

PREVENT:

REGENT COLLEGE HIGHER EDUCATION

ANTI-RADICALISATION AND ANTI-EXTREMISM STRATEGY

POLICY, RISK ASSESSMENT AND ACTION PLAN

ACADEMIC YEAR 2019-20

Introduction

Institutional Context:

Regent College Higher Education has campuses in Wembley, Harrow, Kingsbury, Southall, Wembley and Central London.

The College campuses are strategically located in the heart of thriving communities, in areas that can benefit our students academically as well as socially. There are multi-ethnic local populations with mosques, churches, temples, community buildings and worship centres in the local areas, as well as busy commercial centres operating to a full day and full evening schedule. Ideal for encouraging a better learning experience, it is these types of communities that help our students to prosper and grow. From connections with local businesses, dedicated facilities and on-site student career and teaching support, we offer students everything they need, no matter which part of the world they have come from. Operating successfully in vibrant and diverse populations, Regent College is known both by locals and by official bodies.

The college engages with the local communities in terms of promoting the college and courses it has on offer, through personal contact of staff members, through liaising with Brent council, and also with the police, upon their request.

The 1200+ students are from diverse races and faiths, and do not fit the expected or assumed profile of higher education students. Very few are school leavers, but in the main are older learners returning to education, or slightly younger people who have found engagement with mainstream schools and colleges challenging. Regent College has a proud reputation of working with such learners, and achieving the best results possible for them. The college is very active in promoting the widening access and participation agenda promoted by the Office for Students.

Prevent Policy:

Preventing the radicalisation of students is part of a Government initiative to develop a robust counter-terrorism programme. The revised Prevent Strategy was launched in June 2011 and is an integral part of the Counter Terrorism Strategy; its aim is to stop staff and students becoming drawn into, promoting, or supporting terrorism. The Prevent strategy operates in what is called the 'pre-criminal space', similar to other preventative initiatives that protect and safeguard vulnerable individuals at risk of being drawn into harms, such as drugs, gang culture and gun and knife crime. This strategy came into force as law for all HE institutions on 18th September 2015.

The UK faces a range of terrorist threats. All the terrorist groups who pose a threat to us seek to radicalise and recruit people to their cause. The Government Prevent strategy seeks to:

- Respond to the ideological challenge of terrorism and aspects of extremism, and the threat we face from those who promote these views
- Provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- Work with a wide range of sectors where there are risks of radicalisation which needs to be addressed, including education, criminal justice, faith, charities, the internet and health

A system of threat level has been created under Government initiative which represents the likelihood of an attack in the near future.

The five levels of threat are:

- Critical- an attack is expected imminently
- Severe – an attack is highly likely
- Substantial – an attack is a strong possibility
- Moderate – an attack is possible but not likely
- Low – an attack is unlikely

Regent College has a part to play in fostering shared values and promoting cohesion. We promote and facilitate the exchange of opinions and ideas, and enable debate as well as learning. The Government has stated that it has no wish to limit or otherwise interfere with the free flow of ideas, and that it will be careful to balance the need to preserve national security with protecting civil liberties. Although it is vital that colleges must protect academic freedom, it is a long-established principle that colleges also have a duty of care to their students. We want to focus on the risks of violent extremism, which represent the greatest threat at a national level, while recognising that other forms of violence and extremism can and do manifest themselves within colleges and other training settings.

This strategy has the following key objectives:

- To promote and reinforce shared values; to create space for free and open debate; and to listen and support the learner voice.
- To break down segregation among different student communities including by supporting inter-faith and inter-cultural dialogue and understanding, and to engage all students in playing a full and active role in wider engagement in society
- To ensure student safety and that the College is free from bullying, harassment and discrimination
- To provide support for students who may be at risk and appropriate sources of advice and guidance
- To ensure that students and staff are aware of their roles and responsibilities in preventing violent extremism.

