



Callington Community
College

PREVENTING EXTREMISM AND RADICALISATION POLICY

March 2022

Version	Date	Review Date
Spring 2022	Spring 2022	Spring 2023
Originator: Gemma Parker DSL	Authorised by CCC Governors: 04.04.2022	

- This policy was adopted by the LGB in: 4 April 2022
- The policy was reviewed and revised in Spring 2022 to reflect updated statutory guidance from the DfE, Keeping Children Safe in Education Sept 2021 and any changes to the PREVENT legislation.
- The policy will be reviewed: Spring 2023 (or earlier if legislation changes)
- The Designated Safeguarding Lead (DSL) is: **Miss Gemma Parker**
- The officer with responsibility to cover for the Designated Safeguarding Lead (DDSL) is: **Mrs Claire Merritt**
- The Single Point of Contact (SPOC) for the Prevent agenda is: **Miss Gemma Parker**
- The named Member of the Governing Body with responsibility for safeguarding is: **Dr Jon Tilbury**

This policy is in line with:

- Sections 175 of the Education Act 2002, implemented June 2004.
- Working Together to Safeguard Children (July 2018).
- What To Do If You Are Worried A Child is Being Abused; Advice for Practitioners (March 2015).
- Keeping Children Safe in Education (September 2021).
- The Counter-Terrorism and Security Act (2015)
- Prevent Duty (2015).
- DfE Teaching approaches that help to build resilience to extremism among young people (May 2011)

This policy should also be read in conjunction with and alongside our other college adopted policies.

1. Meeting your communication needs

We want to ensure that your needs are met. If you would like this information on audio type, in Braille, large print, any other format or interpreted in a language other than English, please contact the PA to the Principal, Mrs Amanda Underwood.

2. Purpose of Policy

The purpose of the Preventing Extremism and Radicalisation Policy is to provide a secure framework for the workforce in safeguarding and promoting the welfare of those students who attend our College. The policy aims to ensure that:

- All our students are safe and protected from harm; [SEP]
- Other elements of provision and policies are in place to enable students to feel safe and adopt safe practices; and [SEP]
- Staff, students, governors, visitors, volunteers and parents are aware of the expected [SEP] behaviours and the College's legal responsibilities in relation to safeguarding and [SEP] promoting the welfare of all our students. [SEP]
- This policy also develops procedures and good practice within our College, to [SEP] ensure that each person and agency can demonstrate that there is an understanding of the duty to safeguard and promote the welfare of children and young people including those who are vulnerable. It provides evidence of how this will be implemented within our College and within multi-agency working arrangements. [SEP]

3. Policy Statement [SEP]

Callington Community College is committed to providing a secure environment for students, where children feel safe and are kept safe. All adults at Callington Community 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.

When operating this policy Callington Community College uses the following accepted government definition of extremism, as outlined in the Prevent Duty 2015, 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'

We recognise that extremism and radicalisation can arise from many influences. There is no place for extremist views of any kind in our college, whether from internal sources — students, staff or governors, or external sources - school community, external agencies or individuals. Our students see Callington Community 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 Callington Community College we will provide a broad and balanced curriculum, delivered by qualified 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.

Furthermore, at Callington Community College 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 or staff will always be challenged and where appropriate dealt with in line with our other linked policies. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether a Prohibition Order is warranted.

4. Potential warning signs of extremist behaviour and radicalisation

As part of wider safeguarding responsibilities Callington Community 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, writing, art work or tattoos promoting extremist messages or images;
- Students accessing or sharing extremist material online, including through social networking sites;
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Local schools, colleges, local authority services and 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.

5. Indicators of vulnerability to radicalisation

Students 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 staff at Callington Community College are able to recognise those vulnerabilities.

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.

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.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing, sharing 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; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

6. Promoting Core British Values

At Callington Community College, we have determined "British Values" to be:

- 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 by:

- Planning an engaging assembly programme with core ethical values and beliefs at its heart.
- The Spiritual, Moral and Cultural development of students is a shared responsibility across the college. Subjects like PSHE and Citizenship make a significant contribution to this.
- At intervals throughout the year the curriculum is collapsed for half-day or full day learning activities, which are designed to stimulate, challenge and inform.
- A strong Religious Studies and Philosophy/Ethics programme.
- An effective and well-managed Student Leadership Team enabling students to actively participate in the democratic process.
- A broad and balanced curriculum that addresses many of these core values across a range of subject areas.
- Having a clearly communicated and consistently applied Behaviour Policy so that students understand what is expected of them and the consequences of both meeting and failing to meet these expectations.
- Adopting restorative approaches, where possible, to resolve any difficulties between members of our school community.
- Having a rigorous commitment to student safety.

