



Axia
Solutions

Policy:	PREVENT DUTY POLICY
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Approved by:	SMT
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CATEGORY: Safeguarding and Child Protection

TITLE: Prevent Duty Policy

PERSON RESPONSIBLE: Director

Policy Statement

Axia Solutions Ltd is committed to providing a secure environment for all learners, where they feel safe and are kept safe. All staff at Axia Solutions Ltd recognise that safeguarding is everyone's responsibility, irrespective of the role they undertake and whether or not their role has direct contact or responsibility for children and young people.

Learners can be vulnerable to extremist ideology and radicalisation. Similar to protecting learners from other forms of harms and abuse, protecting learners from this risk and tackling the ideological causes of terrorism is part of Axia Solutions Ltd's safeguarding approach.

The organisation recognises the Government's concern that the UK continues to face a threat from terrorism. One security concern is the potential for British citizens and residents to become radicalised and commit acts of violence or terrorism.

In adhering to this policy and the procedures therein, staff and visitors will comply with the company's statutory duties to:-

- Safeguard and promote the welfare of all children as set out in s175 and s157 of the Education Act 2002.
- Contribute to the delivery of the outcomes for all children, as set out in s10 (2) of the Children Act 2004.
- Have due regard to the need to prevent people from being drawn into terrorism, as set out in s26 and any additional guidance under s29 of the Counter-Terrorism and Security Act 2015.

This policy should be shared with all staff, learners, employers and other interested parties. The policy can be provided upon request and is also made publicly available via our website.

Purpose

Axia Solutions Ltd has a statutory and moral responsibility to safeguard and promote the welfare of young people and vulnerable adults receiving education and training with Axia Solutions Ltd. This policy describes the responsibilities of Axia Solutions Ltd in response to current legislation and guidance and is interlinked with our Safeguarding Policy to ensure consistency of approach when concerns are raised.

Axia Solutions Ltd is identified as a specified authority in Schedule 6 of the Counter-Terrorism and Security Act 2015, meaning the organisation has a duty to have "due regard to the need to prevent people from being drawn into terrorism" – this is commonly known as the "Prevent Duty".

The purpose of this policy is to identify clear responsibilities and accountabilities for the Prevent Duty at Axia Solutions Ltd and ensure open channels of communication

between all parties where a child or adult may be at risk of radicalisation or extreme ideologies.

The aim is to be clear that there is no place for extremist views of any kind. We will provide an environment where mutual respect and understanding is encouraged and to promote the use of dialogue not violence as a form of conflict resolution.

Definitions

Ideology - a set of beliefs.

Extremism - Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to:

1. negate or destroy the fundamental rights and freedom of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).¹

Radicalisation - is the process of a person legitimising support for, or use of, terrorist violence.²

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 cause.³

Violent Extremism - refers to the beliefs and actions of people who support or use violence to achieve ideological, religious or political goals. This includes terrorism and other forms of politically motivated and sectarian violence. Typically, "violent extremism" also identifies an enemy, or enemies, who are the object of hatred and violence. The conceptual core of violent extremism is that it is an ideologically motivated resort to the use of violence, commonly based on conspiracy theories. ⁴

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

- Incite and amplify hate, engage in persistent hatred, or equivocate about and make the moral case for violence
- Draw on hateful, hostile or supremacist beliefs directed at groups perceived as threats to the well-being, survival or success of another group
- And cause (or are likely to cause) harm to individuals, communities or wider society⁵

¹ As defined by the UK Government <https://www.gov.uk/government/publications/new-definition-of-extremism-2024/new-definition-of-extremism-2024#introduction>

² As defined in the Prevent Duty Guidance; Guidance for specified authorities in England & Wales (2023)

³ As defined in the Terrorism Act 2000 (TACT 2000)

⁴ As defined by Unesco in "Preventing violent extremism through education: a guide for policy-makers" (2017)

⁵ As defined in "Operating with Impunity" from The Commission for Countering Extremism

Key Principles

Axia is a safe place where learners can explore controversial issues safely and where our staff encourage and facilitate this – we have a duty to ensure this happens. However, **there is no place for extremist views of any kind** whether from internal sources - learners, staff or governors; or external sources – community, external agencies or individuals.

In the UK the primary terrorist threats are from Islamist Terrorism and Extreme Right Wing Terrorism but other threats include (but are not limited to) Left-wing, Anarchist and Single Issue Terrorism (e.g. Animal Rights Movement or the Involuntary Celibate Ideology).

