



COLLINGHAM COLLEGE PREVENTING EXTREMISM AND RADICALISATION POLICY

Introduction

Collingham College is committed to providing a secure environment for students, where children and young people feel safe and are kept safe. All adults at Collingham College recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children and young people or not. In adhering to this policy, and the procedures therein, staff and visitors contribute to the College's delivery of the outcomes to all children, as set out in s10 (2) of the Children's Act 2004. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall college arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002. We see it as our duty to prevent people from being drawn into terrorism.

Our college's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the DfE Guidance 'Keeping Children Safe in Education, 2016'; and specifically DCSF Resources 'Learning Together to be Safe', 'Prevent: Resources Guide', 'Tackling Extremism in the UK', DfE's 'Teaching Approaches that help Build Resilience to Extremism among Young People' and Peter Clarke's Report of July 2014.

Purpose

The Purpose of this policy is to:

- Ensure that Collingham College complies with all the relevant current legislation and other National Standards which govern this area of our work.
- Ensure the individuals in our care keep themselves and others in the wider community safe.
- Prevent the vulnerable young people in our care being exposed to radicalisation and extreme views
- Provide opportunities for individuals in our care to widen and develop their inter-personal skills by meeting and forming relationships with people from outside the establishment.
- Ensure that the welfare and safety of individuals in our care is a major consideration at all times.
- Ensure that arrangements are in place to deal with concerns which may be raised about an individual/s in our care.

College Ethos and Practice

When operating this policy Collingham College uses the following accepted 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'*.

There is no place for extremist views of any kind in our college, whether from internal sources, such as other children or staff; or external sources, the wider college community, external agencies or individuals. Our students see our college as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens. As a college we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and young people 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.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of children. Education is a powerful weapon against this; equipping children with the knowledge, skills and critical thinking, to challenge and debate in an informed way. Therefore, at Collingham College we provide a broad and balanced tutorial programme, delivered by skilled professionals, so that our students are enriched, understand and

become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized. Furthermore, at Collingham College we are aware that children can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources including the media, including via the internet, and at times children may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our disciplinary policies.

As part of wider safeguarding responsibilities staff are alert to:

- disclosures by students of their exposure to the extremist actions, views or materials of others outside of college, such as in their homes or community groups, especially where children or young people have not actively sought these out;
- graffiti symbols, writing or art work promoting extremist messages or images;
- children accessing extremist material online, including through social networking sites and excessive usage; parental reports of changes in behaviour, friendship or actions and requests for assistance;
- partner schools, local authority services, and police reports of issues affecting children in other schools or settings;
- children voicing opinions drawn from extremist ideologies and narratives;
- use of extremist or 'hate' terms to exclude others or incite violence;
- intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture;
- attempts to impose extremist views or practices on others; and
- anti-Western or anti-British views.

Our college closely follows the London Royal Borough of Kensington and Chelsea agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised, advice will be sought from the Borough's Prevent Officer. Senior management will also contact the local police for guidance if concerns have been raised around an individual in our care and be guided by them with regards to the next course of action. During any subsequent external investigation, for the individual to remain in our care, the senior management team will hold a focus meeting to identify risks and control measures that can be put in place to reduce that risk. They will decide if it is safe to keep the individual or whether they need to undertake a period of temporary exclusion. The safety of all the individuals in our care, our staff and the wider community is of paramount importance.

Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some children becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. This guidance and support will be delivered in lessons and through meetings with the Personal Tutor. We ensure that all of our support and approaches will help our students build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills. We develop strategies and staff training to ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. We are flexible enough to adapt our teaching approaches as appropriate and address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using an approach that includes:

- Citizenship as part of the PSHE programmes.
- Open discussion and debate.
- Work on anti-violence and a restorative approach to conflict resolution.
- Targeted programmes.

Where we believe a learner is being directly affected by extremist materials or influences we will ensure that that learner is offered mentoring. Additionally, in such instances our college will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At Collingham College we 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 our children and young people to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our children safe and prepare them for life in modern multi-cultural Britain and globally.

Use of External Agencies and Speakers

At Collingham College we encourage the use of external agencies or speakers to enrich the experiences of our students, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences.

Our college will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- any messages communicated to students are consistent with the ethos of the College and do not marginalise any communities, groups or individuals;
- any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise young people through extreme or narrow views of faith, religion or culture or other ideologies;
- activities are matched to the needs of students and
- activities are carefully evaluated by the College to ensure that they are effective.

