

London Brookes College Preventing Extremism and Radicalisation Policy

Introduction

This 'Preventing Extremism and Radicalisation Policy' is part of our commitment to keeping children safe. All staff working in LBC 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, LBC 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 full Government Prevent Strategy can be viewed at;

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

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

Statutory Guidance

- ☐ *Counter Terrorism and Security Act (2015)*
- ☐ *Keeping Children Safe in Education (2015)*
- ☐ *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 pupils: supplementary information (DfE 2014)*

At LBC 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 Governors

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

1.2 Role of the Principal/Vice-Principal

It is the Principal/Vice-Principal's role to:

- ☐ *Ensure that the College and its staff respond to preventing radicalisation on a day-to-day basis*
- ☐ *Ensure that the College's curriculum 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
- ☐ Making 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

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.

1.5 Curriculum and teaching approaches

We will ensure that all of our teaching approaches helps our pupils build Resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. 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.

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.

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 a curriculum that includes:

- ☐ Open discussion and debate
- ☐ Work on anti-violence and restorative approach addressed through the curriculum and the behaviour policy

At LBC 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 pupils 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 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.

The National Counter Terrorism Policing Headquarters in conjunction with the College of Policing have developed a general awareness e-learning package for Channel.

(http://course.ncalt.com/Channel_General_Awareness/01/index.html).

All the staff members have completed attended the training delivered by Mr. _____

1.7 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.

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

2. Referral process

If a member of staff has a concern about a particular pupil/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 will contact the Barnet MASH Team as below: Contact MASH (Multi-agency Safeguarding Hub) Team

MASH

Robert Warren

London Borough of Barnet
North London Business Park
Oakleigh Road South
London

N11 1NP

Phone number

020 8359 4066

Fax Number

0871 594 8766

Email

mash@barnet.gov.uk

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.

Pupils 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/pupil distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- ☐ Personal crisis – the student/pupil 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/ pupils 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/pupil 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/pupils 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.

Taken from St Francis Catholic –Preventing Extremism and Radicalisation Policy December 2014

Checked on 12.02.2023 by Yashpreet

Next Review: 11.02.2024