



## **POLICY FOR THE PREVENTION OF EXTREMISM AND RADICALISATION and the promotion of British values**

### **Introduction**

#### **a.1 Safeguarding considerations**

Raising awareness of extremism and radicalisation and fundamentalist approaches to religion is considered a key issue within the school and one which merits increasing amounts of time spent, considering its implications for our client group, some of whom may be in higher than average danger of being drawn into unsafe behaviour in this area. This topic is a central factor of our Safeguarding approaches and one about which we consider it necessary to maintain heightened awareness and scrutiny. Students may be at increased risk of being drawn into such activities because of conditions they have which can affect their perception, their desire to be part of a group or cause and other reasons.

#### **a.2 Background**

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places 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 to promote the spiritual, moral, social and cultural development of pupils;
- Teaching, in a discrete way, British values as part of Citizenship curriculum and within other subjects;
- Assessing the risk of pupils being drawn into extremist views and incorporating this into their general Risk Assessment;
- Ensuring safeguarding arrangements are fully effective by working in partnership with local authorities, police, communities and other agencies;
- Training staff to provide them with the knowledge and ability to identify pupils who may be vulnerable to radicalisation;

- Keeping pupils safe online by using effective filtering and usage policies and by monitoring activity;
- Working with parents/guardians to investigate when there are suspicions of suspicious activity. Parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm (on the website) and that the school regularly reviews these systems to ensure they are appropriate and effective;.
- Being vigilant to suspicious activity and pointers to risk as we are in all our safeguarding approaches, as small pieces of information can add up to something more substantial.

### **a.3 Policy consultation and review**

To underpin the values and ethos of t+centres and our intent to ensure that pupils at our school are appropriately safeguarded, the policies below should be read in conjunction with this policy. All policies are available on the school website and in hardcopy from the school office on request. The policy is provided to all staff and should be read in conjunction with the following policies:

- Safeguarding Policy
- Equality and Diversity Policy
- Anti-bullying Policy
- Online Safety Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Child Sexual Exploitation Policy

## **Policy statement**

### **1. Purpose and aims**

1.1 t+centres is fully committed to safeguarding and promoting the welfare of all its pupils. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerable area in today's society, but that it does have some special features.

1.2 t+centres fully recognises the contribution it can make to promoting the welfare of children and protecting them from harm. This policy sets out our strategies and procedures to protect vulnerable pupils from being radicalised or exposed to extremist views. The elements of our policy are prevention, protection and support.

1.3 This policy applies to all pupils, staff, parents, volunteers and visitors.

1.4 A glossary of related terms and indicators of vulnerability to extremism can be found in Appendices 1 and 2 of this policy.

### **2. Roles and responsibilities**

2.1 It is the responsibility of every member of staff, and regular visitors to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school.

2.2 The Head of Centre is accountable for ensuring the effectiveness of this policy and compliance with it by all personnel.

- This policy is reviewed annually alongside our Safeguarding Policy.
- All staff undertake appropriate training that equips them with the skills to identify and respond appropriately to concerns regarding extremism and radicalisation.
- The Head of Centre, Designated Safeguarding Lead (DSL) and Deputy DSLs will assess the risk of pupils being drawn into extremist views. The risk assessment may include consideration of the school's curriculum, the use of school premises by external agencies, and any other local issues relating to the school community.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies; activity is regularly monitored.

2.3 The DSL and DDSLs will carry out their role in accordance with the responsibilities outlined in Annex B of Keeping Children Safe in Education (Sept 2019). As part of this responsibility, the DSL/DDSLs will act as the point of contact within our school for any concerns relating to radicalisation and extremism.

2.4 The DSL/DDSLs will make referrals in accordance with Cornwall County Council procedures to the MARU Team where appropriate and will represent our school at Channel meetings as required.

2.5 The Head of Centre is responsible for ensuring that all staff members and volunteers are aware of this policy and the procedures they need to follow. They will ensure that all staff have received appropriate training.

### **3. Training**

3.1 Through training, we will ensure that all staff are made fully aware of the threats, risks and vulnerabilities that are linked to radicalisation. Staff will be able to identify children at risk of being drawn into extremism and develop the confidence to challenge extremist ideas. Any concerns will be passed on to the DSL/DDSLs. All staff will understand how we can provide support to ensure that our pupils are resilient and supported to resist involvement in radical or extreme activities.

3.2 We will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school, from a reputable training body which accredits staff.

