

Document Title: Preventing Radicalisation and Terrorism Policy

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Approved By: The Governing Body

Date of Approval: December 2021

Review Date: December 2022

Responsible Manager: Director of Student Services

Policy Category: Safeguarding

Related Policies: Safeguarding and Child Protection Policy, Preventing Radicalisation and Terrorism Policy, Protection from Bullying, Harassment and Sexual Violence Policy, Substance Misuse Policy, Student Online Safety and Acceptable Use Policy, Positive Behaviour Management Policy, Attendance Policy, Intimate Care Policy, Visible ID Policy, Recruitment Policy, Recruitment of Ex-offenders Policy, Use of the Disclosure and Barring Service Policy, Subcontractor Safeguarding Protections Policy and Procedure, Lockdown Procedure, Procedure for Record Keeping in Relation to Safeguarding Concerns

Policy Location: SharePoint Central Storage Library

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1. Introduction

The Government's national counter terrorism strategy **CONTEST** has four elements:

- Pursue
- Protect
- Prepare
- Prevent

The College has elements of its work that link to all four areas of the CONTEST Strategy. However, two of the four areas are key to how the Colleges plan to prevent and reduce the impact of Terrorism. They are Prevent and Protect.

Prevent aims to stop people becoming involved in extremism or supporting terrorism. Education, like other key sectors, has a responsibility to promote values of openness, tolerance and facilitating free debate which is central to being a British Citizen. With the current government alert at substantial [Dec 2021] the College needs to be aware of risks and raise awareness within its community.

2. Definition of Radicalisation and Extremism

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

There is no obvious profile of a person likely to become involved in extremism, or a single indicator of when a person might move to adopt violence in support of extremist ideas. The process of radicalisation is different for every individual and can take place over an extended period or within a very short time frame.

Three main areas of concern have been identified for initial attention in developing the awareness and understanding of how to recognise and respond to the increasing threat of people being radicalised:

- Increasing understanding of radicalisation and the various forms it might take, thereby enhancing the skills and abilities to recognise signs and indicators amongst all staff working with learners;
- Identifying a range of interventions - universal, targeted and specialist - and the expertise to apply these proportionately and appropriately;
- Taking appropriate measures to safeguard the wellbeing of learners living with or in direct contact with known extremists.

New College Swindon uses 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'.

Further Education colleges are major education and training providers for the 16 – 25 year age group, particularly young people from ethnically diverse, and socially and economically disadvantaged areas. The age and profile of New College Swindon learners make it crucial to be involved in the Prevent strategy. Colleges have a part to play in fostering shared values and promoting cohesion. Colleges should focus on the risks of violent extremism, which represents the greatest threat at national level, while recognising that other forms of violence and extremism can and do manifest themselves within colleges and other training settings.

Protect aims to strengthen protection against a terrorist attack in the UK, or against its interests overseas, and so reduce their vulnerability. The work focuses on border security, the transport system, national infrastructure, and public places. The College has a Lockdown Policy and Procedure which sets out how the College will respond in the event of a terrorist attack. The College has sought guidance on this from Counter Terrorism Advisor for Wiltshire Police as well as the Counter Terrorism Local Profile.

3. Aims

The aims of this policy are to:

- Develop an awareness of Prevent within the College
- Recognise current practice which contributes to the Prevent agenda
- Identify areas for improvement
- Prevent students from engaging in, or being influenced by, extremist ideologies

4. Objectives

This policy has five key objectives:

- To promote and reinforce shared values; to create space for free and open debate; to listen to and support the learner voice.
- To break down segregation among different learner communities by supporting inter-faith and inter-cultural dialogue and understanding, and to engage all learners in playing a full and active role in wider engagement in society.
- To ensure learner safety and that the College is free from bullying, harassment, and discrimination
- To provide support for learners who may be at risk and appropriate sources of advice and guidance
- To ensure that learners and staff are aware of their roles and responsibilities in preventing violent extremism.

In order to achieve these objectives this policy will concentrate on four areas:

Leadership and Values

To provide an ethos which upholds core values of shared responsibility and wellbeing for all learners, Governors, staff and visitors and promotes respect, equality and diversity, and understanding. This will be achieved through:

- Promoting core values of respect, equality and diversity, democratic society, learner voice and participation e.g. via learner course representation, S.U. activities and opportunities to capture learner voice, Mock Elections to promote democracy

- Building staff and learner understanding of the issues, and confidence to deal with them through staff training and dedicated communication
- Deepening engagement with local communities
- Actively working with local schools, local authorities, police and other agencies
- Reviewing and presenting to the College Principalship and Governing Body, at least annually, the College's Prevent Risk Assessment and Action Plan

Teaching and Learning

To provide a curriculum which promotes knowledge, skills and understanding to build the resilience of learners by undermining extremist ideology and supporting the learner voice.

