ASSOCIATION OF
CHIEF POLICE OFFICERS

Prevent, Police and Colleges

Guidance for police officers & police staff to help colleges contribute to the prevention of terrorism.

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Handling Instructions

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This cover sheet must not be detached from the document to which it refers.

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If there are any questions about the content of this document, the National *Prevent* Delivery Unit may be contacted by telephone 020 7084 8633 or e-mail prevent@acpo.pnn.police.uk

Foreword

Colleges can play an important part in preventing terrorism. Just as they can help to educate young people about risk, colleges offer opportunities to help learners understand the risks associated with extremism and help develop the knowledge and skills to be able to challenge terrorist ideologies. Recent history shows that young people may be vulnerable to radicalisation. Staff in colleges, working in partnership with other local agencies are well placed to identify needs and support the welfare of individual students who may be particularly vulnerable.

The prevention of terrorism is a challenging issue which needs to be a shared endeavour across local partners and communities, with activities tailored to local needs. Police forces and Local Authorities in England and Wales have developed resources and practice to support activity within education institutions, however evidence shows that Further Education colleges are often missed when engagement work within education is conducted. Greater emphasis on this sector should be considered by police and multi-agency partners.

'*Prevent*, Police and Colleges' is for police officers and police staff who work with colleges. Written in consultation with BIS, college staff, NUS and the Home Office, this guidance aims to explain *Prevent* in a college context, indicate ways in which police teams and college tutors and staff can work together; and highlight some of the different approaches that have been taken across the country to date.

Most importantly, this document should provide encouragement to police officers and police staff to continue to develop relationships with tutors and college staff. Young people are the future: police forces should see colleges as an ideal way to develop methods of engagement which will influence the way in which young people from all backgrounds grow up to become considerate, tolerant and empathetic adults, who achieve their potential, stay safe and contribute fully to British society.

Assistant Chief Constable John Wright

**National Coordinator *Prevent*
Association of Chief Police Officers
(Terrorism and Allied Matters)**

Abbreviations

ACPO	Association of Chief Police Officers
BCU	Basic Command Unit
BIS	Dept for Business, Innovation & Skills (formerly DIUS)
CDRP	Crime & Disorder Reduction Partnership
CONTEST	Government Counter Terrorism Strategy
CTLP	Counter Terrorism Local Profile
CTIU	Counter Terrorism Intelligence Unit
CTU	Counter Terrorism Unit
DIUS	Department for Innovation, Universities and Skills (now BIS)
ECM	Every Child Matters
FE	Further Education
HE	Higher Education
IAG	Independent Advisory Group
iCoCo	Institute of Community Cohesion
LA	Local Authority
LSP	Local Strategic Partnership
NUS	National Union of Students
Ofsted	Office For Standards in Education, Children's Services & Skills
PCSO	Police Community Support Officer
RICU	Research Information & Communication Unit
SNT	Safer Neighbourhood Team
TKAP	Tackling Knives Action Programme
YOT	Youth Offending Team

Terminology

Front line policing continues to have an integral role to play in preventing criminal activity including terrorism, as well as disrupting terrorist groups and protecting those who are vulnerable in our communities. Central to police support for the Government's *Prevent* Strategy is that all forms of terrorism and violent extremism should be subject to this preventative approach. Whilst the most significant threat to the UK is currently from Al Qa'ida and affiliated groups, *Prevent* must be flexible in addressing threats to public safety and national security posed by other violent extremist activity.

The revised *Prevent* Strategy now refers to *terrorism* and *terrorists*, instead of violent extremism and violent extremists.

However police forces deal with all forms of violence and extremist behaviour. The terms used in this guidance should be interpreted in the same way so that all forms of terrorism and violent extremism are subject to a preventative approach.

SECTION 1: An Introduction to CONTEST and *Prevent*

Who is this guidance for?

This guidance is intended for **all police officers and police staff** with responsibility for working in partnership with further education (FE) colleges.

This guidance contains suggestions & examples of
- **Strategic and tactical** activity for use by a command team in partnership with the Crime & Disorder Reduction Partnership (CDRP) or the Local Strategic Partnership (LSP);
- **Practical activity** for use in colleges by Safer Neighbourhood Team (SNT) officers.

Aims of this document

To explain CONTEST and the *Prevent* Strategy;
- To show how police can engage with colleges;
- To assist in understanding and identifying vulnerability to radicalisation;
- To outline the role police can play in working with colleges to contribute to *Prevent*;
- To inform about activities undertaken by forces and resources available for use in colleges;

"Young people want more 'safe spaces' to talk about the issues of terrorism and violent extremism. We need to train teachers and youth workers how to deliver these discussions to create the necessary environment for structured debate."

**Rob Clews, Project Safe Space,
UK Youth Parliament, 2009**

Why is this guidance necessary?

- » Colleges are different from schools and universities and need appropriate engagement techniques and resources;
- » The revised *Prevent* Strategy states that FE is an important sector for police and partnership agencies to engage with;
- » The dissemination of good practice is important to nationwide success;
- » A study by iCoCo (Institute of Community Cohesion) provides evidence that im proved engagement with FE colleges is necessary.

> *Prevent* can be part of formal working agreements between one or more colleges and police, usually a Safer Neighbourhood Team.

What this document is

The document aims to give an overview and provide suggestions for how the police can plan work with FE colleges.

FE colleges are distinct in offering non compulsory education for the over 16s. These unique institutions require appropriate engagement tactics. Additional guidance for police who work with schools and universities is also available.

The **appendices** provide a range of activities and resources and some suggested prompts for further partnership action.

What this document is not

The document does **not** replace the need for specific *Prevent* training so that officers have sufficient understanding of the issues and the right skills to be able to engage sensitively and appropriately with young people.

Research by iCoCo[1]

In 2011, iCoCo published a study of *Prevent* in Further and Higher Education[2], providing six key findings which are helpful to police and partners in developing future *Prevent* engagement with colleges:

i. The FE sector accepts that the Government response to the current threat is proportionate;

ii. There is unease about *Prevent* within FE, with the belief that the sector was not properly consulted, that there is too much emphasis on Muslims and that guidance is too generic;

iii. FE is engaging less with police and partners than other sectors, contrary to the perception that colleges are more firmly embedded with the community;

iv. FE staff are not equipped to recognise vulnerability and that trusted police contacts are perceived as more important than training;

v. Practical examples of good practice are needed;

vi. The relationship between colleges and police is key, with two-way information sharing and consistency of contact being paramount.

> The majority of colleges in England, Wales and Northern Ireland are members of the Association of Colleges (AoC). A full list of their member colleges, plus links to college websites can be found at www.aoc.co.uk

The iCoCo research is useful to police in knowing what FE colleges desire and how they view engagement with the police. The following broad recommendations are expanded upon in this guidance:

Recommendations from *Prevent*, Police & Colleges:

- **Take a broad approach – link *Prevent* with safety, security, vulnerability and safeguarding;**

- **Challenge misconceptions that *Prevent* targets one minority group;**

- **Help with HEI staff training on threat, risk and vulnerability;**

- **Develop and maintain consistent police contact with a uniformed officer and build lasting college relationships;**

- **Help to integrate the college with existing partnership arrangements;**

- **Awareness and support for college drivers is important.**

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[1] Promoting community cohesion and preventing violent extremism in Higher and Further Education
[2] www.cohesioninstitute.org.uk/live/images/cme_resources/Public/documents/Publications/promoting-community-cohesion.pdf

What is CONTEST?

CONTEST is the Government's Counter Terrorism Strategy, revised in June 2011. The aim of the strategy is 'to reduce the risk to the UK and its interests overseas from terrorism, so that people can go about their lives freely and with confidence'.

The current terrorism threat to the UK can be found at www.homeoffice.gov.uk/counter-terrorism/current-threat-level

The Government assesses that the most significant threat to the UK is from Al-Qaida influenced terrorism. Threats exist from other extremist groups such as Irish dissidents, racist, fascist and animal rights organisations, eco-terrorists and far right extremists. They pose a threat to public order and the British multi-cultural way of life.

CONTEST has four strands, often known as the four Ps;

PURSUE - to stop terrorist attacks.

PREPARE - where an attack cannot be stopped, to mitigate its impact.

PROTECT - to strengthen protection against a terrorist attack.

PREVENT - to stop people becoming terrorists or supporting terrorism.

The following link has more detailed information: www.homeoffice.gov.uk/counter-terrorism/uk-counter-terrorism-strat/

As part of CONTEST, *Prevent* is a cross Government programme with Local Authorities having a key role to work in partnership with police on local strategies.

