



Prevent Policy

Reviewed	Date of Next Review	Responsibility
October 2025	October 2026	Principal

Our Mission:

'To enable young people to live and work without barriers'

Our Values:

- **Teamwork** – we hold ourselves and each other to account and are better when we work together
- **Compassion** – we act with trust, honesty, and kindness in everything we do
- **Inclusion** – we treat each other fairly and with respect
- **Innovation** – we encourage thoughtful, creative, and aspirational ideas
- **Pride** – we encourage each other to be proud of who we are and what we do

1. Scope and Purpose

Fairfield Trust considers the welfare of its learners, young people, and staff of paramount importance. This policy sets out how we promote their welfare, safety, and health by providing an open and caring, responsive environment.

There is no one way to recognise who may be at risk of extremist ideologies or be susceptible to risk. We do know that young people with additional needs are considered vulnerable and this puts them at more risk. It is for this reason that we will take all action possible to prioritise their safety.

It is recognised that transparent, open, and collaborative approaches to safeguarding and welfare work best when all stakeholders are engaged. Fairfield works with the Police, emergency services, Local authority, and colleagues in other educational and care providers to prioritise and safeguard its learners, staff, and young people.

2. Context

The Prevent Strategy forms part of a wider Governmental Terrorism Strategy (CONTEST). The Policy that follows is aligned to this wider Strategy and specifically aims to comply with the Pursue, Protect, Prepare and Prevent Elements and the guidance set out in the Prevent Strategy which was last updated in, 2023). For more information check here: [Prevent Strategy 2023](#)

This policy aims to highlight young people being targeted to support terrorism. This policy along with government guidance on counter terrorism seeks to:

- respond to the ideological challenge of terrorism and aspects of extremism, and the threat faced 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 need to be addressed, including education, criminal justice, faith, charities, the internet, and health.

As part of the education and awareness raising behind this policy, we aim, through our curriculum, tutorial programme and PGW programme to:

- Raise awareness
- Provide information
- Enable learners to make a positive contribution and
- Safeguard young people

Young people within the Trust participate in a curriculum that promotes independent living skills. We focus on practical learning to enable students to explore social and emotional aspects of learning throughout the curriculum and better understand diversity and the richness this provides. Part of this approach supports learners and staff to challenge all prejudices including extremism.

3. Key Terms & Definitions	
• Extremism:	The UK Government considers extremism to be the vocal or active opposition to the British Values .
• Radicalisation:	How a person comes to support terrorism and forms of extremism leading to terrorism. A radicaliser is someone who encourages others to develop or adopt beliefs and views supportive of terrorism and forms of extremism leading to terrorism.
• Vulnerable	This refers to children, young people, and vulnerable adults. A vulnerable adult is someone who is or may be in need of support due to age, illness or disability including mental health. A vulnerable person is someone who is, or may be, unable to take care of themselves, or unable to protect themselves against significant harm or exploitation .
• British Values:	The British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance for different faiths and beliefs. We recognise that at the Trust these can be very large and abstract concepts so often these are broken down into tangible real-life examples to support explicit and real-time (in the moment) learning.
• Values based Learning:	All curriculum and learning opportunities are delivered in a way that is highly personalised and differentiated to each young person. Where possible themes around tutorial and pastoral support are delivered and planned holistically and often align with our college values of compassion, Pride, Inclusion, Innovation and Teamwork.

4. Implementing the Prevent Duty

Risk Assessment

The college has a risk assessment in order to assess the level of risk of learners and apprentices being drawn in to terrorism. The risk assessment highlights such things as raising awareness of Prevent, working in partnership, training for staff, curriculum and welfare, pastoral support, policies, and recruitment. The College uses the FE Prevent and Self-Assessment Tool designed for and used by Colleges and all Further education Skills providers. It is used to self-assess how effective our current arrangements for compliance with the Prevent Statutory Duty are and highlights actions that are included in the College Prevent Action Plan

Training and Support

All staff complete Online Prevent for Further Education and Training as part of their induction and then subsequently undertake a refresher during the year as part of the updates.

The DSL and DDSL both complete the National Cyber Security Prevent Training and the Home Office Prevents Referrals Course.

IT Security, Monitoring, Filtering, and online safety.

The Trust uses a range filtering and monitoring to ensure that opportunities for radicalisation, exploitation and harm are minimised. A range of filters, key word lists, and real time notification ensure a timely mechanism for identifying and addressing risk. This is also supported by specific elements of the curriculum which is tailored to young people's specific needs.

Roles and Responsibilities.

By identifying how this policy applies to different roles across the Trust, colleagues will be able to better fulfil their responsibilities.

All Staff will

- Complete the required training.
- Follow all policies in place within the Trust.
- Monitor safeguarding of learners.
- Develop values-based approaches to support advocacy and resilience for learners.
- Explore and promote diversity and shared values between and within communities where appropriate.
- Challenge prejudice
- Support those at risk of being isolated.

Managers will:

- promote training, policy adherence and support to all staff.
- acknowledge the importance of exploring controversial issues
- recognise local needs through ROTH training and multiagency working.
- challenge extremist narratives in a supportive manner.
- Promote a values-based education
- Work in partnership with other agencies such as: police officers and Local Authority 'Prevent' as part of a multi-agency approach.
- Ensure key staff engage with specialist training such as Advanced Safeguarding or the Police CHANNEL Training.
- Ensure that CEOP opportunities and strong reporting ethics are prioritised where required.
- promote equal opportunity and tackle discrimination, challenging the ideology that underpins extremist belief.
- work with other agencies through safeguarding processes for young people who are thought to be vulnerable to radicalisation.
- develop positive relationships with the wider community.

Approved by the Board of Trustees.

Graeme Athey

Principal

October 2025