



Inspiring Optimistic Learners

Preventing Extremism and Radicalisation at TCC

This protocol runs throughout the ethos and philosophy at TCC.

Linked Policies/Protocols

- Child Protection and Safeguarding Policy
- Visiting Speakers Policy
- Promotion of Values at TCC

Reviewed: November 2021

Next review due: November 2022
(or when legislation changes)

Governing Body Committee: FGB

CLT contact: Becky Lear and Jeremy Plumb

Policy adopted by the Governing Body on: 24th November 2021

Policy – Amendment Record Sheet

Amendment Number	Section Amended	Amended By	Reason for Amendment	Date
01	Front cover and footer	C. Lockett	Dates amended	22/11/21
02	Page 6	C. Lockett	Updated date	22/11/21
03	Page 9	C. Lockett	Wording amendment	22/11/21
04	Child protection	C. Lockett	Safeguarding leads updated	22/11/21
05	Role of governing body	C. Lockett	Date updated	22/11/21
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Introduction

Torpoint Community College is committed to providing a secure environment for students, where young people feel safe and are kept safe. All adults at TCC recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

It is the individual responsibility of every member of staff to read, understand and implement this policy, together with their responsibilities as outlined in the College Whistle Blowing Policy, the Code of Conduct and the school Keeping Children Safe in Education and Child Protection policies and guidelines.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to TCC's delivery of the outcomes to all children, as set out in s10 of the Children Act 2004.

The Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall College arrangements for Safeguarding and Keeping Children Safe in Education. It is also in line with the statutory duties set out at s175 of the Education Act 2002 (s157 of the Education Act 2002.)

Revised Prevent Strategy

On 7 July 2011 the Home Secretary launched the revised Prevent Strategy, which has been updated to reflect the 'broader scope, tighter focus' approach that the Government wants to adopt within Prevent.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

The Prevent strategy, published by the Government in 2011, is part of our overall counter-terrorism strategy, CONTEST. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. In the Act this has simply been expressed as the need to "prevent people from being drawn into terrorism".

TCC subscribes to the three key aims of the revised Prevent Strategy. These are:

1. Respond to the ideological challenge of terrorism and the threat we face from those who promote it
2. Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
3. Work with sectors and institutions where there are risks of radicalisation that we need to address.

Please see the revised prevent duty guidance: for England and Wales (updated 10 April 2019) using the follow link:

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

All publicly-funded schools in England are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life.

This guidance should be read in conjunction with other relevant guidance. In England, this includes Working Together to Safeguard Children, Keeping Children Safe in Education and Information Sharing: Her Majesty's Government advice for professionals providing safeguarding services to children, young people, parents and carers.

Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent duty is not intended to limit discussion of these issues. Schools should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues. These duties are imposed on maintained schools by sections 406 and 407 of the Education Act 1996.

I. Response to the ideological challenge of terrorism and the threat we face from those who promote it.

Terrorists have developed an ideology which sanctions and even requires violence against civilians. They justify the use of violence by presenting a distorted interpretation of religion, history and contemporary politics. The ideology is one factor in the radicalisation process – albeit never the only factor and seldom the most important.

Countering that ideology – exposing its inaccuracies and shortcomings – is an important part of Prevent.

British based extremist groups include: The English Defence League, National Front, BNP, INLA, IRA, ALF but to name a few, who like Al-Qaida, can revert to extreme views and conduct acts of violence to promote their cause.

What this means in practice at TCC

TCC supports our local communities, organisations and institutions to challenge the messages of violent extremists who endanger communities is critical. We work closely with other schools in Cornwall CASH.

TCC supports those individuals and institutions where possible who can effectively refute the extremist narrative and who positively articulate our shared values and should encourage new voices to enter into the debate.

2. Prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.

Apologists for violent extremism very often target individuals who for a range of reasons are vulnerable to their messages. Although there is presently less evidence on vulnerability in relation to violent extremism compared with other forms of crime, local partners will recognise relevant factors: peer pressure, the absence of positive mentors and role models, a crisis of identity, links to criminality including other forms of violence, exposure to traumatic events (here or overseas), changing circumstances (e.g. dislocation to a new environment, including migration and asylum) and a sense of isolation from a community. We recognise that a range of existing structures and programmes are already in place to support people exhibiting many of these vulnerabilities (e.g. helplines, mentoring programmes) and it is critical that we build on and make the most of these.

What this means in practice at TCC

We recognise that there are a range of agencies who will routinely come into contact with vulnerable individuals.

