

Great Oaks College Radicalisation and Extremism Policy

Person Responsible:	Richard Murr – Deputy Principal
Date of Policy:	September 2022
Next review date:	September 2024

Rationale

Our young adults may be exposed to many radical and extremist views, both through the people that they may meet and through a wide range of media.

Aims

- To prevent students and those working in college from being radicalised and drawn into extremism
- To take appropriate action to protect vulnerable adults from harm
- To be alert to harmful behaviour by other adults
- To ensure that students use the internet safely and to encourage parents or carers to be alert and vigilant to the dangers young adults with SEN might face.
- To ensure that staff and students report any concerns to the Designated Safeguarding Lead immediately.
- To build strong links with the appropriate outside agencies so that where the college needs specialist help and support it will be activated promptly.

Objectives

Policy and Procedure

Students at Great Oaks College may be privy to a host of avenues where radicalisation and extremism are discussed:

All of the young people at Great Oaks College have severe learning difficulties, Profound and multiple learning difficulties or Autism. It is unlikely that any of the young people at Great Oaks would have the cognitive ability to understand the concept of radicalisation or extremism.

We aim to create a safe environment where students are happy to talk about and celebrate their own faith, culture, beliefs and practices.

Our students learn respect and tolerance of others beliefs and practices.

In Personal, Social, Health Education and Citizenship the students are further encouraged to develop skills of 'Self Protection'. There are 5 areas which underpin this.

1. Permission
2. Decision making
3. Assertion
4. Health and Safety
5. Preparing to become informed Citizens

For more information, please see the College policy on safeguarding, e-safety, Whistleblowing, Personal, Social, Health Education and Citizenship.

Staff concerns

Where staff are concerned about any student they should use the usual College incident reporting system (My Concern) as well as make the college principal aware immediately. The principal and DSL will then decide what the appropriate action will be. This may be a referral to social services, or we may complete the Radicalisation and Extremism concern form (see appendix 1) this will then be passed to the relevant Local authority officer and the police.

- The College has a risk assessment in place and also identifies pupils who may be at risk of R&E.
- Please see the Radicalisation and Extremism Concern Form and Risk Assessment attached at Appendix I. This details the specific actions which must be taken if staff are worried about a particular student.

Although there is no single way of identifying whether a vulnerable adult is likely to be susceptible to an extremist ideology, there are possible indicators that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to adult's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

Staff should be alert to changes in student's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying students who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) making a Prevent referral.

Further information and a list of such indicators can be found at Radicalisation and Extremism - Examples and Behavioural Traits (educateagainsthate.com)

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".¹⁵² This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads (and deputies) and other senior leaders in schools should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). Designated safeguarding leads (and deputies) and other senior leaders in colleges should familiar themselves with the Prevent duty guidance: for further education institutions in England and Wales. The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies

Definitions from KCSIE 2022

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological

Additional support

The Department has published further advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the Prevent duty.
- Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.
- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Online support and information

Prevent duty guidance- Home Office guidance

Prevent duty: additional advice for schools and childcare providers - DfE advice

Educate Against Hate website - DfE and Home Office advice

Prevent for FE and Training - Education and Training Foundation (ETF)

Extremism and Radicalisation Safeguarding Resources – Resources by London Grid for learning

Appendix I

RADICALISATION & EXTREMISM CONCERN FORM

Student name:	Staff Logging Concern:	Date:

Nature of concern – Please tick			
Inappropriate content on the phone		Inappropriate material held by the student	
Overheard conversation		Gang mentality	
Propaganda material		Other	

Describe in as much detail as possible your concern and note any behaviours observed.

ACTIONS TAKEN		
Referral to social care	Name of contact	
Phone call to police	Name of contact	
Discussed with Principle	Date & Time	
Phone call to parents after the above has taken place	Date & Time	
Timeline started and risk assessment undertaken		
Forms Scanned and uploaded to my concern		

Safeguarding Lead Follow Up

Safeguarding lead to describe the outcome of the above process and the next steps to safeguard the student.

Signed:

Date:

Appendix II - Radicalisation and Extremism Risk Assessment

Does Great Oaks College have a policy?	Yes	
Does Great Oaks College work with outside agencies on R&E?	We have strong links with Social Care. Many of our students have identified social workers. We have a spreadsheet with the named social workers.	
Has Great Oaks College got a nominated R&E Lead?	Richard Murr	
Do staff have a process to voice their concerns?	Yes	My Concern/ Internal referral form
Are there opportunities for students to learn about R&E?	Yes – but only for our most able students	This would be needs led
Are there documented cases of R&E?	None	
Is Great Oaks College particularly prone to R&E?	No All our students have severe learning difficulties, Profound and Multiple learning difficulties or Autism.	
Evaluation	LOW RISK	Policy to be reviewed annually by the Board. PSHE/citizenship curriculum provides students with the opportunity to develop awareness with regard to tolerance and respect

The Students

Are the students aware of R&E?	No	
Are individual students risk assessed?	No	If a R&E form is filled in, students who are perceived to be vulnerable will be identified early and flagged up by staff using the internal reporting system.
Students at risk	None	
Evaluation	LOW RISK	Staff continue to monitor

The Community

Evaluation	LOW RISK	Our students have SLD/PMLD and Autism
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