

COWLEY INTERNATIONAL COLLEGE



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Preventing Extremism and Radicalisation Policy

Status	NON-STATUTORY
Responsible Governors' Committee	Behaviour & Safety
Approval date	14 July 2015
Review Date	Summer 2018



Preventing Extremism and Radicalisation Policy

Equality Statement

This policy complies with the Equality Act 2010 and has been fully Equality Impact Assessed.

Introduction

Cowley International College is committed to providing a secure environment for students, where children feel safe and are kept safe. Irrespective of their role in college, each adult accepts responsibility for safeguarding each and every student. Because incidents of extremism and radicalisation have never occurred in our college does not mean that they will never occur. It is in the interest of the well-being and safety of all learners in our college, town, regional and national arenas that this policy is drawn up.

This policy is drawn up within the Aims and Mission Statement of the College, policy and procedure set out by St Helens Local Safeguarding Children's Board and Local Authority, s10 (2) of the Children Act 2004 (** the physical, mental health and emotional well-being of children; the protection of children from harm and neglect; the education, training and recreation of children; the contribution made by them to society; and their social and economic well-being*), s175 of the Education Act 2002 (s157 of the Education Act 2002) and draws on the DfE guidance in "Keeping Children Safe in Education, 2015"; and specifically DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and Peter Clarke's Report of July 2014.

College Ethos and Approach

When operating this policy Cowley International College uses the following accepted DfE 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'.

At Cowley there is no place for extremist views of any kind, whether from within the college or from outside. To maintain a safe, secure environment and to meet our overall duty as educators the college will:

- provide an environment where controversial issues can be explored safely;
- treat any exposure to extremist materials as a Safeguarding concern;
- challenge any form of extremist behaviour and views;
- develop the skills, knowledge and understanding of our staff and students to challenge and discuss extremism in a balanced and informed way.

We will do this through:

- early identification of persons vulnerable to extremism and radicalisation;
- the use of the college's Behaviour and Discipline policy, staff Code of Conduct and Disciplinary procedures. If warranted, further referral will be made to the National College of Teaching and the DBS;
- maintaining a watchful eye and listening ear for any form of prejudiced, derogatory and extremist behaviour, views or comments;
- the provision of a broad and balanced curriculum delivered by informed, skilled professionals;
- our increased awareness of how extremist views develop: inherited beliefs, the internet, media, external influences, for example friendships;
- maintaining, reviewing and adhering to our robust Safeguarding and reporting procedures;
- continuing to work closely with the Local Safeguarding Children's Board, safer college police officer and the police under the PREVENT strategy;
- staff CPD and INSET tailored for the needs of the whole staff, groups of staff and individuals depending on their role and training needs;
- maintaining our close and excellent relationships with parents, students, staff and outside safeguarding agencies.

In the context of extremism and radicalisation, college staff will be alert to and respond under the college's Safeguarding procedures to the following:

- disclosures by students of their exposure to or involvement in extremism: actions, views or materials from inside or outside of college;
- graffiti conveying extremism or radicalisation;
- students accessing extremist material online, including through social networking sites, using information from stakeholders and the college's Securus system;
- reports from parents, peers or teachers of changes in behaviour, friendship or actions and requests for assistance;
- issues affecting students as raised by other colleges/schools, the local authority services or police reports;
- students voicing opinions drawn from extremist ideologies;
- use of extremist or 'hate' terms which exclude others or incite violence;
- intolerance of difference, whether secular or religious or, in line with our equalities policy including gender, disability, sexuality, race, colour or culture;
- attempts to impose extremist views or practices on others;
- Anti-western or Anti-British views.

At Cowley International College we uphold and educate our students in British Values, defined as follows:

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

As a college we aim to develop and nurture these through:

- informative, directional assemblies permeated by our core Cowleian values and beliefs;
- a well-structured Personal, Social, Health and Citizenship education programme which addresses all of the requirements of the programmes of study, including foci on Democracy, Liberty, the rule of law, Human Rights and Responsibilities;
- a strong Religious Studies and Ethics programme at every Key Stage;
- democratically elected, effective and well-managed College Council and student leadership positions, which encourage students to actively participate in the democratic process;

- a broad and balanced curriculum which addresses our core values with a focus on mutual respect, tolerance and resilience across a range of subject areas;
- regularly communicating our high expectations and core values to all key stakeholders and ensuring that they are consistently applied;
- ensuring a clear understanding by all stakeholders of the Behaviour Policy so that they understand what is expected of them and the consequences of both meeting and failing to meet these expectations;
- regularly communicating the college's Mission Statement and its underlying core values: tolerance, respect, democracy;
- using restorative approaches, where possible, to resolve any difficulties between members of our college community;
- rigorously applying the college's Safeguarding policy including Health and Safety policy, for example: trips and visits policy and procedures, Safeguarding procedures, Code of Conduct and Health and Safety procedures.

