Gateshead Council learningSkills Anti-Radicalisation and Prevent Policy

Revised August 2021

Protecting people from
RADICALISATION is a **TEAM EFFORT**
We need YOUR help!

PREVENTING TERRORISM
Prevention is better than cure
Do your bit to help tackle extremism and radicalisation

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Introduction

This policy must be read in conjunction with the learningSkills Safeguarding policy.

Please refer to and follow the reporting process outlined in the safeguarding policy if reporting a Prevent or radicalisation concern.

You can find an electronic copy of this policy below.

Links to other Policies

The Gateshead Council learningSkills Anti-Radicalisation/Prevent policy links to the following learningSkills policies:

- [learningSkills Safeguarding Policy](#)
- learningSkills Equality and Diversity Policy
- learningSkills Behaviour Management Policy
- learningSkills ICT and Online use Policy
- LearningSkills Sexual Violence & Sexual Harassement Policy

Date this policy was formally reviewed and agreed by learningSkills	08/08/2021
Signed on behalf of learningSkills	
Signature:	
Date:	08/08/2021
Date next full review is due:	08/08/2021

Gateshead Council learningSkills Anti-Radicalisation Policy Statement

Gateshead Council learningSkills is committed to safeguarding and promoting the welfare of students and staff. This policy of protection and information has been devised to be complimentary to and work alongside the learningSkills Safeguarding Policy.

This anti-radicalisation policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremism, by identifying who they are and providing them with support.

As a Further Education provider we are ideally placed to explore controversial issues - equipping learners with the knowledge, skills and critical thinking to challenge and debate in an informed way, and at the same time promote community cohesion and engage with, rather than marginalise extreme political views.

Whatever your role, if you see, hear or know something that concerns you, and suspect that anyone is at risk of radicalisation, you must immediately report what you have seen, heard or know.

While it is not possible to ensure that students would ever come to harm, the adoption of this policy, associated guidelines and code of practice aims to facilitate the management of risk associated with the duty to protect staff and students.

It is the responsibility of everyone within learningSkills to report and record any concerns they have immediately.

Doing nothing is not an option.

Aims and Objectives

The Gateshead learningSkills Anti-Radicalisation policy provides a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views.

The threat from terrorism and extremism in the United Kingdom can involve the exploitation of vulnerable people, including children and young people.

This policy is designed to provide a clear framework to structure and inform our response to safeguarding concerns for those people who may be vulnerable to the messages of extremism. In addition, it provides details of the local interagency processes and expectations in identifying appropriate interventions based on the threshold of need and intervention model and the Channel process (see below).

- Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

- Extremism 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. Also included in the definition of extremism is calls for the death of members of the armed forces, whether in this country or overseas (HM Government Prevent Strategy, 2011).

The objectives are that:

- All managers, teachers, learner support staff and non-teaching staff will have an understanding of what radicalisation is and why we need to be vigilant.

- All managers, teachers, learner support staff and non-teaching staff will know what the learningSkills policy is on anti-radicalisation and will follow the policy when issues arise.

- All students/learners will know that we have policies in place to keep students/learners safe from harm and that the service reviews its systems to ensure they are appropriate and effective.

Understanding and Recognising Risks and Vulnerabilities of Radicalisation

A child is defined in the Children Acts 1989 and 2004 as anyone who has not yet reached their 18th birthday. Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause significant harm. Children and young people are vulnerable to exposure to, or involvement with, groups or individuals who advocate violence as a means to a political or ideological end. Examples of extremist causes that have used violence to achieve their ends include animal rights activism, the far right, environmental terrorism and international terrorist organisations such as Al Qa'ida.

Most individuals, even those who hold radical views, do not become involved in extremism. Numerous factors can contribute to and influence the range of behaviours that are defined as extremism. It is important to consider these factors in order to develop an understanding of the issue. It is also necessary to understand those factors that build resilience and protect individuals from engaging in violent extremist activity.

Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm. Indicators for vulnerability to radicalisation are the same as those we are already familiar with:

- sense of isolation/exclusion
- family tensions/breakdown
- migration/immigration
- distance from cultural heritage
- experience of racism or discrimination
- feeling of failure/low self-esteem
- loss/bereavement
- poverty
- perceived injustice
- substance misuse
- confusion over identity
- criminality
- mental health issues

However there is no single profile of a terrorist, rather the vulnerability results from the interaction between circumstance, experience and state of mind. Those in the process of being radicalised may become involved with a new group of friends, search for answers to questions about identity, faith and belonging, possess extremist literature or advocate violent actions, change their behaviour and language, seek to recruit others to an extremist ideology.
It is important to note that vulnerable people experiencing these situations or displaying these behaviours are not necessarily showing signs of being radicalised. There could be many other reasons for the behaviour including those we are already familiar with alcohol or drug abuse, family breakdown, domestic violence, bullying etc. or even something more minor. At the same time it is essential to maintain 'professional curiosity' and not dismiss concerns purely due to assumed unlikelihood.

