



Preventing Radicalisation and Extremism Strategy

Issue Date: 04.04.2019
Next Review: 04.04.2020

Research shows that people are most susceptible to radicalisation to terrorist ideologies when they feel that their views are not heard and feel that they have no recourse, are in situations of poverty and have trigger events that cause them to act.

ELATT's student groups are young people from 14-19 and adults 19+ at risk of vulnerability, and they may be at risk of radicalisation by extremist groups. There have been several occasions both locally and nationally in which 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. It is also highly likely that our students are at risk of harm by people who hold extremist views and our policy aims to support all students to be resilient to the risks of violent extremism.

There are motivational factors which make it more likely that someone may want to utilise the favourable conditions presented by modern technology to subscribe to radicalised ideas. These include poverty and the sense of being excluded from the benefits of modernity, discrimination and social segregation.

The threat from terrorism comes from groups that operate with extreme binary ideology which uses 'othering' or a 'them and us' narrative to create division and dehumanisation. Some examples are below. Not all extremist groups are proscribed as such on the government's list.

- Islamist extremists regard Western intervention in Muslim-majority countries as a 'war with Islam', creating a narrative of 'them' and 'us'. Their ideology includes the uncompromising belief that people cannot be both Muslim and British, and that Muslims living here should not participate in our democracy. Islamist extremists specifically attack the principles of civic participation and social cohesion. These extremists purport to identify grievances to which terrorist organisations then claim to have a solution.
- Extreme right-wing groups- The race/religion-based ideology of extreme right-wing groups has also provided both the inspiration and justification for people who have committed extreme right-wing terrorist acts. These could be Nazi ideology sympathisers, people who believe in race/religion-based supremacy such as extreme versions of Christianity

ELATT also considers the following a threat:

- Gang-based violent groups. These groups may not prescribe to a specific ideology but practice othering, collectivisation, oppression, collective guilt and a form of supremacism that is postcode/race based. Examples of these are gangs that have committed acid attacks on other road users indiscriminately.
- Extreme left-wing groups that attack others for not sharing their views. These are usually not physically violent. These groups usually suppress opinions through online bullying and create sympathy for other terrorist groups.



What is Prevent?

Section 26 of the Counter-Terrorism and Security Act 2015 (the Act) places a duty on certain bodies (“specified authorities” listed in Schedule 6 to the Act), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”

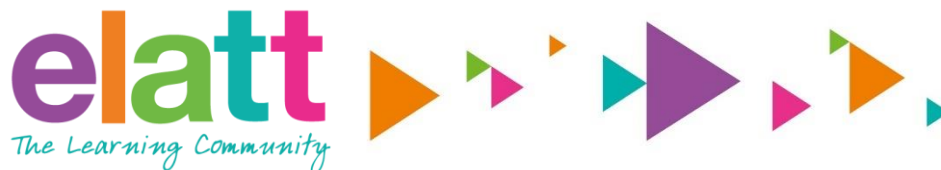
Prevent work is intended to deal with all kinds of terrorist threats to the UK. The most significant of these threats is currently from terrorist organisations in Syria and Iraq, and Al Qa’ida associated groups. But terrorists associated with the extreme right also pose a continued threat to our safety and security.

The 2011 Prevent strategy has three specific strategic objectives:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
- work with sectors and institutions where there are risks of radicalisation that we need to address

Prevent is not:

Prevent is not an excuse to spy on all students, to discriminate against groups or individuals who hold different views, to block freedom of speech (as long as it is within the framework of our Equality and Diversity Policy), or to force people of different cultures to leave their own cultural practices and to act ‘English’.



ELATT Prevent Policy

ELATT's Prevent Policy sits within our overall policy for Safeguarding of Children and Young People, Adults with Care and Support Needs, and Adults at Risk of Vulnerability. We therefore see Prevent as a strategy to support our students, offering a crucial extension of our Safeguarding Duty of care towards all our students.

ELATT's Safeguarding Champion is the lead for Prevent in relation to protecting individuals from radicalisation and involvement in terrorism.

Based on the research, ELATT sees its role in preventing radicalisation in these two main areas:

1. Build **resilience** in our students to tackle problems and grievances in their lives through using constructive and positive avenues
2. Supporting the **rehabilitation** process for those who have developed sympathy for violent extremist ideologies

The following are the ways in which ELATT does this:

- Ensuring that Trustees and ELATT's Leadership have a full and in-depth understanding of the radicalisation process, and the Prevent Duty so we are in the best position to lead and support all staff and students in this area. Trustees have regular training and receive safeguarding and prevent updates throughout the academic year.
- Empowering staff through continuous training and development to better understand the radicalisation process and thereby equipping tutors and staff to notice and better identify behaviours that could be signs of radicalisation.
- Supporting students to be able to express their views and make their opinions heard following ELATT's code of conduct that has been informed by UK Equality and Diversity rules and the Human Rights Act.
- Supporting students to be sustainable and independent agents in their communities and this includes integration programmes to build understanding and cohesion in the community.
- Supporting students using a whole-person approach, including support for welfare, financial advice and crisis support, so that students are not at risk of radicalisation from groups looking to exploit their vulnerabilities.
- Challenging unethical behaviour and opinions that go against our Equality and Diversity Policy.
- Building confidence of the teaching staff teams to teach and discuss challenging subjects in the class, such as 'terrorist attacks' so that they can allow conversation and expression of opinions, and contest manipulation of facts and untruths
- Allowing expression of opinions about events in the world, encouraging questioning and providing alternative avenues of expression, within the framework of the Equality and Diversity policy.
- Safeguarding students who express shock, grief and sadness with national and international events by making referrals for counselling.
- Include categories of radicalisation within our list of support/problems in our safeguarding policies.
- Supporting students to be safe online
- Supporting parents to be able to be more aware of e-safety; use parental controls online
- Including in our staff recruitment processes, questions about safeguarding and prevent, so as to assess suitability of staff for roles in education



