TITLE: Preventing Extremism and Radicalisation Policy	REF: LS025	VERSION: V3
APPROVAL BODY: Corporation	DATE: 09 July 2018	REVIEW DATE: 09 July 2019
LEAD PERSON: Group Director of Marketing and Customer Experience		
EQUALITY IMPACT ASSESSMENT: To be completed		
VERSION	REVIEWER/APPROVAL	REVIEW NOTES
1. 12.07.16	Group Director of Marketing and Customer Experience	New Policy
2. 6.12.17	Safeguarding Committee Approved: Corporation 19.02.18	Amend to visiting speaker check to allow 14 days for checking.
3. 22.06.18	Group Designated Safeguarding Lead / Group Director of Marketing and Customer Experience / Corporation	Updated FE coordinator

PREVENTING EXTREMISM AND RADICALISATION POLICY

Background

The UK, in common with many nations across the globe, is dealing with the real and urgent threat of attack by terrorist organisations. CONTEST, the UK Government's counter-terrorism strategy introduced in 2011 aims to reduce the risks from terrorism through four main strands of activity.

Three strands deal with terrorism-related criminal activity:
- 'Pursue' focuses on intelligence gathering and investigations
- 'Protect' is about strengthening our borders and infrastructure
- 'Prepare' is about handling major incidents and achieving rapid business recovery

Prevent is about preventing people from being drawn into terrorism or into supporting terrorism. Prevent takes and multi-agency approach and is about managing risks. Prevent:
- responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views;
- provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support;
- works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with.

Colleges have a specific role to:
- protect and prevent members of the college community, particularly young students, from being radicalised and drawn into terrorism
- spotting risks and reporting when they are concerned
- working with other agencies to deal with any risks

Purpose

The Preventing Extremism and Radicalisation Policy outlines how Activate Learning deals with the risks of learners becoming radicalised and drawn into terrorism. In doing so the group discharges its duty under Section 26 of the Counter-Terrorism and Security Act 2015.

The policy clarifies the action to be taken to:
- protect young people and vulnerable adults from the risks of radicalisation and the dangers posed by extremist ideologies;
- recognise and respond to concerns about radicalisation and extremism, based on the threshold of need and intervention model and on the government's Channel process;
- work collaboratively with outside agencies to support counter-terrorism work at local and national level.

Scope

The policy applies to Activate Learning further and higher education, Activate Enterprise and all the staff and students working within those institutions.

Activate Learning recognises that these threats may originate from a range of different extremist groups. Any form of extremist ideology, radicalisation or terrorist activity is covered by this policy.

Associated documents
- Activate Learning Safeguarding Policy with associated procedures
- Activate Learning Prevent Risk Assessment
- Activate Learning Safeguarding and Prevent Action Plan

Policy statement

Preventing Extremism and Radicalisation is one element within the Activate Learning overall arrangements to safeguard and promote the welfare of all students in line with the statutory duties set out at Keeping Children Safe in Education, 2014. Prevent is explicitly mentioned in the Activate Learning Safeguarding Policy, and this Preventing Extremism and Radicalisation Policy provides a higher level of detail.

This policy draws upon the guidance contained in the BIS Guidance The Counter – Terrorism and Security Bill: Prevent Duty for Colleges 2015, Working Together to Safeguard Children 2013, 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.

Activate Learning believes that extremism, including non-violent extremism, can create an atmosphere conducive to terrorism and can popularise views which terrorists then exploit. There is no place for extremist views of any kind at Activate Learning, whether from internal or external sources.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division and engendering fear and mistrust of others based on ignorance or prejudice. Exposure to extremist materials and influences and the associated risk of radicalisation can lead to significant harm for young and vulnerable people, and these risks must be managed and mitigated.

Statutory duty

Activate Learning has a statutory duty to prevent learners and local communities from the risks of radicalisation and the threat of terrorism. Section 21 of the Counter-Terrorism and Security Act 2015 (the Act) places a duty on certain bodies, listed in Schedule 3 to the Act, to have "due regard to the need to prevent people from being drawn into terrorism". The Act states that the authorities (including further education institutions) subject to the provisions, must have regard to this guidance when carrying out the duty.

Activate Learning acknowledges that it is a condition of government funding that it complies with

relevant legislation and any statutory responsibilities associated with the delivery of education and safeguarding of children and young adults

Activate Learning aims to exceed its statutory duties and aims for best practice. The group draws together the range of improvement actions within a Safeguarding Action Plan, based on the Prevent Risk Assessment. The action plan is updated at least annually.

Recognising risks

Radicalisation is usually a process over time, not a single event and during that process, behaviours as well as opinions are likely to change. These changes may be apparent to the friends, families and work colleagues of the person concerned, along with teachers. As part of wider safeguarding responsibilities college staff will be 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 students have not actively sought these out;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Students accessing extremist material online, including through social networking sites;
- Parental/agent reports of changes in behaviour, friendship or actions and requests for assistance;
- Local authority services, police reports of issues affecting students in other colleges, universities, schools or other settings;
- Students 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;
- Anti-western or Anti-British views.

