

## **Safeguarding and Radicalisation Policy**

### **Policy Summary**

- OnBoarding Group Limited aims to protect, as far as possible, the well-being of learners who may be considered vulnerable in certain circumstances engaged in the range of its activities by ensuring that appropriate arrangements are in place to provide a safe and secure environment and to deal with issues concerned with suspected or reported abuse of children and adults considered to be vulnerable.
- Certain employers have a legal duty to refer to the Disclosure and Barring Service when a person working in regulated activity has harmed a child or adult, or there was a risk of harm.
- It is the responsibility of all individuals employed by OnBoarding Group Limited to be aware of all possible safeguarding issues.
- OnBoarding Group Limited also draws upon the guidance contained in DfE Guidance "Keeping Children Safe in Education, 2014"; and specifically DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and Peter Clarke's Report of July 2014.
- The Anti-radicalisation policy includes the Counter-Terrorism Strategy "CONTEST".

There are four areas: Pursue – to stop terrorism attacks; Prevent – to stop people from becoming terrorists or supplying terrorists; Protect – to strengthen our protection against terrorist attacks; Prepare – to mitigate the impact of a terrorist attack. This policy also set out our beliefs, strategies, and procedures to protect vulnerable individuals from being radicalised or exposed to extremism, by identifying who they are and supporting them.

### **Access**

Learners are made aware of the existence of this policy and have open access to it:

- On paper in a folder in OnBoarding Group Limited's office.
- On our website at <https://www.onboardingofficers.co.uk/privacy-policies/>.

All tutors teaching at OnBoarding Group Limited are made aware of the contents and purpose of this policy.

This policy is reviewed annually and may be revised in response to feedback from learners, tutors, and external organisations.

### **Policy Statement**

#### **Purpose and Background**

This policy applies to all salaried and hourly paid staff, learners, agency, or contractor staff (e.g., consultants, researchers, or advisors).

The policy sets out OnBoarding Group Limited's approach to safeguarding the well-being of learners considered to be vulnerable in certain circumstances engaged in OnBoarding Group Limited activities.

Ensuring appropriate arrangements are in place, it will enable OnBoarding Group Limited to discharge its duty to provide a safe and secure environment and to deal with issues concerned with suspected or reported abuse of learners considered to be vulnerable.

An adult (a person aged 18 or over) may be considered vulnerable when there are receiving one of the following services:

- Health care.
- Relevant personal care.
- Social care work.
- Assistance concerning general household matters because of age, illness, or disability.
- Relevant assistance in the conduct of their own affairs.
- Conveying (due to age, illness, or disability in prescribed circumstances).

A 'child' in safeguarding terms is someone who is under the age of 18.

## **Scope and Responsibilities**

All salaried and hourly paid staff, learners and trustees are responsible for creating an environment that promotes well-being and ensures personal safety and as such will act promptly in accordance with this policy and inform the Designated Safeguarding Person, of any issues of suspected or reported abuse of learners who may be considered to be vulnerable in certain circumstances.

## **General Principals**

OnBoarding Group Limited is committed to providing a welcoming environment where everyone is respected and valued and can feel safe and secure. This includes learners, staff and individual visitors who access its facilities and services. OnBoarding Group Limited recognises its particular responsibility to safeguard the well-being of learners considered to be vulnerable in certain circumstances engaged in the breadth of its activities.

Safeguarding matters will be treated with the utmost sensitivity and all details will be kept confidential between the Management Team and Regional Designated Safeguarding Person wherever possible. It may be necessary to involve local contacts/employees during an investigation process.

OnBoarding Group Limited undertakes not to discriminate unfairly against any individual based on a conviction or other information revealed. The suitability of a person with a criminal record will vary, depending on the nature of the job and the details and circumstances of any convictions. OnBoarding Group Limited will not normally employ individuals with prior convictions for sexual or violent offences.

Procedures and guidelines for handling safeguarding issues and carrying out DBS checks are made available separately.

OnBoarding Group Limited reserves the right to take disciplinary actions against employees not complying with this policy and related procedures.

## **Accessibility**

If any aspect of this policy or its related procedures causes an employee difficulty on account of any disability that they may have, they should raise this issue with their Designated Safeguarding Person who will facilitate the appropriate arrangements.

