



**SIR JOHN DEANE'S**  
**SIXTH FORM COLLEGE**  
**1557**

**Document Control Sheet**

|                     |  |
|---------------------|--|
| Document Type       | Policy   |
| Document name       | Policy to Support the Prevention of Extremism and Radicalisation |
| Originator          | Stephanie Dean   |
| Approved by         | Local Governing Committee  |
| Date approved       | Chair's Action (18 <sup>th</sup> March 2020)                     |
| Review interval     | Biennial   |
| Date of last review | January 2020   |
| Date of next review | January 2022   |
| EIA form completed  | Yes  |

**Sir John Deane's Sixth Form College**  
**Northwich, Cheshire, CW9 8AF**  
**Telephone: 01606 810020**

# **Policy to Support the Prevention of Extremism and Radicalisation (PREVENT)**

## **1. Cultural Principles**

- 1.1 Teaching, Learning and Assessment are at the heart of strategy and the needs of students will always come first.
- 1.2 Quality Assurance processes will raise standards and provide a foundation for high quality professional development which enhances professional practice.
- 1.3 Leadership, teaching and business and curriculum support are both valued by all and recognised as making a significant investment in the success of the College.
- 1.4 We value integrity, loyalty, compassion and trust, seeking always to demonstrate mutual respect, tolerance and care for others.
- 1.5 We ensure the advancement of equality, diversity and inclusion and the maintenance of a safe and secure environment for students, colleagues and our wider community.

## **2. Context**

- 2.1 The Cultural Principles of Sir John Deane's are in line with the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 2.2 We take very seriously our duty to ensure a safe learning environment within which everyone can thrive and achieve their best academically, socially and spiritually.
- 2.3 The Designated Prevent Officer is the Director of Achievement and Support. In their absence, these matters will be dealt with by the Head of Personnel, the Head of Achievement and Support, the Progress Mentor Manager and/or the Learning Support Manager. During non-term time or any time when the Leisure Centre is operating but the College is closed, should these named people be absent any matter arising in the Leisure Centre will be referred to the Leisure Centre Manager.
- 2.4 Sir John Deane's will advance the PREVENT agenda via targeted student engagement, staff engagement and robust procedures for dealing with concerns.

## **3. Student Engagement**

- 3.1 In relation to the student body we will:
  - Provide a tutorial programme that will be aligned with the College's Cultural Principles and British Values and will seek to allow students an opportunity to explore alternative communities and belief systems;
  - Provide opportunities for students to experience a wide and diverse world;

- Allow opportunities to show pride in Britishness.

#### **4. Staff Engagement**

- 4.1 Progress Mentors will focus on the needs of individual students and will deliver a tutorial programme that endorses fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Teachers will take opportunities to engage with the College's cultural principles which reflect British values.
- 4.2 It is the responsibility of all colleagues to maintain a watching brief on the welfare and citizenship of students and to take prompt action where there is cause for concern.
- 4.3 Annual professional development will be provided on the PREVENT agenda as part of the College's safeguarding obligations. The training will include a focus on identifying vulnerable individuals and groups and how to report any concerns.

#### **5. Dealing with Concerns**

- 5.1 A cause for concern is any change in behaviour, attitude, attendance or way of being which may suggest that the student and/or another child could be at risk (see Appendix 1 – d).
- 5.2 In the event of either suspecting or identifying a cause for concern this must be reported to the Designated PREVENT Officer at the first opportunity.
- 5.3 The PREVENT Officer will then keep a detailed record of the whole process/communications and a student file will be raised to include details of the concerns and a monitoring record sheet. The documentation for each student must be stored in a secure place.
- 5.4 The Designated PREVENT Officer will consider all the evidence and recommend on the appropriate action which may include one or some of the following: 1:1 meeting; coaching and mentoring with the student; swift and timely meeting/case conference involving key adults including parents, social services, teachers; contact with the Channel panel (government agency via police), if such action is recommended confirmation should be secured from a senior leader.
- 5.5 Any and all reports considered under the PREVENT strategy will be reported to the Governing Body on a termly basis and will be part of the safeguarding report, to become Safeguarding/PREVENT and overseen by the Safeguarding/PREVENT Governor.

a. **Vulnerability/Risk Indicators**

The following lists are not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable young people experiencing these factors are automatically at risk of exploitation for the purposes of extremism. The accepted view is that a complex relationship between the various aspects of an individual's identity determines their vulnerability to 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 may help to identify factors that suggest a young person or their family may be vulnerable or involved with extremism.

b. **Vulnerability**

- b1. Identity crisis: Distance from cultural/religious heritage and uncomfortable with their place in the society around them.
- b2. 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.
- b3. Personal circumstances: Migration, 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.
- b4. Unmet aspirations: Perceptions of injustice, feeling of failure, rejection of civic life.
- b5. Criminality: Experiences of imprisonment, poor resettlement/reintegration, previous involvement with criminal groups.

c. **Access to extremist influences**

- c1. Reason to believe that the young person associates with those known to be involved in extremism.
- c2. Possession or distribution of extremist literature/other media material likely to incite racial/religious hatred or acts of violence.
- c3. Use of closed network groups via electronic media for the purpose of extremist activity.

d. **Experiences, behaviours and influences**

- d1. Experience of peer, social, family or faith group rejection.
- d2. International events in areas of conflict and civil unrest had a personal impact on the young person resulting in a noticeable change in behaviour.
- d3. Verbal or written support of terrorist attacks.

- d4. First-hand experience of racial or religious hate crime.
- d5. Extended periods of travel to international locations known to be associated with extremism.
- d6. Evidence of fraudulent identity/use of documents to support this.
- d7. Experience of disadvantage, discrimination or social exclusion.
- d8. History of criminal activity.
- d9. Pending a decision on their immigration/national status.

e. **More critical risk factors include:**

- e1. Being in contact with extremist recruiters.
- e2. Articulating support for extremist causes or leaders.
- e3. Accessing extremist websites, especially those with a social networking element.
- e4. Possessing extremist literature.
- e5. Justifying the use of violence to solve societal issues.
- e6. Joining extremist organisations.
- e7. Significant changes to appearance/behaviour.