



***PREVENTING EXTREMISM
AND RADICALISATION
POLICY***

POL 053

V5 | 2019/2020



PREVENTING EXTREMISM AND RADICALISATION POLICY

1. Policy Statement

Baltic Apprenticeships is committed to ensuring it meets all its statutory duties and responsibilities and to ensure we provide a safe and secure environment for our learners.

The following national guidelines should also be read when working with this policy:

- PREVENT Strategy HM Government
- Keeping Children Safe in Education DfE 2019
- Working Together to Safeguard Children HM Government 2018
- Channel Guidelines

2. Reasons for this Policy

The Counter-Terrorism and Security Act 2015 came into force on 1 July. This new piece of legislation places a duty on FE organisations “to have due regard to the need to prevent people from being drawn into terrorism”. Under the Act, we have new responsibilities for protecting learners from the risks of extremism and radicalisation. This is known as the ‘Prevent Duty’.

The Preventing Extremism and Radicalisation Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. In order to fulfil the ‘Prevent Duty’ we recognise that all staff must be able to identify learners who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting learners from the risk of radicalisation is seen as part of our wider safeguarding duties.

Linked Policies:

- Safeguarding Young People and Adults at Risk
- Bullying & Harassment
- Health and Safety
- Equal & Diversity
- Whistleblowing
- British Values Statement



3. Working In Partnership

Baltic Apprenticeships is aware of and has links to the Local/Regional Prevent Coordinator and Channel Coordinators and Local Authority Safeguarding leads and maintains a directory of local and regional contacts for our England and Scotland wide delivery areas

4. Policy objectives

All Baltic Apprenticeships staff will have an understanding of what radicalisation and extremism is and why we need to be vigilant.

All Baltic Apprenticeships Staff will know what the Company policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.

All learners will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.

All parents/carers and learners will know that the company has policies in place to keep learners safe from harm and that the company regularly reviews its systems to ensure they are appropriate and effective.

5. The Role of the Curriculum

Our programmes will provide a broad and balanced curriculum, delivered by skilled professionals, so that our learners are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

Our curriculum promotes respect, tolerance and diversity. Our learners are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

We will also aim to build students' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. It is important to emphasise that we will not stop students debating controversial issues. On the contrary, we will provide a safe space in which our learners and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. We also ensure that our learners are safe from terrorist and extremist material when accessing the internet by establishing appropriate levels of filtering.



6. Definitions

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; and/or calls for the death of members of our armed forces, whether in this country or overseas” (HM Government Prevent Strategy 2015)

7. Risk Indicators

There are a number of behaviours which may indicate a child 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
- Their 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 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



8. Indicators of vulnerability include:

Identity

- the learner 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

- involvement with criminal groups
- imprisonment; and
- poor resettlement/reintegration on release

Special Educational Needs

- social interaction
- empathy with others
- understanding the consequences of their actions; and awareness of the motivations of others



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 issues;
- joining or seeking to join extremist organisations; and
- significant changes to appearance and/or behaviour;
- experiencing a high level of social isolation, resulting in issues of identity crisis and/or personal crisis.

9. Referral Process (Escalation)

Staff responsibility

All staff have a responsibility to report concerns or disclosures. If a Learner discloses opinions or describes events/activities or display risks and/or vulnerability indicators to a staff member that indicate potential concerns with regards to extremism and radicalisation, then the member of staff will report the details to the Prevent Lead (Safeguarding Officer) immediately.

Confidentiality

Promises of confidentiality should not be given to learners as concerns and disclosures maybe referred to external agencies.

The following process applies to any Apprentice, Traineeship or Classroom based learner.

The Referral Process (escalation)

1. The staff member records their concerns or details of the disclosure including supporting information using the Safeguarding Concern / Disclosure Form
2. The form should be sent to the PREVENT Lead (Safeguarding Officer).
3. Alternatively, the member of staff may contact the PREVENT Lead by telephone and report their concerns. The PREVENT Lead completes the Safeguarding Concern / Disclosure Form based on the information provided.



4. The PREVENT Lead, without delay, will undertake an investigation and decide on the appropriate action. This may include:
 - a. Child Protection Referral
 - b. Referral to the Police
 - c. Referral to Channel
 - d. Signposting to an external source of support
 - e. No escalation action but monitor the incident, disclosure or concern
5. The outcome decision lies with the PREVENT Lead based on the facts presented and Legislative requirements.
6. The PREVENT Lead will record any action required and undertaken on the referral document.
7. The PREVENT Lead will maintain all Safeguarding Reports in a designated secure area with restricted access.
8. Making Protected Disclosures (Whistle Blowing Policy POL008)

Baltic Apprenticeships has arrangements in place for staff to make “protected disclosures” (or whistle blowing). These are set out in the Baltic Apprenticeships Staff Handbook (HR30) which is discussed and issued to individuals on appointment to the company. Staff should report concerns in confidence to their line manager. Where a member of staff is not satisfied with the explanation given, they can take it up with the appropriate organisation or body such as the Police or Social Services. Where an incident needs to be disclosed in respect of a learner’s welfare, or extremism and radicalisation concerns it should be reported to one of the designated contacts for implementing the Baltic Apprenticeships Extremism and Radicalisation Policy.

9. Staff Training

All learner facing staff complete mandatory Prevent Training. Refresher training is undertaken every three years. Safeguarding & Prevent awareness e-bulletins are circulated by the Safeguarding Officers periodically.

10. Policy Review

This policy will be reviewed annually. The policy is available publicly on the company website.

- PROMOTING EQUALITY AND DIVERSITY -