



Prevent Extremism and Radicalisation Policy

Reviewed by: Deputy Headteacher (Pastoral)

Date of Adoption by Governing Body: SCC 4th November 2019

Chair of Governor's Signature: _____

Date to be Reviewed: November 2021

1. Introduction

1.1 The Joseph Rowntree School is committed to providing a secure environment for all of our pupils, staff and stakeholders, and recognises the requirement to have due regard to safeguard pupils from radicalisation and extremism. This policy outlines what radicalisation means and why pupils may be vulnerable to it. Indicators are also provided on what staff and parents should be aware of to identify children who may be vulnerable to radicalisation, while outlining the procedure for passing on any concerns relating to a pupil or a member of staff.

1.2 There have been occasions 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.

1.3 Whilst we value freedom of speech, it is recognised that free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation and we are clear that this type of exploitation and radicalisation should be viewed as a safeguarding concern.

2. The Prevent Duty

2.1 The Prevent Duty is one of the four elements of CONTEST, the national counter terrorism strategy that works to reduce the threat from terrorism. CONTEST is based on four areas of work:

- Pursue - To stop terrorist attacks
- Prevent (Duty) - To stop people becoming terrorists or supporting terrorism
- Protect - To strengthen our protection against a terrorist attack
- Prepare - To mitigate the impact of a terrorist attack

2.2 Prevent Duty aims to stop people being drawn into or supporting terrorism by safeguarding children and families from violent extremism, or developing a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

2.3 The Prevent duty is entirely consistent with The Joseph Rowntree School's existing responsibilities. Ofsted's revised common inspection framework for education, skills and early years, which comes into effect from 1 September 2019, makes specific reference to the need to have safeguarding arrangements to promote pupils' welfare and prevent radicalisation and extremism.

3. Definitions

3.1 Extremism is defined 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. Also included in the Prevent duty definition of extremism are calls for the death of members of our armed forces, whether in this country or overseas.

3.2 There is no such thing as a 'typical extremist' but those who become involved in extremist actions come from a range of backgrounds and experiences who may have been approached in person or over the internet by those holding extremist views. Most individuals, even those who hold radical views, do not become involved in violent extremist activity.

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

4. Indicators of vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. These are outlined in detail in Appendix 1 but are summarised below and 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 identify
- victim or witness to race or hate crimes
- Special Educational Needs

5. Role of staff in recognising extremist behaviour

5.1 As part of their wider safeguarding responsibilities, staff must be alert to and ready to pass on any concerns they have about the following behaviours which could be indicators of a pupil's exposure to extremist views or radicalisation:

- disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, especially where pupils have not actively sought these out
- making remarks or comments about being at community groups, extremist events or rallies outside school
- graffiti, art work or writing that displays extremist themes
- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- pupils accessing extremist material online, including through social networking sites
- online searches or sharing extremist messages or social profile

- staff observations or parental reports of changes in behaviour, friendship or actions
- evidence of possessing illegal or extremist literature
- use of extremist or 'hate' terms to exclude others or incite violence
- advocating messages and voicing opinions drawn from illegal organisations and extremist ideologies and groups
- out of character changes in dress, behaviour and peer relationships
- secretive behaviour
- intolerance of difference, including faith, culture, gender, race, disability or sexuality
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views

5.2 Concerns that a pupil is exhibiting any of the above behaviours should be viewed as a safeguarding concern and staff should immediately pass on any concerns to the Designated Safeguarding Lead (DSL) or Deputy DSL in his absence at The Joseph Rowntree School, in relation to protecting individuals from radicalisation and involvement in terrorism and the lead within the organisation for Safeguarding.

5.3 Concerns relating to the conduct or views expressed by a member of staff should be reported to the Headteacher Mr David Hewitt or if this concern relates to the Headteacher, the Chair of Governors, Ms Dianne Gomery.

6 Partnership Working

6.1 The Designate Teacher is to keep updated on current guidance and procedures relating to *Prevent* and the issues of extremism and radicalisation and feed this into whole staff training as is necessary. Partnership working with other local schools, will provide a coordinated approach to dealing with issues relating to radicalisation and extremism and educating young people of the dangers posed.

6.2 Where necessary work will be undertaken with parents to educate and highlight the risks their children face through exposure to extremist literature and threats posed whilst on-line through social networking sites. Information will also be provided on the school's responsibility in referring pupils of concern to the Prevent team to ensure the pupil in questions receives early intervention and support.

6.3 We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and will do this through referral to or taking advice from Children's Services or the Police Service.

