Preventing Extremism and Radicalisation Policy

Introduction

South Bank Engineering UTC (UTC) is committed to providing a secure environment for students, where children feel safe and are kept safe. All adults at the college recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

The policy and the procedures in place for staff and visitors will contribute to this policy at the UTC in the delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004*. This Preventing Extremism and Radicalisation Policy is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002 (s157 of the Education Act 2002).

This Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in DfE Guidance "Keeping Children Safe in Education, 2018"; 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.

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.

Links to other policies
The Preventing Extremism and Radicalisation Policy links to the following UTC policies;

- Safeguarding and Child Protection policy
- Equal Opportunity Policy
- Anti-bullying Policy
- Online-Safety Policy
- Behaviour Policy
- Professional Conduct and dress code

Ethos and Practice

When operating this policy UTC uses the following accepted Governmental 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'.

There is no place for extremist views of any kind at the UTC, whether from internal sources — students, staff or governors, or external sources - school community, external agencies or individuals. Our students see the college as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this — we have a duty to ensure this happens.

As a college we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. 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 the UTC 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 marginalized.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for students and the Professional Conduct for staff.

As part of wider safeguarding responsibilities school staff will be alert to:
- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, 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;
- Parental reports of changes in behaviour, friendship or actions and requests for

assistance;

- Local authority services, police reports of issues affecting students in other schools or settings;
- 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.

Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or Lambeth's Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.
At the UTC, "British Values" are considered to be:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

As a school we aim to develop and nurture these by:

- Continuing to develop the content and influence of CPD on students, enabling a growing understanding of the political, moral, social and religious issues that can lead to extremist ideologies and avoiding its development (looking at Democracy, Freedom, the rule of law, Human Rights and responsibilities).
- A broad and balanced curriculum which addresses many of these core values across a range of subject areas
- Having a clearly communicated and consistently applied Behaviour for Learning Policy so that students understand what is expected of them and the consequences of both meeting and failing to meet these expectations
- A Code of Conduct which is regularly referred to and communicated with students, reiterating that we are a school community built on mutual respect and understanding
- Adopting restorative approaches, where possible, to resolve any difficulties between members of our school community
- Having a rigorous commitment to student safety (for example: trips and visits policy and procedures, Safeguarding procedures, Code of Conduct and Health and Safety procedures)

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. At the UTC this will be achieved by good teaching, primarily via CPD but also 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 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 to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success as set out in the Table in Appendix 1 taken from the DfE document above and we will apply the methodologies set out in that document following the three broad categories of:

- 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.

Therefore this approach will be embedded within the ethos of our school so that students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our school's approach to the Spiritual, Moral, Social and Cultural development of students as defined in OfSTED's School Inspection Handbook and will include the use of weekly student briefings and the UTC VLE/network resources.

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 achieve this by using a curriculum that includes:

- Open discussion and debate;
- Coaching times
- Work on anti-violence and a restorative approach addressed throughout curriculum and the behaviour policy;
- Focused educational programmes.

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist

views and to assist in the broadening of our students' experiences and horizons.

We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will ensure that that student is offered mentoring. Additionally in such instances our school will seek external support from the Local Authority working to prevent extremism.

At the UTC 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 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.

Whistle Blowing

Where there are concerns of extremism or radicalisation Students, staff and governors will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence.

They must inform the Principal straight away (or if it relates to the Principal inform the Chair of Governors).

Safeguarding

Please refer to our Safeguarding and Child Protection Policy for the full procedural framework on our Safeguarding and Child Protection duties.

Staff at the UTC will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive).

Therefore, all adults working in UTC (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead or Principal.

Role of Governing Body

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

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2018' the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Monitoring and Evaluation

The Board of Governors and Principal will monitor the operation and effectiveness of the UTC's this policy at specified intervals.

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

PUSH FACTORS – factors that push an individual/make an individual vulnerable to extremist messages	KEY INGREDIENTS	PULL FACTORS – factors that draw young people into extremist messages
Lack of excitement, frustration	**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	Charisimatic/confident individuals (recruiters)
Lack of sense of achievement – seen as significant 'lack of purpose'// confidence in the future, life goals	**Teacher attitudes and behaviours** - 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	Network/sense of belonging
Lack of an outlet for views		Broader community views which enable or do not oppose extremism.
Gaps in knowledge or understanding of Islam – both young people and their parents		
Sense of injustice	**Specific knowledge:** - Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering') - Knowledge of an alternative values framework	Persuasive, clear messages. Exploiting knowledge gaps.
Actual or perceived humiliating experiences (including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely/to sense of injustice)		
Exclusion – lack of belonging to peer or	**Teaching practice/pedagody:** - Boosting critical thinking (seeing through	

community networks, associations etc Below the line: factors that are out of scope of this study	propaganda, singular messges etc) - Helping to see multiple perspectives - Using multiple resources/methods - Embedding or sustaining dialogue following specialist interventions - Enabling students to tackle difficult issues - Linking school 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	
Disaffection with wider societal issues Disruptive home life	Other factors Support from senior leaders Pupil support processes	Sense of dignity and importance and loyalty Exciting (non-teaching) activities Sense of purpose in life