



Radicalisation and Prevent Strategy 2021-22



6 September 2021

To be reviewed 1 September 2022

Radicalisation and Prevent Strategy

1 INTRODUCTION

Darlington College is committed to providing students with the necessary skills and knowledge to keep themselves and others safe. Education, like other key sectors, has a responsibility to promote values of openness and tolerance and to facilitate free debate which is characteristic of being a British Citizen. It is in this context that the College provides a Radicalisation and Prevent Strategy.

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on certain bodies in the exercise of their functions to have '*due regard to the need to prevent people from being drawn into terrorism*'. The government has defined extremism 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*'.

The College's strategy is formed from **Prevent** which is a strand of the Government counter terrorism strategy – **CONTEST**. It has four elements – Pursue, Protect, Prepare and Prevent. The area in which colleges have the most influence is Prevent which aims to stop people becoming terrorists or supporting terrorism.

The UK faces a range of terrorist threats. All the terrorist groups who pose a threat to us seek to radicalise and recruit people to their cause. The Prevent strategy seeks to:

- Respond to the ideological challenge of terrorism and aspects of extremism, and the threat we face from those who promote these views
- Provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- Work with a wide range of sectors where there are risks of radicalisation which needs to be addressed, including education, criminal justice, faith, charities, the internet and health

A system of threat level has been created which represents the likelihood of an attack in the near future. The five levels are:

Critical- an attack is expected imminently

Severe – an attack is highly likely

Substantial – an attack is a strong possibility

Moderate – an attack is possible but not likely

Low – an attack is unlikely

The current threat level from international terrorism in the UK is SUBSTANTIAL which means that a terrorist attack is a strong possibility.

Further Education colleges are major education and training providers for the 16 – 25 year age group, particularly young people from ethnically diverse, and socially and economically disadvantaged areas. The age and profile of our students make it crucial

to be involved in the Prevent strategy. Colleges have a part to play in fostering shared values and promoting cohesion. Colleges should focus on the risks of violent extremism, which represents the greatest threat at national level, while recognising that other forms of violence and extremism can and do manifest themselves within colleges and other training settings.

Ofsted Further Education and Skills Handbook (2021) under Personal Development says:

The judgement focuses on the most significant dimensions of the personal development of learners that our education system has agreed, either by consensus or statute, are the most significant:

- developing responsible, respectful and active citizens who are able to play their part and know how to become involved in public life
- developing and deepening learners' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- promoting equality of opportunity so that all learners can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- promoting an inclusive environment that meets the needs of all learners, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, relationship status or pregnancy
- developing learners' character, which we define as the set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives learners the qualities they need to flourish in our society
- developing learners' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- developing learners' understanding of how to keep physically healthy and maintain an active lifestyle
- developing an age-appropriate understanding of healthy relationships through appropriate relationship and sex education
- providing an effective careers programme that offers advice, experience and contact with employers to encourage learners to aspire, make good choices and understand what they need to do in order to reach and succeed in their chosen career
- supporting readiness for the next phase of education, training or employment so that learners can make the transition to the next stage successfully

For the purposes of this strategy, violent extremism in the name of ideology or belief is defined as violence, incitement to violence, terrorism, incitement to terrorism, or other activities that may result in violent behaviour or terrorist activity in the name of an ideology or a set of beliefs.

As a general principle, the College has a statutory responsibility to:

- At all times, and by all means, seek to create a safe environment for the entire college community
- Operate the policy to specifically encompass children, young people, vulnerable adults and adults who may be temporarily vulnerable
- Acknowledge that abuse may take many forms; physical, sexual, financial and material, emotional, neglect, FGM, forced marriage, hate crime, radicalisation and risk to self and/or others
- Work and share information (as appropriate) with external agencies, in particular, Durham Constabulary, Local Safeguarding Partnership and the Designated Officer in the Local Authority, whilst always placing the welfare of the individual at the centre of any action taken.

Context

The aim of this strategy is to:

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

Whilst Prevent sits within the College Safeguarding Policy and Procedure, it is also integral to other policies, such as:

- Keeping Children Safe in Education (September 2021)
- Working Together to Safeguard Children (2018)
- Darlington College Safeguarding Policy and Procedures
- Student Positive Behaviours for Learning (2021-22)
- Equality and Diversity Policy including use of prayer rooms
- IT Code of Conduct and policies and procedures
- Bullying and Harassment Procedure
- Health and Safety Procedures
- Policies for the use of the building and premises by external agencies
- Whistle Blowing Procedure

Our Mission, Strategic Aims and Values

Our Mission

To be a centre of excellence for education and skills that supports and inspires people to achieve their aspirations and prepares them for their next steps in life.