Prevent: stopping people becoming terrorists or supporting terrorism. The long-term solution to the threat faced by the UK from all forms of terrorism is not just about effective policing. It is about tackling the factors that can cause people to become drawn into terrorist activity and empowering individuals and communities to stand up to extremists.

> **"Engagement by police should support young people and their teachers in managing safe space discussions and debate on terrorism and violent extremism".**
>
> *Recommendation 8, UK Youth Parliament, National Project Safe Space Report, July 2009.*

Colleges are a priority area for *Prevent* work; 'Colleges have an important role to play in *Prevent*... they have a clear responsibility to exercise their duty of care and to protect the welfare of their students.'[3]

The UK has experienced a number of terrorist incidents since 2001, some of which had a great impact or had the potential to have a great impact. Analysis of the perpetrators indicates that the average age at arrest was 25; most had been educated in British schools and colleges and several had exhibited degrees of vulnerability while of college age prior to being radicalised as teenagers.[4]

Colleges can help to build more cohesive and resilient communities, whilst tutors and college staff are well placed to identify and support the needs of young people who may be particularly vulnerable.

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[3] Prevent Strategy, June 2011
[4] Martydom, Cole & Cole (2009)

Prevent and the contribution of colleges

There are three main objectives to the Government's *Prevent* Strategy.
This table shows how colleges can contribute to each one:

	Prevent objectives	In colleges this means working in partnership to:
1	Respond to the **ideological** challenge of terrorism and the threat faced from those who promote it	*Use teaching and learning to help students and staff to develop the knowledge and skills to* **challenge extremist narratives.**
2	*Prevent* **people** from being drawn into terrorism and ensure that they are given appropriate advice and support	*Identify how to* **prevent harm** *to students by individuals, groups or others who promote terrorism and violent extremism.* *Provide programmes to support* **students who are vulnerable.**
3	Work with **sectors and institutions** where there are risks of radicalisation which need to be addressed	***Increase the resilience*** *of college communities by encouraging engagement with college* ***management, staff and students:*** *through training and awareness raising.* *Encourage staff training and use curriculum opportunities for students which allow grievances to be aired & dealt with.*

What the terms mean:

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. Calls for the death of British armed forces is also included.

An **ideology** is a set of beliefs.

Radicalisation is the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Safeguarding is the process of protecting vulnerable people, whether from crime, other forms of abuse or from being drawn into terrorism-related activity.

Terrorism is 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.

Vulnerability describes factors and characteristics associated with being susceptible to radicalisation.

Why is it important to address vulnerability?

Young people may be vulnerable to a range of risks as they pass through adolescence to young adulthood. They may be exposed to new influences and potentially risk taking behaviours.

College student support systems will assess 'vulnerability' to being radicalised by terrorists in the context of a wide range of risks to students:

- Substance and alcohol misuse
- Crime and anti social behaviour
- Bullying, including cyber bullying
- Domestic violence and a range of family tensions
- Street group or gang issues in localities.

What might cause a young person to be 'vulnerable' to radicalisation?

There is no single profile of a terrorist or a single radicalisation pathway, but based on evidence from past cases, there are a range of factors that may cause a young person to be vulnerable and more likely to be attracted to a path of radicalisation.

It is important to note that the presence of one or more of these factors will not necessarily lead to radicalisation or engagement in violent activity and every case will need to be considered on an individual basis. Colleges are encouraged to work with local police on awareness of local community issues and tensions which may also be contributory factors.

Colleges follow **safeguarding** procedures and use the Common Assessment Framework (CAF) as tools to support their assessment of vulnerability and the appropriate sharing of information with local partners.

Police engagement in multi agency panels with colleges can be a major contribution to the prevention of a range of risky behaviours and potential harm.

Factors that may contribute towards vulnerability to radicalisation
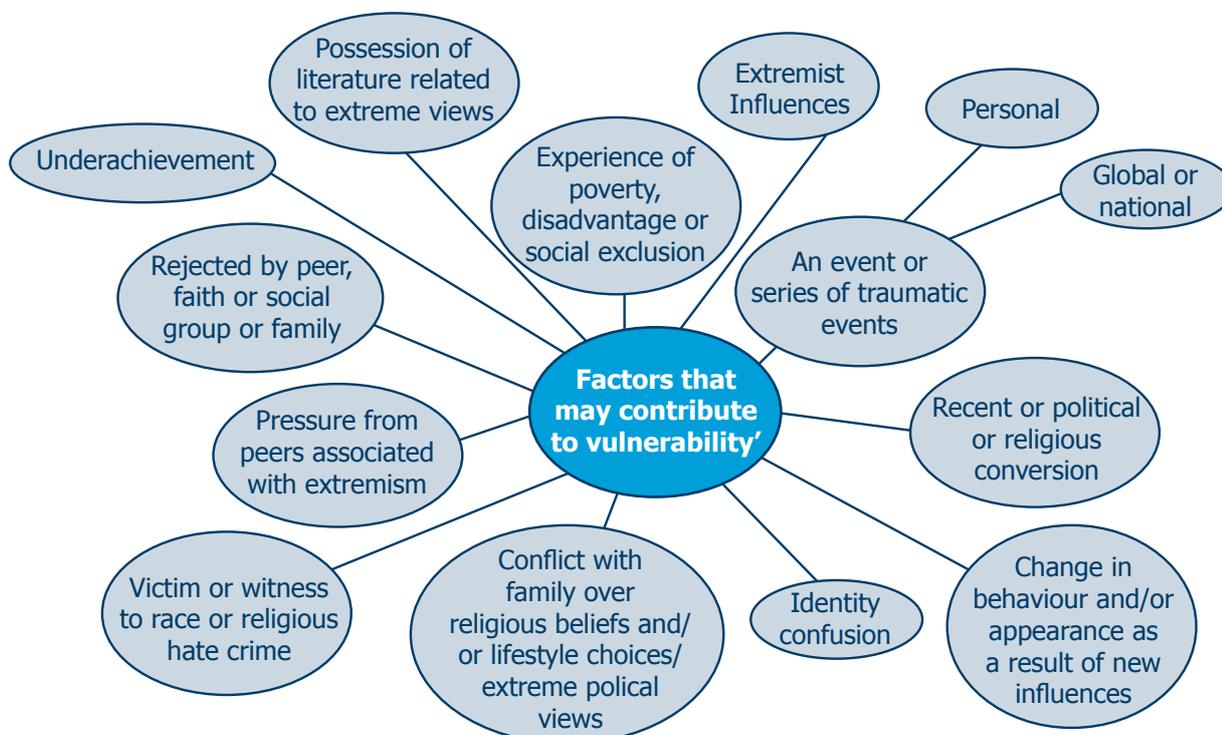
These are examples of what vulnerability might look like - not an exhaustive list

Based on academic research; 'Martyrdom' Dr Jon Cole & Dr Benjamin Cole, 2009

SECTION 2 – The College Context

Types of Colleges

FE colleges are independent institutions established under the Further and Higher Education Act 1992. They are charities in receipt of public funds but also generate their own incomes. As independent bodies, colleges are responsible for determining their own mission and managing their own affairs.

Colleges bring together learners from a diverse range of social and economic backgrounds. Many offer academic courses (such as A Levels), but also have a strong vocational focus, offering courses as diverse as bricklaying, hairdressing and yacht navigation to adults as well as young people.

There are 414 Colleges in the UK, the majority of which are general FE and Sixth Form Colleges. There are around 3.3 million learners in the FE sector as a whole, about 917,000 of whom are aged 16-18 years.[5]

FE colleges and sixth form colleges are distinct but for ease, this guidance refers to all as 'FE'.

Other types of college exist such as Higher Education Colleges (which have university status), and Community Colleges (for under 16s). Separate guidance for police who work with these institutions exists.[6] Most colleges have a proportion of adult or mature learners who may have different needs and expectations and so engagement with them will need to be adapted accordingly.

Each college is different, so the first step for police is to be clear about the nature and organisation of colleges they work with.

How police can engage with colleges

Colleges will not see *Prevent* work in isolation but will look for how it relates to their existing procedures.

Since College priorities in England[7] are based on achieving the Every Child Matters (ECM)[8] objectives for young people, it can be useful to consider *Prevent* alongside these aims:

- » Be Safe
- » Be Healthy
- » Enjoy and Achieve
- » Make a positive contribution
- » Achieve Economic wellbeing

Colleges will view *Prevent* within their **safeguarding** responsibilities,[9] as well as fitting with their wider educational role, promoting community cohesion and teaching young people to respect others.

Safeguarding is '*The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.*
www.safeguardingchildren.org.uk

'Safeguarding children' relates to young people up to their 18th birthday. except in the case of young people up to the age of 21 who have learning disabilities or are in the care of the Local Authority.[10] The same 'duty of care' approach should apply to learners who are older than 18 so in practice looking after students who are vulnerable is a generic concept.

