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Creating safe learning communities

Guidance for further education institutions in Wales



Guidance

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Creating safe learning communities

Audience	Further education institutions; work-based learning providers; local authorities; Estyn; National Training Federation for Wales; NIACE Dysgu Cymru; Community Learning Wales; Children and Young People's Partnerships.
Overview	This is a guidance and good practice document to aid the development of community cohesion and to prevent the occurrence of violent extremism in further education institutions and vocational training providers in Wales.
Action required	To note this guidance document, which supports and recognises the important role colleges and other providers play in developing and supporting strategic approaches to promoting and maintaining community cohesion, and in preventing violent extremism.
Further information	All enquiries about this guidance and good practice document should be sent to: Department for Children, Education, Lifelong Learning and Skills Welsh Assembly Government Cathays Park Cardiff CF10 3NQ Tel: 029 2082 6820 / 6001 e-mail: DCELLSCommunityCohesion@wales.gsi.gov.uk
Additional copies	This document can also be accessed from the Welsh Assembly Government website at www.wales.gov.uk/educationandskills
Related documents	<i>Getting On Together – a Community Cohesion Strategy for Wales</i> (2009) <i>Quality and Effectiveness Framework for post-16 learning in Wales</i> (2009) <i>Common Inspection Framework from September 2010</i> (Estyn, 2010) <i>Respect and resilience: Developing community cohesion – a common understanding for schools and their communities</i> (2011)



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Executive Summary

Wales' further education colleges and training providers provide wide-ranging learning opportunities for young people and mature learners. This guidance document sets out advice to ensure that these institutions are safe, resilient communities which enable their diverse members to derive the maximum benefit from the opportunities provided.

These guidelines aim to ensure that colleges build and maintain cohesive learning communities whose core values are based on respect, equality and social inclusion, as well as excellence in learning, support and achievement. The document also identifies the threat to cohesive communities from violent extremism and provides advice as to how to avoid this. Community cohesion is set in the context of evolving Wales and UK Government Strategies and their implications for colleges.

Colleges should set out the values that inform the strategies they adopt, the services they provide and the way that members of their learning communities work together. College leaders have a central role to play by ensuring that core values are communicated effectively within institutions and ensuring that key decisions and actions are consistent with these values.

College and training provider staff need to be selected carefully, inducted, trained and supported to ensure that they understand the challenges facing them in ensuring that vulnerable learners are supported and involvement in activities that could lead to violent extremism is avoided.

The curriculum, including enrichment programmes, should provide opportunities to explore issues relating to Wales' place in Europe and the world, our multicultural society and the diversity of our communities. Teaching and learning strategies should enable learners to raise questions in a safe, non-threatening environment where wide-ranging issues and alternative views can be discussed and evaluated.

As well as programmes for 16-19 full-time learners, adult and community, and work-based learning have an important role to play. In the former case, the provision for English for Speakers of other Languages (ESOL) is particularly valuable in enabling learners to play

a full role in the communities in which they live. In Welsh speaking areas, this provision can be enhanced by the inclusion of Welsh language and culture.

Learner Support services in Welsh FE institutions are well developed and provide advice, guidance, counselling and support to learners, including additional support for vulnerable learners: providing referral to specialist services where required. As part of procedures such as safeguarding, the role of a designated manager is well established. These guidelines advocate the extension of that role to include the provision of a focal point for the reporting of concerns, and their onward communication in an appropriate and proportionate manner.

The building of the learning community starts from the first engagement with learners, through the recruitment process, induction and continuing support, and a focus on wellbeing and enrichment. All through these processes and stages, it is important that trusting, mutually respectful relationships are built, and opportunities for communication provided, especially the expression of learners' voices, and the provision of feedback to them.

Attention to detail is important. Colleges need to pay attention to their physical environment and ambience - from entrance areas, to noticeboards, to procedures for cleaning, as each of these can provide opportunities to welcome, care for and support the full range of learners. Equally, failures in basic operations can lead to breakdowns in community cohesion.

The rich diversity of college communities is a key strength, providing opportunities for celebration, for building mutual understanding and respect, and the breaking down of ignorance, prejudice and mistrust. Where members of the college learning community work together well, they are more likely to be resilient to external challenges or internal tensions. The same is true of the wider community and colleges have a key role to play through their engagement with formal partnerships, local businesses, statutory agencies and community groups.

Through following the advice provided in this guidance, colleges should be able to assess the risks they face, and take steps to minimise them. They should be able to ensure safe, resilient, cohesive learning communities where young people and mature learners are able to achieve success through skills and qualifications, and enhanced life chances.

1. Introduction

Purpose of the guidance

What does this guidance seek to do?

- To raise awareness among college managers and staff regarding community cohesion, and the consequences of its breakdown, including the risk of violent extremism
- To provide information, including signposting to external resources, advice and support, regarding the causes of violent extremism and preventative measures that can be adopted
- To advise colleges on managing the risks that they may face and responding to incidents that may arise, within the college community, in the local area, and in the national or international community
- To ensure that colleges have the capacity to identify and address the issues, and to protect and support people, especially young people, who might be vulnerable
- To enable colleges to understand how they can contribute to the development of cohesive, resilient communities

Target audience

Who is this guidance for?

This guidance is aimed primarily at Further Education Institutions in Wales. It is designed to provide information and guidance to college corporation members, leaders and senior managers. The guidance is designed for use by managers with responsibility for curriculum delivery and for student support, and for staff working in these areas. It is also designed to provide information for other providers in the work based and adult community learning sectors, and for providers of youth support services.

The learners referred to include full time, part-time and work-based learners, at levels extending from Entry to Higher Education. However, it is likely that full time learners will be the principal focus in that the extent of their engagement with college learning programmes, activities and services is the greatest. This document also builds on the Community Cohesion/Prevent awareness raising conferences held in Cardiff, Carmarthen and Mold in March 2010.

2. Context

What is Community Cohesion?

Community Cohesion is described in the 'Getting on Together' strategy produced by the Welsh Assembly Government's Social Justice and Local Government (SJLG) Department, published in November 2009 as: *"how people in a geographical area live alongside each other with mutual understanding and respect. It conveys a sense of acceptance and integration: of valuing difference and of developing shared values"*.

The Strategy contains a chapter on 'Learning' which sets out the importance of all stages of education to local community cohesion: *"Local FE providers working with people in a community are an excellent source of information and intelligence in identifying some of the cohesion issues which can be relevant in an area. FE Colleges are, in many respects, amongst the most inclusive and socially cohesive learning centres, welcoming entrants who come from a range of social backgrounds and academic achievement."*

The Welsh Assembly Government's One Wales document sets out our aim to *"foster cohesive, plural and just communities"*. This is strengthened by the value statement of DCELLS which states that *"the principles of equality of opportunity, social justice, sustainable development, bilingualism, consultation and partnership will underpin all our actions"*.

Research undertaken by BMG research on behalf of the Schools Sector revealed some concerns regarding the consistency of understanding of Community Cohesion

"One of the most commonly cited factors related to the notion of community-cohesion itself. Many were frustrated with the perceived way in which language and terminology is used interchangeably. They felt that whilst such terms as community cohesion may be in common use at policy level they are at best alien, and at worst incomprehensible, to many at a practical, grass-roots level."

The Welsh Assembly Government's vision of a cohesive community is based on three foundations:

- similar life opportunities for people from all backgrounds;
- everyone knowing their rights and responsibilities; and
- everyone trusting one another and trusting the local institutions to act fairly.

'Getting on Together - a Community Cohesion Strategy for Wales' aims to promote more cohesive communities across Wales, with shared values and with equal opportunities, seeking to raise awareness of community cohesion issues in Wales, increasing knowledge of good practice in relation to improving community cohesion in communities, and providing advice on mapping the changing make up of communities in Wales in all areas of Welsh society.

What is a Community Cohesion issue?

Based on the "Getting on Together" strategy, there is a very wide range of matters that could be categorised as community cohesion issues. They vary from localised issues to Wales-wide (and indeed UK-wide). The range includes:

- European Union workers moving in to Welsh communities (especially those from the accession countries of Eastern Europe)
- Refugees and asylum seekers in Wales
- Ex-offenders trying to resettle in housing estates
- Homeless young people
- Unemployed young people
- Creating a community home for adults with learning difficulties
- A group of Gypsies and Travellers moving on to local waste ground
- English speaking families moving to homes in Welsh speaking communities
- People who use mental health services in their local area
- Older people with disabilities who have difficulties accessing community facilities.

The breadth of definition of community cohesion is also evident in the list of activities undertaken in Wales in Local Authority areas under this heading: Inclusion of disabled children; gang culture; young carers; play schemes for the children of migrant workers; support for older Chinese women; vulnerable young parents; youth offending.

There is consequently no single universally shared understanding of what community cohesion means. The term 'community' itself is used for different purposes - being used to describe the people living alongside each other in a residential area, (even neighbourhoods where people have little interaction) or to refer to particular groups of people who come together because of shared interests and experience. Importantly for the Further Education sector, it is used to describe the people who learn, teach, support and manage colleges. The definition of community can also convey a sense of regional, national and international identities.

The Welsh Assembly Government supports the following definition of community cohesion:

"Community Cohesion is what must happen in all communities to enable different groups of people to get on well together. A key contributor to community cohesion is integration which is what must happen to enable new residents and existing residents to adjust to one another".

To promote a shared understanding, the Welsh Assembly Government also recognises and commends the four underlying principles expressed by the Commission on Integration & Cohesion in Our Shared Future:

- *the sense of 'shared futures' which we believe is at the heart of our model and our recommendations - an emphasis on articulating what binds communities together rather than what differences divide them, and prioritising a shared future over divided legacies*
- *an emphasis on a new model of responsibilities and rights that we believe will be fit for purpose in the 21st Century - one that makes clear both a sense of citizenship at national and local level, and the obligations that go along with membership of a community, both for individuals or groups*

- *a new emphasis on civility and mutual respect, that recognises that alongside the need to strengthen the social bonds within groups, the pace of change across the country reconfigures local communities rapidly - and that means a mutual hospitality within and between groups*
- *a commitment to equality that sits alongside the need to make social justice visible, to prioritise transparency and fairness, and build trust in the institutions that arbitrate between groups.*

Alongside which the Welsh Assembly Government has established for Wales:

- a commitment by public bodies and others working across organisational boundaries to putting citizens at the heart of service provision.

