



SHS

Preventing Extremism and Radicalisation Policy

2023 - 2024

Preventing Extremism and Radicalisation Policy

Ownership & Consultation	
Document sponsors (role)	CEO / Director of Education/Director of EYFS
Document authors (name)	Melissa McBride David McCarthy Vanessa Temple (From Sept 2022 Version)

Version control	
Implementation date	September 2020
Reviewed	September 2021
Reviewed and updated	September 2022
Reviewed and updated	April 2023
Next Reviewed and Updated	September 2023
Next Review	September 2024

KEY FACTS:

- Pupils who attend our school have the right to learn in an open, tolerant and safe environment.
- The School currently assesses the risk of radicalisation to be [low/medium/high]. The School carries out annual risk assessments to measure the nature and level of risks associated with radicalisation.
- The School will implement prevention measures such as applying appropriate restrictions to internet sites likely to promote terrorist materials and discussing these dangers with pupils.
- All concerns relating to radicalisation should be referred to the Designated Safeguarding Lead (DSL) or in their absence to the Deputy DSL.
- The DSL will discuss all concerns relating to the radicalisation of a pupil with the Head and the LSCB so that appropriate action can be taken to and appropriate referrals, including to the Channel programme, can be made.
- Where a child is at risk of immediate serious harm a referral will be made to children's social care immediately.
- The DSL will work in partnership with the LSCB over all matters covered in this policy, including those relating to the prevention and identification of risk and to the handling of concerns.

1 Purpose

1.1. This "Preventing Radicalisation Policy" is part of our commitment to keeping children safe. Since the "Education and Inspections Act 2006", schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

1.2. Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. From 1 July 2015, schools became subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("CTSA 2015") in exercising their functions "to have due regard to the need to prevent people from being drawn into terrorism."

1.3. Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

1.4. The duty to prevent children and young people being radicalised is set out in the following documents:

- Counter Terrorism & Security Act (2015)
- Keeping Children Safe in Education (September 2022)
- Working Together to Safeguard Children (July 2018)
- Prevent Duty Guidance: for England and Wales (April 2021)

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

- The Prevent duty: Departmental advice for schools and childminders (June 2015)
- The use of social media for on-line radicalisation (July 2015)
- Non-statutory guidance
- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE Nov 2014)
- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)
- How Social Media is used to encourage travel to Syria and Iraq (Home Office)

2 Ethos

2.1. We ensure that through our school vision, values, rules, diverse curriculum and teaching, we promote tolerance and respect for all cultures, faiths and lifestyles. The Education Team ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

Our families come from around the world and follow many faiths, so discrimination between strict religious observance and radicalisation is important for all staff to know, understand and apply in their daily practice.

3 Risk Assessment

3.1. We assess the risk of radicalisation to be [medium]. This is due to our unique fully digital setting and global community of learners.

3.2. We will carry out an annual risk assessment which will identify the risk of pupils being drawn into terrorism or extremism. This risk assessment will look at the general risks affecting children and young people in their local areas / regions and the specific risks which may affect groups or individuals within the school and it will propose measures to mitigate and manage these risks.

4 Responsibilities and Training

4.1 *The school will:*

4.1.1 ensure that this policy is understood and effectively implemented by staff throughout the School;

4.1.2 ensure that the DSL and every member of staff undergoes appropriate Prevent duty training which is refreshed at least every two years; and

4.1.3 ensure that the School's Prevent policies and procedures and general safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children's Boards ("LSCBs").