All our staff will undertake the online channel training via Educare.

### **4. The role of the curriculum**

4.1 At t+centres, we will provide pupils with a broad and balanced curriculum and promote the spiritual, moral, social and cultural (SMSC) development of our pupils. Students will be encouraged to regard people of all faiths, races and cultures with respect and tolerance and have a level of political understanding of current issues.

4.2 Through our curriculum (in particular through our SMSC and Citizenship programmes), we will aim to:

- Enable students to develop their self-knowledge, self-esteem and self-confidence;
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people; and
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

4.3 We will achieve this by using a curriculum that includes: a broad programme of Citizenship to raise awareness of the areas described above; a PSHE programme which includes personal development; promoting fundamental British values;

- Including material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain as part of our curriculum;
- Ensuring that all pupils within the school have a voice that is listened to, thus demonstrating how democracy works;
- Using opportunities such as general or local elections to hold mock elections to offer pupils the chance to engage in politics from an early age;
- Offering pupils the opportunity to learn how to argue and defend points of view;
- Using teaching resources from a wide variety of sources to help pupils understand a range of faiths;
- Considering the role of extra-curricular activity in promoting fundamental British values, such as youth clubs and other activities attended from home.

4.4 Within individualised curriculums, we will:

- Teach our pupils broad and balanced international history;
- Represent the cultures of all of our pupils across the subject;
- Teach a range of English and non-English literature;
- Commemorate World War 1 and 2.

## **5. Visitors and the use of school premises**

5.1 At t+centres we recognise the role that external agencies and speakers can play in enhancing the learning experiences of our pupils. Where we use external agencies and

individuals in this way, we will positively vet them to ensure that their messages are consistent with, and not in opposition to, the school's values and ethos.

5.2 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 to ensure they are effective.

5.3 Any guest speakers or external agencies will be provided with a copy of our safeguarding procedures on arrival at the school and will be appropriately supervised at all times.

5.4 When an agreement is made to allow non-school groups or organisations to use the school premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in keeping with the Tackling Extremism and Radicalisation Policy, the school will contact the police and terminate the arrangement.

## **6. Procedures for managing concerns**

6.1 t+centres adheres to the procedures that have been agreed locally through the Cornwall & Isles of Scilly Safeguarding Children Partnership for safeguarding individuals vulnerable to extremism and radicalisation. Please also refer to our Safeguarding Policy for further information about our wider safeguarding responsibilities.

6.2 We recognise that our staff play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and this includes vulnerability to radicalisation.

6.3 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with the DFE guidance, Working Together to Safeguard Children (August 2018).

6.4 The Designated Safeguarding Lead (DSL) should be used as a first point of contact any safeguarding concerns in our school. Any member of staff, volunteer, or visitor to the school who receives a disclosure of, or suspects that, a child is at risk of radicalisation must report it immediately to the DSL or, if unavailable, to a Deputy DSL. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

6.5 Following receipt of any information raising concern about vulnerability to radicalisation, the DSL/DDSLs will consider what action to take and will follow the Cornwall County Council procedures by making a referral via the MARU as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

6.6 All Channel referrals will be made using the referral form that can be accessed through the DSL/DDSLs.

6.7 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children because of concerns relating to extremism and radicalisation, the member of staff receiving the information should inform the Head of Centre or Chair of Governors immediately, in line with the procedures outlined in our Safeguarding Policy and Whistleblowing Policy.

## 7. Statutory framework

7.1 This policy has been devised in accordance with the following legislation and local and national guidance:

- Cornwall County Council Procedures
- The Counter-Terrorism & Security Act 2015
- Prevent Duty Guidance: for England & Wales, HM Government (2015)
- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools, DfE (2014)
- Keeping Children Safe in Education, DfE (September 2019)
- Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, DfE (August 2018)
- Information Sharing: Advice for Practitioners, DfE (March 2015)

### **History and implementation of this Extremism & Radicalisation Policy:**

Accepted by SLT in this format: November 2017

Approved by t+centres Governors: September 2020

Last revised: September 2023

To be reviewed: November 2024

SLT, all staff and governors have read, discussed and contributed to this policy.

The Head of Centre will be responsible for ensuring all staff are briefed on the regulations and practice outlined in this policy.

## Glossary of Terms

**'Extremism'** is defined in the 2011 Prevent Strategy as 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

**'Non-violent extremism'** is extremism, as defined above, which is not accompanied by violence.

**'Prevention'** in the context of the Prevent duty means reducing or eliminating the risk of individuals becoming involved in terrorism. Prevent includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.

