

Prevent, Radicalisation and Extremism Policy

Safeguarding-led prevention, early identification and proportionate referral

Policy field	Current position
Provider	Quack Recruitment & Training Ltd
Policy owner	Designated Safeguarding Lead (DSL) - Jessica Roughton
Deputy DSL	Aaron Jones
Senior accountable lead	Managing Director
Applies to	All staff, adult learners aged 19+, contractors, employers/partners and visitors involved in Quack provision
Key operational records	Prevent Risk Assessment, safeguarding concern records, staff training/SCR, learner induction evidence, external-speaker/partner checks, QIP and governance minutes
Related documents	Safeguarding, Prevent & Online Safety Policy; Prevent Risk Assessment; Staff Code of Conduct; Information Security; EDI; Managing Allegations; Risk Management
Version / effective date	3.0 / August 2026
Next review	February 2027 or sooner following a material threat, legal, contractual, learner-profile or local Prevent change
Policy intent Prevent is managed as part of safeguarding, not as a separate intelligence or disciplinary function. Quack will identify vulnerability and concerning behaviour, build learner resilience, seek specialist advice where needed and make referrals only through appropriate safeguarding/Prevent routes. Legitimate political, religious or controversial views are not, by themselves, evidence of radicalisation.	

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1. Purpose and Commitment

Quack Recruitment & Training Ltd is committed to preventing people from becoming terrorists or supporting terrorism and to protecting learners and staff from radicalisation, exploitation and extremist influence. The organisation integrates Prevent into safeguarding, curriculum, online safety, staff development, employer engagement and organisational risk management.

- The Prevent duty is implemented proportionately and consistently with safeguarding, equality, freedom of expression and lawful debate.
- Concerns are based on behaviour, context, vulnerability and credible indicators, not on protected characteristics, religion, ethnicity, nationality or lawful opinion.
- Staff do not investigate terrorism. They recognise, record and report concerns to the DSL/DDSL, who determines next steps and external consultation.
- Quack maintains a current Prevent Risk Assessment and reviews the effectiveness of controls through safeguarding governance and the QIP.

2. Scope and Regulatory Position

The Counter-Terrorism and Security Act 2015 places the Prevent duty on specified authorities. The current Prevent duty guidance identifies further education providers within the Ofsted inspection regime which receive relevant Secretary of State or combined-authority funding among the specified further education institutions. Quack therefore treats Prevent compliance as a core safeguarding and funding requirement where applicable to its provision and contracts.

Proportionate application

Where Quack delivers under a commissioner or contractual arrangement that imposes additional Prevent controls, those requirements apply in addition to this policy. Quack will not assume that a local procedure, contact route or threshold is identical across all learner locations.

3. Definitions

Term	Working definition
Prevent	The part of the UK counter-terrorism strategy concerned with stopping people becoming terrorists or supporting terrorism.
Radicalisation	A process through which a person comes to support terrorism or terrorist ideologies; vulnerability and susceptibility can vary and do not follow a single profile.
Extremism	For policy purposes, Quack uses the current government definition and guidance and avoids using the term as a substitute for evidence of safeguarding or terrorism-related risk.
Susceptibility	Circumstances, influences or vulnerabilities that may make a person more receptive to radicalising influence. It does not imply blame or inevitability.
Channel	A voluntary, multi-agency safeguarding programme providing support to people assessed as susceptible to being drawn into terrorism.
British values	Democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs, promoted in a manner appropriate to adult learning.

4. Governance and Responsibilities

Role	Responsibility
Managing Director	Ensures adequate resources, organisational accountability, contract compliance and governance oversight; receives material risk/escalation information.
DSL - Jessica Roughton	Owns Prevent safeguarding practice; reviews risk; advises staff; triages concerns; liaises with external Prevent/safeguarding contacts; ensures records and follow-up.
DDSL - Aaron Jones	Provides operational cover and challenge; acts when the DSL is unavailable or conflicted; supports staff and learner safeguarding.
Managers	Ensure staff complete required training, local controls are implemented, external activity is appropriately checked and concerns are escalated.
Tutors / learner-facing staff	Create a safe learning environment, support critical thinking, recognise changes or indicators, record factual concerns and report promptly.
All staff	Complete training, follow reporting routes, avoid discriminatory assumptions, preserve confidentiality and use approved systems.
Independent governance	Tests the quality of risk assessment, staff confidence, learner understanding, referral practice and evidence of impact at least quarterly.

