Preventing Radicalisation and Extremism Policy

September 2024

(Next review date August 2025)

Safeguarding Statement

SupaJam is a post 16 specialist provider, specialising in Music, Maths, English and Life Skills. All staff, volunteers and partners are committed to safeguarding the welfare of every person within SupaJam. Our mission is to help young people to engage and achieve within a safe and inclusive environment.

Introduction:

This policy is part of our commitment to keeping our students safe. Since the Education and Inspections Act (revised) 2011, schools and colleges have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including the advocacy of violent extremism.

Schools and colleges have an important part to play in both educating children and young people about extremism and recognising when pupils are at risk of being drawn into terrorism. In 2015, new statutory duties were placed on schools and colleges by the Counter Terrorism and Security Act 2015 which means they must work to prevent children and young people from being drawn into extremism. This duty is set out in the statutory Prevent duty guidance: Guidance for Specified authorities in England and in Wales (2023).

Safeguarding children from all risks of harm is an important part of a school or college's work and protecting them from extremism, including violent and non-violent, is one aspect of that.

Ethos:

At SupaJam Education in Music and Media (SupaJam) we ensure that through our vision, values, relationships and small group teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The Senior Leadership Team also ensures that this ethos is reflected and implemented effectively through college policy and practice and that there is an effective set of safeguarding policies in place to safeguard and promote pupils 'welfare.

We have a duty to prepare our pupils for life in modern Britain and to keep them safe. Everyone at SupaJam has the right to learn and work in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

College Responsibilities:

The duty to prevent children and young people from being drawn into terrorism is set out in the documents listed in Appendix A.

Definitions:

Extremism is defined (revised in March 2024) as "the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. Negate or destroy the fundamental rights and freedoms of others; or

2. Undermine, overturn or replace the UK's system of liberal parliamentary democracy and

democratic rights; or

3. Intentionally create a permissive environment for others to achieve the results in (1) or (2)" [gov.uk].

NB: Please see Appendix B for a list of behaviours that could constitute extremism.

Terrorism is defined by the Terrorism Act 2000 as an action or threat designed to influence the government or intimidate the public with the purpose of advancing a political, religious or ideological cause.

I**deology,** with regards to terrorism, refers to a set of beliefs, principles or objectives which a group or an individual proclaim to adhere to and attempts to instil in others to radicalise them towards becoming a terrorist or supporting terrorism.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

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

Permissive environment are characterised by environments where radicalising ideologies are allowed to flourish. These can exist both online and offline.

Roles and Responsibilities:

Role of the Senior Leadership Team
It is the role of the Senior Leadership Team to ensure that SupaJam meets its statutory duties with regard to preventing radicalisation.

The Senior Leadership Team has nominated the Designated Safeguarding Leads in each base and the Base Leaders, as points of contact, who will advise all staff about issues to do with protecting pupils from radicalisation.

The Senior Leadership Team will:

• Ensure that the college carries out its role in regards to tackling the ideological causes of terrorism and reducing permissive environments.

• Ensure that the college and its staff respond to preventing radicalisation on a day-to-day basis.

• Ensure that the college's curriculum addresses the issues involved in radicalisation, such as British Values and online safety.

• Ensure that staff conduct is consistent with preventing extremism and radicalisation.

Role of the Designated Safeguarding Lead with regard to radicalisation monitoring

The Designated Safeguarding Lead (DSL) will:

• Ensure that staff understand the issues of radicalisation and extremism, are able to recognise factors for vulnerability and know how to refer their concerns.

• Receive safeguarding concerns about pupils who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation.

• Liaise with parents and carers as appropriate.

• Make referrals to appropriate agencies regarding concerns about radicalisation.

• Liaise with partners, including the local authority, the police and the local authority's Prevent team.

• Review the Prevent risk register and action plan.

• Report extremism concerns about staff members to the LADO and to the UK Government using this link: https://report-extremism.education.gov.uk/

• Report to the Director of Safeguarding on these matters.

The role of all staff

All staff members will:

• Be aware that factors that increase vulnerability to sexual exploitation, criminal exploitation and county lines also increase vulnerability to radicalisation. Staff will treat vulnerability to radicalisation the same as any other safeguarding concerns and report changes of behaviour or concerns to the DSL.

