

Tackling Extremism and Radicalisation Policy



Contents	Page
1 Policy Statement	1
2 Aims and Principles	1
3 Definitions and Indicators	2
4 Procedures for Referrals	3
5 Governors, Leaders and Staff	6
6 The Role of the Curriculum	6
7 Staff Training	6
8 Visitors and the Use of College Premises	7
Appendix One	7
Appendix Two	8

1 Policy Statement

1.1. The Spires College is fully committed to safeguarding and promoting the welfare of all its students. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. The Tackling Extremism and Radicalisation Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

2 Aims and Principles

2.1. The Spires College Tackling Extremism and Radicalisation Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the college will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

2.2. The objectives are that:

- ▲ All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in college.
- ▲ All governors, teachers, teaching assistants and non-teaching staff will know what the college policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
- ▲ All students will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.
- ▲ All parents/carers and students will know that the college has policies in place to keep students safe from harm and that the college regularly reviews its systems to ensure they are appropriate and effective.

2.3. The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our students are safe from harm.

3 Definitions and Indicators

3.1. Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

3.2. Extremism is defined as the holding of extreme political or religious views.

3.3. There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include;

- ▲ Spending increasing time in the company of other suspected extremists.
- ▲ Changing their style of dress or personal appearance to accord with the group.
- ▲ Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- ▲ Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- ▲ Possession of materials or symbols associated with an extremist cause.
- ▲ Attempts to recruit others to the group/cause.
- ▲ Communications with others that suggests identification with a group, cause or ideology.
- ▲ Using insulting to derogatory names for another group.
- ▲ Increase in prejudice-related incidents committed by that person – these may include;
 - △ physical or verbal assault
 - △ provocative behaviour
 - △ damage to property
 - △ derogatory name calling
 - △ possession of prejudice-related materials
 - △ prejudice related ridicule or name calling
 - △ inappropriate forms of address
 - △ refusal to co-operate
 - △ attempts to recruit to prejudice-related organisations
 - △ condoning or supporting violence towards others.

3.4. Channel Vulnerability Assessment Framework:

3.4.1. This a description of the vulnerability assessment framework used by Channel to guide decisions about whether an individual needs support to address their vulnerability to being drawn into terrorism as a consequence of radicalisation and the kind of support t that they need.

3.4.2. It should not be assumed that the characteristics set out below necessarily indicate that a person is either committed to terrorism or may become a terrorist. The assessment framework involves three dimensions: engagement, intent and capability, which are considered separately.

3.5. Engagement with a group, cause or ideology

3.5.1. Engagement factors are sometimes referred to as "psychological hooks". They include needs, susceptibilities, motivations and contextual influences and together map the individual pathway into terrorism. They can include:

- ▲ Feelings of grievance and injustice
- ▲ Feeling under threat
- ▲ A need for identity, meaning and belonging
- ▲ A desire for status

- ▲ A desire for excitement and adventure
- ▲ A need to dominate and control others
- ▲ Susceptibility to indoctrination
- ▲ A desire for political or moral change
- ▲ Opportunistic involvement
- ▲ Family or friends involvement in extremism
- ▲ Being at a transitional time of life
- ▲ Being influenced or controlled by a group
- ▲ Relevant mental health issues

3.6. Intent to cause harm

3.6.1. Not all those who become engaged by a group, cause or ideology go on to develop an intention to cause harm, so this dimension is considered separately. Intent factors describe the mindset that is associated with a readiness to use violence and address what the individual would do and to what end. They can include:

- ▲ Over-identification with a group or ideology
- ▲ 'Them and Us' thinking
- ▲ Dehumanisation of the enemy
- ▲ Attitudes that justify offending
- ▲ Harmful means to an end
- ▲ Harmful objectives

3.7. Capability to cause harm

3.7.1. Not all those who have a wish to cause harm on behalf of a group, cause or ideology are capable of doing so, and plots to cause widespread damage take a high level of personal capability, resources and networking to be successful. What the individual is capable of is therefore a key consideration when assessing risk of harm to the public. Factors can include:

- ▲ Individual knowledge, skills and competencies
- ▲ Access to networks, funding or equipment
- ▲ Criminal Capability

4 Procedures for Referrals

4.1. Although serious incidents involving radicalisation have not occurred at The Spires College to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels.

4.2. Dealing with referrals

4.2.1. We are aware of the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances.

4.3. In the event of prejudicial behaviour the following system will be followed;

4.3.1. All incidents of prejudicial behaviour will be reported directly to the SLT Designated Safeguarding Lead.

4.3.2. All incidents will be fully investigated and recorded, in line with the Behaviour for Learning Policy, and records will be kept in line with procedures for any other safeguarding incident.

4.3.3. The DSL will follow the CHANNEL process outlines by Safer Communities Torbay.

4.3.4. Where appropriate, parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting will be kept alongside the initial referral in the Safeguarding folder.

