



## Raising Awareness of Prevent

### CONTEST

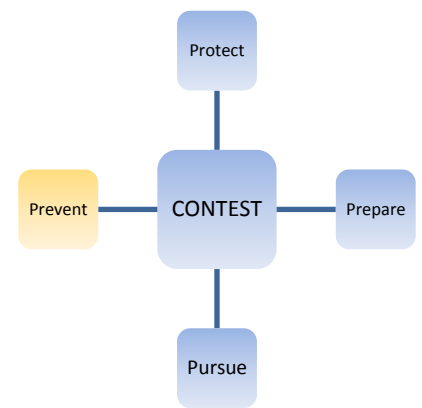
The UK's counter terrorism strategy that aims to reduce the risk we face from terrorism so that people can go about their lives freely and with confidence.

Pursue: to stop terrorist attacks

Prevent: to stop people becoming terrorists or supporting terrorism

Protect: to strengthen our protection against a terrorist attack

Prepare: to mitigate the impact of a terrorist attack



### PREVENT

This is another aspect of safeguarding and is a consistent part of our safeguarding practices in college. From 1st July 2015 the Counter Terrorism and Security Act 2015 required schools, in the exercise of their functions to have due regard to the need to prevent people being drawn into terrorism.

### CHANNEL

This is a multi-agency process which provides support and intervention for those who may be vulnerable to being drawn into terrorism and extremism.

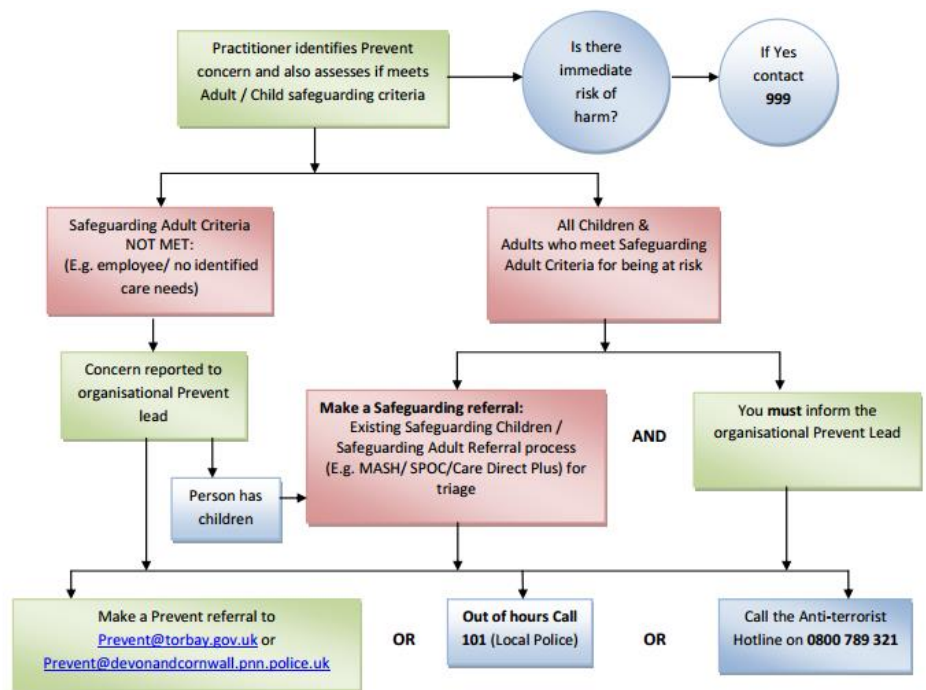
**Extremism** is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs and also includes calls for the death of members of our armed forces, whether in this country or overseas.

### Indicators

It is not possible to define a 'typical extremist' however research has shown that indicators of vulnerability toward recruitment into violent extremism include:

- **Identity**  
That the individual feels 'distance' from society or cultural and religious heritage, and radicalisation occurs as people search for identity, meaning and community.
- **Personal Crisis**  
Individuals often feel tension within the family, experience a sense of isolation or have a low self-esteem. They disassociate from existing friendship groups and are susceptible to becoming involved with new, possibly extremist groups.
- **Personal Circumstances**  
They feel alienation from UK values and may feel a sense of grievance, real or perceived, triggered by personal experience of racism or discrimination or aspects of Government policy.
- **Other indicators**  
Being in contact with extremist groups, openly supporting violent extremist causes or leaders of extremist groups, accessing websites with a violent extremist nature, possessing violent extremist literature, justifying the use of violence to resolve societal issues and using extremist narratives and joining extremist organisations.

If you identify any Prevent concerns please refer to the referral process from the Devon Safeguarding Board. The organisational Prevent lead at TAVCC is Laura Jenkins. Concerns should be documented on a safeguarding form and usual safeguarding protocol followed.



### **British Values**

British values are a set of values introduced to help keep children safe and promote their welfare; specifically to counter extremism.

- **Democracy**

Democracy can be seen as a state of society characterised by equality of rights and privileges. It can also refer to our nation’s electoral systems. In school we promote the importance of democracy through such things as: the free and fair electoral process for student positions of responsibility, students being encouraged to consider alternative pathways in lessons, Student Voice on key school decisions through processes including online whole school surveying, students also elect peers to represent them.

- **Individual Liberty**

Individual liberty suggests the free exercise of rights generally seen as outside Government control. In school we promote the importance of individual liberty through such things as: the increasing liberty afforded to students as they move up through the years, Y11 and 6th Form allowed to leave the site at certain times, some KS4 groups taught off-site, the profusion of extra-curricular activities and clubs, including extended studies, students encouraged to voice views in lessons in a formative manner, students offered autonomy over choices regarding academic pathways, elements of choice in the school canteen within healthy boundaries.

- **Rule of Law**

All people and institutions are subject to and accountable to law that is fairly applied and enforced. In school we promote the importance of the rule of law through such things as: there is a shared classroom code of practice, marking and feedback, as well as homework, policies set clear boundaries which are explained clearly to students, accountability is stressed to all stakeholders including staff [teacher’s Standards], students [Student Code of Conduct], and Governors.

- **Mutual Respect**

The proper regard for an individual’s dignity, which is reciprocated. In school we promote the importance of mutual respect through such things as: classroom code of practice, school ethos statement, clear guidance on good behaviour in areas such as the Canteen, the publishing and enforcement of a smart dress code for students and staff [uniform], wellbeing promotes mutual respect through the skills developed in sessions/ assemblies and the repetition of related content across the curriculum.

- **Tolerance of Those with Different Faiths and Beliefs**

A fair, objective, and permissive attitude to those whose faith and beliefs may differ from one’s own. In school we promote the importance of tolerance of those with different faiths and beliefs through such things as: acceptance of faith symbolism, Religious Studies taught to all students across KS3 & 4, observance of Christmas services.