

Introduction

It is the duty of all staff to abide by the four Ps - to **PURSUE**, to **PROTECT**, to **PREPARE**, to **PREVENT**.

This 'Preventing Extremism and Radicalisation Policy' is part of our commitment to keeping children safe. All staff, including Group Leaders and sub-contractors, working in Concord College recognise that safeguarding is **everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for students or not.**

When operating this policy, Concord College uses the following Governmental definition of extremism which is:

'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'.

In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism - the [Prevent Duty](#).

This policy draws on both statutory and non-statutory guidance:

Statutory Duties

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2016)
- Prevent Duty Guidance (2015)
- Working together to Safeguard Children (2015)

Non-statutory Guidance

- The Prevent Duty: Departmental advice for schools and childcare providers (DfE 2015)
- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained school (DfE 2014)
- Improving the spiritual, moral, social and cultural (SMSC) development of students: supplementary information (DfE 2014)

At Concord College we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for students and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our students.

1 Roles and responsibilities

1.1 Role of the Trustees

It is the role of the Trustees to ensure that that the College meets its statutory duties with regard to preventing radicalisation.

1.2 Role of the Course Director

It is the Course Director's role to:

- Ensure that the College and its staff respond to preventing radicalisation on a day-to-day basis
- Ensure that the College addresses the issues involved in radicalisation
- Ensure that staff conduct is consistent with preventing radicalisation
- Report to the governing body on these matters

1.3 Role of Designated Safeguarding Lead

It is the role of the safeguarding lead to:

- Ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability of radicalisation and know how to refer their concerns
- Receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- Make referrals to appropriate agencies with regard to concerns about radicalisation
- Liaise with partners, including the local authority and police
- Offer support and advice to staff
- Provide a compulsory Prevent induction session for all staff and to ensure all staff have completed the Educare Prevent on line training.

1.4 Role of staff

It is the role of staff to understand the issues of radicalisation, are able to recognise signs of vulnerability or radicalisation and know to refer concerns to the designated lead promptly. All staff must attend the Prevent induction training and complete the Educare Prevent on line training.

1.5 Curriculum and teaching approaches

We will ensure that our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of confidence and independence. We will ensure that all our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience may make it harder for them to challenge or question these radical influences. In our College this will be achieved through Orientation workshops and everyday lessons and activities.

We will be flexible to adapt our teaching approaches, as appropriate, so as to address specific issues as to become even more relevant to the current issues of extremism and radicalisation.

At Concord College we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage students to respect one another and to respect and tolerate difference, especially those of a different faith or not faith. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain and globally.

1.6 ICT

At Concord College we will ensure that children are safe from terrorist and extremist material when accessing the internet in College by having secure filters which will block inappropriate content.

1.7 Staff training

Statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Staff are aware of the signs of vulnerability and indicators of radicalisation and extremism as set out in Appendix 1.

1.8 Working in partnership

We will work in partnership with local partners, families and communities in our efforts to raise awareness of radicalisation and supporting us with implementing the Prevent Duty.

Concord College will engage effectively with parents/families to assist and advise of support mechanisms if concern is raised.

The College will ensure that safeguarding arrangements take into account the policies and procedures of Shropshire Safeguarding Children Board.

1.9 Use of external agencies and speakers

At Concord College we encourage the use of external agencies or speakers to enrich the experiences of our students. We will ensure that any such visiting speaker coming into the College has been 'checked' appropriately in accordance with Keeping Children Safe in Education 2015. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the College's values and ethos. A member of SMT should be contacted in advance of such speakers' visits and he will maintain a record of their names.

2.0 Referral process

If a member of staff has a concern about a particular student/s they should follow the College's normal safeguarding procedures, including discussing with the College's designated safeguarding lead as set out in the Child Protection/safeguarding policy.

The designated lead should contact West Mercia Prevent Team:

DS Phillip Colley
01386 591835

DC Jamma Greenow
01386 591825

DC Gary Shephard
01386 591816

PC Manjit Sidhu
01386 591815

The Channel Prevent Team email is:
prevent@warwickshireandwestmercia.pnn.police.uk

3.0 Monitoring and review

The Course Director will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy as their overall duty to safeguard children.

Appendix 1

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/student distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- Personal crisis - the student/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/students 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/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/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.