4.3.5. The DSL will follow-up any referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents will be held if there is not a significant positive change in behaviour.

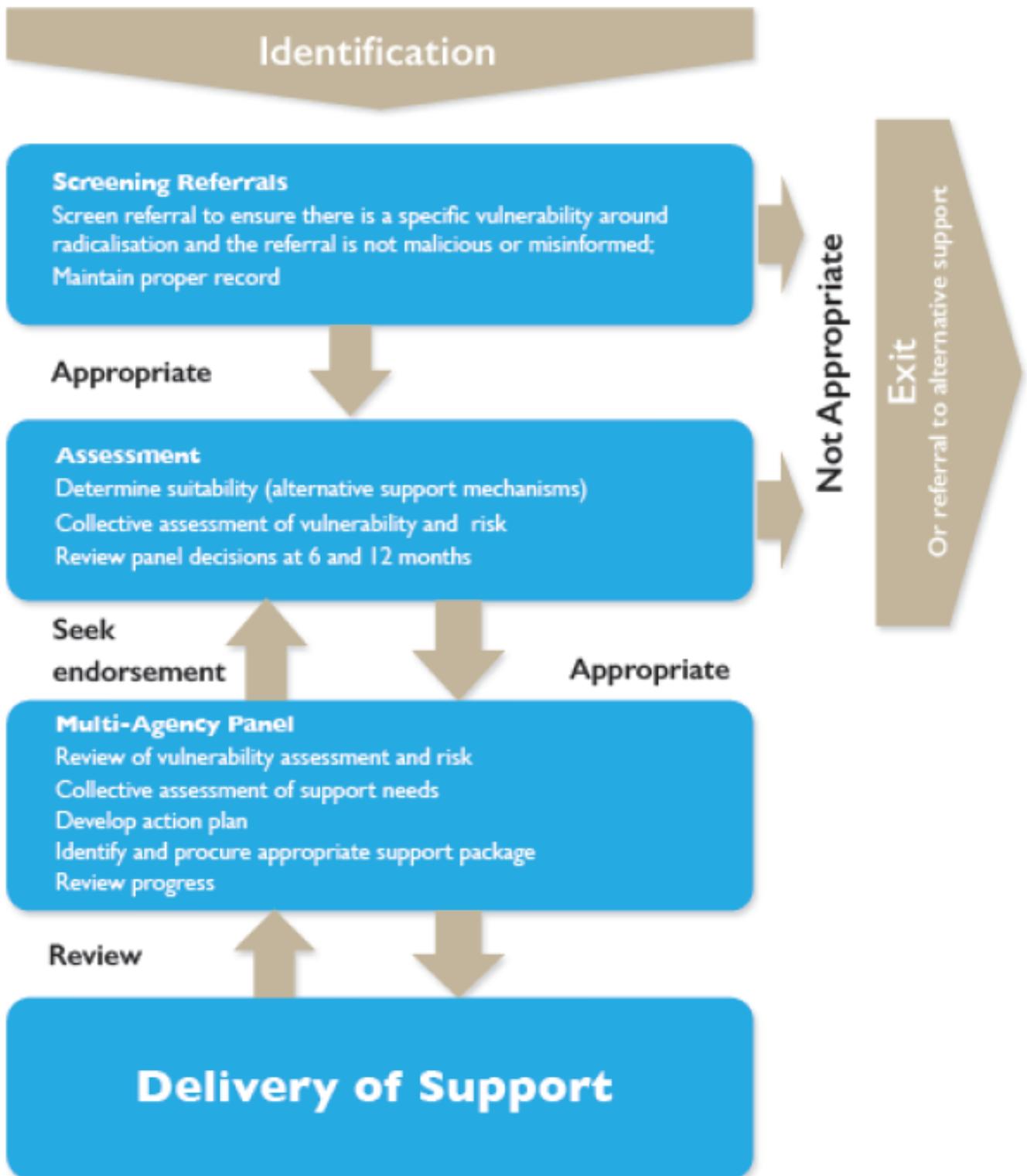
4.3.6. If deemed necessary, serious incidents will be discussed and referred to the confidential Anti-Terrorist Hotline on 0800 789 321 or email prevent@devonandcornwall.pnn.police.uk
prevent@torbay.gov.uk

4.4. We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practise.

4.5. Three members of the SLT are trained in the areas of Child Protection and Safeguarding and will deal swiftly with any referrals made by staff or with concerns reported by staff. These are MRs L Kane (DSL), Mr C Lander and Mrs J Vaughan.

4.6. The SLT will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed.

4.7. This will follow Safer Communities Torbay Channel process:



4.8. As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves.

5 Governors, Leaders and Staff

5.1. The SLT are the leaders for referrals relating to extremism and radicalisation. In the unlikely event that no SLT members are available, all staff know the channels by which to make referrals.

