

Policy Number: 550 Prevent Radicalisation

Introduction

This policy describes the way in which Phoenix Learning and Care will meet the requirements of Prevent. Prevent is one of four work strands which make up the government's counter-terrorism strategy – CONTEST. The aim of CONTEST is to reduce the risk to the UK and its interests overseas from terrorism.

Prevent is a strand of the counter-terrorism CONTEST strategy.

The policy will be adhered to by all employees and those we support as well as any volunteers working across the organisation.

Reference; Prevent Duty June 2015 Schools and Childcare Providers.

Access to policy

Employees, Students and volunteers are made aware of the existence of this policy and where it can be accessed.

Policy Statement

The Four Strands to Prevent are as follows:

Pursue – focuses on detecting, investigating and disrupting terrorist threats to the UK and our interests overseas

Protect – aims to reduce the vulnerability of the UK and UK interests overseas to terrorist attack. This includes aviation security for both cargo and passengers

Prepare – aims to minimise the impact of any attack, manage any incidence of an ongoing attack and recover quickly and effectively

Prevent – aims to stop people becoming terrorists or supporting terrorism

This policy is to aid with highlighting to all about being targeted to support terrorism. For example the Company's educational establishments offer a broad and well balanced curriculum promoting fundamental British values and enabling Students/Learners to challenge extremist views which helps promotes spiritual, moral and cultural development of the Students/learners. Our educational establishments take the approach of aiming to protect its Students and Learners from harm and to ensure awareness is consistent with the Law, Government guidance on counter terrorism and understanding of British values.

As the preventative strand of CONTEST, Prevent will;

- Respond to the ideological challenge of terrorism and the threat faced by the UK from those who promote it
- Prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- Work with where deemed necessary a wide range of sectors (including education, criminal justice, faith, charities, the internet and health) where there are risks of radicalisation which need to be addressed

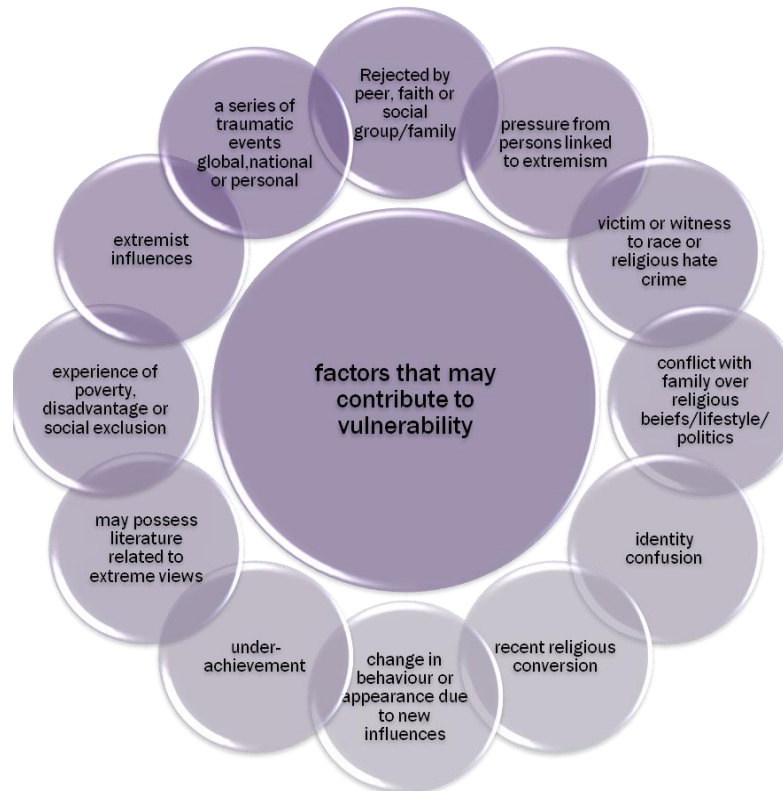
The purpose of this PREVENT policy within our diverse services is to raise awareness and stop individuals becoming terrorists or supporting terrorism and violent extremism. It is concerned with tackling the radicalisation of individuals in the UK and elsewhere which fuels the international terrorist threat. Whilst providing an environment where academic rigor and freedom are maintained, we have a legal obligation to challenge violent extremist ideology; increase resilience of our communities to violent extremism; and, address grievances, real and perceived, that 'ideologues' (i.e. those who are adherent of an ideology, especially those individuals who are uncompromising and dogmatic in their approach) may be exploiting.