5. Prevent Risk Assessment

Quack maintains a standalone Prevent Risk Assessment for its adult Skills Bootcamp provision. The assessment considers inherent and residual risk and is updated when the learner profile, geography, delivery model, threat picture, online environment, employer activity or external guidance materially changes.

Risk domain	Minimum control evidence
Learner vulnerability	IAG/induction, safeguarding routes, support/referral records, learner voice and welfare monitoring.
Online radicalisation / harmful content	Information-security controls, official platforms, online-safety teaching, incident reporting and staff awareness.
Remote delivery	Identity/engagement controls, tutor observation, approved communication channels and rapid welfare escalation.
Staff awareness	Induction and refresher training, scenario discussion, SCR/training matrix and confidence testing.
Employers / external partners / speakers	Proportionate due diligence, clear purpose, conduct expectations, risk assessment where needed and escalation route.

Risk domain	Minimum control evidence
Governance / evidence	Monthly safeguarding review, QIP actions where required, quarterly independent challenge and trend/impact analysis.

6. Staff Training and Professional Curiosity

All staff complete Prevent training at induction and receive refresher/update activity in line with Quack training requirements, role, risk and changes to the threat or guidance. Training must enable staff to recognise susceptibility and concerning behaviour, understand Channel and know exactly how to report a concern. Completion is recorded on the staff training matrix/SCR where applicable.

- Training must avoid simplistic stereotypes or checklists based on appearance, faith, ethnicity or political views.
- Learner-facing staff should be able to explain how Prevent sits within safeguarding and why concerns are reported.
- The DSL receives enhanced/role-relevant Prevent updates and maintains local and national referral knowledge.
- Scenario-based refreshers are used where audits, incidents, learner voice or staff confidence identify a gap.

7. Curriculum, Learner Resilience and British Values

Prevent education is proportionate to the subject and adult learner context. Quack uses curriculum and learner-support opportunities to strengthen critical thinking, online safety, respectful challenge, understanding of lawful democratic participation and awareness of manipulation or harmful online influence.

- Learners are introduced to safeguarding and Prevent reporting routes at induction and these are reinforced during delivery.
- Tutors facilitate respectful discussion and challenge discriminatory, hateful or terrorism-supportive content without suppressing lawful debate.
- British values are embedded through relevant examples rather than tokenistic standalone activity.
- Where learning touches contentious issues, tutors maintain balance, evidence-based discussion and respect for protected characteristics.

8. Online Safety and Digital Exposure

Quack recognises that adult learners may encounter radicalising material through social media, messaging services, gaming, online communities, job-search activity and other digital environments. Official learning systems and communication channels are used for Quack activity, and staff report concerns about harmful content, grooming, threats or suspicious contact through safeguarding routes.

9. External Speakers, Employers, Partners and Events

Any speaker, employer activity, branded event or external resource with a material risk profile will be subject to proportionate checks. The objective is to enable legitimate employer and educational engagement while preventing Quack resources, premises, platforms or branding from being used to promote terrorism, hatred or unlawful extremist activity.

Control	Requirement
Purpose and sponsor	Identify why the activity is relevant and who is responsible for it.
Due diligence	Use proportionate checks based on risk; higher-risk activity receives DSL/management review.
Content / conduct expectations	Communicate professional, safeguarding and non-discrimination expectations.
Online / venue control	Use approved links/platforms/venues and maintain staff oversight where appropriate.
Decision record	Record approval, conditions, mitigation or refusal for material-risk activity.
Incident response	Stop or restrict activity where immediate risk arises and escalate through safeguarding/Prevent routes.

