

**TREVI GLAS COMMUNITY COLLEGE****PREVENT – Anti-radicalisation policy****SAFEGUARDING STUDENTS / STUDENTS WHO ARE VULNERABLE TO EXTREMISM****Background**

This 'Preventing Radicalisation Policy' is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools 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 have an important part to play in both educating children and young people about extremism and recognising when students 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's work and protecting them from extremism is one aspect of that.

**Ethos**

At College we ensure that through our college vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The Governing Body also ensures that this ethos is reflected and implemented effectively in college policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare. We have a duty to prepare our children for life in modern Britain and to keep them safe. Students who attend our college have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

**Statutory Duties**

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

- Counter Terrorism and Security Act
- Keeping Children Safe in Education
- Prevent Duty Guidance
- Working Together to Safeguard Children
- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014)

## **Non-statutory Guidance**

Treviglas Community College values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. We promote opportunities for students to articulate their views through College Council, House meetings, tutor group activities, the SMILE programme, Leadership programmes to name but a few. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

Treviglas Community College is clear that this exploitation and radicalisation should be viewed as a safeguarding concern. Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 1.

Treviglas Community College seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/ Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

### **Risk**

The college governors, the Head Teacher, the Single Point of Contact (SPOC) and the Designated Safeguarding Lead will assess the level of risk within the college and put actions in place to reduce that risk. Risk assessment may include consideration of the college's curriculum, SEND policy, the use of college premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the college's profile, community and philosophy. This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding children board.

### **Response**

Schools are required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: The SPOC for Treviglas Community College is David O'Neill who is also a Designated Safeguarding Lead (DSL). The responsibilities of the SPOC are described in Appendix 2.

When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC. The process can be found in Appendix 3

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

### **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 in our college blocks inappropriate content, including extremist content. We also filter out social media, such as Facebook. Searches and web addresses are monitored and the ICT technicians will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found. **Where staff, students 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 and staff are alert to the need for vigilance if students are using their phones. There is a policy about mobile device use in college. Students and staff know how to report internet content that is inappropriate or of concern.

### **Staff Training and student awareness**

Staff will be given training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. Frontline staff and Senior Leaders are updated as necessary in weekly safeguarding briefings. During 2015/16 all staff were trained in the Channel Awareness programme from the metropolitan police [http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html) and also completed the Prevent e-learning training course from the Home office <https://www.elearning.prevent.homeoffice.gov.uk/>. All staff were WRAP trained in October 2016 by a designated practitioner from Cornwall Council.

### **Safer Recruitment**

We ensure that the staff we appoint to the college are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of Keeping Children Safe in Education. Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

## **Visitors**

Visitors to the college are made aware of our safeguarding and child protection policies on arrival at the college and are given information about what to do if they are concerned about any aspect of child welfare. Visitors who are invited to speak to students will be informed about our preventing extremism policy and relevant vetting checks are undertaken. 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 children without a member of staff being present. Staff must not invite speakers into college without first obtaining permission from the Head Teacher or her delegated representative.

### **'No platform for extremists'**

The college is vigilant to the possibility that out-of-hours hire of the college premises may be requested by people wishing to run an extremist event. The college does not accept bookings from individuals or organisations that are extremist in their views.

### **Signs of vulnerability**

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

## **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 school
- 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 (but there are also very powerful narratives, programmes and networks that young people can come across online 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 anti-Western or anti-British views
- advocating violence towards others

**Monitoring and Review** This policy will be monitored by the governing body at least annually by receiving a report from the SPOC/Designated Safeguarding Lead. This is **not a statutory policy** and will be reviewed at an appropriate time not later than two years after ratification by the governing body.

## Appendix 1

### INDICATORS OF VULNERABILITY TO RADICALISATION

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extremism is defined by the Government in the 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. Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which:*

- *Encourage, justify or glorify terrorist violence in furtherance of particular beliefs*
- *Seek to provoke others to terrorist acts*
- *Encourage other serious criminal activity or seek to provoke others to serious criminal acts*
- *Foster hatred which might lead to inter-community violence in the UK*

*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 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 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; and 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** – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration

**Special Educational Need** – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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.

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.

## Appendix 2

### ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC at Treviglas Community College is David O'Neill, who is responsible for:

- Ensuring that staff at the college are aware that he is the SPOC in relation to protecting students from radicalisation and involvement in terrorism
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Treviglas Community College in relation to protecting students from radicalisation and involvement in terrorism
  - Monitoring the effect in practice of the college's curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs
  - Raising awareness within the college about the safeguarding processes relating to protecting student from radicalisation and involvement in terrorism
  - Acting as the first point of contact within the college for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students into the Channel\* process
- attending Channel\* meetings as necessary and carrying out any actions as agreed
- Reporting progress on actions to the Channel\* Co-ordinator
- Sharing any relevant additional information in a timely manner

\* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Devon and Cornwall Police Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

