



Preventing Extremism and Radicalisation Policy

Policy Statement

Skills South Tyneside is committed to providing a secure environment for learners and partners, where learners and partners feel safe and are kept safe. All staff at Skills South Tyneside recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for learners and partners or not.

Extremism is defined in the 2011 Prevent strategy as 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Legislation and regulation

The duty to prevent children, young people and vulnerable people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2016)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2015)

This Preventing Extremism and Radicalisation Policy is one element within our overall arrangements to Safeguard and Promote the Welfare of all Learners and customers.

Ethos and Practice

When operating this policy Skills South Tyneside use 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'*.

There is no place for extremist views of any kind in our organisation, whether from internal sources - learners, staff, ambassadors, or external sources – partners, community, external agencies or individuals.

Our learners and partners see our learning environment as a safe place where they can explore controversial issues safely and where our tutors 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 poor outcomes for learners and so should be addressed as a safeguarding concern as set out in this policy.

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 and vulnerable people.



Education is a powerful weapon against this; equipping learners with the knowledge, skills and critical thinking, to challenge and debate in an informed way. Therefore Skills South Tyneside 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 marginalized.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by learners and partners or staff will always be challenged and where appropriate dealt with in line with the organisation's Discipline Policy for learners and the Code of Conduct for staff.

As part of wider safeguarding responsibilities Skills South Tyneside's staff will be alert to:

- Disclosures by learners and partners of their exposure to the extremist actions, views or materials of others outside of the classroom, such as in their homes or community groups, especially where learners and partners 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
- Learners and partners voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' 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.

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