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[7] Colleges in Northern Ireland, Scotland & Wales have similar objectives
[8] www.everychildmatters.gov.uk
[9] Education Act 2002 imposes a duty on colleges to safeguard and promote the welfare of young people and vulnerable adults
[10] Children's Act 2004

[5] Association of Colleges statistics as at 1/8/2011
[6] *Prevent*, Police & Universities (2012) and *Prevent*, Police & Schools (2009)

Colleges – some background information

Each college is unique. Some attract students from a very local area whereas others attract students from much further afield.

Some colleges have diverse student societies and an active student union which may be affiliated with the National Union of Students (NUS). These offer opportunities for police and partners to engage with students, but care should be taken that initial contact is made via the college management team.

Some colleges have experienced external groups 'lobbying' their students. Colleges may wish to set up a communications link to report their concerns. A consistent friendly face can develop confidence in such a mechanism being created.

Depending on the size of the town or city as well as local partnership arrangements, the college may have strong links with other colleges or a university. These provide opportunities for police and partners to contribute to and improve engagement with FE students.

Many colleges publish their 'mission' – what their objectives are. These often include ways in which they can enrich the local community. Again, this is an opportunity for police to create a partnership which adds value to the college mission and the local policing objectives.

What are the drivers for colleges?[12]

Whilst each college has a unique ethos, there are a number of generic drivers which police should understand, in order to assist with engagement and support opportunities.

Driver	How to link the college to *Prevent*
College Leadership Team	Engage their understanding of local tensions affecting college and impact on students.
Every Child Matters (ECM) and duty to promote community cohesion	Work on *Prevent* can form part of the evidence colleges give to Ofsted[11] inspectors to show how they are meeting their duties to promote cohesion and ECM outcomes.
Safeguarding students	The promotion of a particular strand of ECM - Safeguarding.
Community links	Colleges engaged with community issues and groups: • To build community support for the college • To show a leadership role • To promote community use of facilities

College drivers should be approached using objectives that college staff understand. The following five objectives are used by college staff in planning college activities so it makes sense for police to align their engagement with colleges similarly.

Understanding the Issues Leadership and Values Teaching Learning and the Curriculum Student Support and Challenge Managing Risks and responding to events	**These objectives are the focus for the next pages. Concentrating on them provides the greatest opportunities for support and engagement.**

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[11] Office for Standards in Education, Children's Services and Skills
[12] Examples given are for England – similar principles apply elsewhere in UK

Table to show where *Prevent* fits with college objectives

The following table provides a simple explanation of five drivers where *Prevent* can play a role for students and staff in college. This table can help police understand college language, offer support as appropriate and increase engagement opportunities.

Objective	In colleges this means:	Examples of how Police can support colleges by:
Understanding the Issues	**Awareness of local and national threats,** how colleges can contribute to reducing or preventing the threat.	Ensuring staff and students are aware of local and national issues; listening to staff and student concerns. Raising awareness of radicalisation processes.
Leadership and Values	Managing the college based on shared values of **responsibility, respect, equality, diversity and understanding.**	Building staff confidence; promoting pupil participation, working with college and local partners.
Teaching Learning and the Curriculum	A **curriculum** which is adapted to recognise local needs, challenge extremist narratives and promote universal rights; **teaching and learning** strategies which explore controversial issues in a way which promotes critical analysis and pro-social values; use of **external programmes** to support learning whilst ensuring that the input supports college goals and values.	Modelling positive problem solving strategies; Finding external programmes which may assist the college. Providing overt support within college when requested.
Student Support and Challenge	Using normal college student support approaches but being confident to seek further support; using informed professional judgement to implement strategies; drawing on wider support from the community and local partners to work with students.	Briefing college on community tensions; supporting safe places for discussion of local, national global issues; involvement in Safeguarding.
Managing Risks and responding to events	Responding to **events which could have an impact** on college communities; ensuring the college is aware of and is **managing potential risks** to students and the wider college community effectively.	Helping develop college-police responses to local threats e.g. from Far Right groups threatening violence to local communities. Sharing internet safety practice.

The following pages explain further detail on how police can support colleges with each of these five drivers.

How police can support college drivers with *Prevent* engagement

1. Understanding the Issues

College staff and students need:
- To understand the nature of threats at local and national level;
- To be aware of the activities happening locally and nationally to prevent terrorism and how colleges can contribute;
- To understand how the experiences faced by some students, families and communities may contribute to the process of radicalisation and support for extreme violence.

Colleges can help Local Authorities (LAs) and police understand tensions affecting their students; colleges should agree appropriate information sharing mechanisms with the police and LA.

Police can reinforce the following key points to college staff and students:
- **Extremists use persuasive narratives to attract people to their cause:** colleges can help by providing a balanced view and creating space for debate;
- **There is no obvious profile of a person likely to become involved in terrorism:** colleges can assist by seeking advice from partners if staff become concerned about changes in behaviour;
- **The particular risks to students and colleges varies across the country:** police should update college staff and student groups regularly;
- **There will be a range of *Prevent* activities taking place in local areas:** police and LAs can help colleges become involved in partnership work which will support *Prevent*.

UNDERSTANDING THE ISSUES: Example

Staff briefings in college are common place. At one FE college, staff receive briefings from students, specifically about what the current concerns of students are, what they perceive the threats to students and the college to be and their suggestions as to how the staff can assist.

Outcomes: Staff are better informed about issues that affect their students and are able to develop strategies in relation to risk and vulnerability.

Initiating Engagement with Colleges

Colleges may have identified a member of staff – this may be the designated member of staff for safeguarding – who can act as a source of advice for other members of staff and lead on engaging with external partners. Police should establish if such a person exists at a college.

'Police Liaison Officers are used to reinforce positively shared values and equality of treatment under the law. Key incident alerts are established with the police and a college contact so that the college can react quickly to local flashpoints and plan a strategy of intervention and diffusion. College risk strategy includes action in the event of a major incident either nationally or locally that could affect it's student body.'

Source: Learning Together to be Safe (BIS) 2009

UNDERSTANDING THE ISSUES: CASE STUDY - Luton Sixth Form College

This innovative project was commissioned by Luton Borough Council and is led by Luton Sixth Form College. It consists of four strands:

1. **Multi-Faith Advisory Service:** The project recruited advisers from the major faiths of Christianity, Islam, Hinduism and Sikhism to provide and encourage inter-faith dialogue. They worked with young people in schools and colleges to help develop a positive sense of identity, together with positive social attitudes and behaviour. They also provided tailored training as part of school and college staff development programmes.

2. **Mentoring Service:** The project provided intensive mentoring to young people. The mentoring service was able to provide schools and colleges with trained staff including:

    Community Mentoring: Trained local Community Mentors who acted as positive role models in raising the achievement and retention of minority ethnic learners from groups identified as 'at risk'.

    Multi-Faith Mentoring: Trained Chaplains (as part of the Multi-Faith Advisory Service) provided support to young people on a one-to-one basis and also in groups, in schools and the college. The chaplains trained staff and mentors to deliver this work in local schools which were identified as having a high Muslim population.

3. **Student Training (Diversity/*Prevent* awareness sessions):** The project identified and trained young people who were confident to deliver training to their peers. Of these, around 70% were Muslim. They were part of wider peer mentoring services at the College. The aim of such groups was to listen to young people and shape strategies to deal with issues raised, together with promoting the learner voice. These included young people at risk of social exclusion, so that their views could be challenged in a variety of positive ways.

4. **Staff Development:** The above staff and students were available to train staff in schools and colleges as part of staff development programmes. The aim was for staff to be able to recognise where a young person was vulnerable and to know what follow up steps they needed to take. Diversity training was further developed in this way to ensure that staff had a key role to play in presenting positive social messages countering radicalisation. As part of this, young Muslim people were actively involved in presenting their experiences of 'growing up in Luton today' to staff.

Outcomes: Over 1000 young people and staff have benefited from the project.

2. Leadership and Values

Experience shows that college staff engage best with the *Prevent* Strategy when:

They share an understanding that at local and national level *Prevent* is about supporting vulnerability towards all forms of terrorism;

- That the prime focus is on
  - ◇ Ensuring *all* students achieve
  - ◇ Building community cohesion
  - ◇ Promoting student welfare
- That good college work on the prevention of terrorism is about good leadership, effective college work, good safeguarding and good community engagement – all strands which Ofsted inspects
- That effective multi agency and partnership work is a core support for colleges in developing their contribution to the prevention of terrorism.

Values are the principles which underpin how a college works and are often set out in college policy statements on college websites and in handbooks for students, parents and staff.