## **Extremism and Radicalisation**

We will be flexible enough to adapt our teaching approaches, as appropriate, to address specific issues to become even more relevant to the current issues of extremism and radicalisation.

In doing so we will apply the 'key ingredients' for success as set out in the table in Appendix 1 taken from the DfE document above and we will apply the methodologies set out in that document following the three broad categories of:

- Making a connection with vulnerable people through good teaching and a learner-centred approach.
- Facilitating a 'safe space' for dialogue.
- Equipping our learners with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore, this approach will be embedded within the ethos of OnBoarding Group Limited so that learners know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation.

Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which encourage, justify or glorify terrorist violence in furtherance of particular beliefs; and seek to provoke others to terrorist acts; encourage other serious criminal activity or seek to provoke others to serious criminal acts; or foster hatred which might lead to inter-community violence in the UK. 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.

Learners may become vulnerable to radicalisation through a range of social, personal, and environmental factors. It is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that Centre staff can recognise those vulnerabilities.

Indicators of vulnerability include:

- **Identity Crisis** – the learner 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 learner may have perceptions of injustice, a feeling of failure, rejection of civic life, and experiences of criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration.
- **Special Educational Needs** – learners may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for 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.
- Significant changes to appearance and/or behaviour.
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation, that they overcome professional disbelief that such issues will not happen within OnBoarding Group Limited and ensure that we work alongside other professional bodies and agencies to ensure that our learners are safe from harm.

## Relevant Legislation

This policy follows the Rehabilitation of Offenders Act 1974, the Safeguarding of Vulnerable Groups Act 2006 (amended 2010), and the DBS code of conduct and regulations.

## Appendix 1: 'Key Ingredients' for Successful Teaching in the Context of 'Push and Pull' Factors

<p><b>Push Factors</b> – factors that push an individual/make an individual vulnerable to extremist messages.</p> <ul style="list-style-type: none"> <li>• Lack of excitement and frustration.</li> <li>• Lack of sense of achievement – seen as a significant lack of purpose or confidence in future life goals.</li> <li>• Lack of an outlet for views.</li> <li>• Gaps in knowledge or understanding of Islam – both young people and their parents.</li> <li>• Sense of injustice</li> <li>• Actual or perceived humiliating experiences (including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely to a sense of injustice).</li> <li>• Exclusion – lack of belonging to peer or community networks, associations etc.</li> <li>• Below the line: factors that are out of the scope of this study.</li> <li>• Disaffection with wider societal issues.</li> <li>• Disruptive home life.</li> </ul>	<p><b>KEY INGREDIENTS</b></p> <p><b>Tutor confidence</b> in many cases will be the use of existing teaching skills and methods which may well be the most effective approach. From prison settings, staff who are more confident in their abilities tend to perform much better even though they have not received specialist training.</p> <p><b>Tutor attitudes and behaviours</b></p> <ul style="list-style-type: none"> <li>• Willingness to admit you do not know.</li> <li>• Acknowledging controversial issues exist.</li> <li>• Awareness that they have a role to play.</li> <li>• Willingness to turn to others for help when you do not know about something.</li> </ul> <p><b>Specific knowledge:</b></p> <p>Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering').</p> <p>Knowledge of an alternative values framework.</p> <p><b>Teaching practice/pedagogy:</b> Boosting critical thinking (seeing through propaganda, singular messages etc.).</p> <p>Helping to see multiple perspectives</p> <p>Using multiple resources/methods</p> <p>Embedding or sustaining dialogue following specialist interventions</p> <p>Enabling learners to tackle difficult issues</p> <p>Linking schoolwork to the wider community.</p> <p><b>Other factors:</b></p> <p>Support from senior leaders Pupil</p>	<p><b>Pull Factors</b> – factors that draw young people into extremist messages.</p> <ul style="list-style-type: none"> <li>• Charismatic/confident individuals (recruiters).</li> <li>• Network/sense of belonging.</li> <li>• Broader community views that enable or do not oppose extremism.</li> <li>• Persuasive, clear messages.</li> <li>• Exploiting knowledge gaps.</li> <li>• Sense of dignity and importance and loyalty.</li> <li>• Exciting (non-teaching) activities.</li> <li>• Sense of purpose in life.</li> </ul>
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