Phoenix requires that all employees are aware of the key government guidance around CONSENT and the PREVENT element and implement this in relation to all the people we support and for employees to be able to identify Young People who maybe vulnerable to radicalisation and to know what to do when they are identified.

All employees are required to complete a basic Channel General Awareness Module as part of the induction process. The Company also aims to raise the awareness of its employees about the PREVENT agenda and provide information to support People we Support to understand the implications of this in their life.

The awareness module can be found at;

[http://course.ncalt.com/Channel General Awareness](http://course.ncalt.com/Channel_General_Awareness)



Risk Assessment

Schools, Colleges and Childcare providers are expected to assess the risk of Young People being drawn into terrorism including their potential support of extremist ideology. The risk assessment should include a general understanding of the risks affecting Young People in the local area as applicable and include a special understanding of how to identify individual Young People who maybe at risk of radicalisation and what to do to support them.

An example Risk Assessment is given in Appendix 1

EXTREMISM

Extremist organisations can develop and popularise ideas which create an environment conducive to violent extremism and terrorism.

"In assessing the drivers of and pathways to radicalisation, the line between extremism and terrorism is often blurred. Terrorist groups of all kinds very often draw upon ideologies which have been developed, disseminated and popularised by extremist organisations that appear to be non-violent (such as groups which neither use violence nor specifically and openly endorse its use by others)". [Prevent Strategy 5.34]

"Terrorist groups can take up and exploit ideas which have been developed and sometimes popularised by extremist organisations which operate legally in this country. This has significant implications for the scope of our Prevent strategy. Evidence also suggests that some (but by no means all) of those who have been radicalised in the UK had previously participated in extremist organisations" (Prevent Strategy - opening summary to chapter 5)

Phoenix Educational Establishments approach to EXTREMISM?

We equip Students and Learners with the knowledge, skills and reflex to think for themselves, to challenge and to debate; and allow the opportunity to learn about different cultures and faiths and, to gain an understanding of the values we share. Exploring ideas, developing a sense of identity and forming views are a normal part of growing up for all individuals.

We provide a safe environment for discussing controversial issues and helping its Students understand how they can influence and participate in decision-making. We actively encourage our Students to express their views but also to appreciate the impact their views can have on others, to take responsibility for their actions and to understand that the use of violence to further any cause is criminal.

We recognise that, Young People can be exposed to extremist influences or prejudiced views, particular those via the internet and other social media. The purpose is to protect Students from harm and to ensure that they are taught in a way that is consistent with the law and our values. Awareness of Prevent and the risks it is intended to address are both vital. Employees must identify, and to refer to the safeguarding lead, Students whose behaviour suggests that they are being drawn into terrorism or extremism.

We work with other local partners, families and communities, can help support Students who may be vulnerable as part of their safeguarding responsibilities.

We realise extremism affects individuals and communities and can be a catalyst for alienation and disaffection, potentially leading to violence. Therefore we intend to empower

Students to come together, with their families and the wider community, to expose extremism to critical scrutiny and reject violence and intolerance in whatever forms they take and whether it is from animal rights activists, ecological protesters, Al Qaida-influenced groups, Irish republican terrorists, racist and fascist organisations or far-right extremist groups.

We give Students the opportunity to learn about different cultures and faiths and to debate shared values, so as to enable them to become involved in decision-making about important and real issues.

Our Education Establishments will:

- raise awareness
- provide information
- enable Students to make a positive contribution
- Safeguard Young People

Values and leadership strategies underpin the ethos of the school to play a positive role model in preventing extremism. These are developed, understood and shared by leaders at all levels in the school; investors, the senior leadership team and all employees and then made explicit to Students.

