# Preventing Extremism and Radicalisation Policy

**Definitions:**
- **Extremism** is defined as vocal or active opposition to fundamental 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.

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Indicators of vulnerability include:
- Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the learner may be experiencing family tensions; a sense of isolation; and 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 learner'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 may have perceptions of injustice; a feeling of failure; rejection of civic life
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration
- Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

This list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism. 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.

**Policy:**
IUG is a mosaic of different nationalities and cultures. We have representation of over 60 nationalities within our teaching and student community. Students at IUG are taught to respect and celebrate diversity of cultures and religion. There is no place for extremist views of any kind in our organisation or our academies, whether from internal sources - pupils, staff, faculty or trustees, or external sources - academy community, external agencies or individuals.
IUG ensures that it welcomes students of all or no faiths.
At IUG 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 may 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 the Code of Conduct.**

At IUG we are clear that any exploitation of students, to involve them in terrorism or in activity in support of terrorism, or radicalisation of students should be viewed as a safeguarding concern and that protecting them from the risk of radicalisation is part of the university's safeguarding duty. For this reason, this policy should be read in conjunction with the Safeguarding Policy.

As part of wider safeguarding responsibilities academy staff will be alert to:
- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of the academy, 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
- Local authority services and police reports of issues affecting students in other academies, 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

Our teachers strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches students may experience elsewhere may make it harder for them to challenge or question these radical influences. This will be achieved by good teaching. We ensure that all of our teaching approaches help our students build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills.

We are flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the methodologies following the three broad categories of:

- -Making a connection with young people through good teaching design and a student-centred approach. Equipping our students with the appropriate skills, knowledge, understanding and awareness for resilience.

- Facilitating a 'safe space' for dialogue through the appointment of Student Welfare Officer, who the students can approach in confidence, to share any problem or concern related to being exposed to extremism, at any time.

- Sensitizing teachers/ staff to detect early signs of radicalization. We ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. There is a plan to hire an on-site counsellor to detect any early sign of radicalism, extremism, etc.

The arrangements for recruiting all staff, both teaching and non- teaching at IUG, follows guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that the **CBMV** (Certificat de bonne vie et moeurs = certificate of good character) 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 apply safer recruitment best practice principles and sound employment practice in general and in doing so deny opportunities for inappropriate recruitment or advancement.**

We are alert to the possibility that persons may seek to gain positions within our academy so as to unduly influence our academy's character and ethos. We are aware that such persons seek to limit the opportunities for our students 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 ongoing culture of vigilance within our academy and staff team we will minimise the opportunities for extremist views to prevail.

This Policy links to the IUG's Safeguarding policy.

IUG's dedicated Welfare Officer can be reached at studentwelfare@iun.ch for any concern, support and information.