

Notre Dame Catholic Sixth Form College

**Preventing Extremism and
Radicalisation
Policy and procedures**



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Contents

1. Purpose and aims P3
2. Roles and responsibilities P3
3. Training P4
4. The role of the curriculum P4
5. Visitors and the use of college premises P4-5
6. Procedures for managing concerns P5
7. Related policies P5
8. Statutory framework P5-6

Appendices

1. Glossary of terms P6
2. Warning signs/indicators list P7-8
3. Referrals flow chart (Leeds) P9

1. PURPOSE AND AIMS

Notre Dame College is fully committed to safeguarding and promoting the welfare of all its pupils. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

This policy sets out our strategies and procedures to protect vulnerable pupils from being radicalised or exposed to extremist views. The elements of our policy are prevention, protection and support.

At Notre Dame College, we will ensure that:

- all staff and governors have an understanding of what radicalisation and extremism is and that they maintain a culture of vigilance;
- through training, staff and governors will be aware of their role in the Prevent Duty on tackling extremism and radicalisation and how to respond when concerns arise;
- through our curriculum, we will promote the spiritual, moral, social and cultural development of all students;
- parents/carers and students will know that the college has policies in place to keep students safe from harm and that these are regularly reviewed to ensure they are appropriate and effective.

This policy applies to all students, staff, parents/carers, governors, volunteers and visitors.

A glossary of related terms and indicators of vulnerability to extremism can be found in the appendix of this policy.

2. ROLES AND RESPONSIBILITIES

It is the responsibility of every member of staff, volunteer and regular visitor to the college to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the young people at this college.

The Governing Body of Notre Dame is accountable for ensuring the effectiveness of this policy and our compliance with it. The Governing Body will ensure that:

- this policy is reviewed annually, alongside the Child Protection and Safeguarding Policy;
- all staff undertake appropriate training that equips them with the knowledge, skills and confidence to identify and respond appropriately to concerns regarding extremism and radicalisation;
- SLT assesses the risk of students being drawn into extremist views. This may include consideration of the curriculum, the use of college premises by external agencies and any other local issues relating to the college community;
- an effective curriculum is in place to deliver the spiritual, moral, social and cultural development of pupils.
- appropriate safeguarding arrangements are in place by working in partnership with other agencies and communities as required;
- there are systems in place for keeping pupils safe from extremist material when accessing the internet.

The Designated Safeguarding Lead (DSL) – Lindsay Brook, Assistant Principal, will carry out her role in accordance with the responsibilities outlined in Annex B of *'Keeping Children Safe in Education'*. As part of this responsibility, the DSL will act as the point of contact within college for any concerns relating to radicalisation and extremism.

The DSL will make referrals in accordance with Leeds Channel process and will represent the college at Channel meetings as required.

The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedures they need to follow and that all staff have received appropriate training.

3. TRAINING

Through annual training, and e learning packages we will ensure that all staff are made fully aware of the threats, risks and vulnerabilities that are linked to radicalisation. Staff will be able to identify students at risk of being drawn into extremism and develop the confidence and skills to challenge extremist ideas. All staff will understand how we can provide support to ensure that students are resilient and supported to resist involvement in radical or extreme activities. Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all young people at college.

4. THE ROLE OF THE CURRICULUM AND PASTOTAL SYSTEM

At Notre Dame, we will provide students with a curriculum that promotes the spiritual, moral, social and cultural development of our young people. Students will be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

Through our curriculum, assemblies, tutorial programme and pastoral support system, we will aim to:

- enable students to develop their self-knowledge, self-identity, self-esteem and self confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of the UK;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the local community;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of, and respect for, their own and other cultures;
- encourage respect for other people;
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England;
- create 'safe spaces' for dialogue;
- inform students of the processes for reporting concerns, both within and outside of college.

5. VISITORS AND THE USE OF SCHOOL PREMISES

At Notre Dame, we recognise the role that external agencies and speakers can play in enhancing the learning experiences of students. Where we use external agencies and individuals in this way, we will vet them to ensure that their messages are consistent with, and not in opposition to, the college's values and ethos. All guest speakers will be accompanied by a member of staff at all times.

We will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- any messages communicated to students are consistent with the ethos of the college and do not marginalise any communities, groups or individuals;
- any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies;
- activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication;
- activities are carefully evaluated by college to ensure that they are effective and match the needs of student .

When an agreement is made to allow non-college groups or organisations to use the college premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in keeping with the Tackling Extremism and Radicalisation Policy, the college will contact the local authority team and/or police and will immediately terminate the arrangement.