NB - The following lists are not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable people/young people experiencing these factors are automatically at risk of exploitation for the purposes of extremism.

There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences. The following indicators have been provided to support staff to understand and identify factors that may suggest a child, young person or their family may be vulnerable or involved with extremism. It is vital that all staff that have contact with vulnerable individuals are able to recognise those vulnerabilities and help to increase safe choices.

There are a number of behaviours, which may indicate a vulnerable person is at risk of being radicalised or exposed to extreme views. These include;

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include;
  ➢ physical or verbal assault
  ➢ provocative behaviour
  ➢ damage to property
  ➢ derogatory name calling
  ➢ possession of prejudice-related materials
  ➢ prejudice related ridicule or name calling
  ➢ inappropriate forms of address
  ➢ refusal to co-operate
  ➢ attempts to recruit to prejudice-related organisations
  ➢ condoning or supporting violence towards others
  ➢ accessing banned website

Vulnerability

- Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with   their place in the society around them

- Personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging

- Personal Circumstances – Migration; immigration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy

- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life

- Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

There are a number of behaviour indicators, listed below, which may indicate a vulnerable person is at risk of being radicalised or exposed to extreme views. These include;

Access to extremism / extremist influences

Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)

- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc.)

- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?

- Is the child/young person known to have possessed or is actively seeking to possess and/or distribute extremist literature/other media material likely to incite racial/ religious hatred or acts of violence?

- Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?

- Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

- Has the child/young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child/young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/young person come into conflict with family over religious beliefs/lifestyle/dress choices?
- Does the child/young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child/young person witnessed or been the perpetrator/victim of racial or religious hate crime or sectarianism?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/young person employed any methods to disguise their true identity?
- Has the child/young person used documents or cover to support this?

Social Factors

- Does the child/young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/young person experience a lack of meaningful employment appropriate to their skills?
- Does the child/young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child/young person have any learning difficulties/mental health support needs?

- Does the child/young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child/young person have a history of crime, including episodes in prison?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/national status?
- Does the child/young person have insecure, conflicted or absent family relationships?
- Has the child/young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

More critical risk factors could include:

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour

Procedures for Referrals

We are aware of the potential indicating factors that a child, young person or adult is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances.

In the event of prejudicial behaviour and not abiding by British Values, the following system will be followed;

- All incidents of prejudicial or concerning behaviour will be reported directly to the learningSkills Designated Safeguarding Lead, Safeguarding Officer or Management Team.
- All incidents will be fully investigated and recorded in line with the Behaviour Policy or/and Safeguarding Policy and records will be kept in line with procedures for any other safeguarding incident.
- Where applicable, when vulnerable students are involved, parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any

changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting and/or contact is kept alongside the initial referral in the Safeguarding folder.

- The Designated Safeguarding Lead, Safeguarding Officer or Management Team follow-up any referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. Where applicable, a further meeting with parents would be held if there is not a significant positive change in behaviour.
- In the event of a referral relating to serious concerns about potential radicalisation or extremism, learningSkills will also contact the Police

It is important to be constantly vigilant and remain fully informed about the issues which affect the local area, borough and society in which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels.

We believe that it is possible to intervene to protect people who are vulnerable. **Early intervention is vital** and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups (see Safeguarding Policy for referral procedures).

We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practice.

The Safeguarding Officer and Designated Safeguarding Lead will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed.

The Designated Safeguarding Team will deal swiftly with any referrals made by staff or with concerns reported by staff.

In the event that a referral is not made and staff do not agree with a decision not to refer, they are able to make a referral themselves using the contact details in the 'Contact Details' section of this policy.

Strategic Referral Process

Where there is an identified risk/potential risk that a child/young person may be involved/potentially involved in supporting or following extremism, further investigation by the police will be required, prior to other assessments and interventions.

Any member of staff who identifies such concerns, for example as a result of observed behaviour or reports of conversations to suggest that a learner supports terrorism and/or extremism, must report these concerns to the Safeguarding Officer or Designated Safeguarding Lead.