UK Government Approach

Introduction

The UK Government aims to prevent breakdowns in community cohesion which could lead people to becoming terrorists or supporting violent extremism. We live in a diverse society within which all people have the right to live freely and safe from harm, enjoying the freedom to form and embrace their own identity.

The approach has been designed to address the factors that research suggests can cause people to become involved in all forms of violent extremism, including in particular that which is associated with Al Qa'ida.

To date, the main strategies that have been adopted are:

- **challenging** the violent extremist ideology and supporting mainstream voices
- **disrupting** those who promote violent extremism and supporting institutions where they may be active
- **supporting** individuals who are being targeted and recruited to the cause of violent extremism
- increasing the **resilience** of communities to violent extremism

- **addressing grievances**, both genuine and perceived, that ideologues are exploiting. These can stem from national or international issues - for example relating to foreign policy, or perceptions of distorted media representation; or be based on local perceptions of inequality or experiences of racism or community conflict.

Activities are taking place at a local, national and international level under each of these approaches, in partnership with community organisations. At the local level statutory partners are working through the Community Safety Partnerships and with a range of community organisations that are often best placed to help vulnerable young people and are better equipped to challenge violent extremism ideology of any form. Many of these activities are focused on working with young people.

Where does this guidance fit in with other policies and guidelines?

This guidance is intended to complement and be consistent with Estyn guidance in the revised Common Inspection Framework, published in 2010, particularly the following section:

2.4.1: ethos, equality and diversity

Inspectors should establish judge how well the college:

- *challenges all forms of discrimination or inequality for all groups who potentially could suffer lack of fair opportunities for learning and/or employment, a college ethos that is inclusive;*
- *offers fair access to the curriculum and challenges stereotypes in learners' choices;*
- *develops tolerant attitudes and makes sure that all learners and staff are free from harassment; and*
- *promotes the prevention and elimination of oppressive behaviour through its policies and procedures*

You should also take account of the extent to which work-based learners are protected from harassment and discrimination in their workplaces.

This guidance is also intended to be consistent with DCELLS Quality Effectiveness Framework, which sets out the expectations of colleges as follows:

66. Post-16 learning providers have a range of statutory responsibilities for ensuring equal opportunities regardless of age, gender, race, ethnicity or ability. Currently, this is embodied in the requirement that each provider will have, as a minimum, an equal opportunities policy setting out how these responsibilities will be met. We expect providers to review this policy on a regular basis and to monitor its implementation. This is an integral part of our self-assessment requirements and of provider performance review.

67. We will continue to monitor providers' strategic approach to equality and diversity, primarily through the annual self-assessment, and will challenge providers to show that they are rigorously evaluating their responsiveness to different learner groups, ensuring access to all learners, and tackling discrimination and stereotyping. We will use our provider networks to promote best practice.

Colleges already undertake a considerable amount of work on the issues included in the guidance. This includes curricular development in areas such as the Welsh Baccalaureate, Personal and Social Education, Education for Global Citizenship and Sustainable Development (ESDGC), and Wellbeing. It also encompasses policies, activities and initiatives regarding Equality and Diversity, and the delivery of pastoral and tutorial support.

Many colleges also have built strong links with partners in their communities, including the police, adult learning partnerships, statutory organisations such as Children's and Young People's Partnerships and voluntary organisations based on religious, ethnic and linguistic identities.

The guidance aims to build on existing good practices where they exist and enable institutions to fill gaps where they identify them on the basis of self-assessment against the key criteria set out in appendix 1.

3. Understanding the key issues

This document is concerned with a wide range of issues relating to community cohesion, although it focuses on those central concerns which currently affect Wales and other UK countries. In particular, there is continuing concern regarding the threat of violent extremism being manifest in acts of terrorism.

Today's Wales

Wales is a multicultural society and has a rich heritage of cultural and ethnic diversity stretching back for centuries. The Welsh Assembly Government's aim is for Wales to continue to be a nation where diversity is valued and everyone is accepted regardless of race, gender, disability, sexual orientation, age or religion/belief.

We need to consider ways in which all members of our society feel that they belong, can contribute and are accepted in order to make our society more cohesive. Within any community there is a wealth of knowledge and experience which, if used in creative ways, encourages high levels of participation and can be channelled into positive, collective action.

Wales is also a democracy underpinned by certain values, including freedom of speech and opinion, equality before the law, religious freedom, protection of minorities, tolerance, fairness and justice. While people may hold different beliefs and opinions, it is important that these values can be shared, practised and upheld by different groups of people.

Creating opportunities for people to interact and work on projects of shared values is critically important in a society where there are frequent changes in population. People have migrated to Wales from many parts of the world for centuries, bringing new skills, expertise, cultures and beliefs. These ongoing changes can also present challenges, including different types of discrimination or conflicts of values, and can lead to some people becoming isolated. Giving people the opportunity to interact and make a contribution to their community builds bridges, dispels myths and develops a shared sense of belonging.

However there is a clear need to understand the broader issues that may impact upon community cohesion such as violent extremist activity that might be linked to a wide range of issues such as those explored in the next section.

What is the nature of the threat to the UK?

The UK Government assesses that the UK is a high priority target for international terrorism and, in particular, for terrorist activity committed by groups aligned with Al-Qa'ida. This threat can be associated with British nationals, UK-based terrorists as well as foreign terrorists planning attacks from abroad. There are also threats from individuals and organisations who hold extreme views in relation to a range of issues, including right wing bodies established relatively recently such as the English and Welsh Defence Leagues. The Welsh Assembly Government's Getting on Together Strategy includes all forms of violent extremism in its approach to the Prevent agenda, one of the four strands of the current strategy.

Information regarding groups which advocate or support the use of violence and who, therefore, meet the conditions for being banned, is available from the Home Office.

UK based activity tends to be concentrated in major conurbations although recent activity has been noted outside these areas, including the holding of training activity in rural areas. Within Wales, activity that could lead to violent extremism has been detected in a number of locations, from Cardiff to Caernarfon.

Potential and actual terrorists do not fit easily into social and ethnic categories, and may have experienced changes in status: for example the supporters of terrorist activity committed by groups aligned with Al Qa'ida may include converts to Islam as well as those brought up as Muslims.

Violent extremism relies on attracting people to a cause by persuasive communication based on a distorted narrative concerning history, religion and politics, and then providing a support community for that individual, which might involve indoctrination, and training in terrorist activity.

What is the level of the threat?

This is under constant review and the level is assessed by the Security Service and is published on their website at www.mi5.gov.uk/output/terrorism.html. Clearly, awareness of local issues and activities, and the use of well-developed links with other agencies will enable colleges to be as fully aware as possible of the risks they face.

What are the causes of violent extremism?

There is a growing body of knowledge about the path followed by those who have become involved with violent extremism, from research and from case histories of those who have attempted or perpetrated terrorist acts.

Evidence suggests that this path, or 'radicalisation' process, is not linear or predictable. The length of time taken can differ greatly from a few weeks to years and proceeding down a radicalisation path does not always result in violence.

For some, but not all, of those who have become involved in violent extremism, the transition to post-compulsory learning was a crucial time. However the secondary school age period was often when the process of radicalisation started which eventually tipped them into choosing to undertake violent or criminal acts.

Some common factors emerge:

Contact with recruiters

Although there are isolated reported incidents of 'self-radicalisers', young people will generally become involved in violent extremist movements under the influence of others. Initial contact could be via peers, older siblings, other family members or acquaintances. The process of radicalisation can often be a social one.

Interaction is most likely to be outside of the education institution, often in unsupervised environments such as gyms or cafés, or in private homes.

Access to violent extremist material

Access in the past was generally via leafleting and local contacts but the internet now plays a much more important role - providing violent extremist videos and propaganda accessed via websites or contact via social networking sites, and opportunities for communication with people showing interest in such content.

Use of extremist narratives

Violent extremists of all persuasions usually attract people to their cause through a persuasive narrative:

- to explain why I/my family/my community am/are experiencing disadvantage/suffering/lack of respect e.g. perceived persecution, inequality, oppression by a governing class, national or international politics
- to explain why the conventional family/college/community solutions do not provide answers to the core grievances e.g. 'the law does not protect us, my family is isolated from 'real life' and does not know what it is like for young people'
- and then go on to justify violent or criminal remedies - either in local, or national settings e.g. 'we need to force a change of views, the only way to achieve change is through action' or 'we need to avenge a wrong we have suffered'
- in some cases the cause is part of a wider global movement which may claim a political, ideological or theological basis, however distorted

Extremist narratives have the potential to influence views to varying degrees: inspiring new recruits, helping to embed beliefs of those with established extreme views, or persuading others of the legitimacy of their cause.

Protecting vulnerable and less resilient members of our colleges and communities is a key responsibility.

Young people may be vulnerable to a range of risks as they pass through adolescence. They may be exposed to new influences and potentially risky behaviours, e.g. drugs and alcohol misuse, influence by peers, older people and the digital media. They may begin to explore ideas and issues around their identity.

College learner support systems are in a pivotal position to monitor and assess 'vulnerability' to being radicalised by violent extremists in the context of a wide range of risks to learners:

- Substance and alcohol misuse
- Crime and antisocial behaviour
- Bullying, including cyberbullying
- Domestic violence and a range of family tensions
- Street group or gang issues in localities

What might cause a young person to be 'vulnerable' to radicalisation?

There is no single profile of a violent extremist or a single radicalisation pathway, but based on evidence from past cases, there are a range of factors that may cause a young person to be vulnerable and more likely to be attracted to a path of radicalisation. It is important to note that the presence of one or more of these factors will not necessarily lead to radicalisation or engagement in violent activity and every case will need to be considered on an individual basis.

