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Prevent Duty Policy

1.0 Scope

Talented Training Ltd is fully committed to safeguarding and promoting the welfare of all its learners and colleagues. As a training provider we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

2.0 Introduction

PREVENT is a key part of the Government's Counter Terrorist Strategy. Section 26 of the Counterterrorism and Security Act 2015 places a duty on certain bodies in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". Preventing radicalisation remains part of our commitment to keeping children, and adults safe. Talented Training Ltd are committed to safeguarding children and adults from radicalisation, along with any other forms of harm.

3.0 Policy Aim

Talented Training Ltd values freedom of speech and the expansion of beliefs / ideology as fundamental rights underpinning our society's values. Both apprentices and colleagues have the right to speak freely and voice their opinions. We aim to promote the freedom to speak confidentially through our Safeguarding team and policy. However, freedom comes with responsibility and free speech designed to manipulate the vulnerable, or that leads to violence and harm of others, goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

4.0 Risk

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Talented Training Ltd is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

5.0 Definitions

Talented Training Ltd seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

6.0 Risk Reduction

The Designated Safeguarding Lead (DSL) will assess the level of risk within the Service and put actions in place to reduce that risk. Risk assessment may include consideration of the use of our premises by external agencies, curriculum offer, provision specifically targeting vulnerable groups, disclosed safeguarding cases, anti-bullying policy, equal society statement and other issues specific to the Service's profile, community and philosophy.

7.0 Designated Lead and Contacts

When a member of staff has any concerns that a learner may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Safeguarding Officer (DSO) or manager.

Safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism is the Designated Safeguarding Officer.

The Single Point of Contact is: Aimee Easy. Additional contacts include the following: Kirsty Nunn.

To report concerns, call the 0800 789 321 or email prevent@leeds.gov.uk.

If a crime is being committed or there is a threat to someone's life call 999 immediately.

8.0 Interventions

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues. Talented Training Ltd colleagues are required to respond to preventing radicalisation on a day-to-day basis and all colleagues' conduct is required to be consistent with preventing radicalisation. We work with partners, including the local authority, police and probation, and make referrals where appropriate to agencies regarding concerns about radicalisation and embed learning for this subject area into our curriculum where teaching and learning occurs. Colleagues undertake training to support their knowledge and understanding of the referral process.

9.0 Indicators of Vulnerability to Radicalisation

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

Extremism is defined by the Government in the Prevent Strategy as:

- 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.
- We also include in our definition of extremism, calls for the death of members of our armed forces, whether in this country or overseas. Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify, or glorify terrorist violence in furtherance of particular beliefs
 - Seek to provoke others to terrorist acts
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts
 - Or foster hatred which might lead to inter-community violence in the UK.

Typical extremist those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Learners may become susceptible to radicalisation through a range of social, personal, and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that staffs are able to recognise those vulnerabilities.

10.0 Indicators of Vulnerability

Identity Crisis – the learner is distanced from their cultural / religious heritage and experiences discomfort about their place in society.

Personal Crisis – the student may be experiencing family tensions; a sense of isolation and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends they may be searching for answers to questions about identity, faith and belonging.

Personal Circumstances – migration local community tensions; and events affecting the learner's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.

Unmet Aspirations – the student / pupil may have perceptions of injustice, a feeling of failure, rejection of civic life.

Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration.

Learning Support Needs – learners may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

This list is not exhaustive, nor does it mean that all people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

11.0 Critical Factors

- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and / or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal

12.0 Prevent Duty Risk Assessment

The Risk Assessment is a live document and is reviewed by senior management/curriculum team during meetings, which are scheduled every month and are minuted within the section ‘safeguarding’.

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7.0 Document Control

Below is the change history and document ‘sign off’ information.

7.1 Version Control

Record of Amendments		
Version Number	Date of Issue	Detail of Change
V1.0	Mar 2024	Policy Re-write and issue.

7.2 Next Review Date

The next scheduled review of this document will be March 2025 or earlier if there is a need for an additional review.

7.3 Document Authorised

Document Authorisation		
Name and Position	Signature	Date
Mona Palmer Quality and Curriculum Manager	Mona Palmer	25 March 2024