We recognise, however, that the ethos of our college is to encourage students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this. Therefore by delivering a broad and balanced tutorial programme, augmented by the use of external sources where appropriate, we strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help them develop the critical thinking skills needed to engage in informed debate.

Whistle Blowing

Where there are concerns of extremism or radicalisation, students and staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence. They must inform the Principal straight away (or if it relates to the Principal inform Local Authority Designated Officer whose contact details are in the Safeguarding and Child Protection Policy).

Child Protection

Staff at Collingham College are alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example, this could be due to a student displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a student's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive). Therefore all adults working in Collingham College (including visiting staff and contractors) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead. At Collingham College our Safeguarding reporting arrangements are set out fully in our Safeguarding Policy.

Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead and Prevent Officer is: Dr Sally Powell who is also the Principal.

The Deputy Designated Safeguarding Lead (DSL) and Deputy Prevent Officer is: Emma Clay who is the Head of GCSE.

The Designated Safeguarding Lead works in line with the responsibilities as set out in the DfE Guidance 'Keeping Children Safe in Education' which is detailed in the Safeguarding Policy. The Designated Safeguarding Lead is the focus person and local 'expert' for college staff, and others, who may have concerns about an individual student's safety or well-being and is the first point of contact for external agencies

In line with Recommendation 2 of Peter Clarke's Report; in Collingham College the role of the Designated Safeguarding Lead has been extended to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

Training

The Directors and Principals carry out regular PREVENT training. The Designated Safeguarding Lead carries out Level 3 safeguarding training and PREVENT training every two years. All Personal Tutors carry out PREVENT training every three years.

Recruitment

The arrangements for recruiting all staff to our college will follow guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks. We apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement.

We are alert to the possibility that persons may seek to gain positions within our college so as to unduly influence our college's character and ethos. We are aware that such persons seek to limit the opportunities for our students thereby rendering them vulnerable to extremist views and radicalisation as a consequence. Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our college and staff team, we will minimise the opportunities for extremist views to prevail.

Role of the Board of Directors

The Board of Directors undertake appropriate training to ensure that they are clear about the role and the parameters of their responsibilities as the Board of Directors, including the statutory safeguarding duties. The Board of Directors also support the ethos and values of our college and supports tackling extremism and radicalisation. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2016' the Board of Directors challenge the college's senior management team on the delivery of this policy and monitor its effectiveness. The Board of Directors review this policy annually and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

Vulnerability Factors

Engagement factors

1. Grievance/Injustice

Engagement with an extremist group, cause or ideology meets needs to express or act on feelings of anger, grievance or injustice.

2. Threat

The individual feels that their family, identity, culture or values are under threat and an extremist group or cause offers a vehicle to articulate these threats and defend against them.

3. Identity, meaning and belonging

The individual uses the group, cause or ideology to provide a clear sense of identity, meaning and belonging.

4. Status

Some individuals use extremist groups, causes or ideologies to provide a sense of status and superiority.

5. Excitement, comradeship or adventure

Some individuals use extremist groups, causes or ideologies to fulfil a desire for excitement, comradeship or adventure.

6. Dominance and control

Some individuals use extremist groups, causes or ideologies to dominate and control others.

7. Susceptibility to indoctrination

Some individuals accept the ideology, beliefs and doctrine of an extremist group or cause uncritically and without question.

8. Political/moral motivation

Engagement with an extremist group, cause or ideology is motivated by a desire to bring about political or moral change.

9. Opportunistic involvement

Engagement with an extremist group, cause or ideology can be motivated by self-interest rather than a political or moral cause.

10. Family and/or friends support extremist offending

Some individuals' engagement with an extremist group, cause or ideology can be supported or condoned by family or friends.

11. Transitional periods

Some individuals engage with an extremist group, cause or ideology at a transitional time in their lives.

12. Group influence and control

Some individuals are members of extremist groups that impose a significant level of influence and control over their behaviour and conduct.

13. Mental health

Mental health problems can contribute to individuals' engagement with groups, causes or ideologies.

Intent factors

14. Over-identification with a group, cause or ideology

Some individuals over-identify with a group, cause or ideology to the extent that they lose their own identity and sense of agency.