Our Vision

To achieve this, the College will:

- Develop a culture of values centred around high expectations and focus on our students
- Support wider economic and social well-being, developing an offer that meets the needs of individual, the local economy, businesses and communities
- Develop a successful and sustainable independent college, that remains open to collaboration and partnership
- Maintain a broad and appropriate curriculum offer at our campus in Darlington for the benefit of communities across Darlington, North Yorkshire and South West Durham
- Achieve long-term financial sustainability that allows us to continue to invest – in our facilities and our staff – for the benefit of our students, their learning, and their future.

Our Values

The values that underpin the College Strategic Plan have been chosen following discussions at team briefings across the College where staff talked about what is most important and valued about the College.

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Community

It is important to us that the college remains at the heart of our wider community. It is also important to us that we maintain our strong sense of community within the college, valuing our culture of teamwork and respect.

Pride and passion

We all work with pride and passion for our students, celebrating their achievements, and working towards high expectations and continued excellence in everything we do.

Student focus

We are committed to being student-focused, and our ambition is for our students to achieve to the highest level they possibly can. We also put a high value on our reputation as a college with a caring and friendly environment that is second to none.

Inclusion

It is important to us that the College is inclusive, widening opportunities for the future and maximising the potential of all our learners. Our social purpose matters to us.

2 KEY OBJECTIVES

This strategy has five key objectives:

- 1 To promote and reinforce shared values; to create space for free and open debate and to listen and support the learner voice
- 2 To break down segregation among different student communities including by supporting inter-faith and inter-cultural dialogue and understanding, and to engage all students in playing a full and active role in wider engagement in society
- 3 To ensure student safety and that the College is free from bullying, harassment and discrimination
- 4 To provide support for students who may be at risk and appropriate sources of advice and guidance
- 5 To ensure that students and staff are aware of their roles and responsibilities in preventing violent extremism and radicalisation.

3 PRINCIPLES

This strategy is not directed at any specific ideology, religion, religious group or religious faith, or at the proponents of any other sets of beliefs. Its principal aim is to ensure that the College is able to monitor, manage and deal effectively with the threat posed by any individual or group of individuals engaging in violent extremism in the name of ideology or belief.

The strategy commits the College to the promotion of cohesive and inclusive College community relations which do not allow any particular individual or group of individuals to be marginalised, stigmatised or excluded from College life.

Leadership and Values

To provide an ethos which upholds core values of shared responsibility and wellbeing for all Governors, senior management team, staff, students and visitors and promotes respect, equality and diversity and understanding. This will be achieved through:

- Issuing 'Keeping Children Safe in Education, Information for Staff' (Sept 2021)) to all staff to keep students safe, this must be observed by staff as part of this strategy
- All staff, Governors and Partners receiving safeguarding training when they join the college and every 3 years and this keeps them up to date with all safeguarding matters, including Prevent

- Providing separate Prevent awareness training, via online learning or face-to-face training to staff
- All staff being responsible for responding appropriately to students with challenging and inappropriate behaviour. Staff will be supported and use the skills required to challenge appropriately, as part of this strategy
- Promoting core values of respect, equality and diversity, democratic society, learner voice and participation
- Building staff and student understanding of the issues and confidence to deal with them
- Deepening engagement with local communities
- Actively working with local schools, local authorities, police and other agencies

Teaching and Learning

To provide a curriculum which promotes knowledge, skills and understanding to build the resilience of students, by undermining extremist ideology and supporting the learner voice. This will be achieved through:

- Embedding equality, diversity and inclusion, wellbeing and community cohesion
- Promoting wider skill development such as social and emotional aspects of learning
- A curriculum adapted to recognise local needs, challenge extremist narratives and promote universal rights
- Awareness raising with Students at the start of their study programme along with safeguarding and e-safety
- Teaching and learning strategies which explore controversial issues in a way which promotes critical analysis and pro social values
- Use of external programmes or groups to support learning while ensuring that the input supports college goals and values.
- Encouraging active citizenship and learner voice.

