



Preventing Extremism and Radicalisation Policy

September 2022

Introduction

TEACH aims to demonstrate an awareness and understanding of the risk of radicalisation within the institution as the academy is fully committed to safeguarding and promoting the wellbeing of all its students. It's well known for our staff that protecting against radicalisation is as important as any other vulnerability. All staff and volunteers are expected to uphold and actively promote the fundamental principles of British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. In adhering to this policy, and the procedures therein, staff will contribute to TEACH's delivery of the outcomes to all students as set out in 2002 Education Act.

Definitions

Extremism is defined by the UK Government 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.

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

Threats

Extremism is complex, and it has the ability to destabilize countries, create economic crisis, and cause violence. Extremists might target students with low self-esteem and less education and brainwash them to be part of an extremist group.

Aim

To provide a space for students to understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments and prevent students to be drawn into terrorism.

TEACH approach towards fighting Radicalism

The Academy welcomes the Government's intention that the Prevent Duty is implemented 'in a proportionate and risk-based way'. The Academy implements its legal responsibilities as part of existing policies and procedures wherever possible, since we consider this to be the best way of ensuring a coherent approach to countering radicalisation within our community. TEACH values the principles of academic freedom and general freedom of expression and is clear in its understanding that we have a statutory duty to protect these features of our organisation; however, we also understand that preventing radicalisation will, at times, mean challenging extremist ideas to prevent any member of the academic community from being drawn into extremism. This document sets out the ways in which we will fulfil our responsibilities in this context.

TEACH will not permit any material supporting Radicalism to be displayed on its platforms and will be committed to remove any such material if found. The Academy will seek to ensure that all electronic communications do not support violent extremism or contain material likely to encourage violent extremism or terrorism. The Academy will investigate immediately if any such instances are raised.

The Academy will provide a whistleblower channel through email communications to its secretary, the channel will be available to any student and/or teacher willing to report any radicalism related issue. It is the responsibility of the admin personnel to review such incidents and if necessary, raising it to the chancellor.

It is the responsibility of the Academy to provide staff with training to help them understand the issues of radicalization, to recognize the signs of vulnerability or radicalization and know how to refer their concerns.

It is the responsibility of TEACH to ensure that none of the lecturers support radicalism or have an extremist mind to prevent passing their ideas to the Academy students.

To the best of our ability, we will ensure to detect students and/or lecturers showing sympathy for extremist causes, glorifying violence especially to other faiths or cultures, advocating messages similar to illegal organisations or other extremist groups, attempts to impose extremist views or practices on others or advocating violence towards others.

Fighting 'radicalism' rather than 'terrorism' provides a better paradigm and framework for a number of reasons. First, radicalism more accurately reflects the political and ideological dimension of the threat. No matter how diverse the causes, motivations, and ideologies behind terrorism, all attempts at premeditated violence against civilians share the traits of violent radicalism. Second, while terrorism is a deadly security challenge, radicalism is primarily a political threat against which non-coercive measures should be given a chance. There is nothing preordained in the possible transition from radicalism to terrorism. All terrorists, by definition, are radicals. Yet all radicals do not end up as terrorists. In fact, only a few radicals venture into terrorism. At the same time, it is clear that most terrorists start their individual journey towards extremist violence first by becoming radicalized militants. Since radicalism is often a precursor to terrorism, focusing on radicalism amounts to preventing terrorism at an earlier stage, before it is too late for non-coercive measures. Therefore, teach will ensure to fight Radicalism among their students/lecturers to ensure safe environment for all the students.