7. 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. In our college this will be achieved by good teaching across all subjects. We will also adopt 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 to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. 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:

- The Spiritual, Moral and Cultural development of students being a shared responsibility across the college. Subjects like PSHE and Citizenship make a significant contribution to this.
- Open discussion and debate.
- Work on anti-violence and a restorative approach addressed throughout curriculum and our Behaviour Policy.

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 school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At Callington Community College 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 both modern multi-cultural Britain and globally.

8. Use of External Agencies and Speakers

At Callington Community College we encourage the use of external agencies or 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. This will include completing a background check on or 'Googling' a speaker to check that they are not promoting extremist views online.

Our college will 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 do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or 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 the needs of students.
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We recognise, however, that the ethos of our college is to encourage students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

9. Response

Our College, like all others, is required to identify a Prevent **Single Point of Contact (SPOC)** 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 SPOC are described in this section.

Staff at Callington Community College will be alert to the fact that **extremism and radicalisation is a safeguarding issue** and there may be some instances where a young person may be at direct risk of harm or neglect. For example, this could be due to a young person 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 young person's family that may equally place a young person at risk of harm.

Therefore, all adults working at Callington Community College (including visiting staff, volunteers, contractors etc...) are required to report instances where they believe a child may be at risk of extremism and radicalisation to the SINGLE POINT OF CONTACT (SPOC) or in the absence of the SPOC, the DDSL, a member of the safeguarding team or the Headteacher immediately, following the school's normal procedures outlined in our Child Protection/Safeguarding Policy.

The Single Point of Contact (SPOC) is: Miss Gemma Parker (Designated Safeguarding Lead and Director of Student Support and Welfare) who is responsible for:

1. Ensuring that staff of the college are aware that she is the SPOC in relation to protecting students from radicalisation and involvement in terrorism;
2. 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;

3. Raising awareness about the role and responsibilities of Callington Community College in relation to protecting students from radicalisation and involvement in terrorism;
4. Raising awareness within the college about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;
5. Acting as the **first point of contact** within the college for professional discussions relating to students who may be at risk of radicalisation or involved in terrorism;
6. Making appropriate referrals to the Channel Police Practitioner and sharing any relevant/additional information in a timely manner.

However in the absence of the **SPOC**, staff can contact the **DDSL, Principal** or any of the **Safeguarding Team and complete a Google concern form.**

*In the event any member of staff becomes aware of a concern **outside of normal school hours** and is unable to contact the SPOC, Principal or additional Safeguarding Officers then the following options can be used:*

You can contact Devon and Cornwall Police by dialling **101** (the non-emergency number) and request to speak to the **Prevent Team**. They can talk to you in confidence about your concerns and help you gain access to support and advice.

If a child is in immediate danger, please call the Police using the emergency 999 number.

Referrals can be made to the **Prevent Lead for Cornwall, Steve Rowell. His email is:**

prevent@cornwall.gov.uk

Steve Rowell contact number is: **01736 336587**

If deemed necessary, serious incidents will be discussed and referred to the **Cornwall MARU 0300 1231 116** and also with the **Cornwall Prevent Team 01392 452 555**.

The **Department for Education** has **dedicated a telephone helpline (020 7340 7264)** to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by **email** to counter.extremism@education.gsi.gov.uk Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

10. Risk reduction

The College Governors, the Principal, the SPOC and safeguarding team will assess the level of risk within the school and put actions in place to reduce that risk.

Risk assessment may include consideration of the college's curriculum, key policies (inc. Behaviour and E-Safety), the assembly programme, visiting speakers, the use of college premises by external agencies, and any other issues specific to the college's community and ethos.

The college will screen staff, visitors and volunteers to ensure that they will not deliver messages of extremism or radicalisation.

11. Whistleblowing

Where there are concerns that the college is not acting on or dealing with incidents of extremism or radicalisation – students, staff and governors are encouraged to make use of our internal systems to Whistleblow or raise any issue in confidence.

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

12. 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 school 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, September 2021' the governing body will challenge the college's senior leadership team on the delivery of this policy and monitor its effectiveness.

13. Review

Governors will review this policy annually. However, safeguarding data and any key incidents are discussed with governors at each FGB meeting.