



Preventing Radicalisation and Extremism Policy

September 2019

(Next review date September 2020)

The Preventing Radicalisation Policy is part of our commitment to keeping our students safe. Since the Education and Inspections Act 2006, schools and colleges have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Schools and colleges have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. 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.

Safeguarding children from all risks of harm is an important part of a school or college's work and protecting them from extremism is one aspect of that.

Ethos

At SupaJam Education in Music and Media we ensure that through our vision, values relationships and small group teaching we promote tolerance and respect for all cultures, faiths and lifestyles. Senior management also ensures that this ethos is reflected and implemented effectively through college policy and practice and that there is an effective set of safeguarding policies in place to safeguard and promote pupils' welfare.

We have a duty to prepare our pupils for life in modern Britain and to keep them safe. Everyone at SupaJam Education in Music and Media has the right to learn and work in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

College Responsibilities

The duty to prevent children and young people being radicalised is set out in the documents listed in Appendix A.

Definitions

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.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

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

Roles and Responsibilities

Role of the Senior Management Team

It is the role of the Senior Management Team to ensure that SupaJam meets its statutory duties with regard to preventing radicalisation.

The Senior Management Team has nominated Stef Hallett and Daniel Broad, our Safeguarding Officers as points of contact, who will advise all staff about issues to do with protecting pupils from radicalisation.

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Role of the Safeguarding Officer

It is the role of the Safeguarding Officer to:

- Ensure that the college and its staff respond to preventing radicalisation on a day- to- day basis
- Ensure that the college's curriculum addresses the issues involved in radicalisation
- Ensure that the staff conduct is consistent with preventing radicalisation

Role of Designated Safeguarding Officer with Regard to Radicalisation Monitoring.

It is the role of Designated Safeguarding Officer with Regard to Radicalisation Monitoring to:

- Ensure that staff understand the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- Receive safeguarding concerns about pupils who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation.
- Liaise with parents and carers as appropriate
- Make referrals to appropriate agencies with regard to concerns about radicalisation
- Liaise with partners, including the local authority and the police
- Report to the Senior Leadership Team on these matters

Curriculum

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that

aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others. Our values support the development of each student as a reflective learner within a safe and respectful learning environment. Teaching the college's core values alongside the fundamental British values supports quality teaching and learning whilst making a positive contribution to the development of a fair, just and civil society.

Teaching Approaches

We will all 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 elsewhere may make it harder for them to challenge or question these radical influences. In our college this will be achieved by good teaching and by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success:- 3

- Facilitating a 'safe space' for dialogue
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore, this approach will be embedded within the ethos of our college so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our college's approach to the spiritual, moral, social and cultural development of pupils. Our goal is to build mutual respect and understanding and to promote the use of dialogue, not violence, as a form of conflict resolution.

We will also work with local partners, families and communities in our efforts to ensure our college understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that pupil is offered mentoring. Additionally in such instances our college will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At our college 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 pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

The means by which these objectives will be delivered include:

- Personal and Social Education
- Form time
- Visits and Speakers

Use of External Agencies and Speakers

We encourage the use of external agencies or speakers to enrich the experiences of our pupils; however we will personally vet any external agencies, individuals or speakers with whom we engage to provide such learning opportunities or experiences for our pupils.

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. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the college curriculum so we need to ensure that this work is of benefit to all pupils.

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

- Any messages communicated to pupils 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 pupils through extreme or narrow views of faith, religion, culture or other ideologies

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- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication
- Activities are matched to the needs of pupils
- Activities are carefully evaluated by schools to ensure that they are effective

We recognise, however, that the ethos of our college is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be

able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

By delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience. This will allow them to manage any such risk themselves (where appropriate to their age and ability) but also to help pupils develop the critical thinking skills needed to engage in informed debate.

Whistle Blowing

Where there are concerns of extremism or radicalisation, staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence to David Court or Nick Stillwell.

Training

Whole college in-service training on Safeguarding and Child Protection will be organised for staff every year and will comply with the prevailing arrangements agreed by the Local Authority and the Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications. The Designated Safeguarding Lead will attend training courses as necessary and the appropriate inter-agency training organised by the Safeguarding Children Board (once every two years), will include training on extremism and radicalisation and its safeguarding implications. Staff training will include familiarisation with possible early indicators of extremism. (See Appendix B).

Internet Safety

The internet provides children and young people with access to a wide range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used at our college blocks inappropriate content, including extremist content.

Where staff, pupils or visitors find unblocked extremist content they must report it to a senior member of staff.

We are aware that children and young people have access to unfiltered internet when using their mobile phones; staff are alert to the need for vigilance.

The e-safety and internet user policy refers to preventing radicalisation and related extremist content. Pupils and staff know how to report internet content that is inappropriate or of concern. Please refer to the full e-safety policy for further details.

Visitors

We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to pupils without a member of staff being present.

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Staff must not invite speakers into college without first obtaining permission from the Director of Programmes.

Referral Process

When there are significant concerns about a student, the Designated Safeguarding Lead/ Nominated Person with Regard to Radicalisation Monitoring will make a referral to the appropriate body.

APPENDIX A

Statutory Guidance

- Counter Terrorism and Security Act 2015
- Keeping Children Safe in Education 2016
- Prevent Duty Guidance 2015
- Working Together to Safeguard Children 2015

Non-statutory guidance

- Promoting fundamental British values as part of SMSC in schools: DFE Departmental advise for maintained schools 2014

APPENDIX B

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside of college
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviour and peer relationships (there are also very powerful narratives, programmes and networks that young people can come across on line so

involvement with particular groups may not be apparent)

- Secretive behaviour
- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti, art work or writing that displays extremist themes
- Attempts to impose extremist views or practices on others
- Verbalising what are perceived to be anti-Western or anti-British views
- Advocating violence towards others