

British Values Challenging Radicalisation Extremism and Terrorism

PURPOSE

To support British Values and promote these with our learners and staff and to challenge radicalisation, extremism and terrorism.

SCOPE

The whole of our community

RESPONSIBILITY

The whole of our community

PROCEDURE

Introduction

We are committed to providing a secure environment for learners, where they feel safe and are kept safe. All staff at the company recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for learners or not. In adhering to this policy, and the procedures therein, staff and visitors will contribute to our delivery of the outcomes to all learners, as set out in 10 (2) of the Children's Act 2004. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall arrangements to Safeguard and Promote the Welfare of all Learners in line with our statutory duties set out in the Education Act 2002.

Our British Values & Challenging Radicalisation, Extremism and Terrorism and Safeguarding Policy also draws upon the guidance contained in DfE Guidance "Keeping Learners Safe in Education, 2014"; 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 and include:

- the physical, mental health and emotional well-being of children;
- the protection of children from harm and neglect; the education, training and recreation of children;
- the contribution made by them to society;
- and their social and economic well-being.

Our Ethos and Practice

When operating this policy we use 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 organisation, whether from internal sources – learners, staff or external sources - external agencies or individuals. Our learners see us as a safe place where they can explore controversial issues safely and where our staff encourage and facilitate this – we have a duty to ensure this happens.

We recognise that extremism and exposure to extremist materials and influences can lead to innocent individuals / groups being targeted, harmed and in extreme cases killed. We also recognise that if we fail to challenge extremist views we are failing to protect our learners.

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 young people.

Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times learners 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 learners or staff will always be challenged and where appropriate dealt with in line with our Disciplinary Policy for learners and the Code of Behaviour for staff.

As part of wider safeguarding responsibilities of our staff will be alert to:

- Disclosures by learners of their exposure to the extremist actions, views or materials of others outside of the company, such as in their homes or community groups, especially where learners have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Learners accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partners, local authority services, and police reports of issues affecting learners in other providers or settings
- Learners voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or hate crime 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
- Anti-Western or Anti-British views

Ethos and approach

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches learners may experience elsewhere may make it harder for them to challenge or question these radical influences, this guidance and support be delivered in sessions.

We will ensure that all of our support and approaches will help our learners build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills. We will 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.

Therefore this approach will be embedded within the ethos of our company so that learners know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our approach to the spiritual, moral, social and cultural development of learners.

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:

- Open discussion and debate
- Work on anti-violence and a restorative approach to conflict resolution

We will also work with local partners, families and communities in our efforts to ensure we understand and embrace our local context and values in challenging extremist views and to assist in the broadening of our learner's experiences and horizons. We will help support learners who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a learner is being directly affected by extremist materials or influences we will ensure that the learner is offered mentoring. Additionally in such instances we will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

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 learners 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 learners safe and prepare them for life in modern multi-cultural Britain and globally

Use of External Agencies and Speakers

We encourage the use of external agencies or speakers to enrich the experiences of our learners; however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our learners.

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

- Any messages communicated to learners are consistent with the ethos of the company 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 learners through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are matched to the needs of learners
- Activities are carefully evaluated by our staff to ensure that they are effective

We recognise, however, that the ethos of the company is to encourage learners 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 learning programme, augmented by the use of external sources where appropriate, we will strive to ensure our learners recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help learners develop the critical thinking skills needed to engage in informed debate.

'Whistle Blowing'

Where there are concerns of extremism or radicalisation Learners and Staff will be encouraged to make use of our internal systems to 'Whistle Blow' or raise any issue in confidence.

Staff can raise issues with senior manager under the 'Whistleblowing' procedure.

Safeguarding

Please refer to our Safeguarding Policy for the full procedural framework on our Safeguarding duties.

Readiness for Life in Modern Britain (British Values)

- Enable learners to develop their self-knowledge, self-esteem and self-confidence;
- Enable learners to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage learners to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the College and to society more widely;
- Enable learners to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling learners to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people, and
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Examples of how will achieve these are:

Provide materials on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, compared to other forms of government in other countries;

- Ensure all learners within the company have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes;
- Use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide learners with the opportunity to learn how to argue and defend points of view;
- Consider the role of extra-curricular activity, including any run directly by learners, in promoting fundamental British values;
- All Staff are required to tackle poor student behaviour and are offered training in assertiveness and de-escalation to support this.

Actual Date	Reviewed by	Next review planned for
10th October 2016	Narmin Hugill	2017
18th April 2017	Narmin Hugill	2018