However it does appear the decision by a young person to become involved in violent extremism:

- may begin with a search for answers to questions about identity, faith and belonging
- may be driven by the desire for 'adventure' and excitement
- may be driven by a desire to enhance the self esteem of the individual and promote their 'street cred'
- is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support
- is likely to be fuelled by a sense of grievance that can be triggered by personal experiences of racism, discrimination, humiliation, alienation and injustice

What is the role of local colleges?

Colleges are usually in an excellent position to know what is going on in the communities they serve, through their well-developed relationships with learners, families, employers and community organisations. They should therefore be aware of the tensions and concerns facing these communities, and the events and activities which could give rise to concerns.

As part of their practices relating to equality and diversity, colleges should be aware of these issues, in order to safeguard young people who might be vulnerable to radicalisation and indoctrination, and, in exceptional cases, set on the path to violent extremism. Colleges should ensure that they have established and maintain effective relationships with local authorities, the police, partnerships, and other agencies so that when they become aware of threats and other concerns that these are communicated effectively.

It is important that individual staff, including tutors, support staff and managers know and understand what to do when they have concerns relating to a young person whom they believe to be at risk. This is usually achieved by designating a manager who is responsible for monitoring and reporting on such issues. Appropriate awareness raising and training can be delivered as part of staff development. These points are considered in greater detail in subsequent sections.

The significant role of Further Education Institutions in this area of work is set out in the DCELLS publication, Education for Sustainable Development and Global Citizenship, A strategy for Action - update 2009:

Further Education Institutions (FEIs) and private training organisations that partly provide the Government funded Work Based Learning programme, offer a rich diversity of education and training opportunities for both adults and young people. The sector accounts for a large proportion of A-level provision, most vocational qualifications, and the majority of post-16 learning for people with learning difficulties and/or disabilities. It draws a disproportionate share of its learners from deprived communities, ethnic minorities, the disadvantaged and other groups that traditionally rarely

participate in learning after they leave school. As such the sector is not just a driver of inclusion, social mobility and economic competitiveness, but can play a key role in creating a sustainable, globally aware society.

4. Values and leadership

Values

Colleges operate within sets of values, which may be explicit or implicit, and may be contained within their mission statement or vision. The college's set of policies, including those relating to equality and diversity in particular, will be informed by these values. The values should be based on the Welsh Assembly Government's vision for children and young people in 'Children and Young People: Rights to Action' (2004) and the promotion of the United Nations Charter for the Rights of the Child.

Wherever they are to be found, the college's values should be consistent with the aims of Community Cohesion and the Prevention of Violence Extremism. In particular, they should be consistent with:

- Human Rights
- The rule of law
- Equality
- Diversity
- Freedom
- Openness.

The values should be communicated throughout the institution and its learning community, and should be consistent with the policies and practices relating to community cohesion within the institution.

Key documents for learners and for staff should be consistent with the values. In particular, these should include the learner code of conduct and regulations for the use of ICT resources, both of which should explicitly cover expected standards of conduct in this area. Similarly, policies for the full range of college activities, from human resources to procurement to estates should be consistent with values and communicated effectively to users. The following sections discuss how this communication can be achieved.

Leadership

College leaders have a vital role to play in ensuring that colleges contribute to community cohesion, as well as economic and social development. An important starting point is the clear understanding of the meaning and significance of community cohesion and its links to related concepts of inclusiveness and diversity.

This challenge requires participation by college leaders in the wider issues faced by the communities served by the college. Active membership of a range of partnership bodies, such as Children and Young People's Partnerships, Local Service Boards and Local Safeguarding Boards is a significant vehicle for responding to the challenge.

The responsibilities in this area may be shared by leaders and their senior teams and by members of college corporations. However these responsibilities are distributed, it is vital that they are undertaken in the context of the values explored above. Within institutions, these values are manifest in fostering a culture of support and care for members of the college community, together with responsibility for others.

The effectiveness of participation by college corporation members is strengthened where the membership is as fully representative of the community as is reasonably practicable. To achieve this, of course, requires that channels of communication with the wider community are fully exploited. Adequate representation of learners on the corporation and its committees contribute greatly to its ability to make decisions based soundly on the needs of the college and the wider community. This role is being supported through training being offered to learner representatives in an initiative launched in September 2010.

Training and development activity can help ensure that all corporation members understand their role in terms of community cohesion. A range of materials is discussed in the following section.

5. Staff understanding and engagement

Colleges employ a wide range of staff: leaders and managers; teaching staff in academic and vocational disciplines; instructors and assessors; learner support staff; technicians and administrative staff. Additionally a range of staff is deployed to provide catering facilities, cleaning services and buildings maintenance. This latter group may be directly employed or be employed by a series of outsourced service providers. Colleges are vulnerable to breakdowns in community cohesion if they do not fully assess the risk of such a breakdown across the full range of staff engaging with learners, as well as with their families, employers, sponsors and others.

The degree of engagement with learners will vary, but good practice in the management and development of the human resource is essential to ensure that breakdowns in community cohesion are avoided. Whichever category of staff is under consideration, it is important that they conform to the values identified and described in section 4. Terms and conditions of employment should be consistent with this. Similarly, contractual relationships with external suppliers who employ staff who work on college premises must be based on the requirement that such staff are aware of and conform to college values.

The key human resource management activities undertaken by colleges are those involving recruitment, induction, deployment and continuing professional development. These are, of course, responsibilities undertaken by all colleges. Additionally, initial training is undertaken by some colleges on a part-time or full-time basis, although this is usually franchised from a higher education institution. Training includes much more than initial teacher training (ITT) and ranges from highly specific Learner Coach training to generic assessor training. Whatever the mode and format of training, elements relating to community cohesion should form a part, to an appropriate degree.

Lifelong Learning UK's professional standards for teachers, tutors and trainers in the lifelong learning sector in Wales include in Domain A (Professional values and practice):

The practice of teaching is underpinned by a set of professional values that should be observed by all teachers, tutors and trainers in all settings. This domain sets the standards for these values and their associated commitments:

Teachers in the lifelong learning sector value:

Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to sustainable development in a community and global context.

Equality, diversity, inclusion and bilingualism in relation to learners, the workforce, and the community.

Recruitment procedures

Good practice in recruitment requires that the existence of vacant posts is communicated effectively to the full range of potential applicants, taking into account the nature of the position to be filled. Similarly, application and onward recruitment procedures must follow this good practice as part of the process of ensuring an appropriate representation of the communities served by colleges, as well as the obtaining the best of the talent and skills available to deliver the requirements of the posts. Clearly, the recruitment approach varies with the degree of expertise and specialist qualifications required, and the procedures will vary according to whether or not external candidates are sought.

Some elements are particularly significant: as well as the advertisement for the job, the details provided are a good opportunity to communicate the college's values at the outset. The processes for evaluating, prioritising and choosing the successful candidate also need to be consistent with these values. The terms and conditions of employment are also opportunities to emphasise the importance of college values.

Induction

The process of inducting staff into the institution plays a very significant part in ensuring community cohesion through communicating and embedding understanding and acceptance of college values, challenging prejudice, increasing awareness of the range of issues facing college communities, building resilience and preventing “unforced errors” in college community interaction.

The programme should be delivered over an extended period rather than rely on an initial burst of activity. Such an intense schedule can prevent the successful embedding of key values, which can be lost in a heavy programme of procedural, operational and contractual issues.

Continuing professional development

Continuing professional development is a key aspect of the development of the human resource in Wales’ FE institutions. This is relevant for all categories of staff and FEIs usually set out targets and/or entitlements for this as part of their annual quality development plans. Importantly, the programmes should be accessible to long-established staff as well as those in the early and mid stages of their careers, and should be relevant to the type of activity undertaken by differing types of staff and the challenges they are likely to face: differentiating between, for example, a pastoral tutor working with learners developing Independent Living Skills or an admissions officer.

Community cohesion issues should be addressed as part of the programme. To some extent, this may be covered by training in equality and diversity issues. Such training is far more effective where the content and delivery is related to, and set in the context of local and regional issues, which could include matters such as bilingual communities, the preponderance of certain ethnic, cultural and religious groups, employment patterns, housing and social deprivation. Such a programme also creates opportunities for staff to engage with the wider community, for example by the use of outside speakers with particular experience and understanding.

In particular, the staff development programme should ensure that teachers and support staff are equipped with the skills, knowledge and confidence to address and explore a wide range of issues relating to ethnic, cultural, religious and economic diversity, at appropriate levels.

As well as in-house delivery, there is a large number of external providers of training. Similarly, there is a huge range of materials available for training and development in equality and diversity issues, including online resources, such as “The Learning Business”: <http://www.thelearningbusiness.com/>, and Lifelong Learning UK’s site: www.lluk.org. Information and advice are available from the Equality and Human Rights Commission at www.equalityhumanrights.com.

Continuing staff engagement

Although all of the above formal processes are important in ensuring the conditions for creating cohesive communities within colleges, it is vital that all staff see themselves as having a contribution to make. This can be done by engaging with learners and other staff, monitoring their wellbeing and through their readiness to address concerns arising from incidents they observe and behaviours they encounter.

“Further exploration of community cohesion among teaching and support staff in schools (recognising that it is often these frontline staff who deal directly with issues relating to cohesion) and how well equipped they are in dealing with sensitivities”

BMG research on the schools sector

Staff conduct

The General Teaching Council for Wales (GTCW) statement of professional values and practice for teachers does not apply directly to FE tutors teaching within FE institutions but provides a clear statement of expected standards. The statement includes the following elements:

Teachers 'have important and crucial roles in educating, influencing and nurturing pupils to prepare them to become responsible citizens who take a full part in local, national and international society.'

'Teachers acknowledge the need for mutual accountability and commitment from all partners in achieving shared aspirations and goals. They are committed to providing equal opportunities to learners, colleagues and others with whom they come into professional contact, regardless of gender, ethnicity, age, religion and beliefs, special needs, sexual orientation and linguistic background.'

