

Name of Policy:	Prevent Strategy
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Approved By:	SLT, SHRR, Governors
Consultation	Curriculum Office, Student Supervisors, Safeguarding group, SLT
SLT Owner:	Vice Principal,



PREVENT STRATEGY

The government's toolkit to help schools and Colleges contribute to the prevention of violent extremism says:

Our goal must be to empower young people to come together, with their families and the wider community, to expose violent extremists and reject cruelty and violence in whatever form it takes.

Colleges can make an important contribution, being a focal point for local communities and helping to build mutual respect and understanding.

Extremists of all persuasions try to paint the world as black and white, accentuating division and difference, and exploiting fears based on ignorance or prejudice. Education can be a powerful weapon against this, equipping young people with the knowledge, skills and reflex to think for themselves, to challenge and to debate; and giving young people the opportunity to learn about different cultures and faiths and, crucially, to gain an understanding of the values we share.

Long Road Sixth Form College Prevent Strategy

The Prevent strategy has five strands:

- **challenging** the violent extremist ideology and supporting mainstream voices
- **disrupting** those who promote violent extremism and supporting institutions where they may be active
- **supporting individuals** who are being targeted and recruited to the cause of violent extremism
- increasing the **resilience** of communities to violent extremism
- **addressing grievances**, both genuine and perceived, that ideologues are exploiting. These can stem from national or international issues – for example relating to foreign policy, or perceptions of distorted media representation;

Context

The aim of our strategy is to:

- Develop an awareness of Prevent in the College
- Recognise current practice which contributes to the Prevent agenda
- Identify areas for improvement

National

The governments counter terrorism strategy CONTEST has four elements Pursue, Protect, Prepare and Prevent. Prevent aims to stop people becoming terrorists or supporting terrorism. With the current government alert at **severe (4th level of 5)** the College needs to be aware of risks and raise awareness within its community.

1. Local Partnerships

The College have some well-established partnerships with the police in Cambridgeshire.

Workshop to Raise Awareness of **Prevent (WRAP)** training sessions have been attended by a member of the Safeguarding team.

The College has good links with partner schools. This work is important to help understand potential tensions within our youth communities and support transition arrangements for some of the most vulnerable students.

The College regularly invites visitors from a range of faith groups and those with no faith to talk about issues of faith with students in an informal context. There is an open and non-segregated prayer space within the College which is used by staff and students

2. College

The following aspects of the Colleges' work link closely to the Prevent agenda.

- Visions & Values
- Equality & Diversity
- Student Voice
- Safer recruitment – including governors
- External Speakers' Policy
- Lock down Procedures

Prevent sits within safeguarding within the College. The policy and procedures are well established and generally understood by staff. The Safeguarding Team meets regularly and any concerns raised under the Prevent agenda are discussed within this group.

3. Staff

Procedures around safer recruitment practice to ensure that all safeguarding procedures are in place.

It is every staff member's responsibility to respond appropriately to students whose behaviours are challenging and inappropriate.

All staff have undergone the on line PREVENT training course provided by The Education and Training Foundation and this is now completed by all staff as part of their induction to the college. <https://www.foundationonline.org.uk/>

4. Curriculum

The College systematically reviews its performance to ensure it narrows the attainment gap with vulnerable or disadvantaged groups/communities.

When curriculum discussions occur, staff are aware of the need to ensure that every voice is heard and there is an equality of opportunity for every student. Staff are also aware of the need to challenge discrimination and prejudice and are alert to students who may indicate sympathies to minority groups. Staff help students to acquire the skills and knowledge to challenge extremist views, and promote an ethos and values that promotes respect for others.

Our aim is to guide and encourage young people as they develop into:

- **responsible citizens** – which includes understanding identity, valuing diversity, working cooperatively to promote positive change
- **confident individuals** – which includes developing independence, self awareness and moral judgements
- **successful learners** – which includes developing enquiring minds, and engaging with the issues of our world

Effectively addressing controversial issues will also help to challenge misinformed views and perceptions amongst students, challenge commonly held 'myths' and build understanding and appreciation about others. This requires:

- questioning techniques to open up safe debate
- confidence to promote honesty about pluralist views
- ensuring both freedom of expression and freedom from threat
- debating fundamental moral and human rights principles
- promoting open respectful dialogue
- affirming the multiple dynamic identities we all have

The ITS department monitor the use of the internet and can identify words which may cause concern when posted on line. These are reported to the safeguarding team who investigate and take appropriate action. Logs of on line searches are kept and scrutinised using bespoke software.

5. Student Engagement

Developing “active citizenship” is evident through

- Duke of Edinburgh Award
- Volunteering
- Ambassador roles
- Equality champions
- Student voice
- Student committee activities

The College have a number of methods of raising concerns. Progress coaches and the College counsellors know how to receive and refer issues.

Understanding the causes of violent extremism

Evidence suggests that this path, or ‘radicalisation’ process, is not linear or predictable. The length of time taken can differ greatly from a few weeks to years and proceeding down a radicalisation path does not always result in violence.