A key strand of activity for TCC in this area is to emphasise the connection between familiar vulnerability and the often less familiar issue of radicalisation and to consider preventative action. We:

- identify and engage with the full range of agencies which may come into contact with individuals vulnerable to radicalisation;
- ensure all staff at TCC receive basic training on radicalisation issues and how they can provide support and;
- ensure that arrangements are in place to share information about vulnerability.

3. Work with sectors and institutions where there are risks of radicalisation which we need to address.

We recognise that strong, organised and empowered communities are better equipped to effectively reject the ideology of violent extremism, to isolate apologists for terrorism and to provide support to vulnerable institutions and individuals. TCC as a community takes the initiative in these areas but we work together to enable them to do so. Collaborative work itself undermines the narrative of separation and conflict which is often used by violent extremists, emphasising that there is more that unites us than divides us.

What this means in practice at TCC

See Appendix I for the activities we have undertaken to keep children safe.

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, placed a duty on specified authorities, including schools and colleges, to have due regard to the need to prevent people from being drawn into terrorism (“the Prevent duty”). The Prevent duty reinforces existing duties placed upon educational establishments for keeping children safe by:

- Ensuring a broad and balanced curriculum is in place schools to promote the spiritual, moral, social and cultural development of pupils.
- Assessing the risk of pupils being drawn towards extremist views.
- Ensuring Prevent is included within safeguarding policies and arrangements.
- Training staff to provide them with the knowledge and ability to identify pupils at risk.
- Ensuring that staff understand the referral routes, intervention and support that is available locally.
- Working in partnership with local authorities, police and communities.
- Keeping pupils safe online, using effective filtering and usage policies.

Online training can be found here <https://www.elearning.prevent.homeoffice.gov.uk>

For additional information or to discuss any concerns regarding terrorism and radicalisation in Cornwall contact:

Steve Rowell MICJP is the Cornwall Council Prevent Lead Officer.
Community Safety Officer (West) & Preventing Extremism/Terrorism Lead Cornwall
Community Safety & Protection

- Telephone: 01736 336587
- Mobile: 07980 895104
- E-mail: steve.rowell@cornwall.gov.uk or Prevent@Cornwall.gov.uk
- Secure e-mail: Steve.Rowell@cornwall.gcsx.gov.uk
- <https://safercornwall.co.uk/preventing-crime/preventing-violent-extremism/>

Our Colleges Preventing Extremism and Radicalisation Safeguarding Policy, is included within the Values at TCC policy and also draws upon the guidance contained in the DfE Guidance “Keeping Children Safe in Education, 2021”; and specifically DCSF Resources “Learning Together to be Safe”, “Prevent: Resources Guide”, “Tackling Extremism in the UK”, and the DfE’s “Teaching Approaches that help Build Resilience to Extremism among Young People”

College Ethos and Practice

When operating this policy TCC uses 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 which 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 school, whether from internal sources –students, staff or governors, or external sources – College community, external agencies or individuals. Our students see TCC as a safe place where they can explore all issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a College we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for young people 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 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 life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, at TCC we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized. Furthermore at TCC we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times students could themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for students and the Code of Conduct for staff. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

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

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, 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
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- other schools, local authority services, and police reports of issues affecting students in other schools 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
- Anti-Western or Anti-British views

Our College will closely follow any locally agreed procedure as set out by the Local Authority for safeguarding individuals vulnerable to extremism and radicalisation.

Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily via PSHE; but also by adopting the methods outlined in the Government’s guidance „Teaching approaches that help build resilience to extremism among young people” DfE 2011. We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give students a positive sense of identity. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will ensure in any learning and teaching about extremism or radicalisation that we:

- 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 school so that students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with TCC’s approach to the spiritual, moral, social and cultural development of students as defined in Ofsted’s School Inspection Handbook and will include the sound use of assemblies to help further promote this rounded development of our students.

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

We will work with local partners, families and communities in our efforts to ensure our College understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our student’s experiences and horizons. We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will ensure that that student is offered mentoring. Additionally in such instances TCC will seek as necessary external support from the Local Authority and/or local partnership structures working to prevent extremism.

At TCC we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage students to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is a fundamental responsibility of TCC to keep our students safe and prepare them for life in modern multi-cultural Britain and globally.