Teachers understand the diverse learning needs of learners and provide the best possible education for them to maximise their potential, whatever their individual aspirations, personal circumstances or backgrounds.

<http://www.gtcw.org.uk/gtcw/index.php/en/professional-standards/the-statement-of-professional-values-a-practice>

6. Learning and Teaching

The design and delivery of the curriculum presents challenges and offers many opportunities to explore the significant issues addressed in this guidance document at a level and in a context suited to learners' needs, abilities and environment. A variety of teaching and learning strategies can be deployed to allow for the exploration of controversial topics and expression of a range of views, to promote critical analysis and encourage views that are supportive of community cohesion.

Colleges can, and to a large degree already do, use naturally occurring opportunities to communicate knowledge relating to potentially controversial issues. These activities can challenge ignorance and prejudice, and help students develop the skills to critically assess and evaluate the multiple sources of information with which they are presented. Colleges can help in particular by helping learners assess the reliability and extent of bias that can be an element in communication, not least in digital format.

College learning communities can provide opportunities for learners to interact with people of differing ethnic, religious, cultural and linguistic groups and backgrounds. This allows for an exploration of identity and diversity, as well as shared values. These activities play a role in the wider mission of colleges to develop responsible citizens, confident individuals and successful learners.

Developing the curriculum also requires awareness of a number of issues which are particularly sensitive and significant for some ethnic, cultural and religious groups. Elements of PSE which refer to sexual health and relationships, sporting activity and music can all require additional care in design and delivery, as can aspects of academic courses such as history, geography and politics. Further related issues are addressed in section 7 on Learner support.

Learning and Teaching Strategies

Effectively addressing sensitive and controversial issues will help to challenge misinformed views and perceptions among learners, challenge commonly held 'myths' and build an appreciation about others. It is important that teachers use appropriate resources, and techniques to achieve this.

This requires teachers to:

- use questioning techniques to open safe debate
- have the confidence to promote honesty about pluralist views
- ensure both freedom of expression and freedom from threat
- encourage debate about fundamental moral and human rights principles
- promote open and respectful dialogue
- affirm the multiple dynamic identities we all have.

Curriculum design, content and delivery

The complex curriculum offer in Wales' colleges reflects the needs of the community for a comprehensive range of skills and knowledge delivered through vocational and academic programmes. This offers opportunities in a number of areas to address the issues explored in this document within learning programmes, enrichment activities and support mechanisms. This section explores some of the principal curriculum pathways that can provide opportunities for learning and related activities in the area of community cohesion.

Welsh Baccalaureate Qualification (WBQ)

The WBQ offers curriculum at three levels and has been implemented widely in schools and colleges in Wales. Increasingly, young people are arriving at college having achieved the Foundation and/or Intermediate level, and look to build on this in post-compulsory education.

At each of the three levels, there are opportunities to address issues relating to community cohesion under the following core topics, as set out in the September 2010 specification:

- Wales, Europe and the World (WEW), in which the focus is on political, economic, social and cultural issues and sets them in the context of Wales, Europe (including the UK) and the world.
- Personal and Social Education (PSE), which includes equal opportunities, social inclusion, and sustainable development and will promote active citizenship and good health. There is a community participation element for all candidates.

Examples of key issues in the WBQ curriculum requirements include:

WEW Element 2. Social challenges and responses

This element provides opportunities for candidates to consider the social issues people face and responses to them, and a consideration of the position of the Welsh language.

WEW Element 4. Heritage and cultural perspectives

This element provides opportunities for candidates to consider how awareness of the heritage and culture of Wales can be increased, and the ways multi-cultural influences may affect people's lives.

PSE Element 1. Positive Relationships

In this element, issues relating to the nature of relationships within the wider community are included. Activities include investigating possible sources of conflict and how they can be resolved; and acknowledging diversity within communities and respecting different cultures and ethnic origins.

PSE Element 3. Active Citizenship

This element focuses on the democratic process, moral and spiritual development, and legal and human rights. The possible activities include investigating a range of issues from pressure groups to blasphemy, to refugees and asylum seekers.

Community Participation

The Community Participation element of the PSE component of the WBQ aims to develop awareness of what it means to be an active and responsible citizen by helping others in some way. It aims to provide opportunities for candidates to involve themselves in active community participation. There is a requirement that 30 hours are spent on the activity, including planning. This element offers good opportunities for voluntary participation in issues relating to community cohesion.

Sustainable development and global citizenship

The DCELLS document "Education for Sustainable Development and Global Citizenship, Strategy for Action - update 2009" includes the following element recommended for inclusion in the college curriculum:

Ensuring a Strong, Healthy and Just Society:

Meeting the diverse needs of all people in existing and future communities, promoting personal well-being, social cohesion and inclusion, and creating equal opportunity for all.

The WBQ programmes referred to above are consistent with this recommendation.

Adult Community Learning

This category of learning works at the heart of local communities. The sector delivers learning to many adults who do not enter traditional provision in FEIs, or are older learners who undertake small, bite size pieces of learning to remain active in their communities or to update skills such as IT. The provision takes place close to where these learners live in community and outreach centres familiar to the learners. ACL plays a significant role in promoting inclusiveness and involvement in learning, not least through making it available to those who have not always succeeded in their previous learning experiences.

Work with ethnic minority women

Young parents from several ethnic backgrounds use the local ACL provision to study a range of childcare related courses. This helps them to become more confident as parents. It also gives them the opportunity to meet other parents in the local community learning centre. It has helped them to think about first step work options. Several of this group have built up their confidence and skills sufficiently to apply for a CACHE Diploma in the local college away from their local community centre.

A learner who attends basic English and sewing was educated in a special school and not taught to read or write. Her confidence has grown so much that she now is the volunteer coordinator of a 'knit and natter' group where she encourages new learners to learn how to knit.

Many of these new learners speak little English. The volunteer learner is also able to explain to these new learners how the basic English classes are run and give them confidence to join one.

The profile of the learners is also diverse in terms of age and ability. As with all other provision, the delivery, support and environment should reflect the needs of the learners, the FEI's values and contribute to community cohesion.

Isolated younger parents in Communities First areas

ACL provider partnerships work with voluntary sector groups to encourage ways for community members who are in danger of social exclusion.

One learner came from North Wales to South Wales. She had a diagnosis of postnatal depression. She was in danger of neglecting her children and being socially isolated with no connections into the life of her community. She was nervous of going out into her local community. She received one to one mentoring from her district nurse and joined a group in the local Barnardo's Family Centre. One of the ACL providers offered her confidence and skill building sessions to move beyond the group sessions. This learner took up cake decorating classes to move outside the Family Centre and to become more confident in wider community settings. After building on this experience, she is a volunteer and works with other parents on her local estate. She has also accepted a job as a full time cake decorator with a local company.

In particular, where adult community learning makes sure that learners improve their basic skills, this provision can support the better integration of learners into the community. Without the ability to read and write, learners have fewer formal employment opportunities, and lack confidence to take part in activities such as supporting children or grandchildren in school or volunteering for community activity.

Areas of Wales where income levels are low, and employment opportunities limited, tend to experience widespread basic skills deficiencies within their communities, and associated social exclusion. Particular groups are at even greater risk of falling into this category, including ethnic minority groups, homeless people, travellers, ex-offenders, vulnerable older learners, and those recovering from drug or alcohol abuse.

Improving basic skills with drug dependent learners

The local community centre is in contact with a group of people who are drug dependent. This community group is successful in referring a few of them onto a drug rehabilitation programme. The local ACL partnership works with these users when they are released from this programme. Many of these learners need to improve their basic skills.

The community centre has an allotment where the ex-users can learn how to grow their own healthy foods and how to cook them. The ACL provider works alongside the centre to run a gardening and cookery class. This helps the ex-drug users to have a routine in their lives away from their old connections. In class they also practise measuring, calculating, evaluating, discussion, reading and writing skills. It also allows the community centre to sell some of the produce through a local food co-operative.

Vulnerable older learners

A group of older learners, who are mostly male, have been encouraged by the local ACL learning centre to come to classes. Many of them are widowers and live alone or have partners who are not well. They learn a number of skills that help them to avoid social isolation, remain healthy themselves and learn new skills that support their continued independence. They have developed their IT skills so that they are confident users of the internet and email, and have developed cookery skills to produce healthy meals for themselves and their family. They also use the group to increase their social contacts away from their caring responsibilities or single person life style.

As well as FEI and community based provision, provision may be delivered on employers' premises. This latter provision can contribute to business development, productivity and the quality of service, supporting economic improvements as well as community cohesion. The Employer Pledge scheme is in place to encourage employers to help their employees raise their skills. For Jobseekers, Jobcentre Plus in Wales is working with Basic Skills Cymru to improve the basic skills of working age adults, by screening all new benefits claimants,

and arrange for an assessment to be completed for those who have been identified as having a potential basic skills deficit.

English for Speakers of other Languages (ESOL)

In colleges in Wales, substantial numbers of learners are enrolled on ESOL programmes. This provision is a key element in the evolving Basic Skills Strategy for Wales, and may be delivered in full and part time modes. The learners' status varies considerably: from long established local residents with UK passports to asylum seekers. This provision is distinct from English Language Teaching (ELT) provided for fee-paying learners, choosing to study in the UK. However, other members of college learning communities may not perceive such differences. ESOL learners are a diverse group, and some among them may be particularly vulnerable because of their problematical status as well as uncertainty regarding issues such as funding.

The prime purpose of ESOL provision is to equip learners with a level of English that will enable them to function satisfactorily in work and social situations, and, where appropriate, progress to taking part in mainstream learning activity in academic and vocational provision. There are examples of refugees from Iraq, from example, arriving in Wales with little English and being enabled to progress to University study.

There are also opportunities to include in ESOL programmes (depending on the mode and extent of attendance) elements relating to community cohesion. Improving language skills builds confidence, and can empower learners to take a greater role in the community and enable groups of learners to take part in leisure activities from which they had felt excluded or were unaware of.