The Designated Safeguarding Lead and Safeguarding Officer will consider whether a situation may be so serious that an emergency response is required. Professional judgement and common sense will be used to identify whether an emergency situation applies. Examples in relation to extremism are expected to be very rare but would apply when there is information that a violent act is imminent, or where weapons or other materials may be in the possession of a young person, another member of their family or within the community. In this situation, a 999 call should be made.

Where a child/young person is thought to be in need or at risk of significant harm, and/or where investigations need to be carried out a referral to the Gateshead Council Referral and Assessment Team or equivalent in other local authorities should be made.

However, it should be recognised that concerns of this nature in relation to violent extremism are most likely to require a police investigation (as part of Channel) in the first instance. The Designated Safeguarding Manager will make a referral raising the concern to Northumbria Police Prevent Team: preventmailbox@northumbria.pnn.police.uk or by phoning **101** ext. **62957** / **62778**.

The multi-agency assessment will involve the police in the making of decisions about the appropriate response. All cases at this level will be reported to the Gateshead Council Referral and Assessment Team or equivalent in other local authorities

Some children/young people who are at risk of being drawn into extremist activity may pose a risk to others. There must not be a conflict between the welfare needs of the child/young person and the victim. Agencies have a duty to safeguard both.

Some concerns which are identified may have a security dimension to them. For this reason, it is important that liaison with the police forms an early part of all investigations. Northumbria Police will carry out an initial assessment and, if appropriate, set up a multi-agency meeting to agree actions for supporting the individual. If it is deemed that no there are no concerns about radicalisation, support will be arranged for the individual through other means such as through children's social care or another organisation.

Any information given to the police at this stage will be investigated in the pre-criminal space. It does not assume that any criminal activity has taken place and the police will be looking to support rather than arrest.

The Prevent referral process will use existing collaboration between local authorities, the police, statutory partners (such as social care, health, schools and settings, social services, children's and youth services and offender management services) and the local community to:

- Identify vulnerable individuals at risk of being drawn in to violent extremism;

- Assess the nature and extent of that risk;

Develop the most appropriate support for the individuals concerned.

Following a referral to Northumbria Police Protecting Vulnerable People (PVP) Unit. The PVP will work with the Prevent Team in Special Branch and Gateshead Council to determine the most appropriate course of action.

The outcome of the Prevent referral will be to support and enable the disengagement of those vulnerable individuals with the radicalisers and the radicalisation process.

All Prevent referrals will be processed via Northumbria Police Central Referral Unit (CRU). Referrals can be made directly to Northumbria Police or using existing safeguarding alert procedures. The CRU will process the referral and send it to the Northumbria Police Protecting Vulnerable People (PVP) Unit.

Following initial investigation it could be that no further action is required, or it may be necessary for the police to pursue action. For all types of response, a clear plan must be developed and documented to set out how the needs of the child/young person will be met, and who will have responsibility for doing this.

Where partnership support intervention is required to support the individual, their family/ support networks or the local community then the appropriate course of action would be one of the following:

- Safeguarding Children's/Adults Strategy Meeting

- Multi-Agency Public Protection Arrangements (MAPPA) Panel meeting/Potentially Dangerous Persons (PDP) meeting;

- Northumbria Police Prevent process

Should a Safeguarding Strategy Meeting or MAPPA/PDP meeting be required then a representative from the Northumbria Police Prevent Team within Special Branch will attend to provide the necessary expertise.

Where the case does not fit within the remit of an existing multi-agency meeting the Northumbria Police Prevent team will initiate a bespoke Prevent process. A member of the Northumbria Police Prevent team will assess and manage the referral with support from Gateshead Council and other local partners depending upon the circumstances of the referral.

Contact Details:

Make a Prevent referral

If you believe someone is being drawn into or supporting terrorism call the below numbers and make it clear that you wish to make a Prevent referral.

Your concerns must be based on an individual's vulnerability to radicalisation and should not be on a person's religion or ethnic origin.

Children 0191 433 2653

Adults 0191 433 7033

National Terrorism hotline 0800 789 321 and, in an emergency, always dial 999.