Student Support

To ensure that staff are confident to take preventative and responsive steps working with partner professionals, families and communities. This will be achieved through:

- Establishing strong and effective student support services
- Listening to what is happening in the College and the community
- Implementing anti-bullying strategies and challenging discriminatory behaviour
- Helping students and staff know how to access support in College and or through community partners
- Supporting problem solving and repair of harm
- Supporting at risk students through safeguarding and crime prevention processes
- Focussing on narrowing the attainment gap for all students

Managing Risks and Responding to Events

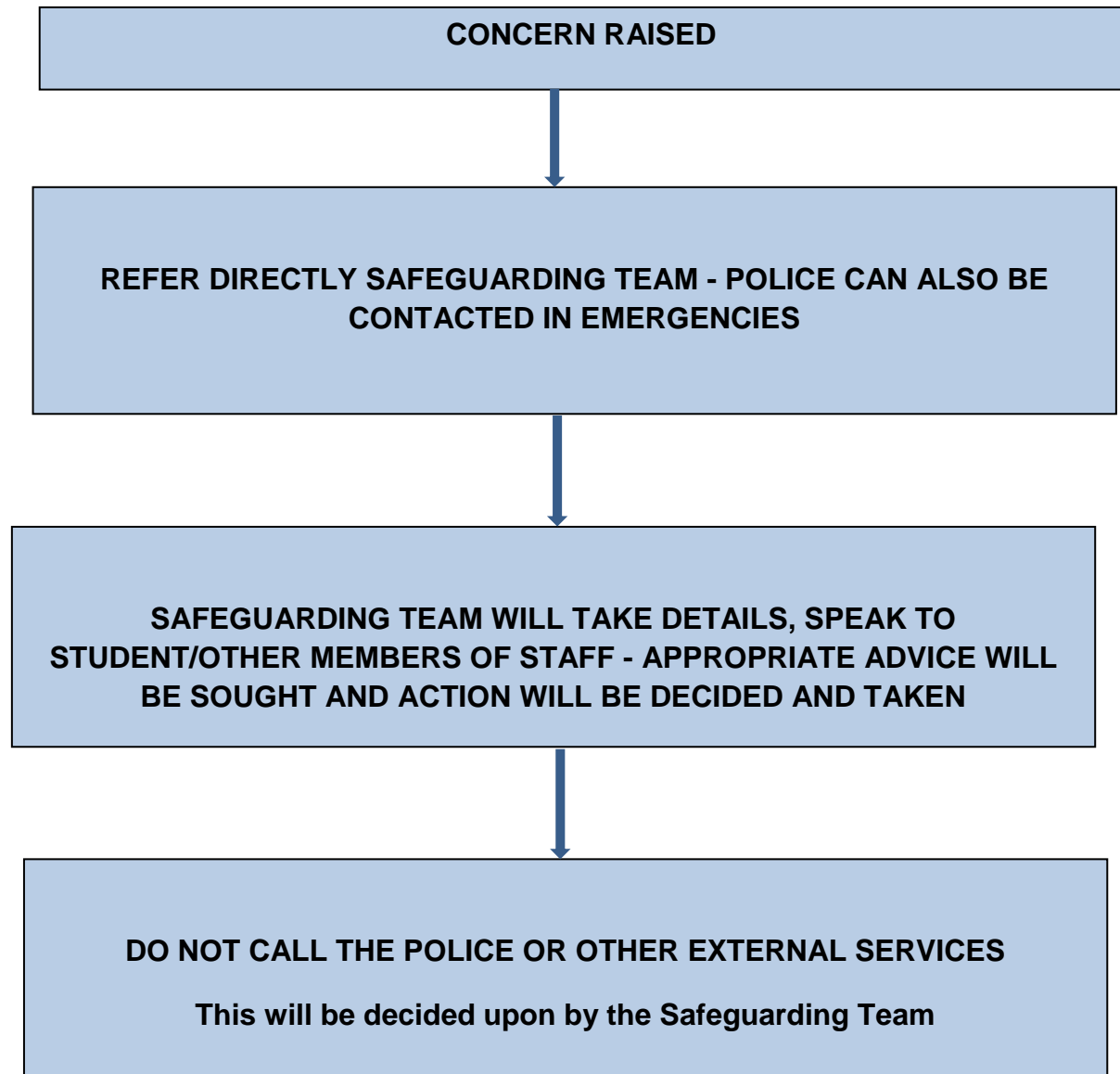
To ensure that the College monitors risks and is ready to deal appropriately with issues which arise. It will do this through:

- Understanding the nature of the threat from violent extremism and how this may impact directly or indirectly on the College
- Understanding and managing potential risks within the College and from external influences
- Responding appropriately to events in local, national or international news that may impact on students and communities
- Ensuring measures are in place to minimise the potential for acts of violent extremist within the College and completing an appropriate risk assessment
- Ensuring plans are in place to respond appropriately to a threat or incident within the College
- Developing effective ICT security and responsible user policies
- Attending the regional FE Forum

A developmental action plan has been prepared which will be monitored and reviewed by the Deputy Principal and Student Services Manager.

**REFERRAL PROCESS FOR CONCERNS INVOLVING TERRORISM OR
RADICALISATION WITHIN COLLEGE**

Please follow the college safeguarding referral process



THE CHANNEL PROCESS WITHIN FE COLLEGES

