

Preventing Extremism & Safeguarding

Employer Information 2019/20



Definition of Safeguarding

- ▶ Protecting students from all types of abuse
 - Physical, Sexual, Emotional (including bullying) and Neglect.
- ▶ Protecting students from being drawn into extremism radicalisation (the Prevent Duty).
- ▶ Ensuring that the working environment is safe.
- ▶ Taking action, in partnership with the College, to protect students when necessary.



Indicators of abuse

Physical

Hitting , burning, scalding, parent fabricating illness

Emotional

Making an student feel worthless, inadequate, persistently making fun of them, bullying including cyber bullying

Sexual abuse

Forcing to take part in sexual activities, can happen online – sexting

Neglect

Failure to meet an students basic physical/and /or psychological needs

Definitions

Preventing Extremism

Key legal definitions for the Preventing extremism duty include British values and extremism.

What are British values?

These are defined as: 'Democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.'

Mutual respect and tolerance includes encouraging students to respect other people with particular regard to the protected characteristics of the Equality Act [2010]

What is extremism?

Extremism as is defined in law as: 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.'

We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.'

From the Counter-terrorism and Security Act 2015 www.legislation.gov.uk

Prevent duty responsibilities

All employers with apprentices or students on placement should have an awareness of the Prevent duty and understand their Prevent related responsibilities, especially in the context of Safeguarding. This will ensure the welfare of students.

It is good practice for workplaces to have a named individual who students will go to about Safeguarding concerns including preventing extremism concerns.

The person who is responsible for the welfare of an apprentice or student on work placement should:

- ▶ understand the risk of radicalization
- ▶ know how to refer an individual who is vulnerable to the College designated safeguarding officer
- ▶ ensure that British values are exemplified and promoted across the organisation
- ▶ Comply with and promote the Equality duty in the workplace.

Vulnerability to Radicalisation

The factors opposite have been identified as making individuals more vulnerable to exploitation.

This includes vulnerability to exploitation by extremists, sexual exploitation or other forms of exploitation.

- ▶ Pressure from persons linked to extremism
- ▶ Victim or witness to race or religious hate crime
- ▶ Conflict with family over religious beliefs/lifestyle/politics
- ▶ Identity confusion
- ▶ Recent religious conversion
- ▶ Change in behavior or appearance due to new influences
- ▶ Under-achievement
- ▶ Possession of literature related to extreme views
- ▶ Experience of poverty, disadvantage or social exclusion
- ▶ Extremist influences
- ▶ A series of traumatic events global, national or personal.

What are British values?

British values' are defined under the Prevent duty as:

(Source: Prevent Duty Guidance for FE institutions in England and Wales, July 2015)

'democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs'

The Prevent duty for staff also includes encouraging learners to respect other people with particular regard to the protected characteristics of the Equality Act [2010]

Mutual respect and tolerance of those with different faiths and beliefs will be part of the expected behaviour in the education, training or employer organisation.

The rule of law could include encouraging learners to research health and safety laws which regulate industry or review the health and safety processes within their education or training institution.

Democracy could include discussing how and why laws relating to their vocational qualifications were introduced

Individual liberty will include encouraging learners to discuss the extent that this exists or is limited by regulation. They might also discuss their own freedom of choice in terms of future education and career choices.

If you have any questions regarding this presentation then please contact your Highbury Account Manager or safeguarding@Highbury.ac.uk / 02392 383131

