induction and Mid-Course student survey highlighted that:
• 93% feel The college develops their understanding on United Values, Respect and Equality
• 95% of students feel safe at the College and in their studies | HoD Student Services

Team Leader Personal Development

Student Voice Coordinator | |

Bradford College

5.3 Students are made aware of national and global terrorist propaganda	Develop a 'Community Engagement Strategy' to engage with groups and individuals who wish for dialogue around Prevent related subjects (3.4) Engage young people to educate and support challenge of extremist hate narratives (3.6) Engage a range of partners to consider the nature of online threat and develop a plan that tackles the key threats around online radicalisation (5.1) Education programme to explore propaganda and online conspiracies and develop critical thinking in the district (5.2)	BA - Learners feel safe and do not experience bullying or discrimination. BA - Learners know who to contact if they have any concerns re: discrimination or extremism.	• The Personal Development Team run a calendar of events and activities exploring hard hitting issues facing young people, adults and wider society. The team run sessions around protected characteristics to counter prevalent narratives such as from far-right extremist groups. They also deliver workshops around democracy, active citizenship and campaigning for change/ student voice to encourage critical thinking and responsible activism (e.g. writing to MPs). • The Prevent Awareness training and Prevent/UNITED Values resources on Moodle for staff and students include information and activities on critical thinking. • Personal Development events help to raise student awareness of global issues and also the importance of unity and thinking critically when we receive any information especially online.	Personal Development Team Leader VP Equality, Diversity and Inclusion	

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5.4 Students are made aware of the Charity Commission's	Lead promotional work to raise awareness around safe giving to Charity.	LM - Ensuring that the key requirements of the Prevent Duty and UNITED Values (FBV and Equality) are embedded in	• SU page includes guidance on Safe Giving and Leaflet produced by the Charities Commission: **https://www.bradfordcollegesu.co.uk/**	Personal Development Team leader	
Guidance on safe giving and safe collecting for charity.	Support initiatives to promote charitable collecting/giving in the regulated sector to UK registered charities (3.9)	all appropriate policies and procedures.	**volunteering/fundraising** • The External Speakers guidance includes information on safe giving and safe collecting for charity.		

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| 5.5 Relevant curriculums develop critical thinking skills around the power of influence, particularly on-line and through social media. | Build engagement, consult and raise awareness with communities on Prevent project delivery. Support and nurture community based solutions (3.2)

Engage young people to educate and support challenge of extremist hate narratives (3.6)

Engage a range of partners to consider the nature of online threat and develop a plan that tackles the key threats around online radicalisation (5.1)

Education programme to explore propaganda, conspiracies and critical thinking in the district (5.2) | QE - Leaders adopt or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.

BA - Learners feel safe and do not experience bullying or discrimination.

BA - Learners know who to contact if they have any concerns re: discrimination or extremism.

LM - Staff feel confident and supported to implement these key requirements within their roles. | **Risks are minimised of inappropriate use of ICT on campus.**
Students are aware of key issues in on-line safety:

• 'Cyber-Safety and Cyber-Bullying' is covered in the course induction resources as well as 'Online Safety'.
• Prevent awareness training for staff and students looks at critical thinking in relation to media portrayal of various groups within the community and how this encourages stereotypes (which if not challenged can lead to discrimination, hate crime and extremism).
• The online modules replicate the content used in the Prevent tutorials and are a tool to support staff in raising awareness of Prevent and E-Safety with students that don't have tutorials (Tutorial staff can also use the modules as a way of recapping previous learning).
• Teaching resource developed to support ESOL learners in understanding Prevent and UNITED Values – positive feedback received from the Home Office (March 2019). | HoD Student Services

Team Leader Personal Development

HoD Learning Innovation and Development. | |

Bradford College

5.6 Institutions have competent staff within each curriculum area to actively promote citizenship and cohesion.

Staff utilise teaching styles and curriculum opportunities to readdress the basis of prejudice and stereotypes - which allow students to develop their conflict resolution and critical thinking skills to air and explore both genuine and perceived grievances (that ideologies are exploiting). | Build engagement, consult and raise awareness with communities on Prevent project delivery. Support and nurture community based solutions (3.2)

Develop a 'Community Engagement Strategy' to engage with groups and individuals who wish for dialogue around Prevent related subjects (3.4)

Engage young people to educate and support challenge of extremist hate narratives (3.6)

Engage a range of partners to consider the nature of online threat and develop a plan that tackles the key threats around online radicalisation (5.1) Education programme to | QE - Leaders adopt or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.

BA - Relationships among learners and staff reflect a positive and respectful culture.

PD - Equipping learners to be responsible, respectful, active citizens who contribute positively to society.

PD - Developing learners understanding of UNITED (FBV and Equality) Values.

PD - Developing learners understanding and appreciation of diversity. | **Positive community cohesion reduces the conditions in which extremism can take root:**

- Bradford College's UNITED Values incorporate British Values and the key principles of the Equality Act 2010. UNITED Values aim to challenge all forms of negative behaviour, stereotypes and prejudice through critical thinking and unity.
- UNITED Values are delivered as part of induction, the Tutorial Programme and also the main academic / vocational curriculum.
- UNITED Values images/posters are displayed in classrooms and learning zones.
- One to one support/guidance sessions are available (on request) for all staff and students.
- A range of resources to support staff in the delivery of Prevent are available on the College Moodle site: **https://moodle.bradfordcollege.ac.uk/course/view.php?id=2604**

Feedback from Lesson observation report

- Staff deliberately promote equality of opportunity, diversity and United Values, in the context of the session and/or related to the workplace.
- Students are clear about the context.
- Learners are encouraged to appreciate their communities and contribute to wider society and life in Britain. | HoD Student Services

Team Leader Personal Development

HoD Learning Innovation and Development / Learning and Quality Managers | |

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	explore propaganda, conspiracies theories and develop critical thinking in the district. (5.2)		• This has meaning for the learners who show respect for others' ideas and views.	
			• Where applicable, staff are quick to challenge stereotypes and the use of derogatory language.	
			• Learner behaviour is good – learners are respectful of themselves, each other, the tutor and the College environment and links are made between appropriate behaviour and the world of work.	
			• Tutors and learners demonstrate mutual respect and courtesy towards each other through the use of inclusive language, attitudes, and terminology.	
			• Learners' attitudes to their course are positive with learners taking responsibility for their own learning.	
			• Learners are actively encouraged to participate in discussions, debates, team work, inclusive, listening, and are accepting of alternative viewpoints, demonstrating respectfulness of difference.	
			The Learning Innovation and Development team work with teaching staff to develop their understanding of how united values can be promoted in the classroom through the lesson observation process. The team use the following descriptors in their assessment processes:	
			• Tutors and learners demonstrate mutual respect and courtesy towards each other through the use of inclusive language, attitudes, and terminology	
			• Learners are actively encouraged to participate in discussions, debates, team work, inclusive,	

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			• listening, and are accepting of alternative viewpoints, demonstrating respectfulness of difference • Learners are encouraged to appreciate their communities and contribute to wider society and life in Britain • Staff deliberately promote equality of opportunity, diversity and United Values, in the context of the session and/or related to the workplace • Learners are actively encouraged to participate in discussions, debates, team work, inclusive, listening, and are accepting of alternative viewpoints, demonstrating respectfulness of difference • Learners are encouraged to appreciate their communities and contribute to wider society and life in Britain • Staff deliberately promote equality of opportunity, diversity and United Values, in the context of the session and/or related to the workplace		

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