For more advice call our Community Safety Team, 0191 433 2701 or
email **prevent@gateshead.gov.uk**

❖ **Local Authority Police Prevent Lead – Northumbria Police** 0800 789 321

❖ **BIS Regional Prevent Coordinator - Christopher Sybenga**

❖ (**G7-Prevent Regional HE/FE Co-ordinator – North East**) 07384456640

❖ **learningSkills Safeguarding team** – 0191 433 8585 option 1

learningSkills Values and Ethos

There is no place for extremist views of any kind at learningSkills, whether from internal sources – students, staff or governors, or external sources - community, external agencies or individuals. It is imperative that our students see their programme as a safe place where they can discuss and explore controversial issues safely and in an unbiased way and where our staff encourage and facilitate this. As a learning provider we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for our students. 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. Education is a powerful weapon against this; equipping people with the knowledge, skills and critical thinking, to challenge and debate in an informed way. Therefore we will provide broad and balanced study programmes, delivered by skilled 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.

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, staff, visitors or partners will always be challenged and where appropriate dealt with using the relevant disciplinary procedure.

Equality, Diversity and Community Cohesion

learningSkills aims to guide our students to understand others, to promote core values of equality, to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them and to develop the skills of participation and responsible action.

We aim to encourage working towards a society where a common vision and sense of circumstances is appreciated and valued; a society in which similar life opportunities are available equally; and a society in which strong and positive relationships exist and continue to be developed in the classroom, in the workplace, in education and in the wider community. We recognise the dilemma of maintaining a society free from extremism whilst not racially profiling and stereotyping.

All developments are intended to ensure that no-one is treated in any way less favourably on the grounds of race, colour, national, ethnic or social origin, race, disability, gender, sexual orientation, gender reassignment, marriage & civil partnership, pregnancy & maternity, age, religion/ belief or political/ other personal beliefs.

The 'Prevent Strategy' published by the government in 2011 is a strategy designed to prevent any kind of extremist or terrorist activity from occurring in any community. Exposure of vulnerable people to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. This has been illustrated by a number of high profile cases across the UK where extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

The approach that we take is built on the following principles:

- It is good practice to be constantly vigilant in combatting suspicion or distrust between different groups of people represented within Further Education providers and communities. Mistrust and a sense of injustice lie at the heart of division which can lead to extremist activity.

- The expression of extremism changes as national and world affairs change. Being resilient to all forms of extremism both now and in later life, as things change, depends on the values, the critical thinking skills and belief in tolerance and mutual respect that a person has.

- Having a stake in the opportunities which Britain offers to all its citizens for economic empowerment is critical. Disaffection and alienation occur when people feel disenfranchised. An outstanding education which supports their students to be confident, fulfilled, well-qualified and with a repertoire of skills to engage in British public and community life is the best way to eradicate all forms of extremism.

Designated Safeguarding Team Responsibilities

The Designated Safeguarding Lead (DSL) & Safeguarding Officer (SO) are the first point of contact for all staff and volunteers to go to for advice if they are concerned about radicalisation. The learningSkills management team act as Deputy Designated Safeguarding Leads.

Responsibilities of the Designated Safeguarding Team in relation to Prevent:

- Carry out a risk assessment to assess where and how students or staff may be at risk of being drawn into terrorism and put into place appropriate actions to mitigate this risk

- Carry out appropriate checks on visiting speakers and ensure that the views expressed do not constitute extremist views that risk drawing people into terrorism or are shared by terrorist groups and where applicable, identifying when a visiting speaker event must be cancelled due to doubt about risk mitigation

- Work with specialist staff from Northumbria Police, other Council Department (or other local councils) and where appropriate, other local partners, to provide support for children, young people and adults who are at risk of radicalisation and/or being drawn into extremism.

- Assess information from staff regarding concerns about children, young people and/or Adults at Risk, make decisions about whether staff concerns are sufficient enough

- Monitor situations and consider modifying the response if circumstances change. If the risk is perceived to diminish, it may be appropriate to end the response. However, if the risk is perceived to increase, an escalation of the response may be required and may take the case outside of the 'Prevent' strand of the CONTEST strategy.

- 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 or is demonstrating signs of becoming radicalised we will ensure that the student is offered support.

- Seek external support from Northumbria Police and/or local partnership structures working to prevent extremism.

- Deliver ongoing training and ensure that all staff are equipped to recognise vulnerability in relation to extremism and know what action to take in response

- Work with local partners, families and communities in our efforts to ensure that staff understand and embrace our local context and values in challenging extremist views and to assist in the broadening of our student's experiences and horizons.

- Ensure that staff are fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a student, or if they need to discuss specific students whom they consider to be vulnerable to radicalisation or extremist views.