• Challenge views and opinions which go against the fundamental British values and create opportunities where students can learn and debate in a safe and positive environment.

• Report concerns about any adult working with our young people. These concerns will be reported to the DSL or through the Whistleblowing procedure.

Curriculum:

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others. Our values support the development of each student as a reflective learner within a safe and respectful learning environment. Teaching the college's core values alongside the fundamental British

values supports quality teaching and learning whilst making a positive contribution to the development of a fair, just and civil society.

Teaching Approaches:

SupaJam 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 that young people 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 by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people 'DfE (2011).

SupaJam will ensure that all of our teaching approaches help our students build resilience against 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 to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will:

• Facilitate a 'safe space 'for dialogue

• Equip SupaJam students with the appropriate skills, knowledge, understanding and awareness for resilience.

This approach will be embedded within the ethos of our college 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 college's approach to the spiritual, moral, social and cultural development of pupils. 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 also work with local partners, families and communities in our efforts to ensure our college 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 college will seek external support from the Local Authority's Prevent team and/or local partnership structures working to prevent extremism.

At SupaJam we 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 differences, especially those of a different faith or no faith. It is our most fundamental responsibility to keep our students safe and prepare them for life in modern multicultural Britain and globally. The means by which these objectives will be delivered include:

• Spiritual, Moral, Social and Cultural Development (SMSC)

• Class discussions

• Visits and Speakers

• Additional Curriculum

Use of External Agencies and Speakers:

We encourage the use of external agencies and speakers to enrich the experiences of our students; however we will personally vet any external agencies, individuals or speakers with whom we engage to provide such learning opportunities or experiences.

The vetting process 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 curriculum so we need to ensure that this work is of benefit to all students.

Our college will therefore assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

• Any messages communicated to students are consistent with the ethos of the college and do not marginalise any communities, groups or individuals.

• Any messages presented do not seek to glorify criminal activity and violent extremism or seek to radicalise students through extreme or narrow views of faith, religion, culture or other ideologies.

• Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.

• Activities are matched to student needs.

• Activities are carefully evaluated to ensure that they are effective.

We recognise, however, that the ethos of our college is to encourage students to understand opposing views and ideologies, as appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate. We may use external agencies or speakers to facilitate and support this.

By delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure that our students are able to recognise risk and build resilience. This will allow them to manage any such risk themselves (where appropriate to their age and ability) but also to help students develop the critical thinking skills needed to engage in informed debate.

Whistle Blowing:
Where there are concerns of extremism or radicalisation about a member of staff, staff are encouraged to make use of our internal systems to Whistle Blow or raise any issues in confidence to either Hannah Goslett (Director of Safeguarding). Please refer to SupaJam's Whistle Blowing Policy for full information.

Staff must also report these concerns to the DSL who may liaise with or report these with the Local Authority's LADO.

Training:

All staff members are required to complete safeguarding training annually, which includes training on the Prevent Duty and radicalisation awareness. These mandatory training sessions comply with the prevailing arrangements agreed by the Local Authority, and local Safeguarding Children Multi-Agency Partnerships for Kent and Sussex. Safeguarding training sessions are also delivered throughout the year and include training on extremism, radicalisation and its safeguarding implications.

Regular training on the Prevent Duty supports staff in understanding radicalisation and why young people and adults learners may be vulnerable to being drawn into terrorism.

The Designated Safeguarding Leads attend further training courses as necessary to ensure that they have an understanding of factors for vulnerability to being drawn into terrorism, risks involved, are aware of possible early signs of radicalisation (see Appendix B) and are informed of local risks and extremism trends.

Online and Internet Safety:

The internet provides children and young people with access to a wide range of content, some of which is harmful. Extremist and terrorist groups use the internet, including social media, to share their messages and as a tool for radicalisation. The filtering systems used at our college blocks inappropriate content, including extremist content.
Where staff, pupils or visitors find unblocked extremist content they must report it to any member of staff.

We are aware that children and young people have access to unfiltered internet when using their mobile phones; staff are to remain vigilant.