15. Them and Us thinking

Some individuals divide the world into an out-group of persecutors and an in-group of persecuted individuals with whom they identify and whose cause they have adopted.

16. Dehumanisation of the enemy

Individuals can dehumanise members of the out-group and believes they should be purged or punished.

17. Attitudes that justify offending

This factor applies where individuals hold attitudes or beliefs that support and justify offending on behalf of their group, cause or ideology.

18. Harmful means to an end

Individuals may be prepared to commit serious or significant harm to realise extremist goals.

19. Harmful objectives

Some individuals hold objectives that are inherently harmful.

Capability factors

20. Individual knowledge, skills and competencies

Some individuals have specific knowledge, skills and competencies to contribute to or commit offences that could cause serious and significant harm.

21. Access to networks, funding or equipment for terrorism

Some individuals have access to networks, funding or equipment that can help them support or commit a terrorist offence that could cause serious or significant harm.

22. Criminal capability

Where individuals have a criminal history, which can provide a level of capability for extremist offending.

Legal Status

The Counter-Terrorism and Security Act (2015) places a duty on our College to have due regard to the need to prevent people from being drawn into terrorism. We recognise that we are partners in the 'Channel Panels' that exist between the Local Authority and the chief officer of the local police.

- This policy complies with Part 2, paragraphs 5 (a) to (e) inclusive of the Education (Independent School Standards) (England) Regulations 2015), and other relevant and current regulations and any other guidance to which schools are obliged to have regard.
- In adhering to this policy, and the procedures therein, staff and visitors contribute to Collingham Colleges' delivery of the outcomes to all children, as set out in s10 (2) of the Children's Act 2004. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall College arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002.
- Our College's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in *Keeping Children Safe in Education (KCSIE)* (DfE: 2016); *Working Together to Safeguard Children* (WT) A guide to inter-agency working to safeguard and promote the welfare of children (HM Government: 2015 and also Resources 'Learning Together to be Safe', 'Prevent: Resources Guide', 'Tackling Extremism in the UK', DfE's 'Teaching Approaches that help Build Resilience to Extremism among Young People' and Peter Clarke's Report of July 2014

Applies to:

- The Whole College and all other activities provided by the College, inclusive of those outside of the normal College hours such as out of College care, after College clubs and all staff (teaching and support staff) working in the College.

In our College the term 'staff', in the context of safeguarding, is inclusive of all staff and is also inclusive of students on placement, contractors, agency staff, volunteers and proprietors.

Related Documents:

- Safeguarding Children – Safer Recruitment Policy, Anti-bullying Policy, E-Safety Policy, Whistleblowing and Behaviour Management including Discipline, Sanctions and Exclusions Policy, Personal Social Health and Economic (PSHE) education and Spiritual, Moral, Social and Cultural (SMSC) Education

Availability

This policy is made available to parents, staff and students in the following ways: via the College website, within the Parents. Policies Folder in the reception area, and on request a copy may be obtained from the College Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Principal.
- The Board of Directors undertakes a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Dr Sally Powell
Principal

Date: September 2016

Edward Browne and Robert Marsden
Board of Directors

Appendix: ‘Key Ingredients’ for successful teaching in the context of ‘push’ and ‘pull’ factors.

PUSH FACTORS -factors that push and individual/make an individual vulnerable to extremist messages	KEY INGREDIENTS	PULL FACTORS -factors that draw children into extremist messages
Lack of excitement; frustration	Teacher confidence in many cases it will be the use of existing teaching skills and methods which may well be the most effective approach	Charismatic/confident individuals (recruiters)
Lack of sense of achievement- seen as significant. ‘Lack of purpose’/ confidence in the future, life goals.	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.	Networks/sense of belonging
Lack of an outlet for views	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	Broader community views which enable or do not oppose extremism
Gaps in knowledge or understanding for both children and their parents	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 children a sense of multiple identities, help children become aware of and comfortable with, multiple personal identity	Persuasive, clear messages. Exploiting knowledge gaps
Sense of injustice		
Actual or perceived humiliating experiences (including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely to sense of injustice).		
Exclusion- lack of belonging to peer or community networks, associations, etc		Factors that are out of scope with this study
Factors that are out of scope with this study	Factors that are out of scope with this study	Sense of dignity and importance and loyalty
Disruptive home life	Support from Senior Leaders	Exciting (non-teaching) activities
Disaffection with wider societal issues	Student support processes	Sense of purpose in life