- Work in conjunction with the Local Authority and external agencies to decide the best course of action to address concerns, which arise.

Prejudicial behaviour can be a factor in radicalisation and extremism. With this in mind, we have updated procedures for dealing with prejudicial behaviour, as outlined in the Behaviour Policy and Equality Policy.

Staff Responsibilities

All staff have a responsibility within Gateshead Council learningSkills to ensure that children, young people and/or 'Adults at Risk' are safe from radicalisation. Any member of staff who identifies concerns about a learner must report these concerns to the Safeguarding Officer or Designated Safeguarding Lead.

Staff **must** follow the Externa Visiting Speaker procedure without exception, if inviting external visiting speakers to address learners on learningSkills premises.

Staff must ensure they have the knowledge to identify radicalisation issues, who to go to, and how to report any concerns they may have about children, young people and/or 'Adults at Risk' being radicalised or at risk of being radicalised.

Staff will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs (see Appendix 2). We will encourage students to respect one another and to respect and tolerate difference.

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

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside their learning programme, such as in their homes or community groups, especially where students have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites. We uses web filtering software as a means of restricting access to harmful content for those staff and students who access web content via the council network.
- Parental reports of changes in behaviour, friendships or actions and requests for assistance.
- Local schools/colleges, other Local Authority services, and Police reports of issues affecting pupils/students in other education settings.
- Students voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or 'hate' terms to exclude, or incite violence against specific groups.
- Intolerance of difference, including, but not exclusive to, groups with 'protected. characteristics (age, gender and gender identity, race, disability, sexual orientation, religion and belief).
- Attempts to impose extremist views or practices on others.
- Anti-Western or Anti-British views.

learningSkills staff will ensure that learners know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation.

Staff will ensure that teaching approaches help learners to build resilience to extremism and give a positive sense of identity through the development of critical thinking skills.

Staff will adapt teaching approaches, as appropriate, so as to address specific incidents and occurrences to ensure delivery remains relevant to the current issues of extremism and radicalisation.

Sub-Contractors

All sub-contractors are expected to adhere to learningSkills policies and procedures where they do not adequately have their own in place. This is monitored and reviewed through a robust Quality Monitoring process under the responsibility of the learningSkills Curriculum, Contract and Adult Employability Skills Manager.

The Role of the Curriculum

We promote equality, respect, tolerance and diversity. Students recognise that they are entitled to have their own different beliefs which should not be used to influence others.

We recognise that students with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our students with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Students are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

Staff Training & information

We will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on and are aware of how we can provide support as an organisation to ensure that our vulnerable groups are resilient and able to resist involvement in radical or extreme activities.

All new staff are required to complete Home Office anit- radicalisation training and refresh the training on a 3 year cycle.

We will ensure all staff receive the Northumbria Police 60 second update monthly and other relevant communications received form Prevent coordinators local & regional.

External speakers/visitors and the use of our venues

If any member of staff wishes to invite an external speaker into any of the learningSkills venues, they must inform a member of the Management Team and adhere to the External Speaker policy and procedure.

Vulnerable students are **<u>NEVER</u>** left unsupervised with external visitors.

All visitors **<u>MUST</u>** complete the learningSkills visitor forms, in line with learningSkills policy.

If an agreement is made to allow external organisations or guest speakers to use the premises, appropriate checks will be made before agreeing to the contract. Usage will be monitored and in the event of any behaviour not in-keeping with this policy, we will contact the police and terminate the contract.

All visitors to Gateshead Council learningSkills sites will be required to sign in and out of the venue.

Staff must ensure that where they arrange meetings with visitors to learningSkills premises they notify reception, ensure they are available to meet the visitor/s and accompany the visitor throughout their stay.

APPENDIX 1

National Guidance and Strategies

CONTEST is the Governments counter terrorist strategy, its aim to reduce the risk to the UK and its interests overseas from terrorism.

The strategy is made up of the four elements:

- **Protect** – strengthening our borders, infrastructure, buildings and public spaces from an attack;

- **Prepare** – where an attack cannot be stopped, to reduce its impact by ensuring we can respond effectively;

- **Pursue** – to disrupt or stop terrorist attacks; and

- **Prevent** - which aims to stop people becoming terrorists or supporting terrorism.

Early intervention is at the heart of "Prevent" in diverting people away from being drawn into terrorist activity. "Prevent" happens before any criminal activity takes place. It is about recognising, supporting and protecting people who might be susceptible to radicalisation. The Prevent Strategy objectives are:

- **Ideology** - respond to the ideological challenge of terrorism and the threat we face from those who promote it;

- **Individuals** - prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and

- **Institutions** - work with sectors and institutions where there are risks of radicalisation which we need to address.