The e-safety and internet user policy refers to preventing radicalisation and related extremist content. Pupils and staff know how to report internet content that is inappropriate or of concern. Please refer to the full e-safety policy for further details.

Visitors:

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 pupils without a member of staff being present.

Staff must not invite speakers into college without first obtaining permission from the Senior Leadership Team or the College Leaders.

Referral Process:

• If there are significant concerns about a student, staff must inform the Designated Safeguarding Leads immediately.

• The Designated Safeguarding Leads with regard to radicalisation monitoring will make a referral to the appropriate body.

- For any immediate concerns of harm or risk, the DSL or nominated person should call the Police on 999.

- Where there are concerns but no immediate threat or risk, then the DSL or nominated person should either;
- Make a Prevent referral by completing this form (Prevent-Referral-Form.docx)
- Contact the Kent and Medway Prevent Coordinator (jess.harman@kent.gov.uk)
- Contact Kent County Council on 03000 414141, or;
- Contact the Police non-emergency line on 101 or 0800 789321, or;
- Report terrorist activity or online material that promotes terrorism or extremism (https://www.met.police.uk/tua/tell-us-about/ath/possible-terrorist-activity/)

APPENDIX A

Statutory Guidance

- Counter Terrorism and Security Act (2015)

- Prevent duty guidance: England and Wales (2023)

- Keeping Children Safe in Education (2024)

- Working Together to Safeguard Children (2023)

Non-statutory guidance

- Promoting fundamental British values as part of SMSC in schools: DfE Departmental advice for maintained schools (2014)

APPENDIX B

Behaviours that could constitute extremism under the new definition.

Aim 1: Negate or destroy fundamental rights to freedom: Behaviour against a group, or members of it, that seeks to negate or destroy their rights to live equally under the law and free of fear, threat, violence or discrimination. Including:

• Using, threatening, inciting, justifying, glorifying or excusing violence towards a group in order to dissuade them from using their legally defined rights and freedoms.

Aim 2: Undermine, overturn or replace liberal democracy: Attempts to undermine, overturn, or replace the UK's system of liberal parliamentary democracy and democratic rights. Including:

- Advocating that the UK's parliamentary democracy and democratic values and rights are not compatible with their ideology, and seeking to challenge, overthrow, or change our political system outside of lawful means.

- Using, threatening, inciting, justifying, glorifying or excusing violence towards citizens, in order to dissuade them from participating freely in the democratic process.

- Subverting the way public or state institutions exercise their powers, in order to further ideological goals, for example through entryism, or by misusing powers or encouraging others to do so.

- Using, threatening, inciting, justifying, glorifying or excusing violence towards public officials including our armed forces, police forces and members of local, devolved or national legislatures, in order to dissuade them from conducting their obligations freely and fearlessly, without external interference.

- Establishing parallel governance structures which, whether or not they have formal legal underpinning, seek to supersede the lawful powers of existing institutions of state.

Aim 3: Enabling the spread of extremism: Intentionally creating a permissive environment for behaviour in aim 1 or aim 2. Including:

- Providing an uncritical platform for individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2.

- Facilitating activity of individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2, including through provision of endorsement, funding, or other forms of support.

- The dissemination of extremist propaganda and narratives that call for behaviour in either aim 1 or aim 2.

- Attempts to radicalise, indoctrinate and recruit others to an ideology based on violence, hatred or intolerance, including young people.
- Consistent association with individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2 without providing critical challenge to their ideology or behaviour.
- If any behaviour listed in aim 1 or aim 2 has occurred previously, a refusal by the individual, group or organisation that conducted the behaviour to rescind, repudiate or distance themselves from the behaviour.

APPENDIX C

Push factors:	Pull factors:
• Feeling isolated • No sense of purpose or belonging • Low self-esteem • Feelings of anger and frustration • Strong sense of injustice • Personal grievances • Confusion about sense of identity	• Promise of fulfilment or excitement • Promise of a sense of community and belonging • Making the child or young person feel that they are part of a wider mission • Using manipulated narratives to explain issues • Blaming specific communities for grievances and encouraging violence to get justice • Encouraging conspiracy theories • Encouraging an 'us 'against 'them ' mentality

Risk factors that can make children, young people and adult learners at risk of radicalisation or extremism. These factors can be seen as pushing or pulling young people towards radicalisation and extremism, and when seen together these factors can cause concern.