School/College actions:

Education and Residential Employees will:

- Create explicit value statements that are inclusive of all students
- Review curriculum and learner participation and safeguarding processes
- Develop personal thinking skills and use curriculum opportunities including small group work
- Implement social and emotional aspects of learning
- Explore and promote diversity and shared values between and within communities
- Challenge Islamophobia, anti-Semitism and other prejudices
- Support those at risk of being isolated
- Build ties with all local communities, seeking opportunities for linking with other schools
- Use anti-bullying strategies to minimise hate and prejudice based bullying

The resources aim to build ties with all local communities, seeking opportunities for linking with other schools.

The resources promote a shared culture of openness and pluralism in the school and with the wider community, regardless of the specific status, location or faith affiliation of the school

Leadership & Management:

Management at the school/college (and residential services where applicable) will:

- Work with Safer School Partnerships police officers and Local Authority 'Prevent' employees to deliver training to employees, parents and governors.
- Facilitate a session of Act Now or Internet Safety; where appropriate use external agencies to deliver training to employees, parents and investors.
- Promote equal opportunity and tackling discrimination to challenge the ideology that underpins extremist belief.
- Work with other agencies through safeguarding processes, such as CHANNEL, suitable for Young People who are thought to be vulnerable to radicalisation.
- Develop positive relationships with the wider community.

Effective school/college leadership and management will focus on the:

- leadership, values and ethos of the school/college
- learning, teaching and the curriculum
- learner support processes
- management of risks and responding to events
- relationship between the school and its community
- evaluation of the progress being made

Curriculum

The school/college focuses directly on the learning, teaching and curriculum aspects of a whole school approach. It is important, however, to see the connections between the learning, teaching and curriculum elements and the other dimensions of a whole school approach.

Learning, teaching and the curriculum

In approaching the issues outlined above the school will support Students through an entry point of learning, teaching and the curriculum therefore requires some thought to be given to teacher style. A curriculum and pedagogy for Students to support them in achieving the goals outlined above will include:

- promoting knowledge, skills and understanding to build the resilience of Students;
- exploring controversial issues;
- recognising local needs;
- challenging extremist narratives;
- promoting universal rights;
- promoting critical analysis; and
- promoting pro-social values.

Teaching controversial issues

Effectively tackling controversial issues can help Students challenge the perceptions and misconceptions of their own and others'. To do this classroom practices can include:

- developing questioning techniques to open up safe debate
- building confidence to promote honesty about a plurality of views
- ensuring freedom of expression and freedom from threat
- debating fundamental moral and human rights principles
- promoting open respectful dialogue
- affirming multiple identities

SCHOOL OF POLICING E-LEARNING PACKAGE - CHANNEL AND VULNERABILITY TO EXTREMISM

The schools/colleges have been working extremely hard under the CONTEST strategy to identify and prevent those vulnerable.

The National Counter Terrorism Policing Headquarters (NCTP HQ), in conjunction with the School of Policing (CoP), have recently launched an e-learning module on 'Channel General Awareness' on the School's Managed Learning Environment for their audience of police officers and employees. Channel is a multi-agency process designed to safeguard individuals. It includes information on how Channel links to the Government's Counter-Terrorism Strategy (CONTEST) through the Prevent Strategy; it aims to stop individuals becoming terrorists or supporting terrorism. It provides guidance on how to 'recognise, understand and refer on' around people who may be vulnerable to radicalisation.

This School of Policing package complements the Operation Grayling training being provided by Counter Terrorism Branch employees to police officers in Divisions and is suitable for employees and Students. It takes approximately 25 minutes to complete. The demands placed on all employees are acknowledged, however, given the current threat faced completion of this knowledge package and refreshment of previous advice is recommended to support further awareness and understanding. This is the module above that all employees are encouraged to complete in induction.

http://course.ncalt.com/Channel_General_Awareness

THE USE OF SOCIAL MEDIA IN RADICALISATION - BRIEFING NOTE FOR SCHOOLS AND SCHOOLS (NEW: JULY 2015)

There is increasingly widespread recognition that terrorist and extremist organisations are utilising the Internet and Social Media for the radicalisation and grooming of Young People. Further to this, the Department for Education and the Home Office have issued the joint enclosed briefing note (see link below) for schools and schools highlighting some of these aspects and actions providers should take.

http://www.emcsrv.com/prolog/PG/DfE/Schools_Guide-Social_Media_V16.pdf

Further Contacts for more information if needed can be obtained from the following:

The Constabulary 'Prevent Team' 01772 413366/9

The Police non-emergency number 101

Crimestoppers 0800 555 111

Anti-Terrorism Hotline 0800 789 321

Quote from the Toolkit:

'Extremists of all persuasions try to paint the world as black and white, accentuating division and difference, and exploiting fears based on ignorance or prejudice.'