LEADERSHIP & VALUES:
Example – Wycombe-One Community

High Wycombe, in Buckinghamshire has received exposure in recent years due to terrorists associated with the town. These events had potential to create social division and unrest and so an effective partnership was essential to counter the effects of disharmony.

Wycombe-One Community is a joint initiative to promote a more cohesive community - living and working together with respect for each other. Under this banner different organisations are actively working to build better community relations in High Wycombe. Wycombe-One partners have all agreed the following values: *Wycombe is a place where we:*

- Promote and respect difference;
- Share a sense of belonging;
- Live and work together so that people from different backgrounds have equal life opportunities;
- Communicate and build better awareness – working to improve what we know about one another;
- Endeavour to ensure that our perceptions encourage respect and good neighbourliness between people;
- Reach out to all young people.

Crucial partners in this initiative are Aylesbury College, Amersham & Wycombe College and Bucks New University, whose staff meet regularly to share information and good practice.

Contact: Wycombe-one@wycombe.gov.uk

LEADERSHIP AND VALUES: CASE STUDY – Luton Sixth Form College

Luton Sixth Form College is the sixth form centre for 9 of the 10 high schools and the two academies in Luton. In 2012, there were 2200 full-time 16-18 students. The College serves a diverse community in which some 28% of the local population, and 42% of the 16 year-old cohort, is of minority ethnic origin. However, 63% of the College's students are from ethnic minority groups with approximately 37% being Muslim. 63% of students received the Education Maintenance Allowance (EMA). Many students come from households without a tradition of either post-16 or higher education. Approximately 91% of students progress to positive destinations, with 85% going to university. In October 2008, the College was inspected and judged to be *Outstanding* overall, *Outstanding* in its work relating to Equality and Diversity and currently holds Beacon status.

Luton Sixth Form College approached *Prevent* by ensuring that all related activities were in keeping with its overall values and ethos, and ensured that students were the focus of all its work. It was important that this additional strand was embedded in the College's existing framework, ensuring that all 'at risk' students were appropriately identified and supported. It was also important for the College to ensure that it continued to have the support and trust of the local community it served. It did this by ensuring that it achieved its main strategic objective – enabling young people to succeed and progress to positive destinations. To achieve this, the College:

Reviewed its Child Protection Policy to include *Prevent* and approached the issue from a safeguarding position.
- The designated Child Protection Officers were re-trained and established effective working relationships with the Channel Co-ordinator. (See page 36).
- All staff received training which focussed on supporting vulnerable young people. This gave staff the confidence and resilience to discuss any concerns they may have regarding a student.
- Senior Managers delivered workshops with external staff and senior leaders from other schools and colleges. The aim of these workshops was to give local organisations practical advice on implementing *Prevent* in a college context.

Outcomes: Luton Sixth Form College has used its reputation and standing in the community to work with local agencies to ensure that *Prevent* has been seamlessly integrated into the well developed support mechanisms that are already in place. The aim has always been to ensure that young people are supported, given the best possible life opportunities and helped to feel that they are productive members of the community. Every year over 90% of students from Luton Sixth Form College progress to positive destinations (either higher education or employment and training).

LEADERSHIP AND VALUES: CASE STUDY – Blackburn College

Blackburn College Strategy Planner for Promoting Community Cohesion and Preventing Terrorism – a tiered approach to assessing risk and subsequent action.

Blackburn College has developed a 39 point plan to help prepare colleges to deal with the prevention of terrorism, based around 6 themes:

- Awareness
- External communication and partners
- Learning and development
- Information Technology (IT)
- Communication
- Premises
- College ethos

Within each theme, the college has developed a series of actions based on the tiered delivery model for universal, targeted and specialist activities. All staff are involved with the plan and students are encouraged to become involved.

Examples of the 39 points are as follows;

- Be aware of *Prevent* work going on locally (awareness);
- Develop engagement with Community Cohesion Department at the Local Authority (External Communication & Partners);
- Develop cultural awareness programmes (Learning and development);
- Develop online materials to promote dialogue (IT);
- Develop the learner voice through mentoring and focus groups (Communication);
- Use social space to promote positive dialogue (Premises);
- Find ways to ensure that any relevant groups, e.g. Muslim students, feel that the College respects and takes seriously their needs and views (College ethos).

Outcomes: College staff appreciate how *Prevent* fits with college work and consequently *Prevent* is firmly embedded within the college ethos.

Further information from: www.blackburn.ac.uk/contacts.html

3. Teaching, Learning and the Curriculum

A college fully contributing to the prevention of all forms of terrorism and extremist ideologies which are conducive to terrorism, will have:

- A curriculum which is adapted to local needs, challenges extremist narratives and promotes human rights, equality and diversity;
- Teaching and learning strategies which explore controversial issues in a way which promotes critical analysis and pro-social values;
- Access to external programmes or groups to support learning while ensuring the input aligns with college goals and values.

Teaching and Learning means the way in which a tutor runs a lesson to achieve specific goals e.g. using class discussion which develop critical thinking skills to analyse propaganda.

The **curriculum means** the way in which the college provides learning:

- Using **whole college approaches** from policy to practice;
- Using **subjects** such as history or politics or personal development programmes such as Citizenship;
- Using **dimensions** such as exploration of identity and cultural diversity;
- Using college systems and structures such as the tutorial programme, student council, student societies.

The approach of colleges to the role of the curriculum in preventing terrorism will vary very significantly.

There is no one 'right' model – but police can work with colleges to help develop the curriculum by providing information, support, expertise and access to resources.

The Apprentices, Skills, Children and Learners Act (2009) places a duty on FE providers to have regard for how they can contribute to the social and economic well-being of their locality in exercising their functions. This includes a focus on community cohesion and safety.

Ofsted inspects education and skills provision in colleges against a published framework and criteria. They take full account of all aspects of educational, economic and social well-being for all learners. Ofsted places the Every Child Matters themes at the centre of assessments.

External programmes

Many resources have been developed for use in colleges (see Appendix A); police officers may help arrange these activities and, where appropriate take part.

> **"The Ajegbo report 'Identity and Diversity: A Curriculum Review' (DCSF 2007) highlighted that "engaging young people in sometimes controversial but deeply relevant issues will excite them, involve them, develop their thinking skills and both raise standards and make our country an even better place".**

TEACHING, LEARNING & CURRICULUM: ACT NOW

ACT NOW is a 2 hour multi-media interactive exercise which can be used in any environment to aid discussion and which is ideal in a college setting.

ACT NOW allows students and staff to better understand the prevention of terrorism as they take on the role of Counter Terrorism officers leading up to and during a fictitious act of terror. In the exercise, the protagonists have strong links to the local college which reinforces the need for those who work and study within Further Education to appreciate their roles. The exercise is enjoyable and produces a strong rapport between attendees and police.

There are two versions of ACT NOW available: the first version is an Al Qa'ida storyline whilst version two has a narrative based on extreme right wing terrorism. Both versions allow discussion of similar issues.

Outcomes: Increased understanding of the impact of community tensions. Enhanced understanding of the role of police in counter terrorism, and for the police, a greater appreciation of the views of the community.

How Colleges Plan Activities

Colleges plan activities in three stages. There are opportunities for police to provide support at each stage:

Preparation: Agreeing learner goals and learner needs plus the provision of information for staff. Consideration of personal support for students after the activity and also provision of information to parents advising of the activity.

Delivery: Including a police input as agreed with the college.

Follow Up: What support and information is available during and afterwards for students and staff. Evaluation of the learning outcomes by students and staff to inform future plans.

TEACHING, LEARNING AND THE CURRICULUM: CASE STUDY - Bradford College and ACT NOW

Background:
Bradford College worked in partnership with West Yorkshire Police to pilot the ACT NOW exercise with its students over a 3 month period; 77 students took part over 3 session seminars. Students were represented from the following 4 teaching and learning areas; Public Services, Performing Arts, Construction and IT. All sessions included police involvement, which allowed students to ask questions directly. A number of external observers were invited, who provided the following comments:

It was a well facilitated event that engaged and sustained the interest and the involvement of the students for an extended period.

ACT NOW is an excellent tool for raising awareness amongst young people of issues related to terrorism and the difficulties faced by the police and communities in dealing with terrorist incidents.

Allowed terrorism to be discussed in a mature way.

Aim:
The aim of the pilot was to roll out the ACT NOW exercise amongst learners within Bradford College and to feedback the students views. Bradford College also wanted to build awareness of community cohesion amongst its students, and to identify the key points of learning to be adopted in the College. The composition of the students taking part in the sessions was fairly mixed in terms of gender, ethnicity and age.

