Preventing Extremism and Radicalisation Policy

November 2017

Introduction

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Stourport Primary Academy values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

Stourport Primary Academy is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults at the school 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.

This Preventing Extremism and Radicalisation policy is one element within our overall school arrangements to safeguard and promote the welfare of all children I line with our statutory duties.

School Ethos and Practice

When operating the Policy, the school 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 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 – pupils, staff or governors – or external sources – school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this - have a duty to ensure this happens.

We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and should be addressed as a safeguarding concerns set out in the Policy. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

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, the school will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

Recognising the indicators or vulnerability to radicalisation

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.

Pupils may become susceptible 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 school staff are able to recognise those vulnerabilities.

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

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for pupils and code of conduct for staff.

We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. All staff will receive training.

The Prevent Single Point of Contact (SPOC) in Stourport Primary School will be:

Miss Newton DSL

When any staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC or Head Teacher. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that pupils is offered assistance. Additionally, in such instances our School will seek external support from the Local Authority and WSCB.

Teaching Approaches

We will 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 sessions. These sessions include setting targets for young people to build a sense of ownership; creating a safe space for dialogue between staff and pupils; building resilience in pupils; improving pupil skills for collaborative work; improving pupils' ability to interact with each other and a peer mentoring scheme. We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. The school 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 pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

We will also work with local partners, families and communities in our efforts to challenge extremist views and to assist in the broadening of our pupils' experiences and horizons.

Use of External Agencies and Speakers

The school encourages the use of external agencies or speakers to enrich the experiences of our pupils; however, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. This includes checking the DBS of all external providers, viewing material that will be used beforehand and conducting a social media check on such agencies or individuals.

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 complete opposition to, the school's values and ethos.

Our School will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school 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 work to avoid contradictory messages or duplication
- Activities are matched to the needs of pupils
- Activities are carefully evaluated by the school to ensure that they are effective

Therefore, by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we still strive to ensure our pupil 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.

Confidential Reporting (Whistleblowing Policy)

Where there are concerns of extremism or radicalisation pupils and staff will be encouraged to make use of our internal systems to or raise any issue in confidence. Please refer to our Confidential Reporting Policy.

Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow government guidance on safer recruitment best practice in education settings, 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 person 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.

Role of Governing Body

The Governing Body of our School will support the ethos and values of our school and will support the school in talking extremism and radicalisation.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education 2016' the governing body will challenge the school's senior management team on the delivery of this policy and monitor it effectiveness.

Governors will review this policy regularly prior to the start of a new academic year (on an annual basis) but may amend and adopt ay amendments outside of this timeframe in accordance with any new legislation or guidance.

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 Education'.

Parents/carers will be issued with a hard copy of the Policy on request and will be available on our website.

Equality Statement

At Stourport Primary Academy we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, disability, sex, sexual orientation, gender reassignment, religion or belief, pregnancy and maternity, and age (for staff only). We will adhere to the legal definitions of these protected characteristics as set out in the Equality Act 2010.

We aim to develop and maintain a culture of inclusion and diversity, in which all those connected with the school feel proud of their identity and able to participate fully in school life.

ANNEX 1
Section 2.23 of the WSCB local procedures

2.23 Supporting Children and Young People Vulnerable to Violent Extremism
SCOPE OF THIS CHAPTER
This chapter is based on and summarises the document 'Prevent and Safeguarding Guidance: Supporting Individuals Vulnerable to Violent Extremism', which has been issued by the Association of Chief Police Officers (ACPO).
The guidance provides advice on how to manage and respond to concerns of children and young people identified as being vulnerable to and affected by the radicalisation of others.
See also Channel: Protecting vulnerable people from being drawn into terrorism: A Guide for local partnerships (October 2012) (This link was added in March 2013).

Contents
Introduction
National Guidance and Strategies
Referral and Intervention Processes
Local Support
Understanding and Recognising Risks and Vulnerabilities of Radicalisation

1. Introduction
Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups.
There is no obvious profile of a person likely to become involved in extremism or a single indicator of when a person might move to adopt violence in support of extremist ideas. The process of radicalisation is different for every individual and can take place over an extended period or within a very short time frame.
Three main areas of concern have been identified for initial attention in developing the awareness and understanding of how to recognise and respond to the increasing threat of children/young people being radicalised:
Increasing understanding of radicalisation and the various forms it might take, thereby enhancing the skills and abilities to recognise signs and indicators amongst all staff working with children and young people;
Identifying a range of interventions - universal, targeted and specialist - and the expertise to apply these proportionately and appropriately;
Taking appropriate measures to safeguard the wellbeing of children living with or in direct contact with known extremists.