5.2. Staff will be fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a student, or if they need to discuss specific children whom they consider to be vulnerable to radicalisation or extremist views.

5.3. The SLT will work in conjunction with external agencies to decide the best course of action to address concerns that arise.

5.4. Prejudicial behaviour can be a factor in radicalisation and extremism. With this in mind, The Spires College has updated procedures for dealing with prejudicial behaviour, as outlined in the Positive Behaviour Policy and Equality Policy.

6 The Role of the Curriculum

6.1. Our curriculum is broad and balanced. It promotes respect, tolerance and diversity. Our students are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

6.2. Our PSHE provision is embedded across the curriculum, including in SMSC. It directs our assemblies and underpins the ethos of the college. It is recognised that students with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our students with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

6.3. Our students are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

7 Staff Training

7.1. Through INSET opportunities in college, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on and are aware of how we can provide support as a college to ensure that our children are resilient and able to resist involvement in radical or extreme activities. Our staff will develop an understanding of the push and pull factors surrounding extremism and radicalisation and establish processes to try to mitigate with effective teaching and learning.

(Appendix 1 - 'Key Ingredients' for successful teaching in the context of 'push' and 'pull' factors)

(Appendix 2 – Additional Information)

8 Visitors and the Use of College Premises

8.1. Upon arriving at the college, all visitors including contractors, will read the child protection and safeguarding guidance and be made aware of who the DSLs are and how to report any concerns which they may experience.

8.2. If any agreement is made to allow non-college groups or organisations to use the premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in-keeping with the Tackling Extremism and Radicalisation Policy, the college will contact the police and terminate the contract.

Appendix One

Key Ingredients' for successful teaching in the context of 'push' and 'pull' factors

Push Factors – Factors that push an individual/make an individual vulnerable to extremist messages.	Pull Factors – Factors that draw young people into extremist messages
Lack of excitement, frustration.	Charismatic/confident individuals (recruiters).
Lack of sense of achievement – seen as significant "lack of purpose"/Confidence in the future, life goals.	Networks/sense of belonging.
Gaps in knowledge or understanding of faiths, politics and values – both young people and their parents.	Broader community views which enable or do not oppose extremism.
Sense of Injustice	Persuasive, clear messages. Exploiting knowledge gaps.
Actual or perceived humiliating experiences (including bullying, racial discrimination, as well as perceived humiliating experiences. Perhaps linked closely to sense of injustice).	Sense of dignity and importance and loyalty Exciting (non-teaching) activities Sense of purposes in life
Exclusion – lack of belonging to peer or community networks, associations etc. Disaffection with wider society. Disruptive home life	

Key Ingredients in teaching and learning

Teacher confidence –

In many cases it will be the use of existing teaching skills and methods which may well be the most effective approach. From prison settings, staff who are more confident in their abilities tend to perform much better even though they have not received specialist training.

Teacher attitudes and behaviours –

- ▲ Willingness to admit you don't know
- ▲ Acknowledging controversial issues exist
- ▲ Awareness that I have a role to play
- ▲ Willingness to turn to others for help when you don't know about something

Specific knowledge –

- ▲ Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering')
- ▲ Knowledge of an alternative values framework

Teaching practice/pedagogy

- ▲ Boosting critical thinking (seeing through propaganda, singular messages etc.)
- ▲ Helping to see multiple perspectives
- ▲ Using multiple resources/methods
- ▲ Embedding or sustaining dialogue following specialist interventions
- ▲ Enabling students to tackle difficult issues
- ▲ Linking college work to the wider community
- ▲ Drawing evidence from across the curriculum
- ▲ Developing in young people a sense of multiple identities, help young people become aware of and comfortable with, multiple personal identity

Appendix Two

Additional materials (Available to Staff, on the college website or by searching online)

- ▲ The Prevent Strategy, GOV.UK – Home Office
- ▲ Keeping Children Safe in Education DfE 2015
- ▲ Working Together to Safeguard Children HM Gov 2015
- ▲ The UK Strategy for Counter Terrorism – HM Gov 2011
- ▲ Learning Together to be Safe: a Toolkit to Help Schools Contribute to the Prevention of Violent Extremism was published in 2008 by the Department for Children, Schools and Families (DCSF), a predecessor of the Department for Education.
- ▲ The Prevent duty – Departmental advice for schools and childcare providers – DfE 2015
- ▲ Channel Duty Guidance - Protecting vulnerable people from being drawn into terrorism – HM Gov 2015
- ▲ www.torbay.gov.uk/prevent
- ▲ www.direct.gov.uk/reportingonlineterrorism

Adopted:	February 2017	Review Due:	January 2020
Reviewed: Amended:			