PREVENTING RADICALISATION POLICY

Background

This 'Preventing Radicalisation Policy' is part of our commitment to keeping learners safe. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

We have an important part to play in both educating learners and young people about extremism and recognising when learners start to become radicalised. In March 2015, new statutory duties were placed on organisations by the Counter Terrorism and Security Act (2015) which means they must work to prevent learners being drawn into extremism.

Safeguarding learners from all risks of harm is an important part of our work and protecting them from extremism is one aspect of that, this includes both violent and non-violent extremism.

An independent review of prevent has been carried out in early 2023 the recommendations come into effect on 31st December 2023. The review was looking at whether or not the current system was effectively tackling the root cause of extremism. The review came to the conclusion that Prevent systems need strengthening. Although there are no new legal requirements the changes provide greater clarity, practical advice and signposting to best practice – this includes the ideological causes of terrorism, managing risk and information sharing.

Islamist extremist and Extreme Right Wing are the most common forms of extremism in the UK. Of the 804 Channel cases from last year, the most common were cases referred due to:

- Extreme Right Wing radicalisation concerns – 42%
- Islamist extremism – 19%
- Conflicted ideology – 15%

Islamist Extremism – In the UK the Islamist terrorist threat comes overwhelmingly from those inspired by (but not necessarily affiliated with), Daesh and/or Al-Qa'ida.

Extreme Right-Wing Terrorism (ERWT) – Consists of Cultural Nationalism, White Nationalism and White Supremacism

- Cultural Nationalism – Belief the "Western Culture" is under threat from mass migration into Europe – rejects cultural practices such as the wearing of a burqa.
- White Nationalism - Belief that mass immigration from the "non-white world" and demographic changes poses a threat to the "white race" and "Western culture".
- White Supremacism - Belief that the "white race" has physical and mental characteristics that makes it superior to other races.

Left Wing, Anarchist and Single-Issue Terrorism (LASIT) – Encompasses a wide range of ideologies. LASIT currently represents a significantly smaller terrorist threat to the UK than Islamist terrorism or ERWT. The majority of LASIT, related activity in the UK

has consisted of lawful protest, and where violence has been involved, it has resulted in offences related to public order.

Extreme Misogyny – Communities that promote anti-feminist and sexual beliefs. Tate falls into this category. He is a part of a wider online space called the "Manosphere". There are four main groups within the Manosphere:

- Man's Rights Activists (MRA's)
- Men going their own way (MGTOW)
- Pick-Up Artists (PUAs)
- Involuntary Celibates (Incels)

Ethos

At Rochdale Training we ensure that through our vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The Trustees also ensures that this ethos is reflected and implemented effectively in policy and practice and that there are effective risk assessments in place to safeguard and promote learners welfare.

We have a duty to prepare our learners for life in modern Britain and to keep them safe. We aim to build resilience and educate learners on radicalisation and the forms it can take.

Learners have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

Statutory Duties

The duty to prevent learners and young people being radicalised is set out in the following documents

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2023)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2018) and subsequent updates

Related Policies

- Use of Technology, IT Facilities and IT Access Control Policy
- Equality & Diversity Policy
- Staff Code of Conduct
- Acceptable usage policies
- Low Level Concerns Policy
- Early Help Policy

Definitions

- **Extremism** is defined in the 2011 Prevent strategy as 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

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

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

- **Ideology** – The ideological component of terrorism is what sets it apart from other acts of serious violence. Ideology is a set of beliefs a person may argue in favour of or be a supporter of.

Roles and Responsibilities

Role of the Trustees
It is the role of the Trustees to ensure that Rochdale Training meets its statutory duties with regard to preventing radicalisation.

Role of the Chief Executive
It is the role of Chief Executive to:

- ensure that staff respond to preventing radicalisation on a day-to-day basis,
- ensure that the curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation

Role of Designated Safeguarding Lead
It is the role of the designated safeguarding lead to:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about learners who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the Trustees on these matters via the Chief Executive.

Role of staff
It is the role of staff to understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

Curriculum
Teaching and Learning
To provide a curriculum that promotes British Values, knowledge, skills and understanding, to build the resilience of learners by undermining extremist ideology and supporting the learner voice.

This will be achieved through:

- **Embedding** British Values, equality, diversity and inclusion, wellbeing and community cohesion throughout the curriculum.
- **Promoting** wider skills development such as social and emotional aspects of learning.
- **A curriculum** adapted to recognise local needs, challenge extremist narratives and promote universal rights.
- **Teaching**, learning and assessment strategies that explore controversial issues in a way that promotes critical analysis and pro-social values through a specific safeguarding curriculum.
- **Use of external** programmes or groups to support learning while ensuring that the input supports our goals and values.
- **Encouraging** active citizenship and learner voice.

Internet Safety

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used at our centre block inappropriate content, including extremist content. A weekly report is produced by our IT company of blocked sites by the user and sent to the safeguarding officers for review.

We also filter out social media, such as Facebook. Searches and web addresses are monitored, and the IT lead will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.
Where staff, learners or visitors find unblocked extremist content they must report it to a Safeguarding Officer.

We are aware that learners and young people have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance when they are using their phones. Learners will not be permitted to access the internet using Rochdale Training's Wi-fi.

The Use of Technology, IT Facilities and IT Access Control Policy refers to preventing radicalisation and related extremist content.

Learners and staff know how to report internet content that is inappropriate or of concern.

Staff Training

Staff will be given training to help them understand the issues of radicalisation, are able to recognise the signs of susceptibility or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. Staff are updated as necessary in safeguarding newsletters.

Safer Recruitment

We ensure that the staff we appoint are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of *Keeping Children Safe in Education (2023).* DBS checks are undertaken.

Visitors

Visitors who are invited to speak to learners will be informed about our preventing extremism policy. 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 learners without a member of staff being present.

Staff must not invite speakers into Rochdale Training without first obtaining permission from the Chief Executive.

'No platform for extremists'

Rochdale Training is vigilant to the possibility that hire of the premises may be requested by people wishing to run an extremist event. The Centre does not accept bookings from individuals or organisations that are extremist in their views.

Rochdale Training aims to reduce permissive environments. We aim to limit exposure to radicalising susceptible narratives, both online and offline and to create and to create an environment where radicalising ideologies are challenged and not permitted to flourish.

Signs of Susceptibility
There are no known definitive indicators that an individual is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of susceptibility include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith
- Disability
- Suffered from abuse/neglect

Recognising Extremism
Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- 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 anti-Western or anti-British views
- advocating violence towards others
- being isolated
- insignia, tattoos, certain types and brands of clothes etc.

Referral Process
Staff and visitors must refer all concerns about young people and adults who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns.

When there are significant concerns about a learner, the Designated Safeguarding Lead in liaison with the Chief Executive will make a referral to the appropriate body.

Monitoring and Review
This policy will be monitored by the Trustees via a report from the Designated Safeguarding Lead via the Chief Executive.

It will be reviewed annually.