



Prevent Policy 2019

# PREVENTING EXTREMISM AND RADICALISATION

## Introduction

Wandsworth Lifelong Learning is committed to providing a secure environment for students, where they feel safe and are kept safe and where equality and inclusion are actively promoted.

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## Ethos and Practice

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When operating this policy Wandsworth Lifelong Learning uses the following definition of extremism:

*‘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 any person, whether in this country or overseas’.*

There is no place for extremist views of any kind in Wandsworth Lifelong Learning, whether from internal sources – students, staff or governors/trustees; or external sources - community, external agencies or individuals. Our students see our classes as a safe place where they can, at appropriate times, explore controversial issues safely and where our tutors encourage and facilitate this – we have a duty to protect this freedom.

We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for students and so should be addressed as a safeguarding concern. We also recognise that if we fail to challenge extremist views we are failing to protect our students.

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 development of students. Education is a powerful weapon against this; equipping people with the knowledge, skills and critical thinking, to challenge and debate in an informed way and to ensure that they thrive, feel valued and not marginalised.

As part of wider safeguarding responsibilities staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of the provider, such as in their homes or community groups, especially where students have not actively sought these out.
  - Graffiti symbols, writing or art work promoting extremist messages or images.
  - Students accessing extremist material online, including through social networking sites.
  - Provider, local authority and police reports of issues affecting students in other providers or settings.
  - Students 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.
  - Extreme Anti-Western or Anti-British views.
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## Visiting External Speakers and Events

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In order to comply with the duty, our providers should take the appropriate measures to ensure that visiting speakers are suitably vetted, safety of our students is not compromised and security and welfare of students and staff are prioritised. We encourage the use of external/visiting agencies or speakers to enrich the experiences of our students; however we will positively vet those external agencies, individuals or visiting speakers, to ensure that we do not unwittingly use agencies that contradict or are in opposition with the service's values and ethos, in particular the values of "democracy, the rule of law, individual liberty and mutual respect and tolerance for these with different faiths and beliefs".

To ensure the safety of all our students and staff we will:

1. Complete the Risk Assessment for any visitors (**Appendix B**) prior to any external speaker being invited into any class and that the Provider Manager has agreed the visit. If there is a YES response to any of the 3 key questions, a Visiting Speaker Referral Form (**Appendix C**) must be completed and forwarded to the Provider Manager and agreed before the event can go ahead.
2. Ensure the visiting speaker reads and agrees the External Speaker Code of Conduct and that they understand they must abide by WLL equality commitments; that there must be no statements which might cause offence to others, or otherwise undermine tolerance of other faiths or beliefs; and there must be no extremist material. (**Appendix D**)
3. Talk to the speaker about the content of their presentation before the event
4. The visiting speaker must arrive in good time to sign in and bring suitable identification.

5. Visitors must be supervised at all times and not be left alone with students, unless a DBS certificate has been presented.
6. Bring to an end any presentation where the content proves unsuitable or offensive.
7. Complete an evaluation, note any contentious subject area or comments and state whether the speaker could be booked again in the future. Once a person has already visited, future checks should be proportionate.

These apply to all staff, students and visitors and clearly set out what is required for any event or visit to proceed.

**NB:-If any member of staff has any concern regarding a venue or event they should contact the Wandsworth Prevent Co-ordinator or they should contact the police.**

We understand that each provider needs to balance their legal duties in terms of both ensuring freedom of speech and also protecting student and staff welfare.

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## Teaching Approaches

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At Wandsworth Lifelong Learning we promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We teach and encourage students to respect one another and to respect and tolerate difference.

We will all strive to eradicate the myths and assumptions that can lead to some people becoming alienated and disempowered, especially where the narrow approaches they may experience elsewhere may make it harder for them to challenge or question these radical influences.

In our provision this will be achieved by good and excellent teaching. We will ensure that all of our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skills.

We will:

- make a connection with students through good teaching design and a students centred approach;
- facilitate a 'safe space' for dialogue; and

- equip our students with the appropriate skills, knowledge, understanding and awareness for resilience.

This approach will be embedded within the ethos of our providers so that students know and understand what safe and acceptable behaviour with regard to extremism and radicalisation.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution.

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## Reporting Concerns

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Where there are concerns of extremism or radicalisation they should be reported to the provider's designated safeguarding lead under existing safeguarding and Channel referral procedures (please see Channel Referral Process Flowchart below).

# Wandsworth Lifelong Learning Channel Referral Process

