

Prevent, Extremism Policy

Apprenticeships Combining practical training with Employment it is part funded by the European Social Fund.

Policy Statement

Richmond Training is committed to providing a secure environment for all our Learners, staff. The current threat from terrorism extremism in the United Kingdom can involve the exploitation of vulnerable people, including children, young people and vulnerable adults to involve them in terrorism or activity in support of terrorism.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of extremism and terrorism. The normalization of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

Richmond Training is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Our training centres Preventing Extremism and Radicalisation Policy also draws upon the guidance contained in the "Channel Guidance, 2015 DfE Guidance "Sections 36 to 41 of the [Counter-Terrorism and Security Act 2015](#) set out the duty on local authorities and partners of local panels to provide support for people vulnerable to being drawn into any form of terrorism. This guidance has been issued under sections 36(7) and 38(6) of the act to support panel members and partners of local panels.

It is imperative that our Learners and parents see our training centres as a safe place where they can discuss and explore controversial issues safely and in an unbiased way and where our tutors encourage and facilitate this.

As a training provider we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for our Learners. We also recognise that if we fail to challenge extremist views we are failing to protect our Learners.

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 Richmond Training we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understanding and tolerant of difference and diversity and also ensure that they thrive, feel valued and not marginalised.

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 Learners 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 Learners, staff, visitors or parents will always be challenged and where appropriate dealt with.

Prevent, Extremism Policy

As part of wider safeguarding responsibilities Richmond Training staff will be alert to:

- Disclosures by Learners of their exposure to the extremist actions, views or materials of others outside of centre, such as in their homes or community groups, especially where Learners have not actively sought these out
- Graffiti symbols, writing or artwork promoting extremist messages or images
- Learners accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Local Authority services, and police reports of issues affecting Learners in other training providers and college
- Learners 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

Teaching Approaches

We will ensure that all our teaching approaches help our Learners build resilience to extremism and give pupils 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, as appropriate, to address specific matters to become even more relevant to the current issues of extremism and radicalisation.

This approach will be embedded within the ethos of our centre so that Learners know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our training centres approach to the spiritual, moral, social and cultural development of pupils.

We will also work with local partners, the police and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We will help support Learners 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 influence's we will ensure that that student is offered mentoring.

Additionally, in such instances our training centre will seek external support from Cheshire Police and/or local partnership structures working to prevent extremism.

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

- Any messages communicated to Learners support fundamental British Values, are consistent with the ethos of the centre and do not marginalise any communities, groups or individual
- Any messages communicated to Learners do not seek to glorify criminal activity, violent extremism or seek to radicalise Learners through extreme or narrow views of faith, religion or culture or other ideologies

Prevent, Extremism Policy

- 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 Learners

We recognise, however, that the ethos of our centre is to encourage Learners to understand opposing views and ideologies, 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.

Risk reduction

The Operations Manager and the Prevent Channel and Safeguarding Leads will assess the level of risk within the centre and put actions in place to reduce that risk. Risk assessment may include consideration of the centre's curriculum, safety policy, visiting speakers, use of other training centres and premises by external agencies, anti-bullying policy and other issues specific to the centres profile, community and philosophy.

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

This risk assessment will be reviewed as part of the annual report to governors, monitored by the local authority and the local safeguarding children board.

Response

Our training centre, 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 Appendix 2. The SPOC at Richmond Training will be the Lead IQA, Lynn Renshaw

Staff at Richmond Training will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue, there may be some instances where a student may be at direct risk of harm or neglect. For example, this could be due to a student displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with, (These examples are for illustration and are not definitive or exhaustive)

Therefore, all adults working in Richmond Training (including visiting staff, volunteers, contractors and Learners on placement) are required to report instances where they believe a student may be at risk of harm or neglect or if they have concerns that a student may be at risk of radicalisation or involvement in terrorism. They should speak with the SPOC, Lynn Renshaw or the Compliance Manager Susan Mayers.

Appendix 1

Indicators of vulnerability to radicalization

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism
2. Extremism is defined by the Government in the 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.

Prevent, Extremism Policy

3. Extremism is defined by the Crown Prosecution Service as:

- The demonstration of unacceptable behaviour by using any means or medium to express views which encourage, justify or glorify terrorist violence in furtherance of particular beliefs
- Seek to provoke others to terrorist acts
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts
- Foster hatred which might lead to inter-community violence in the UK

4. There is no such thing as a “typical extremist”, those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils 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 Richmond Training staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; 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 / pupil'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 / pupil 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 – Learners / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others

7. However, this list is not exhaustive, nor does it mean that all Learners people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issue
- Joining or seeking to join extremist organisations

Prevent, Extremism Policy

- Significant changes to appearance and / or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis

Appendix 2

Preventing violent extremism

Roles and responsibilities of the single point of contact (SPOC)

The SPOC for Richmond Training is the PREVENT Channel lead Lynn Renshaw who is responsible for:

- Ensuring that staff of Richmond Training are aware that you are the SPOC in relation to protecting Learners/pupils from radicalisation and involvement in terrorism
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing Learners/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism
- Raising awareness about the role and responsibilities of Richmond Training in relation to protecting Learners/pupils from radicalisation and involvement in terrorism
- Raising awareness within the centre about the safeguarding processes relating to protecting Learners from radicalisation and involvement in terrorism
- Acting as the first point of contact within the centre for case discussions relating to Learners who may be at risk of radicalisation or involved in terrorism
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and provide early intervention to protect and divert people away from the risks they face and reduce vulnerability

What Richmond Training will do

- Work closely with the local Police force
- Educate staff and Learners via internal and external services
- Embed awareness into employability qualification
- Consult staff and Learners
- Review process/protocol yearly
- Promote British values

Foster a culture of openness and tolerance for all faiths, religions and ethnicity