To achieve these objectives the strategy will concentrate on four areas:

Leadership and Values:

- Promote our core values
- Build staff and student understanding of the issues, and confidence to deal with them
- Continue to engage with our local communities through partnership
- Actively work with local communities, local authorities, police and other agencies
- Ensure that external speakers, visitors and contractors to the site are appropriately screened

Teaching and Learning:

- Provide a curriculum which promotes knowledge, skills and understanding to build the resilience of students, to undermine extremist ideology, and to support the learner voice
- Embed equality, diversity and inclusion, well-being and community cohesion
- Promote wider skill development such as social and emotional aspects of learning
- Recognise local needs, challenge extremist narratives and promote universal rights
- Explore controversial issues in a way which promotes critical analysis and pro-social values

Student Support:

- Ensure that staff are confident to take preventative and responsive steps working with partner professionals, families and communities.
- Maintain strong and effective student support services, that are accessible and in-house
- Listen to what is happening in the College and the community
- Offer prayer facilities that are monitored and not used for any formal meetings other than worship; there are no chaplaincy or religious support operations on campus
- Implement anti-bullying strategies and challenge discriminatory behaviour
- Support problem solving and repair of harm
- Support 'at risk' students through safeguarding and crime prevention processes

Managing Risks and Responding to Events:

- Understand the nature of the threat from violent extremism and how this may impact directly or indirectly on the College
- Understand and manage potential risks within the College and from external agencies
- Respond appropriately to events in local, national or international news that may impact on students and communities
- Ensure measures are in place to minimise the potential for acts of violent extremism within the College
- Ensure plans are in place to respond appropriately to a threat or incident within the College

- Develop effective ICT and e-safety policies
- Be prepared to use the Channel Programme to refer learners who exhibit unusual behaviour, express unsavoury attitudes, condone acts of harm or violence, or who have suspicious travel plans

In accordance with our Prevent strategy the expectation is that Regent College will deliver in the following areas:

- Partnerships: active engagement across all levels of the College and regular contact and discussion with the regional education Prevent co-ordinator.
- Action Plan: enforce a Prevent Duty Action Plan which will be reviewed and updated regularly by the Principal acting as the Prevent Co-ordinator. In the event of any person, staff member, student, or visitor, becoming a cause for concern and therefore a potential risk it may be necessary to develop an individual action plan to ensure the College can address whatever risk may have been identified.
- Staff Training: identify the appropriate training requirements across all sectors of the College in accordance with the Prevent Duty Guidance document and implement training schedules and awareness sessions in line with these requirements accordingly.
- Welfare support: Regent College understands the duty of care to their students and has sufficient support mechanisms in place for all students according to their needs.
- Safety Online: implement strict policies on the use of IT on the premises and use filtering as a means of restricting access to harmful content.
- The Prevent duty places an increased focus on fundamental British Values and preventing extremism.

All of the above points are intended to provide the right foundations for learners to achieve their full potential and provide a safe, lawful and open environment in which to learn. It is essential that students and staff feel at ease with the Prevent policy, understand that it is preventative in its nature, and that the principles of the academic community, promoting tolerance, understanding, discussion and empathy towards others, is maintained.

Further Research:

The OfS, alongside and in conjunction with other agencies, produces a significant amount of guidance and research to support the Prevent initiative and to offer support to the HE sector.

A framework for how OfS gather evidence of compliance can be found at: <https://www.officeforstudents.org.uk/publications/prevent-duty-framework-for-monitoring-in-higher-education-in-england-2018-19-onwards/>

The DfE FE/HE Regional Prevent Coordinators for London are:

Chris Rowell chris.rowell@education.gov.uk and Jake Butterworth jake.butterworth@education.gov.uk

Local Police Counter Terrorism Officers are:

Bhimji.Vekaria@met.pnn.police.uk and Ella.freer@met.ppn.police.uk

The Safe Campus Communities Website offers a range of materials explaining the Prevent strategy and its intended impact, with a set of case studies, and specific guidance on building and implementing an effective in-house response. There is also a training programme including accessible e-learning options. It is available at:

<http://www.safecampuscommunities.ac.uk/training>

This has been put together by OfS, BIS, the Leadership Foundation for HE, and Universities UK.