Groups of non-English speaking Chinese women in North Wales were able to benefit from the English language skills they gained and also felt able to set up social groups of formerly isolated individuals as well as take part in a variety of leisure pursuits.

Importantly, learning English has been included in the requirements for UK citizenship, as has knowledge of life in the UK. The test associated with this latter criterion is usually taken in English, though people taking the test in Wales can ask to take the test

in Welsh. It is good practice to include awareness of Welsh language and culture as part of ESOL provision, and provide signposting opportunities to Welsh language classes. There are examples of people who have come to predominantly Welsh-speaking areas of Wales who have learned English and Welsh to help their integration into the community.

English Language Requirements

On 7 April 2010 changes came into force which affect the ESOL provisions within the knowledge of language and life requirement for people seeking settlement in the UK or naturalisation as a British citizen.

Most settlement applicants aged between 18 and 64 applying for settlement or naturalisation as a British citizen must show that they have sufficient knowledge of the English language and of life in the UK. Applicants can meet this requirement by either passing the Life in the UK test or obtaining an approved ESOL qualification. The ESOL provision is for people whose standard of English is below ESOL Entry Level 3.

Applicants can satisfy the ESOL requirement by obtaining a relevant ESOL qualification from an approved awarding body following attendance on a course which was taught using specified citizenship materials.

www.ukba.homeoffice.gov.uk/britishcitizenship

Having English language provision, including ESOL, contributes to the internationalisation of colleges, raising the visibility of, and familiarity with diverse ethnic, cultural and religious groups, and developing understanding and tolerance. ESOL provision, of course, not only take place in central college sites, but also in outreach and community locations, and this process itself plays a part in the process of integration within the community.

Enrichment programmes

The Welsh Baccalaureate Qualification (WBQ) offers opportunities to widen learning opportunities for many full-time learners in the 16-19 age range. For learners who do not follow the WBQ route, who may well include mature learners, other opportunities to enrich the curriculum and thus widen learner experience should be taken. Again, any such provision should include activity and resources which promote community cohesion and integration.

The delivery of the appropriate curriculum for the target group offers opportunities to explore controversial issues in a way which promotes discussion of divergent views, critical analysis of materials, and develops open-minded approaches to the development of solutions to the problems faced by learners in our communities. This may be as part of the prescribed curriculum, as in the elements of the Welsh Bac identified above, or in tutorial or enrichment activity.

External programmes, activities and speakers

For a range of the curriculum pathways identified above, the inclusion of external speakers, activities and visits can bring much greater understanding of community cohesion issues. Activities can include, for example, visits to a range of places of worship, participation in traditional celebrations and contact with older people's groups. Such interaction can have the added advantage of improving perceptions of the young people, as well as providing experiences for the young people (or mature learners, as appropriate).

Learning Resources

A good range of materials, and appropriate signposting, is available at www.ngfl-cymru.org.uk. Information and advice are available from the Equality and Human Rights Commission at www.equalityhumanrights.com

7. Learner Support Services

Advice, guidance and counselling

These services have a very significant role to play in communication with individual learners. Staff offering advice, guidance and counselling services need to be well-informed about the issues involved in community cohesion and the signs of vulnerability to violent extremism. This requires professional development including raising staff awareness of community cohesion issues.

Designated manager and key team

As set out in the above section on the role of colleges, there are good grounds for designating a manager who is responsible for co-ordinating information regarding community cohesion issues. This manager would have well-developed relationships with external agencies including the police, other statutory bodies, and wherever possible, with a range of community organisations.

The designated person will have undergone training and development to equip them to make appropriate and proportionate decisions and be fully aware of and compliant with good practice in this sensitive area of activity. This recommendation is based on the well-established model of Child Protection and Safeguarding Procedures, where a designated manager or officer forms the essential link between the tutor who is alerted to a child protection issue, and the external agency who can intervene.

The successful operation of this role requires that staff are aware of the procedures to be followed in communicating any concerns, and that protocols are in place to ensure that good practice in responding to reports is maintained. This includes statutory requirements relating to Data Protection as well as good practice in determining a proportionate level of response, keeping records and demonstrating the value of addressing concerns, in particular staff concerns about personal safety, reputation, etc.

This activity is strengthened where the designated manager is supported by a small team of college officers who deal with key aspects of the interface with learners. This team should include the manager responsible for learner services and information technology networks and resources. Where there is a designated officer responsible for security, then she or he should be included.

To ensure that the tasks set for this small team are accorded sufficient importance, it is recommended that they report directly to the Principal, Chief Executive, Vice-principal or equivalent senior manager.

It may be appropriate to integrate such a group into or create a sub-group of the college's risk management, emergency planning or other group with similar functions.

Pastoral and tutorial systems

As well as formal teaching and learning sessions, there is interaction between staff and learners in individual and group tutorial sessions. The delivery model for such activities varies, but there are key tasks regarding the progress and welfare of learners that are essential features.

To ensure learner welfare and the cohesion of college learning communities, it is expected that individual learners are provided with opportunities to express any concerns that they may have, and be assured that these will be addressed in an appropriate manner, having regard to confidentiality, data protection, safety and security, and proportionality.

It is important that interaction with learners takes place in environments and circumstances which are appropriate for learners. This includes ensuring that staff are familiar with the expectations of differing groups with regard to cultural, religious, linguistic, gender and inter-generational issues, including an appreciation of which topics may be discussed openly, and appropriate points for specialist referral.

Additionally, staff should be familiar with the indications that underlying issues are causing concern to learners whom they know well, and be able to recognise issues that should give cause for concern to the college, and even the wider community. Staff should then be able to arrange for specialist advice to be available where appropriate and know how to raise concerns within the institution in the knowledge that these will be addressed appropriately.

College Services and Environment

As well as teaching and learning, and support services relating to advice, guidance and welfare, colleges provide a range of services to learners, including catering and transport. Other services support college operations, including cleaning and maintenance. In each case, there needs to be consideration of the needs and expectations of groups who use the college. Some of these may be well understood, including the availability of certain foods and appropriate washing facilities.

There are, however, areas which can cause difficulties and distress if not delivered in a sensitive manner, such as the capture, storage and transmission of images for enrolment and identification purposes (for example to access learning resources and/or specialist locations), and services like cleaning which might involve a person of one gender entering the toilet and washing area used by another.

Regular attention to the physical environment can also include ensuring that no offensive materials or graffiti are allowed to remain in place, especially where the messages are harmful to community cohesion. This requires that all staff are aware of their responsibility for reporting on such matters, and being confident that action will be taken. Similarly, learner codes of conduct should make it clear that breaches of this sort will lead to sanctions being imposed.

Prayer rooms

In many colleges, learners have requested the provision of facilities for prayer and contemplation for faith groups. This can prove difficult for institutions who have a restricted range of available accommodation and/or who are spread over many sites. The provision of such facilities is a matter for individual institutions but great care should be taken to ensure that any facility provided is available to the full range of individuals and groups who might wish to use it, and that the use conforms to college values.

Displays and materials

Communication with the college community is obviously very important, as are opportunities to display learners' output and achievements. However, colleges need to ensure that materials and images on display are appropriate. These might be displayed

on in-house video screens, television monitors or traditional notice boards. It is recommended that specific staff are designated to take responsibility for monitoring these displays - so as to safeguard learners rather than act in a restrictive way.

Similarly, the content of websites and social networking sites on which members of the college community can publish material, and that are accessible to learners, as well as the wider community, need to be monitored to prevent breakdowns in community cohesion. This is a considerable challenge and rapid changes in technologies create risks as well as opportunities, and sometimes the distinction between material authorised by the college and that published by learners and non-members of the college community may not be obvious.

The continuing development, communication and, where possible, enforcement of guidelines on acceptable use and practices can, at the very least, provide an opportunity for colleges to set out their values and standards, and the expectations of users, even if there are limits on enforcement.

Areas which are open to the whole of the college community, including foyers, circulation areas and social spaces provide opportunities for the communication of key messages, including college values. Displays, exhibitions, video walls and pop-up banners can all be used to carry these messages, to reinforce the college's commitment to integration, and to celebrate the achievements of the diverse community.

The Common Inspection Framework (CIF) 2010 sets out advice regarding these issues:

2.4.1: ethos, equality and diversity:

Issues to be considered:

how well the college:

- *establishes a college ethos that is inclusive;*
- *challenges all forms of discrimination or inequality for all groups who potentially could suffer lack of fair opportunities for learning and/or employment,*
- *offers fair access to the curriculum and challenges stereotypes in learners' choices;*

- *develops tolerant attitudes and makes sure that all learners and staff are free from harassment; and*
- *promotes the prevention and elimination of oppressive behaviour through its policies and procedures.*

You should also take account of the extent to which work-based learners are protected from harassment and discrimination in their workplaces.

You should evaluate whether the college:

- *has a well-understood policy that promotes equal opportunities and human rights;*
- *has an action plan that ensures delivery of the policy;*
- *provides appropriate equality training for staff; and monitors and addresses any related issues or complaints that arise.*

8. Learner engagement and participation

Learner engagement begins well before the learner takes up a place at college at age 16 or over. Increasingly, 14-16 year old school-based learners are attending colleges to take part in provision which offers a taste of vocational learning. In many cases, these learners are achieving qualifications.

Institutions provide promotional and information materials in digital and printed formats, as well arranging college-based open events, careers conventions, taster sessions, etc. It is important that these early contacts build the foundations for engagement with an organisation that is inclusive and supportive. Appropriate forms of communications, careful choice of images and use of suitable language can play a key role.

Transition

Although patterns of provision vary widely in Wales, the movement from one stage in education to the next can be challenging for young people, and for families and supporters. As the development continues of systems and protocols for the transmission of information regarding learners as they move on from school to college, there are opportunities for institutions to provide information on vulnerable learners that can enable the receiving institution to provide support as appropriate.