10. Recognising and Reporting Concerns

There is no single profile of a person susceptible to radicalisation. Staff should focus on observable behaviour, changes, context and credible information. A concern may arise from a combination of isolation, grievance, fixation, dehumanising narratives, support for terrorist violence, contact with extremist networks, attempts to access or distribute terrorist material, threats, or significant changes in behaviour. None of these factors should be considered in isolation.

Immediate reporting rule

Staff report Prevent concerns to the DSL/DDSL on the same working day. An immediate threat to life or credible imminent terrorist risk requires emergency services/police action first, followed by DSL notification as soon as safe.

11. Triage, External Advice and Channel

Stage	Action
1. Receive	Listen, record factual information, preserve relevant evidence and avoid promising absolute confidentiality.
2. Safeguarding triage	DSL/DDSL considers immediacy, vulnerability, context, protective action and whether other safeguarding risks are present.

Stage	Action
3. Advice	Where threshold is uncertain, seek advice from the relevant local Prevent/safeguarding route based on learner residence/delivery geography.
4. Referral	Make a Prevent referral where appropriate; Channel consideration is undertaken by the relevant multi-agency process.
5. Support	Continue proportionate learner support, safety planning and learning access unless a lawful/risk-based restriction is necessary.
6. Review	Record outcome, actions, learning and any change required to the Prevent Risk Assessment/QIP.

Channel is voluntary. Quack does not promise or determine Channel outcomes and does not carry out its own counter-terrorism investigation.

12. Equality, Freedom of Expression and Confidentiality

Prevent activity must be fair, proportionate and non-discriminatory. Learners and staff may hold, discuss and challenge lawful political, religious and social views. Quack intervenes where safeguarding, harassment, hatred, support for terrorism, threats or other unlawful/risk behaviour justifies action. Information is shared on a need-to-know and lawful basis.

13. Records, Monitoring and Quality Assurance

Monitoring activity	Frequency / owner	Evidence
Prevent Risk Assessment	At least annual plus trigger review / DSL	Current risk assessment, actions and residual-risk rationale
Safeguarding/Prevent concerns	Monthly / DSL	Concern log, timeliness, outcomes, repeat themes and follow-up
Training compliance	Monthly / management/DSL	Training matrix/SCR, overdue actions and role-specific competence
Learner understanding	Cohort/periodic / quality	Induction checks, learner voice and file sampling
External activity / partner risk	Case-triggered / manager/DSL	Due diligence and decision records
Independent governance challenge	Quarterly	Minutes, challenge, actions and evidence of impact

Appendix A: Staff Prevent Concern Checklist

Check	Complete / evidence
Record what was seen/heard and the date/time/context - avoid labels or assumptions	
Check whether there is immediate danger or a crime requiring police/emergency action	
Report to DSL/DDSL on the same working day	
Preserve relevant messages/screenshots/links only where lawful and safe; do not investigate independently	
Record any immediate learner support or safeguarding measures	
DSL records triage, advice/referral and rationale	
Follow-up and outcome recorded	
Consider whether risk assessment, training, curriculum or QIP requires update	

Appendix B: External Activity / Speaker Risk Check

Field	Record
Activity / speaker / organisation	
Purpose and relevance	
Date / venue / online platform	
Named Quack sponsor	
Due-diligence checks	
Identified safeguarding/Prevent risks	
Mitigations / conditions	
DSL review required?	
Decision and approver	
Post-event issue / learning	

Appendix C: Version Control and Reference Framework

Version	Date	Owner	Summary	Next review
3.0	August 2026	DSL / Quack Recruitment & Training Ltd	Complete replacement of previous Prevent policy; aligned to the 2023 Prevent duty guidance, current adult Skills Bootcamp risk assessment, safeguarding integration, online risk, external activity, Channel/referral and governance controls.	February 2027
Reference framework Counter-Terrorism and Security Act 2015; Prevent duty guidance for England and Wales (2023, in force from 31 December 2023); Channel duty guidance; Care Act 2014 where adult safeguarding applies; Equality Act 2010; applicable Ofsted FE and skills safeguarding/inspection guidance; relevant commissioner/funder requirements; Quack Safeguarding, Prevent & Online Safety Policy and Prevent Risk Assessment.				