

# CONCORD COLLEGE

## SUMMER SCHOOL

### 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 Concord College 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, Concord College 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 [here](#).

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

#### Statutory Duties:

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (Jan 2021)
- Prevent Duty Guidance (2015, updated 01 April 2021)
- Working together to Safeguard Children (Feb 2019)

#### 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 Students: supplementary information (DfE 2014)

#### Other related College policies

- Computers/ Network/ Internet/ E-Mail Acceptable Use Policy (Staff Handbook 5.1) & Student Computer & Network Access Policy (document 9 on the Student Out or O:)
- Behaviour & Discipline Policy (Staff Handbook 4.2)
- Promoting Good Behaviour & Rewards (Staff Handbook 4.10)
- Safeguarding and Child Protection Policy (Staff Handbook 11.16)
- Equal Opportunities & Dignity at Work Policy (Staff Handbook 6.9)
- Personal, Social and Health Education Curriculum (Teacher Area Y: in PSHE Folder)
- Staff Code of Conduct Policy (Staff Handbook 6.19)
- Teaching Policy (Staff Handbook 2.31)
- Rules for Visitors (Staff Handbook 13.7)
- Whistle-blowing Policy (Staff Handbook 6.23)

At Concord College 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.

There is a separate document in the Concord College Staff Handbook (11.16.1.a) which assesses the risks associated with preventing extremism and radicalisation and sets out actions taken to minimise these risks.

## **1 Roles and responsibilities**

### **1.1 Role of the Trustees**

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

### **1.2 Role of the Summer School Director**

It is the role of the Summer School Director to:

- Ensure that the Summer School and its staff respond to preventing radicalisation on a day-to-day basis during the Summer School programme
- Ensure that staff conduct is consistent with preventing radicalisation
- Report to the governing body on these matters

### **1.3 Role of the Summer School Designated Safeguarding Lead (or DSL)**

It is the role of the Designated 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
- Make 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**

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 DSL promptly.

- Understand the issues of radicalisation
- Be able to recognise signs of vulnerability or radicalisation
- Know when and how to refer concerns to the DSL promptly.

### **1.5 Curriculum and teaching approaches**

We will ensure that all of our teaching approaches helps our students build resilience to extremism and give students 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. In our College this will be achieved primarily through orientation but also during lessons/activities as appropriate.

We will be flexible to adapt our teaching approaches, as appropriate, so as to address specific issues 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.

At Concord Summer School 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 Students 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.

Useful teaching materials can be found in a separate document in the Handbook entitled, "Prevent-Resources list" 11.6.1.3.

### **1.6 IT**

At Concord Summer School we will ensure that children are safe from terrorist and extremist material when accessing the internet in College by having secure filters which will block inappropriate content.

Students and staff are aware of the procedures in Summer School for reporting any concerns relating to inappropriate content found on the internet.

The Student E-Safety Policy is made available to all students and staff and covered during the orientation/induction sessions.

### **1.7 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.

All members of staff are to be aware of and vigilant for the signs of vulnerability and indicators of radicalisation and extremism as set out in Appendix 1.

Summer School staff are required to attend training on the Prevent Duty, which is delivered by the Designated Safeguarding Lead.

Useful information, teaching and training materials can be found at:

<https://educateagainsthate.com/teachers/prevent-training>

### **1.8 Working in partnership**

We will work in partnership with agencies (-such as the local Police), families and local community in our efforts to raise awareness of radicalisation and supporting us with implementing the Prevent Duty.

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

The College will ensure that safeguarding arrangements take into account the policies and procedures of Shropshire Safeguarding Children Board.

### **1.9 Use of external agencies and speakers**

At Concord Summer School we encourage the use of external agencies or speakers to enrich the experiences of our Students. We will ensure that any such visiting speaker coming into the College has been 'checked' appropriately in accordance with Keeping Children Safe in Education 2018. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the College's values and ethos. The Summer School DSL should be contacted in advance of such speakers' visits and they will maintain a record of their names.

## 2.0 Referral process

If a member of staff has a concern about a particular Student/s they should follow the Summer School's normal safeguarding procedures, including discussing with the Summer School's DSL as set out in the Child Protection/safeguarding policy.

The designated lead should contact West Mercia Prevent Team:

DC Holly Aungiers – 01386 591815

The Prevent Team email is:

[Prevent@westmercia.pnn.police.uk](mailto:Prevent@westmercia.pnn.police.uk)

## 3.0 Monitoring and review

Adapted from Concord College Main Term Policy Section 11.16.1

<b>Document Owner</b>	Summer School
<b>Reviewed in</b>	June 2024
<b>Approved by/date</b>	KW/26/06/2024
<b>Next review</b>	June 2025
<b>Publication</b>	Portal & Website

## 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