

1. Statement of Policy

1.1. Introduction

Preventing Extremism and Radicalisation is one element within Cambridge Spark's overall arrangements to safeguard and promote the welfare of all learners in line with statutory duties. This policy draws upon the Government's 'Prevent' agenda and the DfE's Guidance 'Keeping Children Safe in Education, 2019'

This policy applies to all staff working on behalf of Cambridge Spark. It should be read in conjunction with the following policies:

- Safeguarding Policy
- Health and Safety Policy
- Equality and Diversity Policy
- Staff Code of Conduct.

1.2. Principles

In accordance with statutory duty, Cambridge Spark will ensure:

- All staff are trained in Prevent so that they understand their responsibilities and feel confident in spotting the signs that an individual may be at risk of being radicalised.
- All learners understand the risks of extremism and how these may present in the workplace.
- The promotion of British Values through both the curriculum and as part of the organisation's culture.
- All partner organisations and employers understand their responsibilities to prevent learners from being radicalised.
- Concerns raised about learners or by learners themselves are dealt with immediately and referred to the relevant authorities as appropriate.
- Robust IT procedures which prevent learners and staff from accessing extremist platforms and websites.
- Close liaison with local and national partners including the DfE Prevent Co-Ordinator to better understand and communicate the local and national risks.
- A Prevent Risk Assessment and Action Plan is published and regularly reviewed by senior managers.

We will do this by:

- Appointing and training a Designated Safeguarding Lead (DSL) to be the single point of contact for the organisation.
- Raising awareness of Prevent at every opportunity.
- Ensuring that all staff and learners understand that Prevent is part of their wider

safeguarding responsibilities.

- Providing a framework for reporting and dealing with concerns and disclosures.

1.3. Legislative Frameworks

The legislative frameworks and guidance around the policy are:

- **Prevent Duty 2015** - places a responsibility on specified authorities to prevent children and young people from becoming radicalised.
- **Keeping Children Safe in Education 2018** - requires all staff to read and understand their responsibilities if engaged in 'regulated' activities with young people. Sets out the responsibilities of the Designated Safeguarding Lead and provides guidance on safe recruitment of staff.
- **Working Together to Safeguard Children 2019** - reaffirms safeguarding as everyone's responsibility and the importance of sharing information between agencies.
- **Counter Terrorism Strategy (CONTEST) 2018** - details four work streams to reduce the risk to the UK and its interests overseas from terrorism; Pursue, Prevent, Protect, Prepare.

1.4. Definitions

Extremism - 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/or calls for the death of members of our armed forces, whether in this country or overseas'.

Radicalisation - The process by which a person comes to support terrorism and extremist ideology associated with terrorist groups

British Values - A set of values first set out in the Prevent Strategy in 2011 to support the spiritual, moral, social and cultural development of learners. The values are; Democracy, The rule of Law, Individual Liberty, Mutual Respect and Tolerance of those with different faiths and beliefs and those with no faith.

2. Implementation

2.1. Approach

Cambridge Spark leadership will continuously strive to provide an ethos which upholds the core values of shared responsibility and wellbeing for all apprentices, learners, staff, and visitors. Central to this they will seek and create opportunities to promote respect, equality and diversity and understanding.

Cambridge Spark takes seriously its responsibility to ensure the safety and wellbeing of learners, staff and the wider community and as part of this will do all it can to prevent any learner from being drawn into terrorism. It welcomes the Government's intention that the Prevent Duty is implemented 'in a proportionate and risk-based way' and that it should not create large new burdens on institutions. It will therefore implement its legal responsibilities as part of our existing policies and procedures.

2.2. Risk Assessment and Action Plan

As required by the Prevent Duty, Cambridge Spark will carry out assessments of the risk of its learners being drawn into terrorism. This risk assessment and associated action plan will be working documents and will be reviewed and monitored by the Designated Safeguarding Lead (DSL) and senior managers. Where any significant risk is identified, the DSL will liaise directly with the DfE Prevent Co-Ordinator and other agencies as appropriate.