Use of External Agencies and Speakers

At TCC we encourage the use of external agencies or speakers to enrich the experiences of our students, however, due to COVID-19 speakers will not be invited into College at the start of the academic year 2020 2021 this continues until further notice. However, speakers will be invited remotely and we will vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students (see the Visiting Speakers Policy). Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in opposition to, the College's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the College curriculum so we need to ensure that this work is of benefit to students. TCC will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to students are consistent with the ethos of TCC and do not marginalise any communities, groups or individuals.
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies.
- Activities are properly embedded in the curriculum and clearly mapped to schemes of learning / work to avoid contradictory messages or duplication.
- Activities are matched to the needs of students.
- Activities are carefully evaluated by the College to ensure that they are effective.

We recognise, however, that the ethos of TCC is to encourage students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this. Therefore, by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

Whistle Blowing

Where there are concerns of extremism or radicalisation students and staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence.

(Please refer to College Whistle Blowing Policy).

Child Protection

Please refer to our Keeping Children Safe in Education Policy for the full procedural framework on our Child Protection duties. Staff at TCC will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a young person or young people may be at direct risk of harm or neglect. For example; this could be due to a young person displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a student's family that may equally place a young person at risk of harm. (These examples are for illustration and are not definitive or exhaustive) Therefore all adults working at TCC (including visiting staff, volunteers, contractors and students on placement) are required to report instances where they believe a student may be at risk of harm or neglect to the Designated Safeguarding Lead or Headteacher.

The Senior Designated Safeguarding Lead is: Mrs Becky Lear.

There are other deputy Designated Safeguarding Leads at TCC, Dr Jeremy Plumb, Headteacher, Mrs Blandin-Neaves, Assistant Headteacher, and Miss Cheryl Lockett, Assistant Headteacher. Mr John Golding, Assistant Headteacher, and the four Year Leaders have also received level 3 multi-agency training and make up the extended safeguarding group.

Training

Whole College in-service training on Safeguarding and Child Protection is organised for staff and governors frequently and will, in part, include training on extremism and radicalisation and its safeguarding implications. The Designated Safeguarding Leads will also attend training courses as necessary. The senior leadership team (CLT) as well as all staff have received PREVENT training delivered from the police along with Governors. The Home Office online training is also completed by all members of staff and Governors.

<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to TCC will follow safer recruitment best practice in education settings guidelines, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks.

We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an on-going culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail. (See safer recruitment protocols and HR policy)

Role of Governing Body

The Governing Body of TCC will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties. (PREVENT: date)

The Governing Body of TCC support the ethos and values of our College and will support the College in tackling extremism and radicalisation.

In line with Recommendation 13 of Peter Clarke's report - All schools should include details on their website of their governing body. This should include the full name of the individuals, along with any committees they attend; the method of appointment (e.g. whether a local authority appointment or an elected parent governor); and the expected period of the appointment, in order to promote transparency over the running of schools - details of our Governing Body will be published on our College website to promote transparency

In line with the provisions set out in the DfE guidance "Keeping Children Safe in Education, 2021" the governing body will challenge the College's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy regularly and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

Policy Adoption, Monitoring and Review

This policy was considered and adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance "Keeping Children Safe in Education."

Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the school website as an appendix to the Safeguarding Policy.

At TCC the Headteacher will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy as their overall duty to safeguard children.

For further information please click the link below.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

COVID-19

Briefing note for senior leaders, teachers and safeguarding leads at schools and further education providers on how extremists are using COVID-19 to promote disinformation, misinformation and conspiracy theories. This non-statutory advice from the Department for Education has been produced to provide a short summary of the extremist response to COVID-19, highlighting the additional radicalisation risks for children and young people and suggested actions for settings to take.

This is a briefing note for senior leaders, teachers and safeguarding leads at schools and further education providers on how extremists are using COVID-19 to promote disinformation, misinformation and conspiracy theories.

This non-statutory advice from the Department for Education has been produced to provide a short summary of the extremist response to COVID-19, highlighting the additional radicalisation risks for children and young people and suggested actions for settings to take.

How extremists are using COVID-19 to promote disinformation, misinformation, and conspiracy theories

Briefing note for schools and further education providers

This briefing note is aimed at senior leaders, teachers, and safeguarding leads. It provides a short summary of the extremist response to COVID-19, highlighting the additional radicalisation risks for children and young people and suggested actions for settings to take.

During the pandemic, local authorities have seen a significant decline in Prevent referrals, raising concerns about the welfare of vulnerable children and young people. As schools return **it is important that settings are extra-vigilant to radicalisation concerns, particularly as children and young people may have been exposed to disinformation, misinformation, and conspiracy theories**, sometimes called 'fake news', due to extremists exploiting COVID-19 to spread hateful narratives and increase division.

