

Preventing Extremism and Radicalisation Strategy & Policy

1. Introduction of the Policy

The current threat from terrorism and extremism in the United Kingdom can involve the exploitation of vulnerable people, including young people and vulnerable adults to involve them in terrorism or activity in support of terrorism.

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions, both locally and nationally, in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Under the Prevent duty introduced by the Counter-Terrorism and Security Act 2015, relevant further education bodies will need to assess the risks of people being drawn into terrorism and ensure they have plans in place for mitigating these risks.

2. Policy Statement

IC Training Centre (ICTC) is committed to providing a secure environment for all of our students, staff and stakeholders.

3. Policy Concept

ICTC 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. 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.

ICTC clears that this exploitation and radicalisation should be viewed as a safeguarding concern.

Our college's *Preventing Extremism and Radicalisation Policy* also draws upon the guidance contained in *Prevent Duty Guidance, 2015*.

4. Defining policy

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are to be found in Appendix 1.

5. College Ethos and Practice

There is no place for extremist views of any kind in our college, whether from internal sources – students, academic staff or management team - or external sources - college community, external agencies or individuals.

It is imperative that our students have a safe place where they can discuss and explore controversial issues safely and in an unbiased way and where our teachers encourage and facilitate this.

As a college, we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for our students. We also recognise that if we fail to challenge extremist views we are failing to protect our students.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way. Therefore, at ICTC we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students, staff and visitors will always be challenged and where appropriate dealt with.

As part of wider safeguarding responsibilities, college staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of college, such as in their homes or community groups, especially where students have not actively sought these out
- Graffiti symbols, writing or art work promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites
- Students voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

6. Staff training

The College recognises the need to provide appropriate training for staff involved in the implementation of this duty.

The College's Management Team, Operations Team and all lecturers/teachers will receive the training to understand the Government rationale for Prevent and the channels for further action and referral. All College staff should understand what radicalisation means and why people may be vulnerable to it. They need to be aware of what we mean by the term "extremism" and the relationship between extremism and terrorism.

Staff need to develop awareness to know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. They need to understand how to obtain support for people who may be being exploited by radicalising influences.

The College works with external partners to ensure that appropriate training programmes are delivered to staff and the management. Initial briefings and training have been led by Mrs Rupal M. An online Prevent training is recommended and reviewed annually.

(<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen2.html>)

(<https://www.foundationonline.org.uk/course/index.php?categoryid=14>)

Staff Training programmes will ensure that the following learning outcomes are addressed:

All staff should understand the process and policies in place when vulnerability has been identified. All staff are aware of the internal referral systems if they have a concern. All staff should know when referrals should be made to the Channel programme, and how to use College processes to do this. All staff should know how and where to get additional advice and support.

7. Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some people becoming alienated and disempowered, especially where the narrow approaches student 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 developing a culture which brings awareness of social norms. The college will ensure that all of our teaching approaches help our students build resilience to extremism and give students 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, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.

The college will promote the British 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 students 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 students safe and prepare them for life in modern multi-cultural Britain and globally.

8. Use of External Speakers

At ICTC we encourage the use of external speakers to enrich the experiences of our students. However we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students.

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's curriculum so we need to ensure that this work is of benefit to our students. For specific information & guidelines about inviting External Speakers refer to the *External Speakers & Events Policy*. Speakers can be invited and organised by any staff member or a registered student by following the External Speakers and Events Policies guidelines.

9. Risk reduction

The management team, academic and other staff will assess the level of risk within the college and put actions in place to reduce that risk. Risk assessment may include staff, student and board members' training and knowledge of the prevent duty, IT and cyber-security, premises security, external speakers, freedom of expression, information sharing, students' unions or organisations, and welfare support. The college will screen staff, visitors and volunteers to ensure that they will not deliver messages of extremism or radicalisation.

10. Response

Our college, like all others, is required to identify a Prevent Designated Officer (DO) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The responsibilities of the DO are described in Appendix 2.

The DO at ICTC will be the Centre Manager of IC Training Centre Mrs Rupal Mehta. If Mrs Rupal M is unavailable, substitute DO will be Director Mr Jayabalan G. The DO will engage with external references.

Staff at ICTC will be alert to the fact that whilst extremism and radicalisation is broadly a safeguarding issue there may be some instances where a student may be at direct risk of harm or neglect. For example; this could be due to students displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with.

Therefore, all staff working in ICTC (including visiting staff, volunteers and contractors) are required to report instances where there is potential risk of harm or neglect, or if they have concerns that a student or a member of staff may be at risk of radicalisation or involvement in terrorism in this case. They should speak with the DO, Mrs Rupal and/ or Mr Jayabalan.

Attention is drawn to all, that the maintenance of a safe environment in ICTC's physical and virtual facilities is imperative. To that end, all stakeholders need to be alert to any such potential threats and fully observe the guidelines of this policy and associated documentation in order to mitigate negative effects and detrimental consequences.

11. Channel Referral:

The term 'Channel' refers to the duty to as set out in the Counter Terrorism and Security Act 2015. Channel is a safeguarding process which takes a multi-agency case management role in managing the risk of those who have been or are at harm of becoming radicalised. Regional Channel Coordinators are responsible for providing support and expert advice to all police forces and local authorities across the region. If needed, the DO of ICTC will refer the case to Channel.