2.3. External Speakers

Although the nature of the Apprenticeships delivered by Cambridge Spark does not provide many opportunities for external speakers, the organisation is aware of the risks involved in such activities. Due diligence is carried out where required and the organisation will share information with other institutions if appropriate about any particularly problematic event that comes within the remit of Prevent.

In complying with the Prevent Duty, Cambridge Spark will not provide a platform for any proscribed terrorist organisation or allow gender segregation at any event.

2.4. Staff Training

Cambridge Spark will carry out training on a regular basis for all relevant staff so that they can recognise those who are vulnerable of being drawn into terrorism and potential signs of radicalisation. The training will include guidance on how to handle appropriately and sensitively any concern that may emerge. The organisation's approach will be to support vulnerable learners in whatever circumstance they find themselves in, whilst recognising that radicalisation could be occurring.

2.5. Welfare Support

Cambridge Spark will ensure that learners are fully supported throughout their course and that staff are confident to take preventative and responsive steps when working with 'at-risk' learners, partner professionals, families and communities. This will be achieved through:

- Establishing strong and effective learner support services.
- Listening to what is happening in Cambridge Spark learning environments and the wider community.
- Implementing anti-bullying strategies and processes for challenging discriminatory behaviour.
- Clearly directing learners, employers and staff to means of accessing support within Cambridge Spark and or through community partners.

- Supporting 'at-risk' learners.

2.6. Faith Facilities

The organisation seeks to ensure that provision is made for those of any faith to access appropriate facilities for religious purposes.

2.7. IT Networks

Cambridge Spark will not allow their IT networks to be used in any way that supports, promotes or facilitates terrorism. Prevent is referenced in the IT policies and the organisation will keep this matter under constant review. The possible use of filters as a means of restricting access to content covered by the Prevent Duty will be included on the Prevent Action Plan and as part of the risk assessment process. Social media services such as Facebook, Twitter and WhatsApp provide new avenues for the distribution and accessing of extremist material, and the organisation takes the challenges presented by social media very seriously.

2.8. Communications

Cambridge Spark will not permit material supporting terrorism to be displayed or distributed at its centres or via on-line platforms and will remove any such material if it is found. Likewise, it will seek to ensure that the organisation's printed and electronic communications (including its website) do not contain or support terrorist material or material likely to encourage terrorism.

2.9. Learner Engagement

Cambridge Spark undertakes to provide a curriculum which promotes knowledge, skills and understanding to build the resilience of learners. Key to this is undermining extremist ideology and supporting the learner's voice. This will be achieved through:

- Embedding British Values, equality, diversity, inclusion, wellbeing and community cohesion into curriculum design and course delivery.
- Promoting wider skills development, such as social and emotional aspects of learning, alongside technical content.
- Adapting the curriculum to recognise local and employer needs, challenge extremist narratives and promote universal rights.
- Encouraging active citizenship/participation and providing an environment where learners' voices can be heard.

2.10. Information Sharing

The organisation is aware of the Channel process and of the opportunities for informal and formal sharing of information with relevant authorities. It will use these when necessary and appropriate to do so in the interests of preventing people from being drawn into terrorism.

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Information sharing will only take place with external authorities when this is consistent with the provisions of the Data Protection Act.

3. Roles & Responsibilities

Senior leaders and managers will be responsible for ensuring that this policy is implemented and that they receive regular updates on Prevent related matters.

As part of the wider safeguarding responsibilities, **The Designated Safeguarding Lead (DSL)** will be the single point of contact for all Prevent related matters.

All members of staff should be aware of the organisation's responsibilities under the Prevent Duty and of the measures set out above to comply with it. Members of the staff who are concerned about a learner who might be at risk of being drawn into terrorism should report this to the DSL. Concerns about members of staff who might be at risk of being drawn into terrorism should be reported to the Director of Human Resources and/or the DSL.