For some, but not all, of those who have become involved in violent extremism, the transition to *post*secondary school learning was a crucial time.

Some common factors emerge:

Contact with recruiters

Although there are isolated incidents of ‘self-radicalisers’, young people will generally become involved in violent extremist movements under the influence of others. Initial contact could be via peers, older siblings, other family members or acquaintances. The process of radicalisation can often be a social one. Interaction is most likely to be outside school settings, often in unsupervised environments such as gyms or cafés, or in private homes.

Access to violent extremist material

Access in the past has often been via leafleting and local contacts but evidence suggests that the internet is now playing a much more important role

What can make a young person susceptible to adopting extremist views and supporting violence?

The key conclusion from available evidence is that there is no single profile of a person likely to become involved in extremism, or single indicator of when a person might move to adopt violence in support of extremist ideas.

However it does appear the decision by a young person to become involved in violent extremism:

- may begin with a search for answers to questions about identity, faith and belonging
- may be driven by the desire for ‘adventure’ and excitement
- may be driven by a desire to enhance the self esteem of the individual and promote their ‘street cred’
- is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support
- is likely to be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination

Lessons from recent case histories about factors that may make young people susceptible to exploitation by violent extremists:

Identity crisis

Adolescents exploring issues of identity can feel both distant from their parents' cultural and religious heritage and uncomfortable with their place in society around them. Extremist ideas can help provide a sense of purpose or feeling of belonging.

Personal crisis

This may for example include significant tensions within the family which produce a sense of isolation of the young person from the traditional certainties of family life.

Personal circumstances

The experience of migration, local tensions or events affecting families in countries of origin may contribute to alienation from UK values and a decision to cause harm to symbols of the community or state.

Un- or underemployment

Young people may perceive their aspirations for career and lifestyle undermined by limited school achievement or employment prospects. This can translate to a generalised rejection of civic life and adoption of violence as a symbolic act.

Criminality

A young person may have been involved in group offending or, on occasion, linked to organised crime and be drawn to engagement in extremist, potentially criminal, activities.

Further information and resources

Information relating to extremism issues

Anti-defamation League

Information on graphic and numerical symbols used by far-right groups.
www.adl.org/hate_symbols/Unser.asp

Educating Against Extremism – Lynn Davies, Trentham Books, 2008

Looks at the processes that can lead individuals to extreme beliefs or the use of violence and suggests ways in which education can help.

Improvement and Development Agency (IDeA)

The 'knowledge' section of the IDeA website provides policy updates, information, useful links and resources on preventing violent extremism.
www.idea.gov.uk/idk/core/page.do?pagelD=7890410

Security Service

Information on the radicalisation process and extremist groups, including Al Qaida.
www.mi5.gov.uk/output/Page19.html

Teaching, learning and the curriculum links

1001 Inventions

A resource that looks at the heritage which the Muslim community share with other communities in the UK, Europe and across the World.
www.1001inventions.com

Adapting the curriculum – QCA

<http://curriculum.qca.org.uk>

Defeating Organised Racial Hatred – Commission for Racial Equality

Information to challenge common myths about people from minority groups.

www.equalityhumanrights.com/Documents/Race/Employment/Defeating_organised_racial_hatred.pdf

Diversity and Dialogue

An online directory of projects and resources aimed at bringing young people from different faiths and backgrounds together.

www.diversityanddialogue.org.uk

Global Citizenship Guides: Teaching Controversial Issues – Oxfam

Strategies and activities to help teachers address controversial issues.

www.oxfam.org.uk/education/teachersupport/cpd/controversial

Global Dimension – DEA

A guide to resources which support global and intercultural understanding.

www.globaldimension.org.uk

The Holocaust Centre and Holocaust Educational Trust

Outreach programmes and teaching materials to educate young people about the Holocaust and lessons to be learned on combating prejudice and racism.

www.holocaustcentre.net and www.het.org.uk/content.php

Racism, anti-Semitism and Islamophobia – Teachernet

Links to a variety of resources to support the school workforce in tackling issues of racism, anti-Semitism and Islamophobia.

www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying/developing/racismantisemitism

Radical Middle Way

Information, resources and events aimed at articulating a relevant mainstream understanding of Islam that is proactive and relevant to young British Muslims.

www.radicalmiddleway.co.uk

Respect For All – QCA

A range of whole school and subject related guidance and resources on valuing diversity and challenging racism through the curriculum.

www.qca.org.uk/qca_6753.aspx

Schools Linking Network

A website that allows schools to seek a linking partner online, with support.

www.schoolslinkingnetwork.org.uk

Teaching about controversial issues – Teachernet

Guidelines for handling controversial issues, both in the classroom and in informal conversations with pupils, drawing on recent publications in this area.

www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying/preventing/controversialissues

Watch Over Me – Miss Dorothy.com

Web presence and teaching materials designed to help children handle risk. Copies of the 'Watch Over Me' DVD resources are available free to schools, enquiries should be addressed to office@thekidstaskforce.com.

www.missdorothy.com