How do we define disinformation, misinformation, and conspiracy theories?

- **‘Disinformation’** – ‘Fake or misleading stories created and shared deliberately, often by a writer who might have a financial or political motive’.
- **‘Misinformation’** – This also means fake or misleading stories, but in this case the stories may not have been deliberately created or shared with the intention to mislead.
- **‘Conspiracy theories’** – Conspiracy theories offer a simplifying model for all that cannot be explained or easily understood. They typically involve an ‘alternative’ explanation for an event or situation to those provided by governments and official international bodies, sometimes suggesting a group, individual or organisation is responsible or hiding information from the public.

What are the radicalisation risks related to the impact of COVID-19

- **Exposed to misleading and hateful content:** Young people may have been exposed to fake stories or conspiracy theories about COVID-19, which attribute blame on minority groups.
- **Engaged with extremist individuals:** Young people may have become exposed to or engaged with extremist organisations or individuals, especially online.
- **Increased vulnerability to radicalisation:** COVID-19 may have increased vulnerability to radicalisation as children and young people may feel isolated, anxious, frustrated, and angry. This could increase the resonance of intolerant messaging and appeal of extremist groups or individuals offering explanations for the crisis.

What have been the extremist themes during the pandemic?

During the COVID-19 pandemic, false and misleading narratives about the virus have been spread, particularly online, to force change or to place blame on ‘out-groups’ and minorities. This can further incite hatred, justify violence, and divide communities. While some of this occurs on popular social media platforms, it can also be found on lesser known, less moderated platforms. These sites can include easily available extreme and conspiratorial content.

The Commission for Countering-Extremism (CCE)ⁱⁱ have highlighted the following prominent extremist narratives:

- **Antisemitism:** Several conspiracies blame the Jewish community for spreading the virus, including claims that COVID-19 is a Jewish plot, either as a hoax or a deliberate creation, to remove civil liberties and impose totalitarian rule.
- **Anti-Muslim hatred:** Claims that British Muslims have flouted social distancing rules and spread the virus have been promoted, particularly on social media. Whilst these have been disproven, high profile extreme right-wing influencers have blamed Muslims for the spread of the virus.

- **Anti-Chinese hatred:** Hate crime and hate incidents towards Chinese people have risen. Reports have found a 300% increase in the use of 'hashtags' that encourage or incite violence against China and Chinese people online.
- **Islamist:** Islamist extremists have used COVID-19 to support existing narratives to promote the need for a Caliphate over democratic society, claiming the pandemic is a divine punishment for the West's 'sinful' behaviours.
- **Right-wing:** Right-wing extremists have similarly exploited the pandemic to amplify the weakness and hypocrisy of democratic values like tolerance and freedom.
- **Accelerationism:** Extreme right-wing individuals have promoted the idea that society is inevitably collapsing, and that right-wing terrorism can accelerate its end through inciting social conflict, violence and ultimately a race war.

Wider conspiracy theories: Extremist individuals have exploited a number of prevalent non-extremist conspiracy theories, related to 5G, track and trace and anti-vax, which can be detrimental to public health messaging. In some cases, these have been linked to antisemitic or other hateful narratives. Although Left-Wing, Anarchist and Single-Issue (LASI) extremism is low, a minority of individuals have supported the targeting of 5G masts. This was based on the perception that masts allowed the government to control people.

What actions do settings need to take to protect students from radicalisation?

The education sector is **best placed to understand the needs of their learners** and will be familiar with supporting vulnerable children and young people. The following are suggestions the sector should consider when assessing the changes in the radicalisation risk to children and young people.

1. Review your setting's Prevent risk assessment, considering the impact of COVID-19 and the information in this briefing, as well as any local changes in risk or community tensions.
2. Ensure staff are familiar with the issues raised in this briefing to increase their confidence in recognising concerns.
3. Ensure both staff and learners are clear on the reporting procedures to raise concerns.
4. During the pandemic, children and young people may have experienced the absence of trusted adults and positive role models. As such, extremist narratives and individuals offering an explanation for the pandemic may have had an increased appeal, and may have gone unchallenged. Dedicate time to rebuild these valuable relationships and have 'safe space' discussions with learners.
5. Review curriculum opportunities for critical thinking, online safety, and media literacy. Further support and guidance can be found below.

What should staff do if they have specific concerns?

If you are concerned about a learner who may be vulnerable to radicalisation, your first course of action should be to follow your setting's safeguarding procedures. You can also visit Educate Against Hate to learn about additional support available outside of an education setting.

What can I do to support the young people I work with?