This will be achieved through:

- Embedding equality, diversity and inclusion, wellbeing and community cohesion
- Making a connection with young people through good teaching design and a student focused approach.
- Operating as a trauma informed college using The New College Way
- Equipping students with the appropriate skills, knowledge, understanding, and awareness for resilience and celebrating STARS
- Work on anti-violence and a trauma informed approach to behaviour, addressed throughout curriculum
- Promoting wider skill development such as social and emotional aspects of learning
- A curriculum adapted to recognise local needs, challenge extremist narratives and promote universal rights
- Teaching and learning strategies which explore controversial issues in a way which promotes critical analysis and pro-social values
- Use of external programmes or speakers to support learning while ensuring that the input supports College goals and values.
- Encouraging active citizenship and learner voice.

Learner Support

To ensure that staff are confident to take preventative and responsive steps working with partner professionals, families and communities. This will be achieved through:

- Establishing strong and effective learner support services
- Developing strong community links and being aware of what is happening in the locality
- Implementing anti-bullying strategies and challenging discriminatory behaviour
- Recognising factors which may increase risk to a learner i.e. vulnerability, disadvantage or hardship and implementing early risk management strategies
- Sign posting learners and staff to access support in College and/or via community partners
- Supporting at risk learners through safeguarding and crime prevention processes
- Focussing on narrowing the attainment gap for all learners
- Working collaboratively to promote support for learners across all areas of the College to include

Managing Risks and Responding to Events

To ensure that the College monitors risks and is ready to deal appropriately with issues which arise. It will do this through:

- Understanding the nature of the threat from violent extremism and how this may impact directly or indirectly on the College
- Identifying potential risks within the College and from external influences
- Ensuring measures are in place to minimise the potential for acts of violent extremist within the College
- Ensuring that plans are in place to respond appropriately to a threat or incident within the College
- Responding appropriately to events reported via local, national or international news that may impact on learners and communities
- Developing effective ICT security and responsible user policies
- Managing External Speakers and Venue Hire through the Organising Events with External Speaker Policy
- Liaising with the local Prevent Officer, Counter Terrorism Team, and Channel Panel to identify local risks and threats

5. Staff Training

All staff, Governors, and volunteers complete the online Prevent training which is tailored to their role, as well as training on the local Prevent processes and terrorism profile as part of their induction training. They then undergo three year safeguarding, which includes Prevent refresher training. There are also regular safeguarding updates provided to staff all year round.

6. Reporting Concerns

Early reporting of any concern, however apparently trivial, is essential to prevent escalation in the case of an actual threat or risk. The College safeguarding team is the first point of contact for staff where concerns have been raised. The College PREVENT Lead is the College Designated Safeguarding Lead – Director of Student Services. The College PREVENT Lead also sits on the Swindon Channel Panel.

Observation of changes in learner behaviour, particularly in those students who are most at risk due to their culture or religion. Staff should be aware of changes in learner behaviour, particularly isolation or withdrawal from activities previously enjoyed. In this instance, speak with the learner to try to establish the cause – if in doubt, seek advice. Any unexplained absences where the learner cannot be contacted or the family are unable to satisfactorily explain the learner absence or state their whereabouts, should be followed up with the Progress Coach and potentially escalated to the safeguarding team as set out in the College Safeguarding Procedure in the Children Missing in Education section. More guidance on the procedure for reporting concerns is set out in the College Safeguarding Procedure.

External Influences – report any literature whether in the form of books, leaflets or posters, that promote extremist activities to the College Designated Safeguarding Lead – Director of Student Services.

External Referrals

As with other safeguarding risks, staff will be alert to changes in student's behaviour which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying students who might be at risk of radicalisation and act proportionately which may include the Designated Safeguarding lead or Deputy Designated Safeguarding Lead (D/DSL) making a referral using the agreed local Prevent referral procedures.

All referrals will be made to Preventreferrals@wiltshire.police.uk by the D/DSL where it will be reviewed, there may be a need for a multi-agency Channel panel where information from partners is reviewed and the referral considered, level of vulnerability agreed and consider what support may be needed. The College's DSL is an established member of the Swindon Channel Panel.

The D/DSL will also consider whether it is appropriate to share information with any new education setting in advance of the student leaving the College. This is to ensure the new setting is able to continue supporting the student through the Channel programme.

Further guidance also can be sought from the Anti-Terrorism Hotline: **0800 789 321**.

7. Version Control

Document Location

*This document if printed can only be considered up to date on the day that it was printed.
For a current version of this document please see the Central Storage Library.*

Revision History

Date of this Revision: Feb 2022

Date of next Revision: Dec 2022

Version	Date	Author	Change Description
1.0	December 2021	Thom Young	Document Created
1.1	February 2022	Kat Armstrong	Proof Read

Approvals

This document requires the following approvals:

Committee/Principalship	Date

Distribution

This document has been distributed to:

Title/External Organisation/All Staff	Date of Issue	Version
All Staff	Feb 2022	1.1