## Appendix 3

### WHAT WE DO WHEN WE ARE CONCERNED

Where risk factors are present but there is no evidence of a particular risk then our DSL /SPOC advises us on preventative work that can be actioned within the college to engage the student into mainstream activities and social groups. The DSL may well be the person who talks to and has conversations with the student's family, sharing the college's concern about the young person's vulnerability and how the family and college can work together to reduce the risk. In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible) –

- The DSL/SPOC can decide to notify the Multi-Agency Safeguarding Agency of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised
- The college will review the situation after taking appropriate action to address the concerns. The DSL/SPOC will also offer and seek advice about undertaking an early help assessment or making a referral to children's social care. If the concerns about the student are significant and meet the additional needs/complex need criteria, they will be referred to the PREVENT team. This includes concerns about a child/young person who is affected by the behaviour of a parent or other adult in their household. If deemed necessary, serious incidents will be discussed and referred to the PREVENT Team at Devon and Cornwall Police.

### Factsheet about 'Prevent'– September 2015

'Prevent' relates to the Counter Terrorism and Security Act 2015 which came into force on 1 July 2015.

Since July 1 2015 there has been a duty on schools to have 'due regard to the need to prevent people from being drawn into terrorism'. This is called the Prevent duty.

Prevent is part of the Government's counter terrorism strategy. Its aim is to stop more people from becoming terrorists or supporting terrorism in all its forms. All staff will be trained using the 'Workshop to Raise Awareness of Prevent' [WRAP] training materials in 2016/17. **Until that training session occurs staff should be aware of the following:**

#### What is radicalisation?

"Radicalisation" refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. During that process it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity.

## **What is extremism?**

'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'.

Please note that being drawn into terrorism includes not only violent extremism but also non-violent extremism. Extremism can take several forms, including Islamist extremism, far-right and animal rights extremism for example.

## **What are British Values?**

'Democracy, the rule of law, equality of opportunity, freedom of speech and the rights for all men and women to live free from persecution of any kind'.

Treviglas Community College is expected to encourage students to respect other people with particular regard to the protected characteristics set out in the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation).

Treviglas Community College can build students' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. It is important to emphasise that the PREVENT duty is not intended to stop students debating controversial issues. On the contrary, all schools should provide a safe place in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

## **What action should staff take if they are worried that a child or young person might be drawn into extremism?**

As with all forms of safeguarding, staff should use their professional judgement in identifying an individual who may be at risk of radicalisation.

The college has clear procedures in place to safeguard students that includes protecting students at risk of radicalisation. These procedures will be set out in existing safeguarding policies. All staff should be aware of the college's safeguarding policy and procedures and follow these for any aspect of safeguarding, including extremist views/extremism.

As with any form of safeguarding if a member of staff has any concerns about a student in the first instance they should inform the Designated Safeguarding Lead. Concerns can be the 'generic' safeguarding triggers linked to the child protection training staff have received such as: changes in behaviour and mood, self-harm; or the specific extremist religious or political strand.

## **What is Channel?**

Channel is an early intervention multi-agency process designed to safeguard vulnerable people from being drawn into violent extremist or terrorist behaviour. Channel works in a similar way to existing safeguarding partnerships aimed at protecting vulnerable people.

## **Who does Channel work with?**

Channel is designed to work with individuals of any age who are at risk of being exploited by extremist or terrorist ideologues. The process is shaped around the circumstances of each person and can provide support for any form of radicalisation or personal vulnerabilities.

## **How does Channel work?**

Each Channel Panel is chaired by a local authority and brings together a range of multi-agency partners to collectively assess the risk and can decide whether a support package is needed. The group may include statutory and non-statutory partners, as well as lead safeguarding professionals. If the group feels the person would be suitable for Channel, it will look to develop a package of support that is bespoke to the person. The partnership approach ensures those with specific knowledge and expertise around the vulnerabilities of those at risk are able to work together to provide the best support.

What does Channel support look like? Channel interventions are delivered through local partners and specialist agencies. The support may focus on a person's vulnerabilities around health, education, employment or housing, as well as specialist mentoring or faith guidance and broader diversionary activities such as sport. Each support package is tailored to the person and their particular circumstances.

## **How will the person be involved in this process?**

A person will always be informed first if it's felt that they would benefit from Channel support. The process is voluntary and their consent would be needed before taking part in the process. This process is managed carefully by the Channel Panel.

## **Who can make a referral?**

Anyone can make a referral. Referrals come from a wide range of partners including education, health, youth offending teams, police and social services.

## **What happens with the referral?**

Referrals are first screened for suitability through a preliminary assessment by the Channel Coordinator and the local authority. If suitable, the case is then discussed at a Channel panel of relevant partners to decide if support is necessary.

If a member of staff has a concern about a particular student they should follow the colleges normal safeguarding procedures, including discussing with the college's designated safeguarding team.

#### **Appendix 4: Prevent and Channel**

##### **Process map for reporting a concern of a vulnerable individual**



**Radicalisation  
Flowchart**

#### **Appendix 5: How social media is used to encourage travel to Syria and Iraq briefing note for schools**



**How social media is  
used to encourage t**