Responding to risks

The same already well-established procedures for responding to other Safeguarding situations are used to respond to concerns about radicalisation or extremism. Concerns are raised with one of the local campus designated people or a person in a group Safeguarding specialist role.

These procedures follow the requirements of the Local Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

The Group Designated Safeguarding Person decides whether a referral to an external agency is appropriate.

The group aims to support learners who may be vulnerable to such influences as part of its Safeguarding responsibilities and where a learner is being directly affected by extremist materials or influences, the learner is offered appropriate support and guidance. Additionally the group seeks external support from the Local Authority working to prevent extremism.

Partnerships and inter-agency working

Activate Learning's Prevent work depends on effective partnership. The group is committed to adopting a multi-agency approach to preventing extremism and radicalisation and to working in partnership with families and communities.

To demonstrate effective compliance with the duty, the group will ensure productive co-operation with the police and local authorities and co-ordination through existing multi-agency forums.

Various information sharing agreements with agencies are in place. Where appropriate and legal to do so, the group will always share information with other partners.

This Prevent strategy and policy have been discussed with the Prevent Officer at Thames Valley Police, Alamgir Sheriyar, FE Co-ordinator for PREVENT education in South East England (to discuss)
(*preventreferrals@thamesvalley*.pnn.police.uk)
(mohammed.azad@thamesvalley.pnn.police.uk)

Information sharing
In addressing concerns about radicalisation and extremism, Activate Learning will not become involved in any covert activity against people or communities. However, specified authorities may need to share personal information to ensure, for example, that a person at risk of radicalisation is given the appropriate support (for example the Channel programme).

To ensure the rights of every individual are fully protected, the group will ensure that information-sharing agreements are in place at a local level.

Teaching, learning and tutorials
The Activate Learning mission is to transform lives through learning. Learning is a powerful weapon in equipping people with the knowledge, skills and critical thinking, to keep themselves safe and prepare them for life in modern multi-cultural Britain and globally.

Activate Learning aims to develop and nurture learners these by:
- using the curriculum and enrichment activities to embed and contextualise British Values;
- developing the content and influence of the tutorial programme with learners, enabling a growing understanding of the political, moral, social and religious issues that can lead to extremist ideologies and avoiding its development (covering democracy, freedom of speech, the rule of law, human rights and responsibilities);
- systematically challenging the myths and assumptions that lead to people becoming alienated and disempowered, through good tutoring, opportunities for discussion and debate;
- using teaching approaches which help our learners to build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills;
- creating learning environments that provide a safe place where learners can express free thought, explore controversial issues safely and where our teachers encourage and facilitate this;
- encouraging learners to respect one another and to respect and tolerate difference, especially those of a different faith or no faith others, with particular regard to the protected characteristics set out in the Equality Act 2010;
- using effective and well-managed Student Voice which enables learners to actively participate in the democratic process;
- having a clearly communicated and consistently applied the disciplinary policy so that learners understand what is expected of them and the consequences of both meeting and failing to meet these expectations;
- implementing a code of conduct which is regularly referred to and communicated with students, reiterating that we are a college community built on mutual respect and understanding;
- adopting restorative approaches, where possible, to resolve any difficulties between members of our college community;

- having a rigorous commitment to student safety on- and off-campus;
- offering learners a module in 'Digital Citizenship', designed to help them understand the risks they may face online and to empower them as digital citizens. The module includes information on digital literacy and ethics, inappropriate content, online sexual solicitation, online privacy and cyberbullying amongst other topics.

Whistleblowing

Where there are concerns of extremism or radicalisation, students, staff and governors will be encouraged to make use of our internal systems to 'Whistleblow' or raise any issue in confidence.

They must inform the Group Designated Safeguarding Lead or Head of Campus straight away.

Staff training

Activate Learning provides appropriate training for staff involved in the implementation of this duty. It works with external partners to ensure that appropriate training programmes are delivered to staff and governors, initial briefings and training have been led by Prevent specialists.

The Corporation receives training related to the Prevent duty and the group's Prevent agenda.

The Group Safeguarding lead personnel, the Group Director of Marketing and Customer Experience (Group DSP), Group Director of Human Resources and Organisational Development and Group Director of Property and Environment, College Heads of Campus and the Safeguarding first response team have received training to understand the Government rationale for Prevent and the channels for further action and referral, in addition to their specific responsibilities.

All staff will receive WRAP (Workshop to Raise Awareness of Prevent) training. This training programme will ensure that the following learning outcomes are met for all staff:
- understand what radicalisation and extremism mean and why people may be vulnerable to them;
- know what measures are available to prevent people from becoming drawn into All staff understand the process and policies in place when vulnerability has been identified;
- aware of the internal referral systems if they have a concern;
- know when referrals should be made to the Channel programme, and how to use the Group process to do this;
- know how and where to get additional advice and support.

Outside speakers

The Group has robust procedures for identifying and assessing the risks posed by visiting speakers and external parties hiring rooms on campus. Faculty colleagues notify Group Student Support of any planned outside speakers at least 14 days in advance of the visit. Any concerns are referred to the Group Designated Safeguarding Person for assessment of risk and potential refusal of entry if the risk threshold is exceeded. Institutional Effectiveness refer concerns about room bookings to the Group Designated Safeguarding Person for similar risk assessment.

