Preventing Extremism & Radicalisation Policy

Statement:
DPG plc. 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:
- HM Government Prevent Duty Guidance
- HM Government Keeping Children Safe in Education 2018
- Department of Education's Working Together to Safeguard Children Young
  Person's Guide 2018
- Channel Guidelines

1. Background, Purpose and Scope:
Counter-Terrorism and Border Security Act 2019 came into force on 12 February
2019. This legislation places a duty on Further Education 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 Policy
- Bullying & Harassment (Employee Handbook)
- Health and Safety policy
- Equality & Diversity policy
- E-safety (Employee Handbook)
- Whistleblowing (Employee Handbook)

2. Working in Partnership:
DPG plc. 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.

3. Policy objectives:

DPG plc. delivery and delivery support staff will have an understanding of what radicalisation and extremism is and why we need to be vigilant.

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.

4. 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 learners' 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 them 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.

5. 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)

6. Risk Indicators

There are several behaviours which may indicate a learner 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.

7. 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.

8. Referral Process (Escalation) Staff responsibility
All delivery and delivery support 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.

9. 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 or DPG plc. learner,

10. The Referral Process (escalation)
- The staff member records their concerns or details of the disclosure including supporting information using the Safeguarding Concern / Disclosure Form.

- The form is handed to the PREVENT Safeguarding Lead (Karen Cottam).

- 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.

- 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

- The outcome decision lies with the PREVENT Lead based on the facts presented and Legislative requirements.

- The PREVENT Lead will complete the details of decision and actions required and under taken on the log.

- The PREVENT Lead will maintain all Safeguarding Reports in a designated secure area with restricted access.

11. Making Protected Disclosures (Whistle Blowing Policy)

Arrangements are in place for staff to make "protected disclosures" (or whistle blowing). 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 DPG plc. Extremism and Radicalisation Policy.

12. Staff Training

All staff undertake ETF side by side modules in Radicalisation and Extremism, Online safety, What can you trust?, British values and Safeguarding in FE. Designated Safeguarding Officers also undertake Workshop to Raise Awareness of Prevent (WRAP) training and the Board representative for Safeguarding & Prevent undertakes Prevent for Governors and Board Members.

13. Document Control Information

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