



# The Oaks Specialist College

Skills for Independence & Employability

## Supporting the Prevention of Extremism and Radicalisation (Prevent)

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**Date agreed and ratified by The Oaks Trustees:** November 2018

**Review Date:** November 2020, May 2021, April 2022, April 2023

## Policy Statement

The Oaks is committed to providing a supportive and inclusive learning environment in which individuals can reach their potential.

This policy is designed to provide a clear framework to structure and inform our response to safeguarding concerns for those learners who may be vulnerable to the messages of extremism. This Policy should be read in conjunction with The Oaks' Safeguarding Policy.

In addition, it provides details of the local inter agency process and expectations in identifying appropriate interventions based on the threshold of need and intervention model and the Channel process (see below).

The College's approach to the Prevention of Extremism and Radicalisation (Prevent) will focus on:

- Safeguarding all learners and staff from exposure to circumstances that exacerbate the risk of radicalisation
- The education of all learners and staff regarding the risk and nature of radicalisation
- The provision of information and resources that support awareness raising
- Liaising and communication with relevant local and national agencies that support the Prevent agenda including the Prevent Duty Delivery Board
- Promotion of the support mechanisms available should a learner or staff member have concerns relevant to terrorist and extremist activity

## Scope

This policy refers to any activity or risk of activity that would be categorised as promoting radicalisation or extremism. 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 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

CONTEST, The United Kingdom's Strategy for Countering Terrorism was updated in June 2018 on the back of an increased risk to terror in the United Kingdom following a series of attacks escalating in 2017. There is a legal duty on certain bodies in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". Authorities subject to the provisions must have regard to this guidance and the Prevent Duty when carrying out their business. There is a statutory responsibility for education providers as detailed above.

Prevent is 1 of the 4 elements of 'CONTEST', the government's counter-terrorism strategy. The 4 elements are: Prevent, Pursue, Protect, Prepare. It aims to stop people becoming terrorists or supporting terrorism.

## Rationale

The current threat from terrorism and extremism in the United Kingdom is real and severe and can involve the exploitation of vulnerable people, including children and young people. The country is on high alert of imminent attack, although the south-east region remains a relatively low risk area. Complacency must not set in.

The Prevent Strategy has three specific strategic objectives:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support

- Work with sectors and institutions where there are risks of radicalisation that we need to address

### National Guidance and Strategies

Prevent is a key part of the Government's strategy to stop people becoming terrorists or supporting terrorism. Early intervention is at the heart of Prevent in diverting people away from being drawn into terrorist activity. Prevent happens before any criminal activity takes place. It is about recognising, supporting and protecting people who might be susceptible to radicalisation. The Prevent strategy objectives are:

**Ideology:** - Respond to the ideological challenge of terrorism and the threat we face from those who promote it.

**Individuals:** - Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support

**Institutions:** - Work with sectors and institutions where there are risks of radicalisation which we need to address.

There is an important role for further education colleges in helping to prevent people being drawn into terrorism, which includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. It is a condition of funding that all further education and independent training providers must comply with relevant legislation and any statutory responsibilities associated with the delivery of education and safeguarding of learners. It is important to realise that the risk of radicalisation in institutions does not just come from external speakers. Radicalised students can also act as a focal point for further radicalisation through personal contact with fellow students and through their social media activity. Where radicalisation happens off campus, the learner concerned may well share his or her issues with other learners. Changes in behaviour and outlook may be visible to staff.

Keeping Children Safe in Education, September 2018 introduces the concept of contextualised safeguarding, where it is important for staff to understand the environment and external factors that could influence or have a negative impact on an individual. This could involve exposure to extreme far right-wing groups, those extreme groups that oppose British values, extreme religious ideologies or fanatics such as animal activist groups.

The Revised Prevent duty guidance for England and Wales sets out in paragraphs 57 to 76 the four themes schools and colleges should focus on. These are: Risk assessment, Staff Development and training, working in partnership and IT policies.

All schools and colleges are subject to a duty under section 26 of the counter terrorism and security act 2015. (The CTSA 2015).

<https://www.gov.uk/government/publications/prevent-duty-guidance>

### British Values

British values of democracy, rule of law, liberty and respect and tolerance of different faiths and beliefs are promoted at College to counter extreme ideologies.

### Run Hide Tell

To ensure learners and staff know how to keep themselves safe if caught up in a terror attack. The government campaign Run, Hide and Tell will be promoted to staff and learners.

### Purpose and Objectives

The College aims to guide our learners to understand others, to promote common values, value diversity, to promote awareness of human rights and of the responsibility to uphold and defend

them, and to develop the skills of participation and responsible action. We take seriously our key role in preparing all our young people for life in modern Britain and supporting and upholding British values.

We aim to encourage working towards a society with a common vision and sense of belonging by all. Communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in Colleges and in the wider community.

### Organisation and Responsibility

The maintenance of this policy is the responsibility of the Head of College. Learners or other staff, to whom a disclosure regarding a Prevent related concerns has been made, must inform the Designated safeguarding Leads to ensure that appropriate action is taken.

### The Leadership team has a responsibility to:

- Establish or use existing mechanisms for understanding the risk of radicalisation
- Ensure staff understand the risk and build the capabilities to deal with it
  - Communicate and promote the importance of the duty
  - Ensure staff implement the duty effectively


### Quality and Monitoring

All records associated with Prevent and Safeguarding concerns are held centrally within the Management Team

Training for staff will be organised through the Management Team.