Student feedback before taking part in ACT NOW:
Students were asked to complete a pre and post questionnaire in order to capture their views prior to and after completion of the ACT NOW exercise. Questions and student views included:

I think extremism issues are very important for our communities
The majority of learners either strongly agreed or agreed with this statement with more students agreeing after taking part in ACT NOW.

I would not trust the police enough to tell them about extremism in my community.
The majority of students prior to taking part in the exercise either disagreed or strongly disagreed with this statement.

I would know who to contact if I was concerned about extremism in my community:
Most students felt that they would know who to contact if they were concerned about extremism within their community.

Students comments after taking part in the ACT NOW:
It was good and interesting learning how police operate.
From today I feel that Counter Terrorist Police have a vital role in the community.
I have met a lot of police officers who are sound.

Outcomes: Enhanced understanding of the role of police in counter terrorism, and for the police, a greater appreciation of the views of the community.

4. Student support and challenge

College staff should support students who may be vulnerable to radicalisation as part of their wider duty of care. Colleges exercise this duty through student support, welfare or pastoral systems which means that **all staff** should be alert to risks to wellbeing and be confident in judging whether specific signs are reliable or significant in indicating vulnerability to radicalisation. **Some staff** will take part in routine multi agency working based on information sharing protocols. **A few staff** will have specialist knowledge or roles – for example the designated member of staff for **safeguarding,** or the member of the Senior Leadership Team responsible for student wellbeing.

Officers should be clear about the existing support processes in the college(s) they work with and have an understanding of the Every Child Matters agenda and college safeguarding responsibilities. Officers should refer to local guidance on information sharing and risk assessment. **Officers should ensure that their college staff know what to do if they have a *Prevent* concern.**

Of those British people who have become involved with terrorism, evidence shows some start down a path of radicalisation whilst registered as college students. The specialist **Channel process** has managed young people thought to be at high risk. If locally available this project will need to be explained to the college safeguarding lead.

Appendix B contains further information on Channel.

Information Sharing: The exchange of information between police and partner agencies, including colleges is covered by sections 17A & section 115 of the Crime and Disorder Act 1998. Information exchanged between police and college staff should remain confidential. A local protocol, authorised by a senior police officer, and agreed with the third party that shared information is used only for its agreed purpose is useful.

Guidance on information sharing in an education setting can be found at www.everychildmatters.gov.uk/informationsharing

Guidance on sharing information in a community safety context can be found here – www.homeoffice.gov.uk/publications/crime/info-sharing-community-safety/

STUDENT SUPPORT: West Yorkshire – Internet Presentations

In Kirklees, tutors in partnership with police officers have created a presentation for use with an audience of parents: providing guidance on internet safety and raising awareness of vulnerabilities to online dangers, including via mobile phones. The presentation links to youth vulnerability to radicalisation and covers all forms of terrorism.

Outcomes: The presentations have been well received by parents, with feedback indicating a significant drop in the access of violent extremist websites and a complete lack of sharing of extreme videos via mobile phone.

5. Managing Risks and Responding to Events

Consider the following types of risks. Police can play a supporting role in each.

Risks	Example	Police might help by
Harmful influences on students from adults:	A supply teacher brings extremist material into college.	Assessing if the material is illegal and then taking protective actions.
Internet safety	Students accessing extremist websites promoting violence.	Being briefed on e-safety[13] to assist college develop safe e-practice.
External groups using college premises	An extremist group uses a 'front' to hire college facilities for a meeting.	Assist college facilities managers in vetting new or unknown groups.
Events – local national and international	Local inter- community tensions, national Foreign Policy, counter terrorism operations – all can be used to stir up fear or hatred among vulnerable individuals.	Working with the college (including college and student union societies) to provide a safe place for students to discuss controversial issues, promote lawful protest and make clear the legal boundaries of free speech.

It is an important part of growing up that young people will want to talk about political issues that they see on the television, hear their parents discuss and musicians sing about - especially if their life is directly affected.

Providing time and space for students to discuss controversial issues safely and with the support of a teacher or a police officer/PCSO is helpful. The officer may help to facilitate or contribute, particularly where there are discussions around hate crime or the use of stop and search powers.

RESPONDING TO EVENTS: Youth Parliament & Question Time

In the Thames Valley Police area, Youth Parliaments have been created to allow students to debate topical issues, including terrorism and extremism in a democratic fashion. This allows teachers and other facilitators – including police officers to participate as guest speakers or as 'experts' in certain ways.

'Question Time' panels have also been held, using notable experts from the community – including senior police officers, local councillors and other community leaders. The audience is drawn from students and is an opportunity to allow young people to air their views in a controlled environment whilst building lasting and memorable relationships.

OUTCOME: Developed understanding of democracy, improved relationships with police and partner agencies. Better knowledge of 'mainstream' views.

[13] The Home Office has produced guidance on e-safety to assist police and partners; http://security.homeoffice.gov.uk/news-publications/ publication-search/general/Officers-esafety-leaflet-v5.pdf

The Internet and Use of Social Media

We know that whilst the internet is a wonderful resource, that there are potential dangers in its use. Criminals are known to use the internet and it is easy to find offensive material which can corrupt vulnerable minds. It is known that a number of British terrorists have been affected by images and speeches found on the internet, for example Andrew 'Isa' Ibrahim and Roshonara Choudhry[14], were both heavily influenced by internet material before going on to commit criminal acts.

Many colleges do not monitor internet use although at many institutions, students and staff agree to abide by internet use protocols as part of their attendance/employment. There are likely to be occasions when college staff have concerns about an individual's internet use: through regular liaison with university staff and students, police can be available to offer advice if a particular concern arises.

Facebook, Twitter and virtual communities

Most police forces now support the use of social media as a means of communicating with their communities. This is just as important with student communities who use social media sites regularly and college based chat forums where these exist.

Police should consider adopting the same social media to communicate and offer advice as younger people may prefer this method of communication. A considerable amount of trust and confidence can be built up using this technique, although officers should continue to offer meetings and phone calls as communication methods.

Officers who are not suitably IT literate may wish to seek guidance from their force media and communications department or to compare practice with officers at neighbouring institutions. Another option is to use college expertise and resources which may further develop campus/police relationships.

INTERNET SAFETY: Counter Terrorism Internet Referral Unit (CTIRU)

Terrorists exploit the internet for their own means ranging from attack planning through to radicalisation and recruitment. This represents a serious risk to vulnerable individuals using the internet. The following website is for the public to use to take action against terrorist and hate online content:
www.direct.gov.uk/en/CrimeJusticeAndTheLaw/Counterterrorism/

Reporting online hate, extremism and terrorism
The Directgov website provides the public with information about how to take action against all forms of hate, violent extremism and terrorist material including content that may be offensive but not necessarily illegal. Information is then passed to a specialist police unit: the Counter Terrorism Referral Unit (CTIRU) which provides a national coordinated response to referrals from the public, Government and education institutions but also acts as a central, dedicated source of advice for the police service.

For further information about the CTIRU please email ctiru@acpo.pnn.police.uk

For general information on e-safety visit: www.thinkyouknow.co.uk or www.ceop.gov.uk

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[14] Profiles of both of these individuals can be found at www.pnct.pnn.police.uk/prevent

Local Issues

Police deal with all forms of terrorism. Whilst the greatest assessed threat comes from Al-Qaida, officers should be mindful of other forms of extremist activity such as Far Right groups or those willing to use violence to achieve environmental goals. Where extremist activity linked to a specific group is a significant local issue, discussions between police and college leaders should occur. Consideration should be given to consulting with community representatives (i.e. parents) to ensure understanding of the reasons for the college taking actions with police.

STUDENT SUPPORT PROCESS:
Multi Agency Group

Some colleges host multi agency groups at which staff meet to discuss vulnerable students. Group membership may include;

- The designated member of staff for safeguarding
- A Parent Support Adviser
- A safer neighbourhood police officer
- Local Authority Children's services staff as appropriate – Education Psychologist, Education welfare, targeted youth agencies

The panel may meet frequently to review individual cases and develop strategy. This might include inappropriate behaviour of any sort such as bullying, assaults, tensions, sexual behaviour, criminal behaviour and vulnerability. They will also focus on persistent absenteeism

The Group may support restorative justice, referrals beyond the college to targeted or specialist services such as Youth Inclusion Support Panels, Youth Offending Team etc. The group might refer to a local 'Channel' project if available.

Outcomes: Early intervention and response strategies for vulnerable individual pupils or groups.

RESPONDING TO EVENTS:
Time for debate

During December 2008, the conflict in Gaza reignited violently. Demonstrations against the action taken on both sides, occurred across the globe, including in the UK. This led to tensions amongst Muslim and Jewish communities. In one London college where there were significant numbers of students from Jewish and Muslim backgrounds, there was tension and conflict – especially at break times where derogatory comments were made and some violence resulted.