All visiting speakers will be supervised by a member of group staff, who are expected to interject or stop the event if they feel the speaker is promoting extremist views or inequality in any form.

Online and e-safety

The group keeps learners safe from the influence of radicalisation when learning onsite through the use of filtering systems as a means of restricting access to harmful content. The robust firewall prevents the use of inappropriate search terms and any intentional or accidental access to unsuitable material online. Web filters are used to block access to keywords and a reporting

mechanism is in place to capture details of user accounts performing unsuitable searches.

Activate Learning enforces an Acceptable Use Policy for IT users which explicitly outlines user guidelines and responsibilities in line with Company expectations.

As some young people and staff may legitimately conduct online research into terrorism and counter-terrorism as part of their studies, the group has clear policies in place to identify and address instances where online materials are accessed for curriculum purposes.

Definitions:

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

Extremism is defined by the UK Government as "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" (UK Government, 2015). We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas (HM Government Prevent Strategy, 2011).

Ideology respond to the ideological challenge of terrorism and the threat we face from those who promote it.

WRAP - Workshop for Radicalisation and Prevent

British Values are defined as "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs".

Roles and Responsibilities:

All staff, contractors and volunteers:
- Contribute to creating a safe learning for all. They are aware of and follow the organisation's Safeguarding and Prevent policies and procedures; they recognise, respond and report any concerns that may be raised about the safety and welfare of a young person or vulnerable adult.

Faculty Managers/ Heads of Department and teaching staff:
- Ensure that the learning environment is safe and that Safeguarding and Prevent is embedded within teaching practice to educate learners on staying safe, building resilience and developing critical thinking skills.

Safeguarding Officers *(Level 3 Advanced trained):*
- Respond to Safeguarding and Prevent concerns and keep accurate case notes. Report to the Deputy Designated Safeguarding Lead to escalate any concerns that may require specialist support or referral to external support networks.

Group Safeguarding Advisers:
- Respond to Safeguarding and Prevent concerns within the agreed timescales;
- Carry out assessments to determine the level of risk, raise concerns with the Designated Safeguard Lead and inform the Local Authority and other partner organisations of any concerns;
- Advise on updates on legislation and Local Authority compliance;
- Act as a key point of contact for advising staff and for gatekeeping and assessing referrals. They case work students at risk of significant harm, are the principal point of contact with outside agencies and represent the group at case conferences and inter-agency meetings.

Deputy Designated Safeguarding Leads:
- Have a responsibility at an operational level within the organisation, ensuring specialist

safeguarding staff are supported and directed in their duties.
- Oversee the provision of resources and training for all staff.

Group Designated Safeguarding Lead *(Group Student Support Manager):*
- Acts as the main contact for outside agencies and the most senior 'go to' person in the organisation, delegating these responsibilities to the DSL as appropriate.
- Has a responsibility at an operational level within the organisation, ensuring specialist safeguarding staff are supported and directed in their duties. Oversees the provision of resources and training for all staff.

Head of Campus:
- Is responsible for ensuring that campuses provide a safe and secure environment and for providing a rapid and relevant response to Safeguarding concerns on campus.

Safeguarding Committee:
- Represents Faculty, HR, IT, Student Support, Property and Environment, Activate Enterprise and ensures that sound arrangements for Safeguarding are in place across all these service areas.
- Steers developments; monitors and reports on compliance and impact.

Group Director of Marketing and Customer Experience:
- Is responsible for ensuring that appropriate training and guidance is in place to support staff members in meeting their Safeguarding and Prevent duties and that arrangements are in place for recognising and responding to concerns, ensuring that assessments and referrals are made.

Group Director of Human Resources and Organisational Development:
- Is responsible for dealing with allegations about and against members of staff, ensuring that safe recruitment processes are followed, ensuring that all the necessary staff recruitment checks and training are completed and for maintaining this information on a single central record.

Group Executive Officer:
- Has organisational responsibility for ensuring Activate Learning meets its duties under Safeguarding and Prevent.

Corporation Lead Governor for Safeguarding:
- Advises and guides the organisation on Safeguarding and Prevent issues.
- Provides challenge to the Executive team to improve quality of provision.

ACTIVATE
LEARNING

Notification of Visiting Speaker

As part of the Activate Learning group Safeguarding procedures, Group Student Support monitors the activity of visiting speakers on site.

Please complete this form for any occasion when a visitor (that is, someone not employed by Activate Learning) speaks or runs an event/ activity for learners.

THIS FORM MUST BE SUBMITTED AT LEAST 14 DAYS IN ADVANCE OF THE VISIT

Speaker booked by	
Activate Learning department	
Date and time of visit	
Location	
Speaker's name	
Organisation	
Address	
Purpose of the visit	
Content of the talk/event	
Which learners will participate?	
Will a staff member accompany the visitor at all times?	
If yes, name of the staff member	

Please forward to Group Student Support/Student Services