The Home Office has also launched an e-training portfolio for the education sector at large available at:

<https://www.elearning.prevent.homeoffice.gov.uk/>

and a Prevent training catalogue, detailing available courses for staff involved in implementing an in-house strategy. This can be accessed at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/503973/Prevent_Training_catalogue_-_March_2016.pdf

There are also more local initiatives being offered by Brent Council and Harrow Council, with courses and information accessible via: www.brent.gov.uk and also LSCB@harrow.gov.uk

RISK ASSESSMENT AND ACTION PLAN

ACADEMIC YEAR 2018-19

Risk no.	Risk Rating (RAG)	Action Point	Person(s) Responsible	Review Due Date	Comments/Progress	Outcome	Follow on Action Points	Person(s) Responsible	Review Due Date	Comments/Progress	Outcome	Follow on Action Points	Review Due Date
1		Risk 1 - Complete Prevent training for senior managers	Principal: MM; Head of Standards & Quality Enhancement (HSQE): KD	Aug-2019			Prevent training to be incorporated into induction for new managers	HSQE: KD Head of HR: JP	May 2020	The T & D schedule will continue for 2019/20		No new managers requiring training	Jan 2020
2		Risk 2 - Prevent training for all	Principal: MM; HSQE: KD	Sept 2019	Facilitated by HSQE for all staff	Completed Sept-2020 17	Prevent training to be incorporated into induction for new staff	HSQE: KD	May-2020	The T & D schedule will continue for 2019/20	Completed Feb 18	New staff undergo training	Jan-2020
3		Risk 3 - Guidance process for vetting and	HSQE: SH; Deans: Programme Leads;	Sept-2020	External Speaker Policy in place	Completed Jul 17	Review process May 2019 and create	Head of Standards & Quality	May-2019	New External Speaker form created	Completed May-2020	Review process and include in staff briefings	Jan-2020

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		approving external visitors and/or events	Directors of Study; Cohort Leads				External Speaker review form	Enhancement: KD					
4		Risk 4 - Data / information reports produced	Head of IT: JU	Jul-19	No breaches reported	Completed Jul 19	Continue to monitor filtering process and update as required	Head of IT: JU	Jul-20				Jul-20
5		Risk 5 - Update PREVENT guidance	HSQE: KD	May-19	Risk Assessment process & Documentation updated and in place	Completed May 2019	Review Key personnel	Principal: MM HSQE: KD	Sept-2020	Update staff of any changes			Jan-2020
6		Risk 6 - Implement: PREVENT Induction Programme for all students (ii) Visual signage / posters clearly	Principal: MM HSQE: KD	Sept-2019	PREVENT engagement programme for students		Assess student engagement	Principal: MM HSQE: KD & Student Experience Team	Dec-2019	Review impact of programme for future years			Jan-2020

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		detailing PREVENT (iii) monitor completion rates of the PREVENT induction programme for learners											
7		Risk 7 - Review and update all internal and external communication channels	Principal: MM; HSQE: KD	Jun-2019			Assess staff awareness of internal process and provide training where needed	HSQE: KD	Sept-2019				

Annex A.

Policy Updates:

The following active policies operating at Regent College Higher Education incorporate references to and inclusions of the Prevent Strategy:

- Health and Safety Policy
- Data Protection Policy
- Data Protection Privacy Notice
- Student Induction Policy
- Student Charter
- Student Disciplinary Procedure
- Equal Opportunities Policy Staff and Students
- Higher Education e-Learning Platform (HELP) Minimum Standards
- Students 'At Risk' Policy
- Staff Induction Policy
- Staff Training and Development Policy
- Information About Higher Education Provision Policy
- Information About Higher Education Approval Process
- Social Media Policy
- Visitors and External Speakers Policy
- Wi-fi Acceptable Usage Policy

Definitions

- 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 radicalization
- 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.

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