To ease the situation and to provide an opportunity for views to be shared, the college created space during lesson time for views to be aired and debate to take place in a safe setting. Safer Neighbourhood Team officers engaged in the discussions.

Outcomes: The college Principal reported a reduction in college tensions and a return to normal student behaviour. This appears to be due to the students' ability to voice their opinions safely, whilst any inappropriate comments were challenged. Students felt better informed, the college became safer again for young people and relations with police improved.

LEADERSHIP & VALUES: Seminars

In Northumbria, *Prevent* awareness seminars have been held for police officers, Safer Neighbourhood Teams as well as key partners such as staff from schools and colleges. The aim is for joint responsibility for the *Prevent* Strategy to be encouraged, not for a single agency to feel sole responsibility.

Outcomes: Improved understanding of *Prevent* and the shared responsibilities of partner agencies.

MANAGING RISKS – CASE STUDY - Community Tension Monitoring in Oldham

Along with a range of other partners, Oldham Sixth Form College is involved in the Oldham Community Tension Reporting (OCTR) group. This operates in 4 main ways:

- A weekly OCTR report captures information from a variety of sources including the police, youth groups, housing associations, the Council and colleges. Tension in the community is rated under three themes – experienced, evidenced, and potential. The two-way flow of information via the OCTR report is crucial as it allows partners to feed in information that in isolation may not seem significant but when linked to other reports becomes part of a wider pattern; and it notifies partners of potential issues and allows them to plan accordingly.
- A quarterly meeting of the OCTR group to review the reports from the previous 3 months, pick up on any common themes emerging, improve the process for information gathering and dissemination if needed, and give partners the chance to discuss common issues.
- At times of particular concern, the OCTR group can meet on an ad-hoc basis to discuss specific issues. Recent examples include planned English Defence League demonstrations in Manchester and Bolton and the risk of young people from Oldham being drawn in and meetings following an increase in race related incidents involving students. The OCTR network can be convened at short notice in the knowledge that they can work together effectively.
- An OCTR Gold Group, on which Oldham Sixth Form College is also represented, also meets as necessary to take a strategic view of tensions within the community and to consider forthcoming events that could cause tensions to be raised.

Outcomes: The OCTR group provides an effective network of partners who work together in a very open atmosphere of mutual trust and understanding, allowing the Borough to take a pro-active approach to dealing with community tensions before and as they arise.

LEADERSHIP & VALUES: Local priorities

In one area of Hampshire, local priorities are adduced by holding public meetings – yet no students attended.

So community priority meetings were taken into school and college settings by Safer Neighbourhood Officers. Using a local Council chamber as a setting to teach about democracy, students then told police what was important to them. The important issues included perceptions that extremist behaviour was prevalent across the UK – due to the emphasis given by the media. Local officers were able to provide guidance to students and then followed this up with engagement during lessons.

Outcome: Improved relations with police. Ability to share concerns and to impact on local plans.

CASE STUDY – Nottingham *Prevent* Partnership Steering Group - providing leadership on *Prevent* issues.

Aims: To co-ordinate *Prevent* activity across Nottingham City and reduce the risk of people becoming or supporting terrorists.

The specific responsibilities of the *Prevent* Steering Group are as follows;
- Co-ordinate the work of all the City partners on the *Prevent* Steering Group
- Provide oversight on the commissioning of projects
- Act as advisories for *Prevent* related activity and projects identified by the Muslim Communities Steering Group.
- Act in an advisory capacity for One Nottingham, the Local Strategic multi-agency Partnership (LSP)
- Initiate evaluations of *Prevent* work
- Provide a central forum to discuss national and local developments in *Prevent*
- Identify and disseminate good practice
- Receive and review national strategies and reports from ACPO, the Police Authority and Government departments.

Operation of the *Prevent* Steering Group

Nottingham City Council's Community Safety Executive Coordinator chairs the meetings with the police *Prevent* Force Deputy Lead as vice chair. The group uses the tiered delivery model to interventions and actions. Membership of the *Prevent* Steering Group includes representatives from:
- Local Authority Community Cohesion & Community Safety, Children's Services (Youth/Schools) and Adult Services
- Two universities and four FE colleges
- Probation Service, the Prison Service, the Primary Care Trust and the police *Prevent* Delivery Team

The *Prevent* Steering Group reports to Nottingham City Council's Local Strategic Partnership, One Nottingham. The Group meets on a monthly basis and ensures:
- The relevant *Prevent* networks are consulted and used to develop ideas, initiatives and policy
- Local Area Agreement Cohesion indicator is taken into account in *Prevent* discussions.
- Regular feedback is provided into the various community and voluntary sector organisations.
- Appropriate information sharing agreements exist.

Outcomes: Improved information sharing and communication with a developed understanding of vulnerability and risk, which has proved useful in planning for an EDL demonstration.

Contact: Det Insp Louise Jordan louise.jordan@nottinghamshire.pnn.police.uk

SECTION 3: Next Steps

College Objective	Suggested Supporting Actions by Police
UNDERSTANDING THE ISSUES	- Work with college leaders on *Prevent* - Brief staff on different forms of terrorism affecting local communities - Agree the role of police in relation to developing leadership & values, curriculum, managing risk and responding to events - Make staff & students aware of local and national tensions; use beat surgeries, newsletters, staff & student briefings, 'Question Time' panels. - Advise staff and students of local and national *Prevent* activities. - Suggest college based activities (see Appendix A). - Make staff and students aware of factors which might contribute towards vulnerability to radicalisation. Use case study examples. - Agree mechanisms with the Principal such as Support Panels where college staff, police and partners share information about vulnerable students.
LEADERSHIP & VALUES	- Support college work on community cohesion and consider how police & partners can help the college to do more on *Prevent* and community cohesion. - Work with college partnerships on ECM, student wellbeing, safeguarding, community cohesion and *Prevent*. - Offer police involvement with curriculum planning; offer classroom support & suggest activities (from Appendix A). - Encourage the college to engage with the community. - Explore & raise awareness of the heritage of students. - Encourage awareness and understanding of minority communities served by the college. - Support college links with local communities and faith groups. - Ensure staff are confident to challenge racist or extremist views. Provide support to staff and suggest training if appropriate. - Assist the college to know their community, to build partnerships with business, Local Authority, with voluntary groups as well as religious groups. Encourage neighbourhood partners to visit college, providing a wide community knowledge base. - The college will have numerous risk assessments in place. Suggest that the college could incorporate *Prevent* (and all parts of CONTEST) into their risk assessments. - Assist college staff with anti-bullying; consider 'design out' techniques by reducing opportunities. - Support victims or those vulnerable to being victims. - Engage with bullies and victims. - Educate students about the impact of bullying . - Consider enforcement if a crime is committed. - Use restorative justice as an alternative to prosecution.

College Objective	Suggested Supporting Actions by Police
LEADERSHIP & VALUES	• Advise on college statements which are used for inducting new staff and students. • Support the college in providing fair internal processes and offer advice on alternatives. • Offer to attend debates and discussions. Suggest some are based on police issues or counter terrorist issues. e.g. stop & search. • Obtain training for police who help to facilitate debates. • Support teachers in developing *Prevent* concepts in class; be on hand to assist in class where possible. • Consider creating public debate in college. Encourage the view that dialogue creates a peaceful resolution whilst violence creates conflict. • Suggest regular briefing times. Attend staff briefings, invite meetings with students. • Suggest that students brief staff on issues affecting them. • Develop an agreed referral mechanism for staff and students to share concerns. • Advise on internet safety. • Suggest outside speakers. Advise college on the appropriateness of speakers. Advise on balance. • Suggest training in awareness of vulnerability and issues surrounding all forms of terrorism. • Suggest referral mechanisms • Suggest partners from faith communities & encourage reciprocal visits between college & places of worship. • Support college representation on any local *Prevent* partnerships • Link YCAP and TKAP initiatives to community cohesion and *Prevent*.
TEACHING, LEARNING & THE CURRICULUM	• Offer police contribution in class; use activities shown in Appendix A. • Assist students to perceive and to communicate their feelings by engagement. • Advise on options to develop new skills. e.g. Input from police on dealing with internet dangers. • Assist staff in dealing with controversial issues. Advise on how these issues can become strengths. • Help to identify local groups who may be used for advice and engagement as well as use within the curriculum. • Be aware of college citizenship/personal development programmes and provide support where community cohesion and *Prevent* issues are discussed • Depending on police staff confidence, offer to contribute to group or individual work on local risks to young people, conflict resolution and peaceful protest • Model ways to resolve conflict, repair harm, restore relationships (restorative approaches). • Support the positive role of students; as peer mediators; by hearing and responding to their views • Explore the issues which lead to terrorism using notable figures such as Nelson Mandela, Martin Luther King, Martin McGuinness & others