The Government has provided advice on how to keep young people safe online during the COVID-19 pandemic. Organisations such as the NSPCC (including NetAware) and the UK Safer Internet Centre offer information and guidance on how to use different social media platforms safely. Further support and guidance **on extremism, radicalisation and the Prevent Duty** can be found at Educate Against Hate, Let's Talk About It, the Education Training Foundation and the London Grid for Learning.

Resources to support media literacy:

Media literacy enables young people to have the skills, knowledge and understanding to make full use of the opportunities of online content, including being able to better identify false and misleading content.

The SHARE Checklist – This is a Government website, offering five easy steps to follow to identify whether information might be false.

The BBC – The BBC offer a range of resources on understanding and responding to fake news. This includes:

- BBC Real News – videos and lesson plans related to digital literacy.
- BBC iReporter game - an interactive game that puts students in the shoes of a journalist, tasking them with working out what is real and accurate, whilst avoiding fake and false information.

National Literacy Trust – offer fake news and critical literacy resources, including lesson plans for different subject areas.

The News Literacy Project – offers resources to support pupils to understand what to trust in the digital age.

ShoutOut UK – provides free weekly resources on online harms, conspiracy theories, how to spot fake news, and deal with online 'trolls'.

Civic Online Reasoning: How to evaluate online information – classroom ready materials and complete curriculum on media literacy.

UN: Pause Before Sharing – The UN has launched a campaign to help stop the spread of COVID-19 misinformation.

Further resources on fact-checking can be found through Ofcom.

Resources to facilitate sensitive discussions on extremism:

The Prevent duty states that settings “should be safe spaces in which children and young people can understand and discuss sensitive topics”.

i BBC Bitesize, ‘What’s so bad about fake news?’,

<https://www.bbc.co.uk/bitesize/articles/zjykkmn>

ii Commission for Countering Extremism, ‘COVID-19: How hateful extremists are exploiting the pandemic’, (09/07/2020)

<https://www.gov.uk/government/publications/covid-19-how-hateful-extremists-are-exploiting-the-pandemic>

iii Moonshot CVE, ‘From #CoronaVirusCoverUp to #NukeChina: An analysis of conspiracy theories, hate speech and incitements to violence across Twitter related to Covid-19’, (29/04/2020) <http://moonshotcve.com/covid-19-conspiracy-theories-hate-speech-twitter/>

provide opportunities for young people to clarify their thinking, feel listened to and ask questions.

Be Internet Citizens – offers lesson resources on fake news, hate speech, emotional manipulation.

OSCE: Addressing Antisemitism through Education – a teaching aid for challenging antisemitic conspiracy theories.

Generation Global – provides resources to support teachers to explore, develop, and practice dialogue with learners, including guidance and activities to give teachers the skills to manage difficult conversations.

APPENDIX I

The following activities and events have already taken place at TCC in order to raise staffs' and students' awareness and understanding:

- PREVENT training to CLT, HOY and Governors by PC Dave Thompson
- PREVENT training presented by PC Dave Thomson to all staff
- Preventing Extremism and Radicalisation (Protocol) is placed on the College website.
- Assemblies lead by HOY and e-safety lead re e-safety, preventing extremism and radicalisation
- Focus for all students and staff on Rights Respecting Schools – promotion of values, including FBV and preventing extremism and radicalisation and the development of revised College values Further review and staff survey focussed on where and when TCC curriculum promotes fundamental British Values and safeguards young people at this College from extremism and radicalisation
- Mental health sessions delivered about keeping maintaining good mental health in PSHE and by lead for Emotional health and Wellbeing of students.
- Inspire film used in assembly with all students
- Staff have completed online CHANNEL/PREVENT training (recorded on the SCR)
- The PSHC programme followed by and in part designed by students also contributes to this awareness raising and the entire focus revolves around and has a safeguarding approach. This list will be added to as other planned events and activities are held and completed throughout this year.

The following guidance, policies and information are available as additional support.

- [Prevent Duty Checklist](#)
- [Prevent Duty Departmental Advice For Schools And Childcare Providers Dfe June 2015](#)
- [Prevent Duty Guidance For England And Wales Hm Government 2015](#)
- [Preventing Violent Extremism Posters](#)
- [Promoting Fundamental British Values As Part Of Smsc In Schools Dfe November 2014](#)
- [Tackling Extremism And Radicalisation Policy 2015 16](#)
- [The Channel Referral Process](#)
- [Workshop To Raise Awareness Of Prevent](#)
- [Wrap Training](#)