Regional Prevent Coordinator for London:

Jake Butterworth / jack.butterworth@education.gov.uk / 07795454722

Chris Rowell / chris.rowell@education.gov.uk / 07384872518

12. Prayer and Faith Facilities

The College does not at present have a bookable prayer room. Should this change, the College Management Team will ensure and there are clear and widely available policies for the use of faith related facilities.

13. Online and e-Safety

The College uses filtering as a means of restricting access to harmful content. The College uses Watchdog to filter the web browsing content. This ensures that websites promoting extremist views and encouraging the radicalisation of young people are automatically blocked. In addition to this, our IT providers monitor webpages accessed and alert the College if suspicious material is being accessed. The College has policies relating to the use of IT on the premises. IT policies and procedures contain specific reference to the Prevent duty. As some young people and staff may be using IT in the course of their learning, and this may involve research relating to terrorism and counter-terrorism, the College has clear policies in place to identify and address instances where online materials are accessed for curriculum purposes.

Appendix 1 - Indicators of vulnerability to radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. 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.

3. 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; or
 - Foster hatred which might lead to inter-community violence in the UK
4. 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.
5. Pupils 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.
6. 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
7. 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.
8. 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 - Preventing violent extremism: Roles and responsibilities of the single point of contact (DO)

The DO at ICTC will be the Centre Manager Rupal M. If when Rupal M is unavailable, substitute DO will be the Mr Jayabalan Gukanesan, who is responsible for:

- Ensuring that staff of the college are aware of her as the DO 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 ICTC in relation to protecting students from radicalisation and involvement in terrorism
- Raising awareness within the college about the safeguarding processes relating to protecting students 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
- Sharing any relevant additional information in a timely manner

Appendix 3 - Preventing violent extremism: Risk Assessment

As with other further education institutions, ICTC is required to carry out a risk assessment of where and how its students are at risk of being drawn into violent extremism. This includes exposure to an environment of non-violent extremism that may foster acceptance or encouragement of violent extremism.

In carrying out this Risk Assessment, the following have been considered:

- Institutional policies
- Policies and procedures regarding the campus and student welfare, including equality and diversity, and the safety and welfare of students and staff
- IT policies
- Policies and procedures concerning the physical management of the college estate, including policies and procedures for events held by staff, students or visitors and relationships with external bodies and community groups
- Staff, student and management members' training and knowledge of the Prevent duty
- Partnership and leadership
- External speakers and events
- Freedom of speech
- Staff training
- Welfare and pastoral care
- Students' Union

Appendix 4 – Additional Links and Useful Information

Counter Terrorism Bill

<http://www.legislation.gov.uk/ukdsi/2014/9780111123737/contents>

Stonewall provides support to counter homophobia in further education. This will support providers is promoting British values of tolerance and mutual respect

<https://www.safecampuscommunities.ac.uk/home>

<http://www.stonewall.org.uk/get-involved/education/further-education>

Prevent Tragedy website: A website to support parents in preventing young people from travelling to warzones

<http://www.preventtragedies.co.uk/>

We will inspire website - a website set up by women to explore the roles of Muslim women in Britain. This includes two powerful videos of young Muslim men's and women's views of people going out to join extremists in Syria

<http://www.wewillinspire.com/>

FAST (Families Against Stress and Trauma), a community organisation that supports vulnerable families and individuals, has launched the 'Families Matter' campaign. This film featured Prevent Strategy and Policy testimonies from three families who suffered from a loved one travelling to Syria. For more information on the campaign and to watch the film see; www.familiesmatter.org.uk. For information on the launch see:

www.gov.uk/government/news/home-secretary-supports-launch-of-families-matter-campaign

Key definitions

British Values (as defined in Prevent Duty)	"Democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs"; institutions are expected to encourage students to respect other people with particular regard to the protected characteristics set out in the Equality Act 2010.
Values	Principles or standards of behaviour; one's judgement of what is important in life.
Extremism (as defined in Prevent Duty)	"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." This also includes calls for the death of members of the British armed forces.
Terrorism	Terrorism is an action that endangers or causes serious violence damage or disruption and is intended to influence the government or to intimidate the public and is made with the intention of advancing a political, religious or ideological cause.
Radicalisation	The process by which a person comes to support terrorism and forms of extremism leading to terrorism.
Vulnerability	Describes factors and characteristics associated with being susceptible to radicalisation.
Safeguarding	The process of protecting vulnerable people, whether from crime, other forms of abuse or from being drawn into terrorism-related activity.
Ideology	An ideology is a set of beliefs.
Citizen	A legally recognised subject or national of a state or commonwealth, either native or naturalised.
Citizenship education	Enables people to learn about their rights and responsibilities, and to understand how society works. It prepares them for dealing with the challenges they face in life. Through citizenship education, young people are encouraged to play an active part in the democratic process, thereby becoming more effective members of society. Effective citizenship education increases confidence, self-esteem and motivation for learning.
Religion	Religion can be explained as a set of beliefs concerning the cause, nature, and purpose of the universe, especially when considered as the creation of a superhuman agency or agencies, usually involving devotional and ritual observances, and often containing a moral code governing the conduct of human affairs.
Belief	Indicates an acceptance that something exists or is true, especially one without proof, and represents trust, faith, or confidence in (someone or something).
Faith	Indicates strong belief in the doctrines of a religion, based on spiritual conviction rather than proof.

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G.D.