CHANNEL is a key element of the "Prevent" strategy and is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children's and youth services and offender management services), the police and the local community to:

- identify individuals at risk of being drawn into terrorism;

- assess the nature and extent of that risk; and

- develop the most appropriate support plan for the individuals concerned.

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs.

APPENDIX 2

Embedding British Values in teaching practice

British Values appears in the Ofsted Common Inspection Framework under the Effectiveness of Leadership and Management:

- Leaders promote equality of opportunity and diversity exceptionally well so that the ethos and culture of the provider prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and learners do not tolerate prejudiced behaviour. The promotion of fundamental British values is at the heart of the provider's work.

We should be promoting British Values across the Service and within sessions (planned and naturally occurring), but what are they?

- **Democracy**
  - ➤ Your opinion counts

- **The rule of law**
  - ➤ No one is above the law
  - ➤ Laws protect everyone
  - ➤ Innocent until proven guilty

- **Individual liberty**
  - ➤ Freedom of speech
-
- **Mutual respect and tolerance of those with different faiths and beliefs**
  - ➤ All backgrounds and cultures
  - ➤ All ages
  - ➤ All genders and sexualities
  - ➤ All religions and beliefs

There are some similarities/ cross-over with Equality and Diversity so you may well be doing some promotion of British Values already.

You can use a range of methods for promoting British Values in your sessions but remember they should always be contextualised. I have included some examples below:

- English- discussions on topics such as 'Respect for Women in Today's Society' or 'Genetic Testing- is it morally right?'
- Employability Skills- discussions on the right to claim benefits
- Maths- different international mathematical processes
- Construction- health and safety law and how it is governed
- Health and social care- safeguarding, prosecution of people who break care laws
- Customer Service- cultural differences between different customer groups
- Team Leading and Management- negotiating between staff who have conflict
- Teaching Assistants- the promotion of British Values in Schools- their approach and successes
- Art and Design- appreciation and admiration of all art genres
- ICT- copyright laws and e-safety and prosecution of people/ organisations that break these laws

There are also some general themes you could use:

- The history of democracy in Britain- how laws are introduced and why
- Using voting in class to establish what learners want to learn or do in a session
- Teaching of the value and reasons behind certain laws that govern and protect us
- The development of ground rules in class
- Learners being encouraged to make choices and take responsibility for their own decisions
- Discussions around personal freedom
- Creating mutual respect in class such as only one person speaking at a time

APPENDIX 3

Additional materials

- The Prevent Strategy, GOV.UK – Home Office
- Keeping Children Safe in Education DfE Sept 2021
- Working Together to Safeguard Children HM Gov 2018
- Learning Together to be Safe: a Toolkit to Help Schools Contribute to the Prevention of Violent Extremism was published in 2008 by the Department for Children, Schools and Families (DCSF), a predecessor of the Department for Education.
- Briefing Paper: Safeguarding Students, Prevent Duty & Dispelling Myths AOC March 2015

Aim and Objectives

Gateshead Council Vision 2030
Local people realise their full potential, enjoying the best quality of life in a healthy, equal, safe, prosperous and sustainable Gateshead

learningSkills Mission - To remove barriers to learning and support local people to achieve their full potential
learningSkills Goal - Excellent Education for Everyone

learningSkills Values –

- British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of different beliefs
- Delivers outstanding teaching and learning
- Promotes personal development and progression
- Embraces equality and values difference
- Promotes learning as a lifelong activity
- Improves health of local people through learning
- Ensures learners are safe and safeguarded
- Increases economic wellbeing and resilience
- Engages people and families from disadvantaged communities
- Supports local employers to gain the skills edge
- Attracts resources and delivers value for money
- Develops productive partnerships

- Values and protects the environment
- Employs and develops a highly skilled, creative 'can do' workforce

learningSkills Delivers –

- Apprenticeship & Workforce Development
- Community & Family Learning
- Employability & Careers
- English & Maths
- Support for Schools
- Youth Skills

Strategic Safeguarding Aim

"To identify, promote and deliver effective safeguarding practice with our students, staff, employers and communities"

Safeguarding Objective

"To use a whole organisation approach towards safeguarding, to protect vulnerable people from harm and use our expertise as educators to create safe communities where people can develop and grow."