Education can be a powerful weapon. against this, equipping Young People with the knowledge, skills and reflex to think for themselves, to challenge and to debate; and giving Young People the opportunity to learn about different cultures and faiths and, crucially, to gain an understanding of the values we share. Exploring ideas, developing a sense of identity and forming views are a normal part of growing up.

Schools/College can support Young People in this: providing a safe environment for discussing controversial issues and helping Young People understand how they can influence and participate in decision-making. We need to encourage Young People to express their views but also to appreciate the impact their views can have on others, to take responsibility for their actions and to understand that the use of violence to further any cause is criminal.

We also need to recognise that, while it remains very rare for school age children to become involved in extremist activity to the point of committing criminal acts, Young People can be exposed to extremist influences or prejudiced views, including via the internet, from an early age. As with other forms of criminality or risk of harm, early intervention is always preferable. Schools, working with other local partners, families and communities, can help support Students who may be vulnerable as part of wider safeguarding responsibilities.'

Guidance on Prevent and the Channel Programme

What is Prevent?

Prevent is the Government's strategy to stop people becoming involved in violent extremism or supporting terrorism, in all its forms. Prevent works within the non-criminal space, using early engagement to encourage individuals and communities to challenge extremist ideologies and behaviours.

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 ideologies. 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 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, and youth offending teams, police and social services.

What happens with the referral?

Referrals are first screened for suitability through 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.

Raising a Concern

If you believe that someone is vulnerable to being exploited or radicalised, please use the established safeguarding and duty of care procedures within the college/school or residential service to escalate your concerns to the appropriate leads, which can raise concerns to Channel if appropriate.

Good practice for the Prevent duty

1. Leadership and management

- a. The adoption and practice of the Duty is led from the Principal and or CEO.
- b. When and if the police contact the college with concerns these go straight to the principal and the safeguarding officer within the college.
- c. Preventing Extremism is integrated into Safeguarding procedures.

2. Training

- a. Training – All learners in the college will be made aware of what to be alert to in terms of students or staff extremism
- b. In the even of an Ofsted inspections all members of staff could be asked about the training they have undertaken in awareness of the prevent agenda. (Channel General Awareness Module)

3. Communication

- a. The college has a Head Safeguarding Coordinator and Lead Safeguarding officer who have effective communications with local Prevent coordinators. This may be the local authority, police or FE coordinator.

4. Policies which should be reviewed to ensure they cover the Prevent duty. This need not always be explicit but it must comply with the Prevent duty.

- a. The safeguarding policy will normally integrate the Prevent duty
- b. IT policy
- c. Staff, volunteer, governor or board member, volunteer and student code of conduct. This will not need to be changed if it covers the Duty through reference to professional or appropriate behaviour if not referring to staff, compliance with a reasonable request and not bringing the provider's name into disrepute

5. Curriculum – formal and informal

- a. Through delivery of education the Students will develop critical thinking skills which will support them in resisting extremism
- b. There are opportunities for all students to discuss challenging topics and events in a supported environment both in and out of the classroom.
- c. All Staff develop their own approach to implementing British values to support students in resisting extremism while developing their political views in all of their planning and contact with learning development.

6. Clear agreed referral channels

- a. Every person in the college including students knows what they need to do if they are concerned about a student or member of staff.
- b. The process of referral within the college has a clear flow chart (see reverse)
- c. The process for referring out of the college also is labelled on the flow chart (see reverse)