**'Radicalisation'** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

The current UK definition of **'terrorism'** is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

**'Terrorist-related offences'** are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

**'Vulnerability'** describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.

## Warning Signs/Indicators of Concern

Taken from Prevent Duty Guidance: England & Wales, HM Government 2015. 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 vital that school staff are able to recognise those vulnerabilities. However, 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.

Factors which may make pupils more vulnerable may 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; 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 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; rejection of civic life.
- **Experiences of Criminality:** involvement with criminal groups, imprisonment, poor resettlement or 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.

Pupils who are vulnerable to radicalisation may also be experiencing:

- Substance and alcohol misuse
- Peer pressure
- Influence from older people or via the Internet
- Bullying
- Domestic violence
- Race/hate crime

**Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:**

- Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Pupils accessing extremist material online, including through social networking sites;
- Possessing or accessing materials or symbols associated with an extremist cause;



- Using extremist narratives and a global ideology to explain personal disadvantage;
- Pupils voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Significant changes to appearance and/or behaviour increasingly centred on an extremist ideology, group or cause;
- Changing their style of dress or personal appearance to accord with the group;
- Attempts to recruit others to the group/cause;
- Using insulting to derogatory names for another group.

**Increase in prejudice-related incidents committed by that person – these may include:**

- physical or verbal assault
- provocative behaviour
- damage to property
- derogatory name calling
- possession of prejudice-related materials
- prejudice related ridicule or name calling
- inappropriate forms of address
- refusal to co-operate
- attempts to recruit to prejudice-related organisations
- condoning or supporting violence towards others.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools.

## Guidance notes for completing this referral form

This form is to help you refer concerns about an individual who may be vulnerable to being drawn into terrorism. Below are questions which may help you to quantify and structure your concerns. The list is not exhaustive and other factors may be present but they are intended as a guide to help communicate your professional judgement about what has led you to make this referral.

### Faith / ideology

- Are they new to a particular faith / faith strand?
- Do they seem to have naïve or narrow religious or political views?
- Have there been sudden changes in their observance, behaviour, interaction or attendance at their place of worship / organised meeting?
- Have there been specific examples or is there an undertone of “Them and Us” language or violent rhetoric being used or behaviour occurring?
- Is there evidence of increasing association with a closed tight knit group of individuals / known recruiters / extremists / restricted events?
- Are there particular grievances either personal or global that appear to be unresolved / festering?
- Has there been an increase in unusual travel abroad without satisfactory explanation?

### Personal / emotional / social issues

- Is there conflict with their families regarding religious beliefs / lifestyle choices?
- Is there evidence of cultural anxiety and / or isolation linked to insularity / lack of integration?
- Is there evidence of increasing isolation from family, friends or groups towards a smaller group of individuals or a known location?
- Is there history in petty criminality and / or unusual hedonistic behaviour (alcohol/drug use, casual sexual relationships, and addictive behaviours)?
- Have they got / had extremist propaganda materials (DVDs, CDs, leaflets etc.) in their possession?
- Do they associate with negative / criminal peers or known groups of concern?
- Are there concerns regarding their emotional stability and or mental health?
- Is there evidence of participation in survivalist / combat simulation activities, e.g. paint balling?

### Risk / Protective Factors

- What are the specific factors which are contributing towards making the individual more vulnerable to radicalisation? E.g. mental health, language barriers, cultural anxiety, impressionability, criminality, specific grievance, transitional period in life etc.
- Is there any evidence of others targeting or exploiting these vulnerabilities or risks?
- What factors are already in place or could be developed to firm up support for the individual or help them increase their resilience to negative influences? e.g. positive family ties, employment, mentor / agency input etc.

## Person Vulnerable to Radicalisation (VTR) Referral Form

RESTRICTED WHEN COMPLETE

**Section 1: Person referring to complete** (please expand boxes as required)

**Subject's full Name** (include all known including alias/maiden if relevant)

**Date and place of birth**

**Full Address**

**Spouse/Partner/Parents' names/D.O.B**

**Children/Siblings names/D.O.B**

**Reason for Referral**

**Background and risk issues** - see guidance notes (include chronology if known)

**Faith / Ideology**

**Personal / emotional & Social Risk / Protective factors**

**Referrer's full name, role, contact details & date submitted.**

**Date:**