

Policy Statement

Policy	Preventing Radicalisation & Extremism Policy	Department	Safeguarding
Date Written	14th August 2018	Review Date	15th August 2019
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Date of Approval	15th August 2018	Locations & Dissemination	Website & Reception (abridged)

This policy was adopted on 15th August 2018

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Brief:

This policy outlines the College's commitments to preventing radicalization and extremism in line with our responsibilities set out in the 'Education Act', 2002. This policy has been formulated from guidance contained in the 'Pan Sussex Child Protection Procedures', 'Keeping Children Safe in Education', 2015, 'Prevent: Resources Guide', 'Tackling Extremism in the UK' and the DfE's 'Teaching Approaches that help build Resilience to Extremism among Young People'.

Introduction:

The College is committed to tackling extremism and radicalization throughout the year and as part of all courses offered. There is no place for extremist views at our College, regardless of their source. The College operates this policy under the following government definition:

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

All who live and work at the College view it as a safe place to be. We, as staff, have a responsibility to uphold this image, publicly and practically. We recognise that young people may come into contact with extremist materials in their everyday lives and that these influences may result in poor outcomes. Therefore, exposure to these influences is viewed using our Child Protection & Safeguarding Policy.

Extremists aim to develop destructive relationships between different communities by publicizing differences, instilling fear and fostering mistrust. If we fail to protect our students from these extremist influences, we are failing to protect our students. By educating our students to critically challenge these views, we are equipping them to make their own positive decisions and see extremist influences for what they really are.

Practice:

As part of our safeguarding responsibility, all staff are alerted in any case, of:

- Disclosures from students about unwanted extremist actions, views, materials or influences in their homes, home communities and social groups.
- Writing, graffiti, slogans or images of an extreme nature.
- The presence of extremist material on social media
- Report from parents that give cause for concern
- Local Colleges and authorities reporting issues affecting other Colleges
- Students voicing extremist options at College and elsewhere
- The use of extremist and 'hate' terms

- Intolerance of difference in contravention to the College's equality policy.
- Attempts to impose extremist views on others
- Anti-British views or sentiments.

The College will cooperate with any local authorities offering advice as to how best we might safeguard our students who have been influenced by extremist material or views.

Staff Approaches to Extremism:

It is the responsibility for every staff member to eradicate the myths and assumptions that can lead to our students becoming alienated, disempowered and isolated. Especially in cases where this could affect our students' abilities to criticize and challenge extremist views. The College strives to achieve this by using methods outlined in the Government's guidance, 'Teaching approaches that help build resilience to extremism among young people' 2011, through use of our PSHE system and course inductions.

We will ensure our staff are trained and equipped to tackle radicalization and extremism in their respective environments. To do this, staff must:

- Make a connection with the students through good teaching
- Create a 'safe space' for dialogue
- Advise and support students with appropriate skills, knowledge, understand and awareness of the need to be resilient.

To better achieve this, we work in conjunction with OFSTED and other bodies to promote the of:

- Service to our local community
- Exchange Programmes
- Open discussion & debate
- Working towards anti-violence in the College's Behavioural Policy
- Interactive PSHE sessions
- An active approach towards introducing students from overseas to British Values and the need for mutual respect.

Throughout the College, staff are committed to promoting the following British Values:

- The Values of Democracy
- The Rule of Law
- Individual Liberty
- Mutual respect and tolerance for those with different faiths and beliefs

Use of External Resources:

In line with the College's general approach to teaching, staff encourage students to take into account outside influences and opinions, in an effort to formulate well-informed opinions on complex topics.

The College may decide to use the following resources (once properly vetted) to promote British Values and discourage students from extremist views:

- Visiting speakers and lecturers
- Videos and images promoting British Values and the Rule of Law
- Seminars and KiP sessions consistent with our ethos and the support of British Values
- Interactive sessions
- Multi-faith and Model-UN events.

It is the College's aim to offer a broad and varied curriculum to support students in making well-informed and positive decisions about their beliefs, values and standards.

Whistle Blowing:

Where there are concerns related to extremism and radicalization, students and staff are encouraged to make use of our Whistle Blowing systems in confidence.

Response to concerns:

Where the DSL has reason to believe, as a result of disclosures or direct investigation, that a student has become radicalised or influenced by extremist views, their recommended actions and protocols are details in the Child Protection & Safeguarding Policy. All staff are aware that radicalization and extremism are safeguarding issues and understand their responsibilities under the law and our policies.

Training:

As part of our commitment to tackling radicalization and extremism, all staff must take part in safeguarding training appropriate to their role and, if appropriate, complete further training on radicalization and extremism. The DSL and Director will attend any courses recommended by the local authority related to this matter.

Recruitment:

The College is committed to ensuring that all those working at the College are appropriately appointed. As part of our safer recruitment practices, a number of accredited checks are performed to ascertain whether a candidate should work with children. Through our staff mentoring efforts, potential concerns following recruitment can be channeled to the DSL for attention and referred to the Local Authority Designated Officer (LADO) if necessary.

Appendix A:

Recognising the indicators of vulnerability to radicalisation

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity. Students may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that College staff are able to recognise those vulnerabilities. Indicators of vulnerability include:

- Identity crisis – the student distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- Personal crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing family friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal circumstances – migration; local community tensions; and events affecting the student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- special educational needs – Students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

More critical risk factors could include:

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

The following is extracted from www.educateagainsthate.com

The list of behaviours below is intended as a guide. As a teacher, you will be well placed to recognise when changes to your Student's/student's behaviour feel out of character. You should have confidence in your professional judgment if something feels wrong.

Attitudes and opinions

- Argumentativeness or aggression, and an unwillingness to listen to/consider points of view which contradict their own;
- Refusal to engage with, or being abusive to, peers who are different to themselves. This could include race, religion, gender or sexuality;
- Susceptibility to conspiracy theories and a feeling of persecution.

Changes in behaviour and peer group

- Distancing themselves from friends and peer groups, both online and offline;
- Recent conversion to a new religion;
- A significant change of appearance/clothing and/or behaviour;
- Rejection of activities they used to enjoy.
- Secrecy
- Excessive time spent online or on mobile phones, and secretiveness or reluctance to discuss what they are doing;
- Changes in online identity, including social media profile image or name. Some will even have two parallel online profiles, one their 'normal' or old self, the other an extremist identity, often in another name.
- Support for extremist ideologies and groups
- Expressions of sympathy with the ideology of extremist groups or justification of their action;
- Expressions of sympathy or understanding for other young people who have joined or attempted to join these groups;
- Accessing extremist material online, including violent extremist websites, especially those with a social networking element (e.g. Facebook, Twitter);
- Possessing or accessing other forms of extremist literature;
- Being in contact with extremist recruiters;
- Joining or seeking to join extremist organisations.