4.2 *The DSL will:*

4.2.1 be the single point of contact to oversee and coordinate the school's implementation of the Prevent duty;

4.2.2 undertake prevent awareness training, such as the on-line general awareness training module on Channel - WRAP (Workshop to Raise Awareness of Prevent);

4.2.3 provide Prevent duty training to all staff so that they (a) understand the general risks affecting pupils at the School; (b) are able to identify individual children who might be at risk of radicalisation; and (c) know what to do to support these children;

4.2.4 provide advice and support to other members of staff on protecting pupils from the risk of radicalisation;

4.2.5 receive safeguarding concerns about children and young people who may be susceptible;

4.3 *All staff will:*

4.3.1 undergo regular Prevent duty training (including Channel online awareness training and additional training provided by the school) so that staff have the knowledge and confidence to be able to (a) understand the general risks of radicalisation affecting pupils at the School; (b) identify individual children who might be at risk of radicalisation (see Paragraph 8 below) and spot signs of extremism (see paragraph 9 below); (c) challenge extremist views; and (d) provide appropriate advice to children who are at risk of radicalisation.

4.3.2 be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

4.3.3 use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

5. Referral Process

5.1 All staff must refer all concerns about children and young people who show signs of vulnerability to radicalisation to the Designated Safeguarding Lead (DSL) or in their absence to the Deputy Safeguarding Lead (Deputy DSL). For further details about safeguarding referrals please see the School's separate policy entitled Safeguarding: Child Protection Procedures.

5.2 If the DSL becomes aware of a concern relating to the radicalisation of a pupil he or she will discuss this with the Head and the LSCB so that appropriate actions can be taken to safeguard the pupil and appropriate referrals, including to the Channel programme, can be made.

6. Curriculum

6.1 We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others.

6.2 Our values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society;

6.3 We aim to provide a safe space in which pupils can understand the risks associated with terrorism and develop the knowledge, skills and confidence to be able to challenge extremist views.

6.4 We will include opportunities in the curriculum for pupils to build resilience to pressure and to develop the skills they need to recognise and stay safe from abuse and radicalisation.

7. Internet Safety

7.1 The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our school blocks inappropriate content, including extremist content.

7.2 Pupils will be taught how to stay safe online, both in school and outside school. They will be taught to understand the risks posed by adults or young people who use the internet and social media to groom, abuse or radicalise other people, especially children, young people and susceptible adults.

7.3 Use of student google drive and google classroom accounts including email addresses are monitored and the ICT technicians will alert the DSL and Head where there are concerns and prevent further access when new sites that are unblocked are found. Parents are provided with annual online safeguarding and digital safety training by the Co-Lead and Technology team to share how they can safeguard students at home via their home networks.

7.4 Where staff, students or visitors find extremist content in the Google Classroom work space or pick up with concerns via conversations with students, they must report it to the DSL who will in turn discuss it with the Directors of Education or Chair..

7.5 We are aware that children and young people have access to unfiltered internet when using their mobile phones and home devices and staff are alert to the need for vigilance when pupils are using their phones during online lessons.

8. Signs of Vulnerability

There are no known definitive indicators that a young person is susceptible to radicalisation, but there are a number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature;
- poverty;
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences;
- conflict with family over lifestyle;
- confused identity;
- victim or witness to race or hate crimes; and
- rejection by peers, family, social groups or faith.

9 Recognising Extremism

A part of our wider safeguarding responsibilities to identify signs of abuse we will be alert to early indicators of radicalisation or extremism which may include:

- showing sympathy for extremist causes;
- glorifying violence, especially to other faiths or cultures;
- making remarks or comments about being at extremist events or rallies outside school;
- evidence of possession illegal or extremist literature;
- advocating messages similar to illegal organisations or other extremist groups;
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent);
- secretive behaviour;
- online searches or sharing extremist messages or social profiles;
- intolerance of difference, including faith, culture, gender, race or sexuality;
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others;
- verbalising anti-Western or anti-British views;
- advocating violence towards others

10 Channel

10.1. Channel is a programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be susceptible to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

10.2. Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are susceptible to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals.

10.3. Section 38 of the CTSA 2015 requires partners of Channel panels (including proprietors of independent schools) to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual.

10.4. Guidance issued under section 36(7) and section 38 (6) of the CTSA 2015 in respect of Channel is available at: <https://www.gov.uk/government/publications/channel-guidance>

11 Monitoring and Review

This Policy will be monitored and reviewed by the Education and Safeguarding team annually. This policy was updated last on 10th August 2023