College Objective	Suggested Supporting Actions by Police
STUDENT SUPPORT & CHALLENGE	• Be clear about existing police contribution to the college multi-agency work e.g. police managers and staff working with children's services to identify the contribution of specialist *Prevent* input • Offer briefings and training for Student Support staff, including multi-agency partners • Assist with review of student support systems. • Agree information sharing strategy with college and other partners. • Offer support to college with students, staff and parents; e.g. mentoring, support for peer groups, family advice etc • Identify a single point of contact in college should there be heightened concerns about specific students. This is likely to be the designated member of staff leading on safeguarding.
MANAGING RISK & RESPONDING TO EVENTS	• Advise college staff on factors which might be indicators of risk to students or others • Develop an agreed understanding of tension monitoring and the sharing of understanding and knowledge of potential risks • Advise college on IT acceptable use policy • Advise colleges to have IT protection systems in place • Provide presentations to parents on the dangers of the internet • Assist colleges in reviewing their policies for managing risk and responding to events. e.g. advise on action plans, particularly in assisting individuals and groups following a critical incident. • Consider responses suitable for vulnerable individuals • Link *Prevent* with college safeguarding responsibilities. • Ensure that college staff are familiar with reporting requirements for hate incidents. • Ensure recording mechanisms are in place. • Assist in reviewing the college lettings policy. • Create a college social media forum • Use social media to communicate with students and staff

All officers are reminded to complete up to date information records to help manage the processes set out in this guidance.

CASE STUDY: West Yorkshire – Culture Kids

In Calderdale and Leeds, a multi-agency project aimed at community cohesion and understanding of other cultures has provided 'Business in the Community' opportunities to showcase and celebrate the diversity of their staff. Local businesses and a university have contributed brief workshops which aim to demystify differences and reduce prejudice. Workshops have included discussions on asylum seekers and travellers as well as faith, language and culture.

Outcomes: A partnership approach has increased staff and student awareness of diversity and an appreciation of the influence of local business in the community.

CASE STUDY: West Yorkshire – Cookery Club

In Kirklees, a weekly cookery club led by Youth Services is held at which community members including SNT officers attend to talk, cook and eat. Young people who are considered vulnerable are invited to encourage conversations about issues that concern them.

Outcomes: Vulnerable young people are able to have one to one chats with youth workers, police officers and other community role models – opportunities to air grievances and to build relationships which will reduce their future vulnerability.

CASE STUDY: West Yorkshire – Parenting course

The YOT in Kirklees has developed a parenting course run over five sessions at which five partner agencies including health, Barnardos and the police provide input on topics of concern to parents such as ASB, drugs, alcohol, internet safety and weapons. The course is interactive, with experience sharing amongst parents encouraged.

Outcomes: Increased confidence amongst parents to deal with vulnerability of their children and to air grievances that arise.

The Four Rs

Prevent is one of the four Ps, but it can occasionally be clumsy for engagement to be part of counter terrorism policing. Experience has shown that an explanation of the four Rs can help college leaders and staff to better understand how *Prevent* can help with safeguarding students:

Risk: young people at college have the potential to create and present a risk.

Responsibility: those who work at, study at and who are responsible for policing a college have responsibility for minimising this risk.

Referral: Those responsible for minimising risk should have a referral mechanism for reporting and recording their concerns.

Relationships: This is best achieved by having strong professional working relationships internally and externally.

All forms of Risk can be reduced by building strong professional relationships.

APPENDIX A: Examples of College Activities which support *Prevent*

The following table provides examples of activities which have been used by education institutions in partnership with police forces across the country. All forms of extremism may be approached by using similar activities but it is crucial that colleges appreciate the benefits of undertaking them. This table should assist teachers and police to agree which activities are most appropriate to a college. Colleges should lead in managing activities; the final column suggests which police role could support.

	SUGGESTED ACTION	EXAMPLE	COLLEGE UNDERSTANDING	SUPPORTS *PREVENT* OBJECTIVE
1	**Prevent awareness seminars.**	*Seminars for Police, teachers, college staff & Local Authority staff, raising awareness of Prevent, improving knowledge of Islam and focussing on vulnerability.*	Understanding the Issues Managing risks & responding to events Student support & challenge Leadership & values	*Objective 1* *Objective 2* *Objective 3*
2	**Faith and culture awareness** training for tutors & college staff.	*Awareness training in faith and culture, providing teachers with confidence to speak to and challenge students about views on world faiths and associated cultures.*	Understanding the Issues Leadership & values Teaching, Learning & the Curriculum	*Objective 1* *Objective 2* *Objective 3*
3	College representation on an **education *Prevent* Board.**	*Links between schools, colleges and universities are made at an education Prevent board. This consists of key staff and students who discuss vulnerability & engagement with police.*	Understanding the Issues Leadership & values Managing risks & responding to events	*Objective 2* *Objective 3*
4	Create a **Youth Police Academy**	*Originally a school based concept but can be considered for college; officers invite students who are considered vulnerable to victimization and bullying, to attend a youth police academy. Students are trained in various aspects of policing, including arrests, CSI and RTIs, with input from the fire and ambulance services.*	Understanding the Issues Leadership & values Managing risks & responding to events Teaching, Learning & the Curriculum Student support & challenge	*Objective 2*
5	Police involvement in **Ofsted inspection briefings**	*Most colleges are subject to Ofsted inspections; some head teachers have involved officers in briefing their staff on plans for the coming year. This increases understanding of the college issues and allows police input into plans such as for the curriculum, debates, presentations etc.*	Understanding the Issues Leadership & values Managing risks & responding to events Teaching, Learning & the Curriculum Student support & challenge	*Objective 3*
6	Agree **local reporting mechanisms** between college & Police	*Ensure communication links (specifically the reporting of vulnerability) between colleges, SNTs, & CTU/CTIUs are agreed, with fall back plans.*	Managing risks & responding to events Student support & challenge	*Objective 2* *Objective 3*
7	Contribute to **lesson plans.**	*Police assist colleges to create lesson plans, with planned SNT attendance during associated lessons to support teachers in delivery of key Prevent messages. Lessons could include discussions on stop & search, 'when does a terrorist become a freedom fighter?', 'Is Islam given a fair hearing by the media?'*	Understanding the Issues Teaching, Learning & the Curriculum Leadership & values Student support & challenge	*Objective 1* *Objective 2* *Objective 3*

8	Produce a **communications strategy** for *Prevent* work in colleges.	BCU/Force in partnership with the local authority produce a communications strategy which structures how each Prevent activity is communicated to students, parents, teachers etc RICU (Research Information & Communications Unit) can assist: ricu@homeoffice.gsi.gov.uk	Understanding the Issues Leadership & values	**Objective 3**
9	**Create a community contact unit** to encourage engagement with specific communities.	A multi-agency team including police and education whose aim is to improve engagement with specific communities. To complement other initiatives the team encourage and disseminate the use of as many strategies, tactics and practices as local need demands. Close liaison between police and education institutions as well as community leaders is crucial to success.	Leadership & values Managing risks & responding to events	**Objective 2** **Objective 3**
10	**Conference** for colleges - to draw together *Prevent* themes and projects.	A conference with college principals and key staff (including police) invited to discuss how Prevent can be included in college and how links with police can be developed.	Understanding the Issues Leadership & values Managing risks & responding to events	**Objective 2** **Objective 3**
11	Conduct a **needs assessment** with colleges on a risk matrix to identify vulnerability.	An assessment of vulnerability for colleges, allowing the institutions which are considered most vulnerable to access police and education resources as appropriate.	Leadership & values Managing risks & responding to events Student support & challenge	**Objective 2** **Objective 3**
12	**Training packages** produced for Safer Neighbourhood officers.	Forces have created tailored training for their own needs – some call it Intelligence & Community Engagement (ICE) training. Some education partners are invited.	Understanding the Issues Managing risks & responding to events Leadership & values Student support & challenge	**Objective 3**
13	Use an **interactive DVD and website**	A DVD for use in schools & colleges and a public website which promotes discussion on Prevent issues and encourages interaction with local Police. http://prevent.d2digital.co.uk/	Understanding the Issues Student support & challenge Managing risks & responding to events Teaching, Learning & the Curriculum	**Objective 1** **Objective 3**
14	Create **Internet safety guidance** for parents	Teachers, supported by police provide a presentation to parents, which advises on internet safety and explores areas of concern.	Understanding the Issues Leadership & values Managing risks & responding to events Student support & challenge	**Objective 2**
15	Use **'SHARP'** on college webpages	Developed for schools, the Student Help Advice Reporting Page (SHARP) can be added to a college intranet and internet site to 1. Educate on behaviour which affects colleges – bullying, health, community issues, weapons and hate crime. 2. Communicate messages to young people 3. Gather information on incidents in college and the local community.	Managing risks & responding to events. Student support & challenge Leadership & values	**Objective 2** **Objective 3**
16	Publication of a **youth magazine**	Attractive stories about football, music and fashion, advice on issues such as bullying, racism & other vulnerability issues are featured with a low key emphasis on terrorism.	Understanding the Issues Student support & challenge Managing risks & responding to events Teaching, Learning & the Curriculum	**Objective 2** **Objective 3**