We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children, young people and vulnerable adults and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that **if we fail to challenge extremist views we are failing to protect our learners.**

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people and vulnerable adults. Education is a powerful weapon against this; equipping learners with the knowledge, skills and critical thinking to challenge and debate in an informed way.

Therefore, we will provide a broad and balanced offer, delivered by skilled professionals, so that our learners are enriched, understand and accept difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

Furthermore, we are aware that young people and vulnerable adults can be exposed to extremist influences or prejudiced views from an early age, which emanate from a variety of sources, including the internet, and at times learners may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by learners or staff will always be challenged and where appropriate dealt with in line with our policies and procedures.

Where misconduct by a member of staff is proven, the matter will be referred to the appropriate authorities.

Nominated Prevent Duty Roles

Axia Solutions Ltd Designated Safeguarding Lead (DSL)

Yvonne Licata – Internal Quality Manager

The Designated Safeguarding Lead takes **lead responsibility** for safeguarding and child protection, including the Single Point of Contact under the Prevent Duty. The DSL leads on concerns regarding extremism or radicalisation and is the first point of contact for staff or external agencies where concerns about an individual's safety or well-being are raised. Where there are concerns regarding extremism and radicalisation, the DSL will liaise with the West Midlands Counter Terrorism Unit and make referrals where appropriate.

Axia Deputy Designated Safeguarding Lead (DDSL)

Victoria Harte – Managing Director

The Deputy Designated Safeguarding lead is trained to the same standard as the DSL. Safeguarding activities can be delegated by the DSL to the DDSL but the ultimate responsibility for Axia's responsibilities under the Prevent Duty remains with the DSL.

Newcastle & Stafford College Group (NSCG) Designated Safeguarding Lead

Lesley Morrey - Director of Student Engagement and Partnerships

The Newcastle and Stafford College Group DSL has no direct responsibility for safeguarding or child protection at Axia Solutions Ltd but is available to the Axia DSL and DDSL for support and guidance and will cascade safeguarding and Prevent updates to organisations staff.

Axia Solutions Ltd Board of Governors

Full details of board members can be found on our website.

The Axia Solutions Ltd Board of Governors are accountable for ensuring the effectiveness of all policies and procedures, including Safeguarding and Prevent. They are also responsible for ensuring organisational compliance with all regulatory requirements, including (but not limited to) Safeguarding, Safer Recruitment Procedures, Whistle blowing and the Prevent Duty.

Implementation

Detailed below is how Axia Solutions Ltd. will discharge its statutory responsibilities in relation to the Prevent Duty.

The organisation will:

- work with local partners, employers, families and communities in efforts to ensure all involved understand and embrace the local context and values in

challenging extremist views, and to assist in the broadening of learners' experiences and horizons.

- ensure that all of staff are equipped to recognise extremism and are skilled and confident enough to challenge it.
- ensure that due concern is given to the Prevent Duty when following any safeguarding process.
- follow statutory guidance in Keeping Children Safe in Education for recruitment and apply Safer Recruitment best practice.
- be alert to the possibility that persons may seek to gain positions within our organisation so as to unduly influence its character and ethos and operate an ongoing culture of vigilance against this.
- provide internal systems to allow Whistle Blowing should learners or staff feel unable to follow safeguarding reporting procedures.
- provide guidance about acceptable conduct and safe practice to all staff during induction, ensuring they build their own resilience to extremism and radicalisation.
- positively vet any external agencies, individuals or speakers engaged to provide learning opportunities or experiences for our learners to ensure that any activities are matched to the needs of the learners, don't marginalise any communities, groups or individuals and are consistent with Axia's values and ethos.
- ensure **all** staff are made aware of extremism and processes of radicalisation, including how to recognise concerning behaviours and ideologies considered extreme, and are skilled and confident enough to challenge it including the responses required in terms of the usual safeguarding reporting procedures alongside the Prevent duty. They are given access to the DfE guidance "Work-Based Learners and the Prevent Statutory Duty."
- provide approved training (by the Local Safeguarding Children Board) on Safeguarding and Child Protection staff at least every three years – ensuring that training covers extremism and radicalisation and its safeguarding implications – along with providing regular "Prevent Update Briefing's."
- ensure all staff undertake Home Office approved Prevent training when they join and as part of ongoing CPD activities.
- monitors online activity within its network to ensure that inappropriate sites are not accessed by learners or staff. Internet filters (Fortiguard) is managed by parent organisation, NSCG.