2. National Guidance and Strategies
The following are part of the government's counter terrorist strategy, referred to as CONTEST.
The Prevent Strategy: A Guide for Local Partners in England. Stopping people becoming or supporting terrorists and violent extremists.
The expectation is that within all local authority areas a Prevent multi-agency partnership board is established to plan and manage responses. Children's Services should be involved and participate in the Area Partnership Board for Prevent and kept informed of the particular risks in their area.
Click here to view The Prevent Strategy: A Guide for Local Partners in England.

Recognising and Responding to Radicalisation: Considerations for policy and practice through the eyes of street level workers
Click here to view RecoRa website.
Channel: Protecting vulnerable people from being drawn into terrorism: A Guide for local partnerships
The Channel programme is an initiative led by the Police and operates in areas identified as having higher levels of risk, to provide support to those at risk of being drawn into violent extremism. The guidance identifies as good practice the importance of having:
A clear referral process incorporating a multi-agency panel;
An identified co-ordinator or location of expertise for advice, guidance and support;
Information sharing protocols.
Click here to view Channel: Protecting vulnerable people from being drawn into terrorism: A Guide for local partnerships (October 2012).

3. Referral and Intervention Processes

The ACPO guidance provides a model referral process for children and young people who are vulnerable to radicalisation and/or who may be at risk through living with or being in direct contact with known extremists.
Click here to view Model Flowchart for referral of Children and Young People for Concerns of Radicalisation in Children's Services
Staff working with children should use this model to assist them in identifying and responding to concerns about children who may be vulnerable to being drawn into violent extremist activity. Any member of staff who identifies such concerns, for example as a result of observed behaviour or reports of conversations to suggest the child supports terrorism and/or violent extremism, must report these concerns to the named or designated safeguarding professional in their organisation or agency, who will consider what further action is required. See also Section 5, Understanding and Recognising Risks and Vulnerabilities of Radicalisation.
As set out in the flowchart, the named or designated professional must discuss any such concerns with the local police. After consultation with the police and in light of any further information gathered about the child and the family, if it is considered there are grounds for further involvement, a multi agency assessment meeting (usually involving the child, parents and relevant professionals) should be convened to determine the appropriate response and how this should be delivered.
The aim is to ensure an early identification of children's vulnerabilities and promote a coordinated response, wherever possible within universal provision (Tier 1) or through targeted interventions (Tier 2) and the Early Help Assessment process. The emphasis should be on supporting vulnerable children and young people, rather than informing on or "spotting" those with radical or extreme views.
The attached table, 'Appropriate, proportionate responses and interventions' (which has been reproduced from the ACPO Guidance) gives examples of the range of responses where concerns of radicalisation have been identified.
In exceptional cases, it may be considered that a child or young person is involved or potentially involved in supporting or pursuing extremist behaviour. This may be, for example, where the child is part of a family with known extremists (e.g. people who are currently subject to criminal proceedings or who have been convicted of terrorism related offences.) Where this is the case, a referral must be made to Children's Social Care under the Referrals Procedure and the police must be informed. Further investigation by the police will be required, prior to other assessments and interventions.
While the nature of the risk may raise security issues, the process should not be seen as different from dealing with the likelihood of Significant Harm or vulnerability due to the exposure to other influences.

Consideration should be given to the possibility that sharing information about the concerns with the parents may increase the risk to the child and therefore may not be appropriate at the referral stage - see Information Sharing and Confidentiality Procedure.

Consideration should also be given to the need for an emergency response - this will be extremely rare but examples are where there is information that a violent act is imminent or where weapons or other materials may be in the possession of a young person or member of his or her family. In this situation a 999 call must be made.

Where there is involvement as a result of the concerns, any provision of services should be subject to regular reviews until it is deemed appropriate to end the agreed response.

4. Understanding and Recognising Risks and Vulnerabilities of Radicalisation

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means.

These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause Significant Harm.

The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

Potential indicators include:

Use of inappropriate language;

Possession of violent extremist literature;

Behavioural changes;

The expression of extremist views;

Advocating violent actions and means;

Association with known extremists;

Seeking to recruit others to an extremist ideology.