Recruitment

The process of recruitment of learners involves a series of activities, including presentations, skills assessments, formal, individual and group interviews. Each of these activities provides opportunities to communicate messages regarding the commitment to community cohesion. Additionally, they can be points at which “unforced errors” can occur through preventable breakdowns in communication or, for example, by presenting overly-traditional views of gender/age roles. The involvement of appropriately briefed learners as role models, guides, mentors and ambassadors can help avoid this.

Welcoming learners

When learners take up their places, the expectation is that they will take part in an induction programme. Although there are very considerable differences in the format and content of such

programmes, there should be coverage of some essential items, not least the college's core values, and the expectations that flow from them. To support the induction process, specific support mechanisms can be put in place, such as mentoring, as well as activities to "break the ice" and help the formation of a cohesive learning community. Additional support can be put in place for learners whose needs require this, and efforts made to ensure integration to the extent that this is appropriate.

Celebrating diversity

Colleges can ensure that activities take place that showcase the diversity of the college community, emphasising the differing strands, including age and gender, rather than focussing simply on ethnic and cultural issues. The models for such activity can include events titled as diversity day (or week), one world week, etc. Such events and activities can also be linked to curricular activity, particularly enrichment programmes, and thus be brought into the mainstream rather than, potentially, be perceived as a peripheral activity. Such events are also opportunities for learners who may perceive that they are at the margins of the college to be brought into the centre.

Wellbeing

In the 2010 Estyn Common Inspection Framework (CIF), Wellbeing is seen as encompassing:

- attitudes to keeping healthy and safe
- participation and enjoyment in learning
- community involvement and decision-making
- social and life skills.

Clearly, this requirement is about much more than healthy eating and exercise, albeit that these are highly desirable. The expectation is that learners feel safe from any form of physical and verbal abuse either in the college or in their place of work, and that learners should show respect for their peers and demonstrate a positive attitude to their studies and the full range of activities that make up their learning programme.

College staff and managers have an important role to play in monitoring, reporting and responding to failures in community cohesion, not least in reassuring any victims of the institution's commitment to addressing any such breach.

Participation

All learners, are expected to be involved in making decisions about their life in college. The Common Inspection Framework (CIF) focuses on the ways in which learners contribute to the college community through participation in the college's student union and other representative bodies, such as by acting as class representatives and through student membership on the board of governors. The ways in which learners undertake community-based activities, for example as part of the Welsh BaccaLaureate, are included, as are the ways in which adult learners take part in community development activities.

The CIF sets out the expectations regarding opportunities for learners to express their views regarding their experiences at college. Institutions should ensure that they have a coherent and comprehensive set of mechanisms to allow for the expression of the Learner Voice. There is a range of models to achieve this and similar bodies may have differing titles: focus groups, student committees, learner forums, site/college councils, and so on. Additionally, online surveys can be used to complement the evidence arising from face-to-face communication.

The support of a learner involvement/engagement officer can increase the success of these communication processes by building confidence and trust with learners, especially with those whose levels of skills and self-esteem may discourage their active participation. Whatever systems and processes are adopted, steps should be taken to ensure that a full range of learners is represented and that they have the opportunity to make their contribution. In particular, efforts should be made to encourage participation by members of minority groups to avoid key decisions being made on the basis of a limited, and possibly skewed, range of views.

Although communication with learners is important, it will be regarded as ineffective if mechanisms for feeding back to learners are not well developed. Procedures, then, should be in place to provide learners with college responses to the points they have made and to the issues they have raised. Plans for changes resulting from and influenced by the expression of the learner voice should be fed back to learners, as should reasons why changes cannot be made in some situations, and explanations for decisions.

Ensuring equality

Giving all learners the opportunity to participate is important, but it is a big challenge. It is relatively straightforward to make contact with full-time learners, who are attending a centre or campus on a regular basis, but some groups are less visible and you may need to use a range of strategies to ensure that their views are heard. In developing your learner involvement strategy, consider how you will engage with learners who:

- are part-time;
- attend outreach centres;
- participate via distance learning or e-learning;
- are in employment or on work placements;
- are not first-language English or Welsh speakers;
- have low levels of basic skills;
- have learning difficulties or disabilities; or
- have other barriers to engagement that may affect their confidence or ability to articulate their views.

Some learners will not be comfortable with being given the responsibility for taking on a formal representative role, and need to be encouraged to express their views and ideas in a supportive, creative environment. Many providers are already using tutorial or classroom discussions to explore issues around citizenship and responsibility; consider how these can be used to gather opinions and ideas which could feed into your overall learner involvement strategy.

Learner Involvement Strategies
February 2010
Guidance Circular No: 002/2010

9. Community engagement

Colleges have a very important role to play in the communities they serve: this has been explored in earlier sections. However, their impact is greater where they play a full and active role in their communities. They generally have well developed relationships with employers, statutory outside agencies, including the local authority and police, and with the voluntary sector, including those organisations who have an advocacy role for specific groups within the community.

Colleges will be members of statutory partnerships, such as 14-19 networks. However, they should also ensure that they are aware of the existence, purpose and significance of groups who represent important economic, social and cultural interests in their areas, and where appropriate build relationships with them. In some cases this will be achieved by membership, providing reports or by delivering services, such as training for staff or volunteers in communication skills. Well developed relationships are also important for creating a pool of potential members of college corporations and committees, to ensure as full a cross-section of the local community as possible is represented on these bodies.

Adult community learning partnerships are particularly important for ESOL and basic skills delivery, and engagement with vulnerable groups. Voluntary sector bodies, and in particular those which operate in the heart of communities, are often able to have a much greater impact by working with statutory bodies, who find engagement difficult without such support. This is especially true of disadvantaged areas, such as those where Communities First projects have operated.

Through partnership working, colleges can become better able to identify and support the vulnerable among present and potential members of the college community. The police, youth justice and probation services are significant partners in any case and strong and trusting relationships are vital. It is appropriate that police officers, including those with specialised responsibilities as well as community officers, visit college sites on a reasonably regular basis rather than simply attending in response to reported incidents. Colleges for their part need to use the mechanisms described in these guidelines to draw issues of concern to the police and other agencies.

Local authorities

All local authorities currently have in place a preventing violent extremism action plan with activities across all five objectives of the Prevent strategy, where appropriate. These plans are appropriate and proportionate to each area and will involve a range of partners led by the local authority, the police and other statutory and voluntary agencies and include the active involvement of local communities. The range of activities will vary depending on the scale of the challenges in the local area.

Colleges should be included in local partnership working on the prevention of violent extremism and on promoting community cohesion. Local authorities, the police and other partners can also be a source of support and advice on issues concerning extremism and engagement with local community organisations.

Children and Young People's Partnerships (CYPP)

Colleges should be represented on and be fully engaged with the Partnership(s) serving their geographical area. (In some cases, colleges serve more than one local authority). The CYPP can support community cohesion at a number of levels. They provide a forum for planning, cooperation, exchange of ideas and good practice, and the development of trust and understanding between local authorities, health and education organisations, police and emergency services and the voluntary sector.

CYPPs also have links with other partnerships and thus provide additional opportunities for cooperation. They can help develop community approaches to challenges such as crime and disorder as well as positive support for resilient communities. Partnerships are able to bring together expertise and resources to focus on disadvantaged communities, such as Communities First areas, where needs are greatest. They can focus on the range of challenges to community cohesion and encourage activity that builds and maintains good relations within and between communities and generations.

The partnerships encourage the adoption of core values and the principles of citizenship, especially respect for young people, their views and aspirations. These values may derive from and will

be consistent with the United Nations Convention on the Rights of the Child.

Key principles and provisions of the UN Convention on the Rights of the Child

The UN Convention on the Rights of the Child consists of 54 articles. A 'child' is defined as every human being below the age of 18. The key provisions of the UN Convention on the Rights of the Child are:

- The right to a childhood (including protection from harm)
- The right to be educated (including all girls and boys completing primary school)
- The right to be healthy (including having clean water, nutritious food and medical care)
- The right to be treated fairly (which includes changing laws and practices that discriminate against children)
- The right to be heard (which includes considering children's views).

CYPPs can influence the local curriculum, range and availability of learning opportunities, both formal in education institutions, and informal, in statutory and voluntary youth services and organisations. These learning opportunities can be used to boost the confidence and esteem of learners, as much as to provide knowledge and skills. They may also contribute to social, economic and cultural objectives as well as to educational, focussing for example on opportunities for young people themselves to play a greater role in their communities.

The challenge of creating packages of support and engagement for young people who are not engaged in education, employment and training (NEET) can be met more effectively through partnership working, especially where the focus is one those who are vulnerable to falling into the NEET category before they actually do so. This is best achieved by the early identification of risk factors and by the development of activities in conjunction with partners. Such activity can be delivered by the partner best placed to engage with the young people concerned. Similarly, support for other vulnerable groups can be planned and provided by partners who

are in a position to share information, especially with regard to the particular circumstances and needs of these groups.

CYPs, through their bringing together of services and delivery of activities can help shape media perceptions of young people: focussing on the positive contribution very large numbers of them make to community cohesion and divert attention away from unacceptable conduct. This can be achieved, for example, by establishing specific days and events to celebrate the achievement of young people and provide opportunities for participation in activities. They can also enhance opportunities for young people's voices to be heard, complementing activity within colleges.

Links between colleges and communities

We welcome the point raised regarding building links between further education colleges and surrounding local communities though would suggest that these important links not be predicated on engagement with police in the first instance. Good links between these groups do require work to foster not only good relations but also the learning ethic, for students and their families, as well as to improve the standing of educational institutions within wider communities.

“Segregated communities may steadily drift away from each other increasingly regarding the codes of behaviour, loyalty and respect that wider society take for granted as behaviour that no longer applies to them.”

The Role of Further Education Providers in Promoting Community Cohesion, Fostering Shared Values and Preventing Violent Extremism (Consultation document)

DIUS 2008

10. Managing risks and responding to events

This section of the document should assist institutions in the process of building awareness of and managing potential risks to members of the college community and other users of college buildings, particularly where community cohesion breaks down.