6. PROCEDURES FOR MANAGING CONCERNS

Notre Dame College adheres to the procedures that have been agreed locally through the Leeds Children's Safeguarding Partnership for safeguarding individuals vulnerable to extremism and radicalisation. (refer to college's Child Protection and Safeguarding Policy for further information about our wider safeguarding responsibilities)

We recognise that staff at our college play a particularly important role as they are in a position to identify concerns early and provide help for young people to prevent issues from escalating. All staff are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned and this includes vulnerability to radicalisation.

At all times, we will work in partnership and endeavour to establish effective working relationships with parents/carers and colleagues from other agencies, in line with *Working Together to Safeguard Children* (2018).

The DSL, Lindsay Brook, is the first point of contact for any safeguarding concerns in the college. Any member of staff or visitor to the school who receives a disclosure or suspects that a student is at risk of radicalisation must report it immediately to the DSL using the standard referral form or, if unavailable, to the Deputy DSL, Sarah Dumont. College internet firewalls will flag up concerns regarding students attempting to access inappropriate material and these will initially be investigated by Deborah O Connor (Student Services) who will alert the DSL of any concerns.

Following receipt of any information raising concern about vulnerability to radicalisation, the DSL will consider what action to take and will follow the Leeds Channel referral procedures (see appendix 3). Advice will be sought from Nadeem Siddique (Leeds Prevent Co coordinator) 07891 275424 and/or Christopher Sybenga (HE/FE Prevent Co coordinator, North East) 07384 456640. All information and actions taken, including the reasons for any decisions made, will be fully documented.

If an allegation is made or information is received about an adult who works in ND that indicates that they may be unsuitable to work with young people because of concerns relating to extremism and radicalisation, the member of staff receiving the information should inform the Principal or Chair of Governors immediately in line with the procedures outlined in our Safeguarding Policy and the Whistleblowing Policy. Advice will be sought from LADO – Carolyn Hargreaves 0113 2478457

7. RELEVANT POLICIES

To underpin the values and ethos of our college and our intent to ensure that all students are appropriately safeguarded, the following policies should be read in conjunction with this policy:

- Safeguarding incorporating Child Protection Policy
- Acceptable Use of IT Policy
- Health and Safety Policy
- Whistle-blowing Policy

8. STATUTORY FRAMEWORK

This policy has been devised in accordance with the following legislation and local and national guidance:

- Leeds Channel Procedures
- The Counter-Terrorism & Security Act (2015)
- The Contest Strategy (2018)
- 'Prevent Duty Guidance: for England & Wales' (2015)
- 'Keeping Children Safe in Education' (2018)
- 'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children' (2018)
- 'Information Sharing: Advice for practitioners' (2018)

Appendix 1: Glossary of Terms

'Extremism' is defined in the 2011 Prevent Strategy 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

'Non-violent extremism' is extremism, as defined above, which is not accompanied by violence.

'Prevention' in the context of the Prevent duty means reducing or eliminating the risk of individuals becoming involved in terrorism. Prevent includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.

'Radicalisation' refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. The current UK definition of 'terrorism' is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

'Terrorist-related offences' are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

'Vulnerability' describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.

Appendix 2: Warning Signs/Indicators of Concern

Taken from Prevent Duty Guidance: England & Wales, HM Government 2015 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.

Students may become susceptible to radicalisation through a range of social, personal and environmental factors. It is vital that college staff are able to recognise those vulnerabilities. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

Factors which may make pupils more vulnerable may include:

- Identity crisis: the student is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- Personal crisis: the student may be experiencing family tensions; a sense of isolation; low self-esteem; they may have dissociated from their existing 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’s 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 may have perceptions of injustice; a feeling of failure; rejection of civic life.
- Experiences of criminality: involvement with criminal groups, imprisonment, poor resettlement or reintegration.
- Special Educational Need: the student may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

Students who are vulnerable to radicalisation may also be experiencing:

- Substance and alcohol misuse
- Peer pressure
- Influence from older people or via the Internet
- Bullying
- Domestic violence
- Race/hate crime

Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:

- being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- the student accessing extremist material online, including through social networking sites;
- Possessing or accessing materials or symbols associated with an extremist cause;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- the student voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Significant changes to appearance and/or behaviour increasingly centred on an extremist ideology, group or cause;
- Changing their style of dress or personal appearance to accord with the group;
- Attempts to recruit others to the group/cause;
- Using insulting to derogatory names for another group;

Increase in prejudice-related incidents committed by that person – these may include:

- physical or verbal assault;
- provocative behaviour;
- damage to property;
- derogatory name calling;
- possession of prejudice-related materials;
- prejudice related ridicule or name calling;
- inappropriate forms of address;
- refusal to co-operate;
- attempts to recruit to prejudice-related organisations;
- condoning or supporting violence towards others;
- parental/carer reports of changes in behaviour, friendship or actions and requests for assistance;
- partner schools, local authority services, and police reports of issues affecting students in other centres.

Appendix 3: Referral/reporting process within Leeds