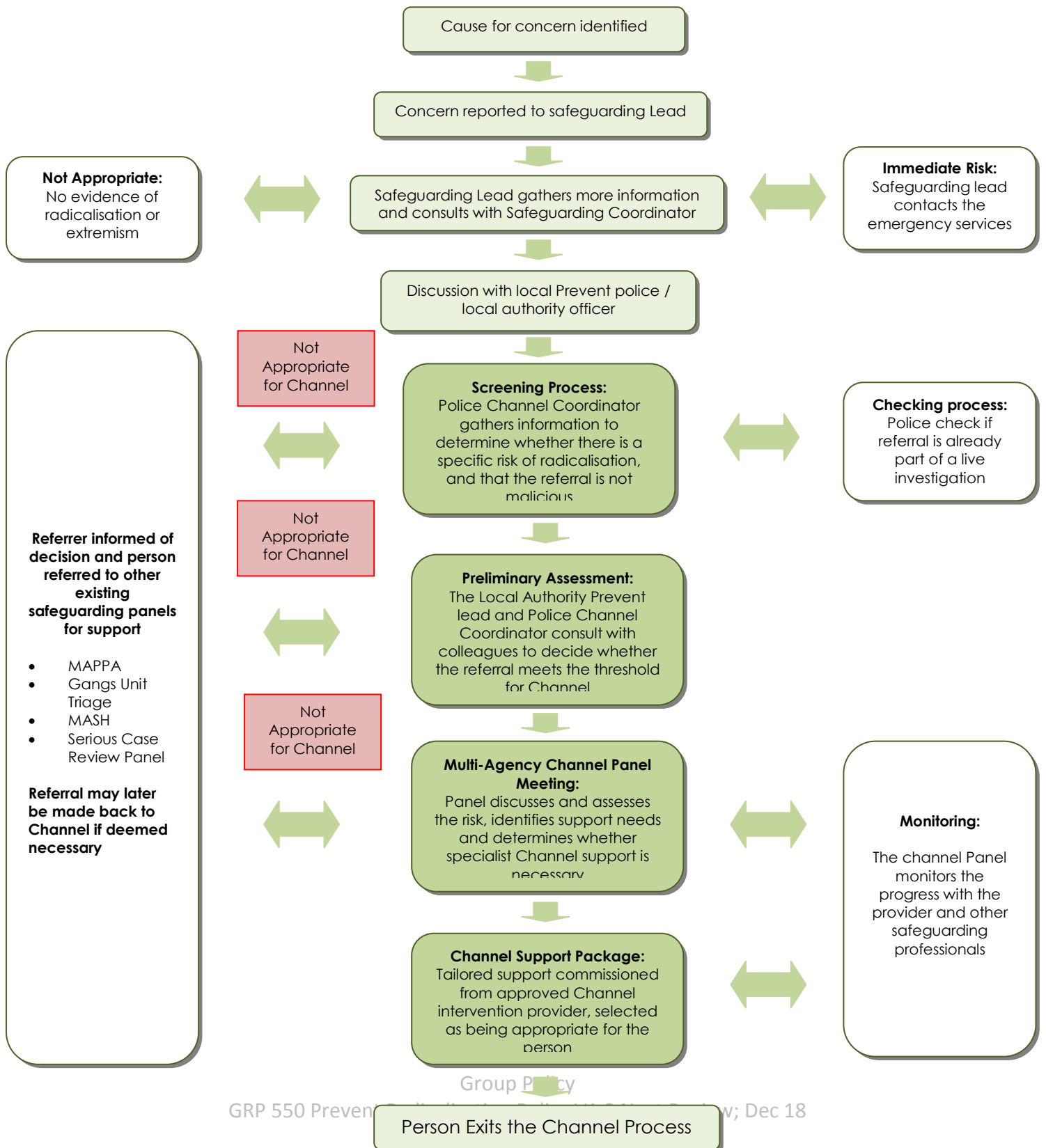
If you recognise someone who is at risk from radicalisation, you need to liaise with your safeguarding lead and follow the flow chart below, if needed you can help them get support by referring them to the **Channel** process;

- Email **counter.extremism@education.gsi.gov.uk**
- Telephone 020 7340 7264 (Open Monday to Friday from 9 am to 6 pm excluding bank holidays).
- Email: **prevent@devonandcornwall.pnn.police.uk**
- Email: **channelsw@avonandsomerset.pnn.police.uk**
- Discuss with Regional Channel Coordinator on (0117) 945 5539
- Confidential Anti-Terrorist Hotline 0800789321

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Standard Approach to the Channel Process within the Company



Group Policy