An essential part of managing risk is the assessment of the likelihood of events happening, and the extent and seriousness of their impact on the college. This is a particular challenge in this area of work but planning and preparation can strengthen the ability to respond effectively to events which could have a serious impact on the college community.

Managing risks

Although there are very few instances of young people being exposed to violent extremist messages within colleges, this is a risk of which colleges need to be aware. Risks could arise from:

- harmful influences on learners - for example from staff, parents, governors, external groups or other learners
- inappropriate use of ICT systems
- external groups using college premises
- Incidents at college sites and/or involving college learners.

Examples of legal and contractual powers that may be relevant to preventing violent extremism are set out in Appendix 3.

Harmful influences on learners

College staff, including temporary staff, corporation members or family members may express views, bring material into the college, use or direct learners to extremist websites, or act in other ways to promote violent extremist views. Their actions may constitute a breach of the relevant professional standards or may be illegal. In such an event they should be subject to the relevant disciplinary procedures and, where appropriate, colleges should ensure that issues are referred to the police.

Colleges should review:

- whether the college's recruitment and induction arrangements (including those for governors) make explicit the role of all staff and governors in keeping learners safe from harm

- that it is operating in accordance with the relevant regulations for the conduct and vetting of staff, including CRB checks
- whether effective arrangements are in place for monitoring and reporting racist incidents, prejudice-related bullying and hate crime.

Accessing inappropriate content through the use of ICT

Websites and social networking sites are important vehicles for violent extremists to promote their message and to encourage engagement. The rapidly increasing use of social media for legitimate educational purposes has made blanket controls difficult to enforce if not counter-productive. The development of mobile technologies presents an increasing challenge to colleges as learners are able to access sites promoting racism, religious intolerance and acts of terrorist violence from mobile phones and other interactive devices.

Colleges should do all that they can to promote effective and responsible use of ICT and to prevent staff or learners from accessing illegal or inappropriate material through college ICT systems, including having appropriate monitoring systems in place with recourse to police and other partners as necessary.

Colleges should review their ICT policy and practice to ensure that:

- hardware and software systems used in the college are appropriate and that illegal content is blocked. The definition of illegal content includes racist and hate material, and material that promotes violence or attacks on individuals or institutions on the basis of religious, racial or gender grounds
- learners, staff and governors are clear on the policy, monitoring practices and the sanctions
- learners, staff, families and sponsors (such as employers) are aware of the issues regarding risk and **responsible use** and are discerning and discriminating consumers of on-line information.

Advice on internet safety (although primarily aimed at the schools sector) can be found at:

<http://www.ngfl-cymru.org.uk/eng/esafety-home.htm>

External groups using college premises or facilities

There have been examples of groups linked to violent extremism trying to use educational premises for campaigning or other events. Colleges should be aware of this risk and ensure that their estates and any other lettings policy sets out the institution's values and makes clear that any group whose aims are counter to those values may not hire the facility.

It is recommended that colleges liaise early with the local authorities or police to check the bona fide nature of groups if they have any concerns. Colleges need to be aware that organisations may attempt to use buildings under a different name and are advised to contact the police if they have any doubts about the legitimacy of any organisation.

Up-to-date information regarding proscribed organisations can be found at:

<http://www.homeoffice.gov.uk/publications/counter-terrorism/proscribed-terror-groups/?view=Standard&pubID=765824>

Responding to events

Violent extremism is unlikely to affect most colleges directly. However some colleges and their communities have been affected by:

- incidents in the UK such as the 7/7 bombings in London
- international politics linked to events such as the invasion of Iraq, the situation in Afghanistan, Somalia, the Middle East, or other scenes of conflict
- localised incidents which have set off violent protests in different parts of the globe
- extreme right wing activity, particularly aimed at the recruitment of young people
- domestic political events in other countries relevant to particular dispersed communities within the UK
- local counter terrorism operations and related community tensions
- media reports on political or faith groups which are seen as biased
- high profile trials of those accused of terrorist related offences.

Colleges need to know and understand their communities to be aware of what may impact on learners and be prepared to respond.

Events in the local, national or international news

In the aftermath of an event or an incident, colleges may choose to undertake sessions with learners to promote opportunities for informed discussion including:

- getting the facts clear - evidence versus rumour
- understanding motivations
- promoting human rights and legal protection - freedom of speech and due process to raise grievances.

Colleges should also ensure personal support is in place for staff and learners most affected by incidents.

External agencies' services may be drawn on for:

- advice, briefings or support from police or other agencies
- psychological support and advice for college staff in responding to critical incidents
- individual learner support.

Colleges should review their emergency plan including post-event actions to ensure appropriate processes for supporting learners and staff are incorporated.

Incidents on college sites

Despite policies, plans and precautions, incidents can happen on college sites. An incident may have been caused by a breakdown in the community cohesion that colleges strive to create. A serious event, such as the commission of a hate crime could be an indication of poor community cohesion; an appropriate response can prevent the escalation of problems and long-term damage to relations within the college community, and damage to the reputation of the institution in the wider community.

Colleges should take particular care to follow good practice in investigation and reporting on events, and in using procedures such as disciplinary processes where appropriate. As well as addressing incidents, colleges will need to focus on internal and external

communication. These processes must be used in a careful and sensitive fashion without any undue delay in order to avoid the emergence of a distorted version of events or an incitement to further incidents. These effects can easily arise from a failure to communicate effectively.

Similarly, damage to an institution's reputation can easily be caused and this can require a disproportionate amount of resources to resolve. In the case of colleges, harm to reputation could lead to a damaging breakdown of support by substantial sections of the community with consequences for recruitment.

Strategies for addressing key challenges

There is a clear need to distinguish between broad, universal action that strengthens the cohesion of communities, and especially learning communities, and more targeted work to support those most vulnerable or actually at greatest risk. The diagram below shows the relationship between these areas:

Focus	Harmful local influences	ICT	Responding to local Events	Responding to national or global events
Specialist	Where would the college seek specialist assistance for advice or referral?	Do staff know how to access CEOPS or other specialist services in case of high risk behaviour?	Which agencies or groups would the college engage for a multi-agency and community response to an extreme event or incident?	Does the college emergency plan include the risk of extremist activity or a terrorist event?
Targeted	How does the college work with partners to monitor and respond to local groups who may try to cause harm?	How do relevant staff monitor ICT systems for potentially harmful material?	Does the college management team understand the potential risk of community use of premises by extremist groups - and what to do?	If a national or global event caused inter-community tension how would the college respond?
Universal	How is it made clear that the college challenges extremist views which might lead to harm - be it far right, Islamophobia, anti-Semitic or other?	How does the college develop the critical skills of learners in the use of the media and modern technology?	How does the college make sure it is aware of potential or actual local tensions affecting learners in the college community?	How well does the college monitor and respond to national and global events of significance which might impact on learners or the community?

Appendix 1

Creating safe learning communities Guidance for colleges in Wales

Self-assessment

The questions are linked to sections of the guidance

How does your institution match up?

Community Cohesion (section 2)

- Are leaders aware of the importance of community cohesion as a government policy and as an important aspect of managing the college?
- Does the college perceive and present itself as a community, with a duty to build and maintain close, respectful and supportive links with its members?
- Do we challenge any behaviours which harm the ability of individuals and groups to work together and model ways to recognise grievance and repair harm?

Values (section 4)

- Are college values consistent with human rights, respect for diversity, freedom and openness?
- Are they effectively communicated to and owned by all members of the college community, including learners, teachers, leaders and corporation members?
- Are key policies and procedures consistent with these values?

Leadership (section 4)

- Do college leaders show a clear and consistent commitment to college values in their words and actions?
- Do leaders ensure that learners are encouraged to play a full part in the college community, sharing care and responsibility for others?
- Do leaders play an active role in partnership activity and in the wider community?
- Does the college corporation set out its expectations and monitor performance in relation to community cohesion?

Staff understanding and engagement (section 5)

- Are rigorous procedures undertaken as part of the recruitment process to ensure that staff understand and accept core college values?
- Are these values communicated effectively to existing staff in all categories?
- Does continuing professional development encompass community cohesion issues?
- Are these core values used to set the context for a wide range of college activities, including teaching and learning?
- Are there disciplinary and grievance procedures in place to address staff failure to conform to the agreed standards of conduct and/or core values?

Curriculum, Learning and teaching (section 6)

- Is there a wide-ranging curriculum which offers opportunities to explore issues relating to racial identity, cultural diversity, religious practices and beliefs, etc?
- Are teachers and support staff equipped with the skills and knowledge to explore these issues?
- Does the college's range of programmes offer learning opportunities for a wide spread of potential learners?
- Are learners supported in their building of skills in assembling and evaluating information?
- Is a range of appropriate teaching, learning and support strategies employed throughout the college in order to ensure that learners from disadvantaged groups are included wherever possible in mainstream provision?

Learner Support Services (section 7)

- Do we have processes to identify vulnerable learners before and during their period of enrolment at the college?
- Do we provide appropriate care and support to vulnerable learners?
- Are college support mechanisms effective in enabling all learners to maximise the benefit of learning at college?

Designated staff (section 7)

- Do we have designated staff who are trained for, and understand their responsibilities for addressing community cohesion issues?
- Do we have designated staff who are trained for, and understand their responsibilities for responding to concerns raised by learners and staff, and, where appropriate, communicating these to outside agencies?

College environment (section 7)

- Do staff take responsibility for ensuring that the college environment is safe and welcoming, and ensuring that no inappropriate materials and images are on display?
- Are arrangements in place for the capture, storage, access and transmission of images that are acceptable to the full range of learners?
- Do college facilities and services, including catering and cleaning, take account of the needs and expectations of the full range of learners?
- Is the college able to respond to requests for space for prayer and contemplation?

Learner engagement (section 8)

- Do recruitment procedures ensure that barriers to entry to learning programmes are minimised?
- Do learners have adequate, suitable opportunities to communicate their concerns about their experiences at college?
- Do we have processes to ensure that these concerns are addressed?
- Does the college celebrate the diversity of its learning community?
- Are there codes of conduct in place which set out clear expectations of learner conduct, set out the processes for addressing breaches of codes and are communicated to learners?