Teaching Approaches

Teaching will:

- be consistently Good and Outstanding and will build students' resilience to views which act to radicalise or lead to extremist views and behaviour, in line with the Government's guidance, 'Teaching approaches that help build resilience to extremism among young people' DfE 2011;
- be confidently led by informed teaching and non-teaching staff capable of challenging extremist views and behaviour;
- develop confidence by promoting thinking skills and a strong sense of values and personal identity;
- adapt and be flexible to include current and topical issues that arise in relation to extremism and radicalisation, using the DfE Table at Appendix 1 and considering the 3 heading: Making a connection with young people through good teaching and a student centered approach; Facilitating a 'safe space' for dialogue, and equipping our students with the appropriate skills, knowledge, understanding and awareness for resilience.

The above will work in conjunction with the college's effective work on Spiritual, Moral, Social and Cultural dimensions which engender an understanding of safe and acceptable behaviour in context of extremism and radicalisation.

Help for the student: when and if a student is affected by extremism or radicalisation the college will:

- contact and work with parents and carers;
- offer mentoring;
- seek support and advice from the local authority;
- seek support from other appropriate external agencies working to prevent extremism.

External Agencies and Speakers

The college will:

- continue to use external speakers to enrich students' learning and experiences;
- vet and evaluate all external providers to negate all influences, behaviours and messages which are counter-productive to the college's aims, Mission Statement, ethos, core values, policies, including the Safeguarding Policy and processes;
- ensure access to appropriate providers to facilitate healthy, informed debate of opposing views and values;
- provide opportunities for all students to build resilience.

Whistle Blowing

All staff, students and Governors will be encouraged to use the Local Authority Whistle Blowing policy to raise concerns about extremism and radicalisation. If the issue relates to the Headteacher, the Chair of Governors will be informed.

Safeguarding

Extremism and radicalisation are fundamentally safeguarding issues, therefore all issues should be treated under the framework which lies within the Safeguarding policy.

Where an adult in college believes a student to be at risk of harm or neglect a referral should be made immediately to the college's Safeguarding officer or the headteacher

The college's Designated Safeguarding Officer is: Mr P Livesey

The college's Deputy Designated Safeguarding Officers are: Mr P Leadbeater, Mr C Dickinson, Mr M Hesketh

The Designated Safeguarding Officers work in line with the responsibilities as set out at Annex B of the DfE Guidance 'Keeping Children Safe in Education' which is detailed in the Safeguarding Policy.

Role of Governing Body

The Governing Body of our College will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

The Governing Body of our college will support the ethos and values of our college and will support the college in tackling extremism and radicalisation.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2015' the Governing Body will challenge the college's leadership team on the delivery of this policy and monitor its effectiveness.

Review: Governors will review this policy annually. Date of next review: summer term 2015.

Review date: _____

Signed: _____ (Chair of Governors)

Appendix 1: 'Key Ingredients' for successful teaching in the context of 'push' and 'pull' factors

<p>PUSH FACTORS – factors that push an individual/make an individual vulnerable to extremist messages.</p> <p>Lack of excitement, frustration.</p> <p>Lack of sense of achievement – seen as significant 'lack of purpose'// confidence in the future, life goals.</p> <p>Lack of an outlet for views.</p> <p>Gaps in knowledge or understanding of Islam – both young people and their parents.</p> <p>Sense of injustice.</p> <p>Actual or perceived humiliating experiences (including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely/to sense of injustice).</p> <p>Exclusion – lack of belonging to peer or community networks, associations etc.</p> <p>Below the line: factors that are out of scope of this study.</p>	<p>KEY INGREDIENTS</p> <p>Teacher confidence: in many cases it will be the use of existing teaching skills and methods which may well be the most effective approach. From prison settings, staff who are more confident in their abilities tend to perform much better even though they have not received specialist training.</p> <p>Teacher attitudes and behaviours:</p> <ul style="list-style-type: none"> - willingness to admit you don't know; - acknowledging controversial issues exist; - awareness that I have a role to play; - willingness to turn to others for help when you don't know about something. <p>Specific knowledge:</p> <ul style="list-style-type: none"> - understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering'); - knowledge of an alternative values framework. <p>Teaching practice/pedagogy:</p> <ul style="list-style-type: none"> - boosting critical thinking (seeing through propaganda, singular messages etc); - helping to see multiple perspectives; - using multiple resources/methods; - embedding or sustaining dialogue following specialist interventions; - enabling students to tackle difficult issues; 	<p>PULL FACTORS – factors that draw young people into extremist messages.</p> <p>Charismatic/confident individuals (recruiters).</p> <p>Network/sense of belonging.</p> <p>Broader community views which enable or do not oppose extremism.</p> <p>Persuasive, clear messages. Exploiting knowledge gaps.</p>
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	<ul style="list-style-type: none"> - linking college work to the wider community; - drawing evidence from across the curriculum; - developing in young people a sense of multiple identities. Help young people become aware of, and comfortable with, multiple personal identity. 	
<p>Disaffection with wider societal issues. Disruptive home life.</p>	<p>Other factors: support from senior leaders; pupil support processes.</p>	<p>Sense of dignity and importance and loyalty. Exciting (non-teaching) activities. Sense of purpose in life.</p>