- Showing sympathy for extremist causes or ideologies
- Glorifying violence, especially towards other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside of college
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups
- Sudden changes in dress, faith, behaviour and peer relationships (staff members must take into consideration the wider context and be conscious that these changes are not necessarily due to radicalisation)
- Secretive behaviour, especially around online activity
- 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 what are perceived to be anti-Western or anti-British views
- Advocating violence towards others
- Low self-esteem
- Withdrawal from family, friends or a change in friendship circles

Indicators of radicalisation or extremism may include:

APPENDIX C

How can I support Prevent?

● Be vigilant - radicalisation is usually a process, not an event, and factors or events may contribute towards the radicalisation of an individual.
● Complete the Prevent and radicalisation awareness e-learning.
● Familiarise yourself with the factors that can contribute to radicalisation and know how to make a Prevent referral.
● For more information on the support Prevent can offer, visit Let's Talk About It (https://actearly.uk/)

Prevent is a shared responsibility. Don't rely on others - report any concerns you have immediately.

Kent and Medway Prevent Team contact details:

Prevent Education Officers

Rachel Murray - rachel.Murray@kent.gov.uk - Covers Ashford, Canterbury, Dover, Folkestone and Hythe, Swale and Thanet

Sally Green - sally.Green2@kent.gov.uk - Covers Dartford, Gravesham, Maidstone, Medway, Sevenoaks, Tonbridge and Malling, Tunbridge Wells

Community Engagement Officer

Nadine Permaul - nadine.Permaul@kent.gov.uk

Prevent Coordinator (Kent and Medway)

Jess Harman - jess.Harman@kent.gov.uk

Assistant Director of Contest and Serious Organised Crime (SOC)

Nick Wilkinson - nick.Wilkinson@kent.gov.uk

Sussex and Hove

https://www.brighton-hove.gov.uk/community-safety-partnership/prevent-referral-form

Channel.Prevent@brighton-hove.gov.uk

 01273 291 115

National Prevent Referral Form

What support is available?

Anyone who is referred to Prevent is assessed by the local authority and other partners, including the police, to see if they're suitable for **Channel,** which is Prevent's specialist support scheme.

Channel is a voluntary, confidential, early intervention programme that supports people who are at risk of being drawn into terrorism.

To help determine if someone is suitable for support through Channel, a Channel panel is

chaired by the local authority, who meet with police, health professionals and other partners to discuss suitability and decide what tailored package of support can be offered to them.

If Channel support isn't deemed appropriate – for example, if the person is at risk of harm but they aren't being radicalised – they may be signposted to other safeguarding services for help.

Channel support includes theological or ideological mentoring, help with mental health, drug or alcohol abuse issues, education, career advice and other support services. Taking part in Channel doesn't appear on someone's criminal record, and won't negatively impact their future education or career prospects. Channel aims to provide the right kind of help to support the person moving away from extremism.

FURTHER SUPPORT AND GUIDANCE

• Prevent Duty Guidance for England and Wales (Revised) - https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales

• Prevent Duty Guidance: For further education institutions in England and Wales - https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-further-education-institutions-in-england-and-wales

• Channel Duty Guidance - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964567/6.6271_HO_HMG_Channel_Duty_Guidance_v14_Web.pdf

• Educate Against Hate – information and resources for school leaders, parents and teachers on protecting children from radicalisation and extremism - http://educateagainsthate.com

• Act Early (Action Counters Terrorism) - information on radicalisation, how to spot the signs, support and how to share concerns - https://actearly.uk/

- LGfL Counter-extremism - Preventing radicalisation in schools - Advice and tools/tips for staff to safeguard pupils in regards to radicalisation and the Prevent Duty - https://counterextremism.lgfl.org.uk/

- Going Too Far - Practical resource for teachers to empower young people to recognise extremist material online and develop their critical thinking skills with case studies and scenario-based activities - https://goingtoofar.lgfl.org.uk/

- More information on Channel - https://www.educateagainsthate.com/what-is-channel/