Community engagement (section 9)

- Does the college fulfil its duty to provide and support active membership of partner organisations?
- Do key people in the college have strong links with the community and with outside agencies to enable effective communication and foster understanding of roles, contributions and responsibilities?

- Do key people take responsibility for developing links with Black Minority Ethnic and minority Faith Groups?

Policies and procedures (sections 4, 5, 7)

- Are college policies in general consistent with college values, especially with regard to community cohesion issues?
- Are there procedures for the resolution of conflict?
- Are human resource policies and processes conducive to the creation and maintenance of community cohesion?
- Is there a lettings policy, and processes in place to ensure that staff managing lettings know where to seek advice?
- Is there a policy in place to enable students to report hate crime or harassment?

Managing risks and reporting to incidents (section 10)

- How well do you understand the factors that cause grievances and disaffection in learners and what do you do to address them?
- What does your contextual narrative tell you are the main risks for you to plan and prepare for?
- How far do your universal policies help to build resilience and resistance to extremist views and influences?
- Do you have contingency plans in place to address very serious incidents whose likelihood is low but potential damage is great.
- Do you have processes in place to ensure a timely and proportionate response to relatively minor incidents, which could escalate into serious challenges if not addressed effectively?
- Does the college have a list of key contacts to whom to turn for specialist advice?
- Do you have multi-agency procedures in place and how effective will they be in all circumstances?
- Does the college have an up-to-date emergency plan which includes post-event actions to ensure appropriate processes for supporting learners and staff are incorporated?

Appendix 2

Estyn Common inspection Framework 2010

1.2.3: community involvement and decision-making

Inspectors should take account of the ways in which learners contribute to the college community through participation in the college's student union and other representative bodies, such as class representatives and student membership on the board of governors. You should consider the ways in which learners undertake community-based activities, for example as part of the Welsh Baccalaureate. You should also take account of the ways in which adult learners take part in community development activities. You should consider the extent to which all learners, including those from different groups, are involved in making decisions about their life in college.

1.2.4: social and life skills

When evaluating learners' personal, social and life skills, you should consider how well learners show respect, care and concern for others, and whether they take on responsibility for their actions and their work. In addition, you should evaluate whether learners enjoy learning and participate fully in all aspects of college life, including affecting decisions that impact on them. You should take account of learners' development of employability and citizenship skills, especially on courses designed as preparation for life and work. You should also take account of learners' development of the skills and confidence that they need to improve and to progress to the next stage of their learning.

Good levels of wellbeing

Learners feel positive about being healthy and safe in the college and in their workplace and in community settings. They attend regularly and participate well in lessons and enjoy their work. They participate in making decisions that affect their lives in college. Most learners develop their personal qualities well. Most learners show respect to their peers, teachers and trainers. They make good contributions to their college community and develop their capacity for economic and social wellbeing. They take responsibility for their own actions and the consequences of them. They enjoy learning and become independent thinkers with balanced views.

Appendix 3

Statutory Provisions and other Powers

Searching for and confiscation of inappropriate items

Under section 85B(1) of the Further and Higher Education Act 1992 (which was inserted by section 46 of the Violent Crime Reduction Act 2006), there are powers to search students that are under reasonable suspicion of possessing a knife or blade, or another offensive weapon within the meaning of the Prevention of Crime Act 1953.

Section 85B(3) of the 1992 Act specifies that only certain staff may carry out such searches, namely the principal or a person authorised by the principal to do so. In accordance with section 85B(2), a search may only be carried out in circumstances where the appropriate member of staff and the student in question are on the institution's premises, or they are elsewhere and the member of staff has lawful control or charge of that student. Additionally, section 85B(4) states that the person carrying out a search must not require the student to remove any clothing other than outer clothing and must be of the same sex as the student in question, in the presence of another member of staff who is also of the same sex as the student.

A person carrying out a search may use such force as is reasonable in the circumstances, as provided for by section 85B(7) of the 1992 Act.

Section 85B(6) provides that the person carrying out the search may seize and retain anything which the person reasonably suspects is a knife or blade or an offensive weapon. The person carrying out the search may also seize and retain any other object for which there are reasonable grounds for suspecting is evidence relating to an offence. Any such items seized must be passed on to a police constable as soon as is reasonably practicable, as per section 85B(8).

Terrorism Act 2000

If a person has information which that person believes might be of material assistance in (amongst others) preventing an act of terrorism or in securing the apprehension of someone in relation to an act of terrorism, that person should inform the police. Under section 38B of the 2000 Act, failure to disclose information to the police can amount to an offence.

Terrorism Act 2006

Section 1 of the Terrorism Act 2006 creates an offence relating to the encouragement of or inducement to the planning and conducting of acts of terrorism. That section of the 2006 Act specifies that such an offence is committed by publishing or causing someone to publish a statement that encourages or induces its audience to commit an act of terrorism, while section 2 makes it an offence to disseminate terrorist publications. The Act refers to “direct” and “indirect” encouragement: the latter of which includes glorification of conduct that the offender believes should be emulated.

The Act also includes offences relating to preparing to commit or assist another to commit an act of terrorism (section 5(1)); providing or taking part in training in the skills that might be needed in order to commit acts of terrorism (section 6); and attending the places where such training takes place under (8(1).)

Proscribed organisations requesting the use of college premises

Under the Terrorism Act 2000, the Home Office is able to list ‘proscribed organisations.’ A person can commit an offence if that person belongs or professes to belong to a proscribed organisation. Also, a person commits an offence if that person invites support for a proscribed organisation or arranges, manages or assists a meeting to support or further the activities of a proscribed organisation. Colleges need to ensure that no proscribed organisation has access to, or use of, college premises.

Colleges need to be aware that such organisations may attempt to use facilities under a different name and are advised to contact the police if they have any doubts about the legitimacy of any organisation.

The up-to-date list of banned groups can be found at:
(<http://www.homeoffice.gov.uk/publications/counter-terrorism/proscribed-terror-groups/?view=Standard&pubID=765824>)

Preventing the use of violent extremist websites

The college can require learners and staff to abide by Acceptable User Policies which make clear that accessing such sites is unacceptable. Using college computers to email violent extremist publications to others can amount to a criminal offence, as discussed above.

Freedom of Speech

Section 43(1) of the Education (No 2) Act 1986 provides that all those concerned in the government of Further Education institutions must take such steps as are reasonably practicable to ensure that freedom of speech within the law is secured for members, students, employees and visiting speakers. Under section 43(2) of the Act, this duty includes ensuring, so far as reasonably practicable, that use of premises, including those occupied by the students' union, is not denied to any individual or group of persons on account of their beliefs, views, policies or objectives.

Racial and Religious Hatred Act 2006

The Schedule to the Racial and Religious Hatred Act 2006 amends the Public Order Act 1986.

It extends the law regarding racial hatred to provide protection for people of all faiths and also those without religious faith. The definition of "religious hatred" is inserted into the 1986 Act as section 29A, and means "hatred against a group of persons defined by reference to religious belief or lack of religious belief."

The Act creates an offence in section 29B of the 1986 Act relating to the use of threatening words, behaviour or display of written material with the intention to stir up religious hatred.

Enrolment of students

Admission of students over the age of 16 who are neither citizens of the UK nor the European Economic Area (EEA) will need to be consistent with UK Border Agency (UKBA) requirements. The processes for such admission will depend on the institution's registration status with the UKBA.

<http://www.ukba.homeoffice.gov.uk/>

Equality Act 2010

The aim of the Equality Act 2010 is to reform and harmonise discrimination law, and to strengthen the law to support progress on equality. Certain provisions of the 2010 Act relating to employment and equal pay (Part 5) and services, public functions (Part 3), associations (Part 7), and further and higher education (Part 6) were brought into effect on 1 October 2010. It is likely that further sections will be implemented in April 2011 and in 2012, when the bans on age discrimination in the provision of goods, facilities, services and public functions are likely to come into effect.

Chapter 2 of Part 6 of the 2010 Act deals with further and higher education. In particular, section 91 prohibits discrimination, harassment and victimisation in the way in which an institution admits and treats students. Also, section 92 prohibits discrimination, harassment and victimisation in the way in which a local authority deals with who is enrolled on a course.

Further education institutions may also have obligations under the Equality Act 2010 in relation to their roles as employers, bodies which carry out public functions, and service providers. The 2010 Act has two main purposes - to harmonise discrimination law and to strengthen the law to support progress on equality. In terms of strengthening the law the 2010 Act contains (amongst others):

- new disability discrimination provisions (including indirect disability discrimination); and
- new positive action provisions (Part 11, Chapter 2).

The 2010 Act does extend the circumstances in which a person is protected against discrimination because of a protected characteristic (age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).

Appendix 4

Communication with the police

Members of staff working within the educational system at many levels face the possibility that they will become aware of incidents, individuals or groups, whose conduct and behaviour causes concern and the member of staff will feel that these matters will need to be passed on to the Police. The reasons may simply be for peace of mind of the member of staff or there might be an element of not knowing how best to deal with the circumstances.

These guidelines set out the role of the designated manager, who will have an established link with the police, and have been trained to respond to reports in an appropriate and proportionate manner. However, it is not intended to restrict contact to that one individual if that were to discourage the reporting of concerns.

Contact points

Each Police force will have differing methods for reporting such incidents or concerns, such as contact numbers that are generic to Policing throughout the country, the two most relevant of which are:

- Confidential Anti-terrorist Hotline: 0800 789 321
- Crimestoppers: 0800 550 111.

However, there will certainly be occurrences that staff members will feel should be reported directly to their local force without utilising these generic points of contact.

All forces will have points of contact who work within the force's own Special Branch and in Wales will have officers who work for **Wales Extremism and Counter Terrorism Unit**. To keep the reporting channel simple and easy to recall, staff members should be advised to report local matters to their home force via 101 and ask for Special Branch or WECTU. (101 applies only to Wales at this time and is a new non emergency number for residents in Wales to contact the Police).