17	Create a **college council** or Parliament to debate topical issues such as extremist behaviour.	*A democracy exercise which culminates in debates relating to Prevent.*	Understanding the Issues Leadership & values Managing risks & responding to events Teaching, Learning & Curriculum.	***Objective 2*** ***Objective 3***
18	Arrange **'Question Time'** in college – like the BBC TV show but with local personalities. Allow debate and sharing of views with police contribution.	*Local key figures (senior police officers, local Councillors, MP etc) invited to a live debate, with students, staff & potentially parents in the audience.*	Understanding the Issues Leadership & values Managing risks & responding to events Teaching, Learning & Curriculum.	***Objective 2*** ***Objective 3***
19	Bring local students from different colleges together for **debate on similarities** & differences	*Pupils from colleges from different faith & communities brought together for debate. Can lead to greater understanding & empathy.* *Also an exercise for students of notable figures such as Nelson Mandela, Martin Luther King, Martin McGuinness and Osama Bin Laden; students debate 'one man's freedom fighter is another man's terrorist'.*	Understanding the Issues Managing risks & responding to events Teaching, Learning & Curriculum Leadership & values	***Objective 2*** ***Objective 3***
20	Students contribute to Police **neighbourhood priorities;** SNT officers facilitate a meeting of student representatives.	*Public meetings for young people where views on local issues can be expressed. (May be held in college or elsewhere such as at a ward panel.) This mechanism provides students responsibility for their neighbourhood & also provides a forum to discuss Prevent.*	Understanding the Issues Leadership & values Managing risks & responding to events Teaching, Learning & Curriculum.	***Objective 3***
21	Develop **Key Individual Networks** (KINs) within college.	*College version of community KINs. Students who are asked for comment on topical issues.*	Leadership & values	***Objective 3***
22	Create **Independent Advisory Groups** (IAGs) within college and the wider community.	*College versions of community IAGs. When a critical incident occurs, representatives are briefed by Police to allow dissemination of information to younger people.*	Understanding the Issues Leadership & values Managing risks & responding to events	***Objective 3***
23	Invite **external speakers** to discuss PVE/ cultural issues in college.	*Speakers invited into college to encourage debate around Prevent.*	Understanding the Issues Leadership & values Managing risks & responding to events Teaching, Learning & Curriculum.	***Objective 1*** ***Objective 2***
24	**Face to Faith** - a residential experience for young people to learn, discuss and debate together.	*A residential experience for young people of different faiths, to discuss and explore their identities, cultures and faiths but especially their similarities.*	Leadership & values Student support & challenge Teaching, Learning & the Curriculum	***Objective 2***
25	Use **'Watch Over Me'** DVD resource pack & training for community role models, teachers and college staff.	*This DVD resource pack can be useful for colleges .for use in citizenship lessons, supported by police and other community role models. www.kidstaskforce.com*	Leadership & values Managing risks & responding to events Teaching, Learning & the Curriculum Student support & challenge	***Objective 2***

26	Use 'Getting on Together'.	Curriculum based discussion project, developed in South Wales which increases awareness and empathy for differences in culture and faith. DVD resources encourage debate on different forms of extremism and terrorism. got.project.1@gmail.com	Understanding the Issues Managing risks & responding to events Teaching, Learning & the Curriculum Leadership & values Student support & challenge	Objective 1 Objective 2 Objective 3
27	Deliver 'ACT NOW'	A two hour table top exercise where students take the role of counter terrorist police leading up to and after an act of terror. This promotes discussion about hate crime, community cohesion and other Prevent issues.	Understanding the Issues Leadership & values Managing risks & responding to events Teaching, Learning & the Curriculum	Objective 1 Objective 3
28	Use **performance art** – such as 'Hearts & Minds' 'Not in my name' 'On the Edge', 'One Extreme to the Other'. 'Game On' (Drama & Sport)	Theatre productions whose performances focus on extreme behaviour are invited into college. Police attend with the students & support discussions of the content afterwards. Police can facilitate discussion around pertinent areas such as hate crime, weapons, stop & search.	Understanding the Issues Leadership & values Managing risks & responding to events Teaching, Learning & the Curriculum Student support & challenge	Objective 1 Objective 2 Objective 3
29	Create a **Parenting skills course**	A course for parents led by YOT at which partner agencies provide input and invite discussion around areas of vulnerability such as drugs, weapons, alcohol and extreme behavior.	Understanding the Issues Leadership & values Managing risks & responding to events Student support & challenge	Objective 2
30	Suggest a **Behaviour & Attendance Support Panel** in college	A panel of college staff which may include police, who meet to discuss behaviour and attendance concerns amongst students. This may lead to college interventions to support the young person.	Understanding the Issues Leadership & values Managing risks & responding to events Student support & challenge	Objective 2
31	Suggest a **multi-agency input course**	A multi-agency project involving local businesses and a university, who provide input in college, celebrating diversity within their organisations.	Leadership & values Teaching, Learning & the Curriculum	Objective 2
32	Suggest **Student briefings**	In many colleges, staff briefings occur regularly. Student briefings could be held, during which young people advise staff of the issues currently of concern to college students.	Understanding the Issues Leadership & values Managing risks & responding to events Student support & challenge	Objective 2 Objective 3
33	Use a course such as **Discrimination By Diversity**	A workbook resource for young people who are vulnerable to involvement with racially aggravated crime. The course ends with a residential period when the young people work together with others of different views and backgrounds.	Leadership & values Managing risks & responding to events Teaching, Learning & the Curriculum Student support & challenge	Objective 2
34	Suggest a **Cookery Club**	A weekly club led by Youth Services and attended by SNT officers and other agencies, with young people who are considered vulnerable invited – to cook, eat and talk about issues of concern. This is an opportunity to build relationships with young people and to reduce their vulnerability.	Leadership & values Teaching, Learning & the Curriculum Student support & challenge	Objective 2
35	Explore with local faith communities how **faith needs of learners** can be better addressed	Set up arrangements for prayer and for religious festivals. Create multi-faith support services for learners. Building relationships with local faith leaders who can be consulted about particular situations and faith-related requests from students.	Understanding the Issues Managing risks & responding to events	Objective 1 Objective 2 Objective 3

Appendix B:
Other *Prevent* work strands

There are several other *Prevent* work strands which are relevant to education. For more details, please refer to www.pnct.pnn.police.uk/prevent.htm

Channel: is a multi-agency referral process which provides support to those individuals who may be vulnerable to radicalisation, and diverts them away from potential harm. Plans are in place to ensure that all areas of England and Wales have access to Channel.

All partners should know and understand the processes involved.

Counter Terrorism Local Profiles: each police force has been tasked to write their own CT Local Profiles, which are similar to neighbourhood profiles – but deal with the local CT risk. These are likely to be BCU-wide, and sit with local Commanders and shared with LA Chief Executives.

Internet: guidance has been written which explains the risks from online radicalisation; www.pnct.pnn.police.uk/prevent.htm and http://security.homeoffice.gov.uk/news-publications/publication-search/general/Officers-esafety-leaflet-v5.pdf

Weblinks & useful information

www.safecolleges.org.uk/ contains information, guidance and useful links to further material about:
- Dialogue, Policies and Procedures
- Preventing Violent Extremism
- Guns, Gangs and Knives

Further advice and guidance on a whole-organisation approach to tackling issues around Guns, Gangs and Knives can be found at www.excellencegateway.org.uk/safecolleges

Further information on the Tackling Knives Action Programme (TKAP) can be found at www.crimereduction.homeoffice.gov.uk/violentstreet/violentstreet014.htm

The following link has information on the Youth Crime Action Plan (YCAP) www.homeoffice.gov.uk/documents/youth-crime-action-plan/

This Faith Communities Toolkit for leaders and managers in the learning and skills sector sets out why the sector will benefit from engaging with faith communities. It provides the information and practical guidance needed to encourage the inclusion and understanding of faith communities and draw on the valuable contribution people's beliefs can bring to their work,workplace or learning.

www.multifaiths.com/pdf/neafe.pdf