All Axia staff will be alert to:

- disclosures by learners of their exposure to the extremist actions, views or materials of others outside, such as in their homes, employment or community groups, especially where learners have not actively sought these out.
- changes in colleagues, employers or learners' behaviour, which could indicate that they may be in need of help or protection
- graffiti symbols, writing or art work promoting extremist messages or images.
- colleagues, employers or learners' accessing extremist material online, including through social networking sites.
- parental / employer reports of changes in behaviour, friendship or actions and requests for assistance.
- partner colleges, providers, local authority services, and police reports of issues affecting learners in other schools/college settings.

- colleagues, employers or learners' voicing opinions drawn from extremist ideologies and narratives.
- use of extremist or 'hate' terms to exclude others or incite violence.
- intolerance of difference, whether secular or religious or, in line with our Equal Opportunities policy, views based on, but not exclusive to, gender, disability, sexuality, ethnicity or culture.
- attempts to impose extremist views or practices on others.
- the fact that whilst extremism and radicalisation is broadly a safeguarding issue there may be some instances where a young person or vulnerable adult may be at direct risk of harm or neglect.

Axia teaching staff will do the following:

- strive to eradicate the myths and assumptions that can lead to some young people and vulnerable adults becoming alienated and disempowered, especially where the narrow approaches young people or vulnerable adults may experience elsewhere may make it harder for them to challenge or question these radical influences.
- ensure that all teaching approaches help learners build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills.
- be flexible enough to adapt teaching approaches as appropriate, so as to address specific issues to become even more relevant to the current issues of extremism and radicalisation. In doing so they will apply the 'key ingredients' for success following the three broad categories of:-
 - Making a connection with learners through good [teaching] design and a learner centred approach.
 - Facilitating a 'safe space' for dialogue, and
 - Equipping learners with the appropriate skills, knowledge, understanding and awareness for resilience
- promote the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs.
- teach and encourage learners to respect one another and to respect difference, especially those of different faith or no faith. It is the most fundamental responsibility to keep learners safe and prepare them for life in modern multi-cultural Britain and globally.
- help support learners who may be vulnerable to such influences as part of wider safeguarding responsibilities and where they believe a learner is being directly affected by extremist materials or influences, ensure support is offered by following the organisations safeguarding procedure.

Risk Assessment

- Axia Solutions has a Prevent Risk Assessment and Action Plan which is designed to support the organisation to monitor and review practice around the Prevent Duty.

Review

Axia's Prevent Duty policy is reviewed annually (or sooner should legislation/guidance change), to determine the impact of the policy and actions required. The policy was last reviewed in March 2024.

Victoria Harte

Managing Director

Reviewed annually	
Last Review Date	March 2024
Next Review Date	September 2024

Associated Information, Guidance and Legislation

This Prevent Duty Policy draws upon the guidance contained in:-

Stoke-on-Trent and Staffordshire Safeguarding Children Board procedures

<https://www.staffsscb.org.uk/procedures/>

Keeping Children Safe in Education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Teaching Approaches that help Build Resilience to Extremism among Young People; DfE 2011

<https://www.gov.uk/government/publications/teaching-approaches-that-help-to-build-resilience-to-extremism-among-young-people>

Report into Allegations Concerning Birmingham Schools Arising from Trojan Horse Letter; Peter Clarke: July 2014

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/340526/HC_576_accessible_.pdf

Promoting Fundamental British Values as part of SMSC in Schools; Nov 2014

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

OFSTED Further Education & Skills Inspection Handbook;

<https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook-eif>

Prevent duty guidance 2023

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

DfE September 2018 Work-based learners and the Prevent statutory duty

<https://www.gov.uk/government/publications/work-based-learners-and-the-prevent-statutory-duty>

Inspecting safeguarding in early years, education and skills settings', Ofsted, 2019:

www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills

Working together to safeguard children', Department for Education, July 2018;

www.gov.uk/government/publications/working-together-to-safeguard-children--2

Positive environments where children can flourish: a guide for inspectors about physical intervention and restrictions of liberty', Ofsted, March 2018;

www.gov.uk/government/publications/positive-environments-where-children-can-flourish

Operating with impunity – Commission for Countering Extremism, February 2021

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963156/CCE_Operating_with_Impunity_Accessible.pdf