

## **SB Skills Solutions**

### **Code of Practice S1**

### **Prevent Policy - Challenging Radicalisation, Extremism and Terrorism**

This Policy should be read in conjunction with other Safeguarding Governance Policies and related Codes of Practice (CoPs) including:

#### **Safeguarding Policy**

#### **Code of Practice S1 Prevent**

#### **(Challenging Radicalisation, Extremism and Terrorism)**

#### **Code of Practice S2 British Values**

Designated Safeguarding Lead: **Stephen Maddocks**

## **Code of Practice**

### **Prevent Policy - Challenging Radicalisation, Extremism and Terrorism**

#### **Purpose and Scope**

SB Skills Solutions is committed to providing a secure environment for learners, where they feel safe and are kept safe. All staff recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for learners or not. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall arrangements to Safeguard and Promote the Welfare of all Learners in line with our statutory duties set out in the Education Act 2002 and Children's Act 2004 . SB Skills Solutions's British Values (CoP S2) and this Prevent CoP - Challenging Radicalisation, Extremism and Terrorism, and our overarching Safeguarding Policy also draws upon the guidance contained in DfE Guidance "Keeping Learners Safe in Education, 2014"; and specifically DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and Peter Clarke's Report of July 2014, and include:

- the physical, mental health and emotional well-being of children;
- the protection of children from harm and neglect; the education, training and recreation of children;
- the contribution made by them to society;
- and their social and economic well-being.

#### **Policy Statement**

When operating this policy SB Skills Solutions uses the following accepted Governmental definition of extremism which 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; and/or calls for the death of members of our armed forces, whether in this country or overseas'

#### **Scope**

This policy applies to any individual, learner or employee and includes actual and clients, customers, employers, suppliers, distributors, business contacts, agents, advisers, and government and public bodies with which we do business.

This policy applies to all individuals working at all levels and grades, including senior managers, officers, directors, employees (whether permanent, fixed-term or temporary), consultants, contractors, trainees, seconded staff, home workers, casual workers and agency staff, volunteers, interns, agents, sponsors, or any other person associated with us, or any of our sub-contractors or their employees, wherever located (collectively referred to as employees in this policy).

#### **Radicalisation, Extremism and Terrorism Policy**

This policy covers employee responsibilities;

- There is no place for extremist views of any kind in our organisation, whether from internal sources i.e. learners, staff, or external sources i.e. external agencies or individuals we interact with. Our learners must see our delivery 'sites' as a safe place

where they can explore controversial issues safely and where our staff encourage and facilitate this, we have a duty to ensure this happens.

- We recognise that extremism and exposure to extremist materials and influences can lead to innocent individuals / groups being targeted, harmed and in extreme cases killed. 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.
- 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 or staff will always be challenged and where appropriate dealt with in line with our Disciplinary Policy for learners and the Code of Behaviour for staff.

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

- Disclosures by learners of their exposure to the extremist actions, views or materials of others outside of, such as in their homes or community groups, especially where learners have not actively sought these out;
- Graffiti symbols, writing or art-work 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;
- Partners, local authority services, and police reports of issues affecting learners in other providers or settings;
- Learners voicing opinions drawn from extremist ideologies and narratives;
- Use of extremist or hate crime 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;

### **Ethos and Approach**

- We will strive to eradicate the myths and assumptions that can lead to some young and vulnerable people becoming alienated and disempowered, especially where the narrow approaches learners may experience elsewhere may make it harder for them to challenge or question these radical influences.
- We will ensure that all of our support and approaches will help our learners build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills.
- We will develop strategies and staff training to ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

Therefore, this approach will be embedded within the ethos of our company 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 approach to the spiritual, moral, social and cultural development of learners.

## **Goals**

- Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this through an approach that includes: Open discussion and debate; and work on anti-violence and a restorative approach to conflict resolution;
- We will also work with local partners, families and communities in our efforts to ensure we understand and embrace our local context and values in challenging extremist views and to assist in the broadening of our learner'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 learner is being directly affected by extremist materials or influences. In such cases we will ensure that the learner is offered mentoring and will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.
- We will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage learners to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our learners safe and prepare them for life in modern multi-cultural Britain and globally- see CoP S2 Fundamental British Values.

## **Use of External Agencies and Speakers**

We encourage the use of external agencies or speakers to enrich the experiences of our learners; however, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our learners.

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

- Any messages communicated to learners are consistent with the ethos of our organisation and do not marginalise any communities, groups or individuals;
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise learners through extreme or narrow views of faith, religion or culture or other ideologies;
- Activities are matched to the needs of learners;
- Activities are carefully evaluated by staff to ensure that they are effective;

We recognise, however, that our ethos is to encourage learners to understand opposing views and ideologies, appropriate to their age, 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. Therefore, by delivering a broad and balanced learning programme, augmented by the use of external sources where appropriate, we will strive to ensure our learners recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help learners develop the critical thinking skills needed to engage in informed debate.

**‘Whistle Blowing’**

Where there are concerns of extremism or radicalisation learners and Staff will be encouraged to make use of our internal systems to ‘Whistle Blow’ or raise any issue in confidence. Staff can raise issues with a senior manager, head of Department or the designated Safeguarding Lead under our 'Whistle blowing' procedure.

**Review, Induction and Training**

- All Safeguarding Policies and Codes of Practice are reviewed and up-date annually or as a result of the application of new regulations or guidelines and are signed-off for publication, application and training at Board level.
- All Staff must evidence their reading and comprehension of all relevant Policies and CoPs as denoted in their Policy Review and Awareness training at induction and yearly thereafter.
- Completion of standard quarterly refresher/clarification training relating to these policies and CoPs is mandatory for all staff.
- Specific training for all staff and managers to ensure they are fully aware of their particular Safeguarding responsibilities and duties forms an integral part of the regular in-house monthly training schedule for staff at all levels.

Should you have any queries, questions, or have knowledge of any incidents or suspected violations of safeguarding or prevent polices please speak to your Head of Department, or a member of the Senior Management Team, or contact:

**Designated Safeguarding Lead – Stephen Maddocks**

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**Email: [steve@sbskills.co.uk](mailto:steve@sbskills.co.uk)**

**Version History Version/Status**

**Comments**

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