Reporting

If staff at ELATT become concerned about the behaviour of any learner in relation to exposure or adoption of radical or extremist views, in addition to the guidance above, these concerns will be reported to the CEO who will, if, in their opinion this is required, seek advice and guidance from appropriate specialist organisations. These include the following:

- HE/FE Regional Prevent Coordinator: Erin MacGalloway, Erin.MacGalloway@camden.gov.uk, 020 7974 2662
- LB Hackney Prevent Lead Tracey Thomas - tracey.thomas@hackney.gov.uk 020 8356 8104; prevent@hackney.gov.uk
- LB Tower Hamlets Prevent Lead - Simon Smith, 020 7364, simon.smith@towerhamlets.gov.uk
- LB Ealing Prevent Lead - Nazia Matin, matinn@ealing.gov.uk, 020 8825 8895

Prevent Implementation Plan

How staff and volunteers implement this policy

Safeguarding procedure: Follow ELATT's safeguarding reporting policy as soon as any issues are raised in relation to student's safety or they or their family may be possibly subject to radicalisation or FGM

E-Safety: Talking to students about how to keep safe online as well as keeping their children safe online. ELATT also uses a web-filter system to ensure staff and students cannot access high-risk websites.

Neutrality: Responding neutrally if students present with politically motivated view or intentions. Tutors take a view on whether this is learning opportunity which merits further discussion in class.

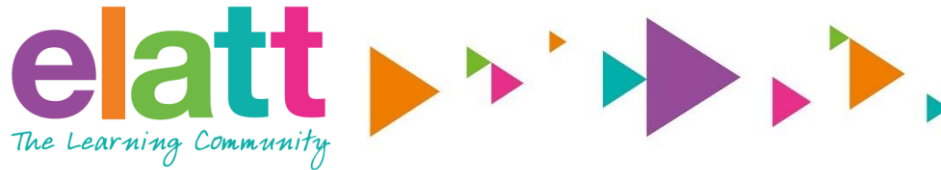
Living Shared Values (British Values) with specific focus on our Equality and Diversity Policy: All staff and tutors are to 'act' and 'live' the shared values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. These are to be embedded into course curriculum and should be lived through ELATT teaching ethos, course management and student relations.

Through Equality and Diversity teaching, students are encouraged to explore long-held beliefs about their own and others cultures. Negative stereotyping particularly around gender and sexism, in particular where it impacts on achievement and life chances is challenged and discussed.

Curriculum development: Active citizenship is embedded in all English (and ESOL) and vocational curriculum courses. Teaching pedagogy aims to equip all students with the knowledge and skills necessary to challenge extremist narratives. Session topics include raising awareness of the tools and strategies used by extremist speakers to recruit people and active promotion of community cohesion. ELATT will also bring in external speakers to support sessions.

Examples of understanding and knowledge that students should gain from courses:

- include in suitable parts of the curriculum - material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries
- an understanding of how citizens can influence decision-making through the democratic process
- an understanding that the freedom to hold other faiths and beliefs is protected in law
- an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination



Examples of extra-curricular activities/events that ELATT holds:

- diversity programme, encouraging students events based on our diversity calendar (inc. Black History Month, International Women's Day, World Religion Day, London Living Wage Week, LGBT Awareness Week).
- ensure all students within ELATT have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the students
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide students with the opportunity to learn how to argue and defend points of view
- consider the role of extra-curricular activity, including any run directly by students, in promoting fundamental British values

Partisan speech: Our classes are multi-faith where students can have strong views on international unrest for example. Staff will teach students to give their opinions and inform others without causing offence, blame or incitement. Staff will provide students a safe space to discuss current affairs.

Backgrounds of students: Tutors are aware of the students' backgrounds and difficult situations they might have been in which may cause them to be vulnerable. Students are likely to want to discuss in class issues where they may have been affected by conflict or war. Tutors will support students to talk about these things in an open and sensitive non-partisan way.

Promoting trust and responding to students' grievances: Tutors will encourage team building, in which students are encouraged to get to know each other, students are constructive with each other in classroom situations so that they develop techniques to challenge each other if they feel necessary but in a safe space. Students are encouraged to report intolerant messages using the organisation's safeguarding reporting systems and all staff are responsible for responding to any claims of discrimination or grievances.

Support for students who are excluded from formal education:

We offer conversation clubs, first-step taster courses and non-formal learning programmes, often in community venues, to help welcome young people and adults back into the learning environment.

References:

Prevent Strategy, HM Government, 2011

<https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>

Quilliam Foundation

<https://www.quilliaminternational.com/>