This policy will be reviewed and updated as necessary.

Safeguarding Strategy and Policy

- Child and Vulnerable Adult Protection Policy and Procedures
- Data Protection Policy
- The On-line Safety Policy
- Prevent Duty Policy
- Keeping Children Safe in Education September 2018  Working together to Safeguard Children 2018

### Staff Roles and Responsibilities

All staff should have an awareness of the PREVENT agenda and the various forms radicalisation takes in being able to recognise signs and indicators or concern and respond appropriately.

### Vulnerability/Risk Indicators

The following lists are not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable young people experiencing these factors are automatically at risk of exploitation for the purposes of extremism. The accepted view is that a complex relationship between the various aspects of an individual's identity determines their vulnerability to extremism.

There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences. The following indicators may help to identify factors that suggest a young person or their family may be vulnerable or involved with extremism:

#### Identity crisis

Distance from cultural/religious heritage and uncomfortable with their place in the society around them.

#### Personal crisis

Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging.

#### **Personal circumstances**

Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.

#### **Unmet aspirations**

Perceptions of injustice; feeling of failure; rejection of civic life.

#### **Criminality**

Experiences of imprisonment; poor resettlement/reintegration, previous involvement with criminal groups.

#### **Access to extremist influences**

Reason to believe that the young person associates with those known to be involved in extremism Possession or distribution of extremist literature/other media material likely to incite racial/religious hatred or acts of violence ☐ Use of closed network groups via electronic media for the purpose of extremist activity

#### **Experiences, behaviours and influences**

- Experience of peer, social, family or faith group rejection
- International events in areas of conflict and civil unrest had a personal impact on the young person resulting in a noticeable change in behaviour
- Verbal or written support of terrorist attacks
- Extended periods of travel to international locations known to be associated with extremism
- Evidence of fraudulent identity/use of documents to support this
- Experience of disadvantage, discrimination or social exclusion
- History of criminal activity
- Pending a decision on their immigration/national status

#### **More critical risk factors include:**

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance/behaviour

#### **Referral and Intervention Process**

Any identified concerns as the result of observed behaviour or reports of conversations to suggest that the young person supports terrorism and/or extremism, must be reported to the Prevent Lead or any member of Student support who are all Designated Safeguarding Leads.

#### **The Prevent Leads are:**

- Lead – Ros Leach as Lead Designated Safeguarding Lead

- Designated Safeguarding Deputies Gordon Tilman, Jill Beacock, Lynsey Ritchie (for referrals)

Where a young person is thought to be in need/or at risk of significant harm, and/or where investigations need to be carried out, a referral to Children's Social Care will be made in line with the College Child and Vulnerable Adults Protection Policy and Procedures.

However, it should be recognised that concerns of this nature, in relation to violent extremism, are most likely to require a police investigation, as part of the Channel Panel process. As part of the referral process, the designated professional will also raise an electronic referral to the Kent Channel Coordinator at [channel@kent.pnn.police.uk](mailto:channel@kent.pnn.police.uk)

### **Channel referral process**

Some concerns which are identified may have a security dimension to them. For this reason, it is important that liaison with the police forms an early part of all investigations. The Kent Prevent Police Team will carry out an initial assessment and, if appropriate, set up a multi-agency meeting to agree actions for supporting the individual.

If it is deemed that there are no concerns around radicalisation, appropriate and targeted support will be considered for the young person.

In Kent there is an adjacent Dove Tail process to the Channel referral process. Some cases that are not picked up by the Channel team may be more appropriately picked up by the Kent Dove Tail team.

The referral process is currently under review and a roll out programme is underway. Surrey in the South East is currently running a pilot on the new referral process. The College will continue to follow the current Channel Referral process.

### **Working in partnership**

Prevent work depends on effective partnership. To demonstrate effective compliance with the Prevent Duty, the College can demonstrate evidence of productive cooperation, in particular with local Prevent Co-ordinators, the police and local authorities, and co-ordination through existing multi-agency forums, for example the Prevent Steering Boards and Community Safety Partnerships.

### **Freedom of Speech**

The College will not suppress freedom to express controversial or unpopular views, provided that the expression of those views does not go beyond the articulation of points of view and does not constitute incitement to riot, insurrection, racial hatred, religious hatred, sexual harassment or other activities which are likely to cause a breach of the peace or public disorder or otherwise to be unlawful.

Whilst upholding the principles of freedom to express potentially controversial or unpopular views, the College will not permit its premises or resources to be used to promote or support extremism.

In considering whether to allow the expression of potentially controversial or unpopular views, the College shall also take account of its wider legal duties, in Particular the Equality Act 2010: Eliminate unlawful discrimination, harassment, victimisation and any other conduct that is prohibited by law.

Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.

Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The College has the right and the power to regulate and, if necessary, to impose conditions or restrictions upon events and activities taking place on its premises.

### **Data Protection**

All data relating to Prevent, Child Protection and Safeguarding concerns is held in accordance with the College's Data Protection Policy. This policy conforms to the Data Protection Act 2018 and GDPR.

In relation to data on Prevent, Child Protection and Safeguarding concerns will be held for the specific purpose of enabling the College to put in place any support, guidance and advice which these learners may need above and beyond that offered to other learners. In some instances, the need to prevent harm or the risk of harm, in conjunction with police request, may override data protection considerations.