7. Role of Designated Safeguarding Lead

7.1 It is the role of the designated safeguarding lead to:

- Receive safeguarding concerns about pupils who may be vulnerable to the risk of radicalisation or are showing signs of extremist behaviour
- Act as the first point of contact within the organisation for case discussions relating to individuals who may be at risk of radicalisation or involved in terrorism
- Maintain and apply a good understanding of the relevant guidance in relation to preventing individuals from becoming involved in terrorism, and protecting them

from radicalisation by those who support terrorism or forms of extremism which lead to terrorism

- Ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- Be aware of police reports of issues affecting pupils in other local educational settings
- Liaise with Children's Services or the Police to discuss pupils of concern and make referrals of individuals at risk, in line with this and the school's safeguarding policy
- Attending meetings as necessary and carry out any actions as agreed
- Reporting progress on actions to relevant parties
- Inform the Governing body of any incidents relating to extremist behaviour or radicalisation

8. Curriculum and British Values

8.1 It is imperative that our pupils and parents view The Joseph Rowntree School as a safe, respectful learning environment where pupils can discuss and explore controversial issues safely, in an unbiased way which is tolerant of those of a different faith or lifestyle.

8.2 We are committed to ensuring that our pupils can make a positive contribution to the development of a fair, just and civil society by offering a broad and balanced curriculum, which prepares them for life in modern Britain and which fosters a positive sense of identity through the development of critical thinking skills and pupils' spiritual, moral, social and cultural development.

8.3 Through the teaching of both our core values of Honesty, Empathy, Ambition, Respect and Tolerance and British Values in subject areas, assemblies and form periods, the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs will be promoted to build resilience to extremism.

9. Internet Safety

9.1 The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists may use the internet, including social media, to share their messages. Efforts will be made through our e-safety filtering systems to block inappropriate content.

9.2 Where staff, pupils or visitors find unblocked extremist or terrorist related content, they must report it immediately to the Safeguarding lead.

9.3 Staff must also be aware that young people have access to unfiltered internet when using their mobile phones outside of school hours and should be vigilant to comments made about inappropriate content pupils may have viewed at these times.

10. Visitors and Guest Speakers

10.1 External agencies and guest speakers to the school will be carefully screened prior to their visit to ensure their suitability to deliver presentations to pupils and ascertain the purpose and content of their presentation or talk.

10.2 This will ensure that:

- every precaution has been taken to prevent the delivery of content related to extremism or radicalisation or which marginalises any communities, groups or individuals
- messages communicated to pupils support the school's and British Values and are consistent with the ethos of the school
- any messages communicated to pupils 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 matched to the needs of pupils
- speakers will be supervised at all times and will not be allowed to speak to pupils without a member of staff being present
- staff must obtain consent from their line manager before organising visits from external speakers or groups

11. Training

11.1 All staff and Governors will undertake training to raise awareness of Prevent as part of our general safeguarding training expectations. Staff will be directed to this online module:

http://course.ncalt.com/Channel_General_Awareness

12 Statutory Duties

This policy was produced using guidance from the following documents:

- How social media is used to encourage travel to Syria and Iraq briefing note for schools 2015
- Keeping Children Safe in Education 2016
- Prevent Strategy, 2011
- Prevent Duty Guidance 2015 (revised 10 April 2019)
- Promoting fundamental British values as part of SMSC in schools 2014
- Teaching Approaches that help Build Resilience to Extremism among Young People 2011
- Working together to safeguard children 2015

Appendix 1 - Indicators of vulnerability

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 / 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 answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the pupil / 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 / pupil 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 – pupils / pupils 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 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;
- significant changes to appearance and / or behaviour and/or
- experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis

Appendix 2 - Assessment of Risk of Radicalisation at The Joseph Rowntree School, November 2019

The School

- Does the school have a policy? **YES**
- Does the school liaise with external agencies on these issues? **YES** North Yorkshire Police and Children's Social Care
- Has the school got a nominated lead for radicalisation and extremism? **YES** (Designate Teacher)
- Do staff have a process to voice their concerns? **YES** (normal referral routes for elements of Child Protection)
- Do students have a process to voice their concerns? **YES** Form Tutors, Heads of Year, Pastoral Managers and Senior Team
- Are there opportunities for students to learn about radicalisation and extremism? **YES** (in our broad and balanced curriculum and through assemblies).
- Are there any current cases of radicalisation and extremism at the school? **NO**
- Is the school prone to cases of radicalisation and extremism? **NO** (The cohort is predominantly white British and with no incidence of far right extremism currently known)
- Is the catchment area prone to cases of radicalisation and extremism? **NO**

Evaluation of the risk: LOW

The Students

- Are students aware of radicalisation and extremism? **YES** (School values, assemblies, broad and balanced curriculum)
- Are individual students risk assessed? **YES** (Students who are perceived to be at risk will be risk assessed with appropriate referrals made)
- Students deemed to be at risk: **NONE** (November 2019).

Evaluation of the risk: LOW

The Community

- The catchment which feeds the school is predominantly made up of white British families.
- The community is broad in its socio-economic make up but we have a Pupil Premium level of approximately 20% only.

Evaluation of the risk: LOW