

# Preventing Extremism and Radicalisation Guidance

## Contents

1. Introduction .....	3
2. School Ethos and Practice.....	4
3. The Counter Terrorism and Security Act July 2015 .....	5
4. Recognising the indicators of vulnerability to radicalisation .....	5
5. Use of External Agencies and Speakers.....	6
6. Whistleblowing.....	7
7. Role of the Governors.....	7
8. Standards for Teachers.....	7
9. External Scrutiny and Inspection .....	8
10. Supporting children who are travelling/have travelled abroad to specific locations .....	8
11. Links and supporting documents.....	9
12. What to do if you are concerned.....	9
Appendix 1 - Supporting children who are travelling/have travelled abroad to specific locations .....	10
Appendix 2 – Associated terminology.....	11

This Guidance was considered and adopted by the school in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education' March 2015 and duties as set out in the Counter Terrorism and Security Act 2015.

Parents/carers will be issued with a hard copy of this Guidance on request. This Guidance will also be made available to parents/carers via the school's website.

Governors will review this guidance annually prior to the start of a new academic year but may adopt any amendments outside this timeframe in accordance with any new legislation or guidance. This guidance will be reviewed in full by the Governing Body on an annual basis.

The guidance was last reviewed and agreed by the Governing Body on 4<sup>th</sup> October 2018

It is due for review on 1.9.19 (up to 12 months from the above date).

Signature ..... Date .....

*Head Teacher*

Signature .....  
*Chair of Governors*

Date .....

## 1. Introduction

King George V Primary School understands that learners need to feel safe in a learning environment to achieve and develop to improve learning opportunities for young people. This guidance aims to ensure that the school understands and reacts to specific vulnerabilities of children and young people in relation to extremism and radicalisation.

This document is additional but correlates with the school's Safeguarding Policy.

Our school values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils 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.

Our School 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 guidance is one element within our overall school arrangements to safeguard and promote the welfare of all children in line with our statutory duties set out at S157/S175 of the Education Act 2002.

Our school's Preventing Extremism and Radicalisation Guidance also draws upon the guidance produced by the our Local Safeguarding Children Board; DfE Guidance "Keeping Children Safe in Education, 2015", HM government document "Prevent strategy: A guide for local partners in England" and the "Counter Terrorism and Security Act 2015".

The Counter-Terrorism and Security Act 2015 contains a duty on specified authorities, which includes all schools to have due regard to the need to prevent people from being drawn into terrorism. The new legislation will be measured through various inspection frameworks, with schools and Children Services measured through OFSTED. The government will be producing guidance to help schools deliver the required standards (issued under section 29 of the Act).

## 2. School Ethos and Practice

When operating this Guidance, the School uses the following accepted Governmental definition of extremism which is:

*The Prevent strategy, published by the Government in 2011, is part of our overall counter-terrorism strategy, CONTEST. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. In the Act this has simply been expressed as the need to **“prevent people from being drawn into terrorism”**.*

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 – we have a duty to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this guidance. 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 marginalized.

Please see notes on associated terminology on **Appendix 2**

### 3. The Counter Terrorism and Security Act July 2015

The Counter Terrorism and Security Act 2015 was published on 12th March 2015. Section 26 of the Act places a duty on schools in England (and Wales) to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly-funded or independent, and organisations covered by the Early Years Foundation Stage framework. The duty also applies to children's homes. Statutory guidance has been published and comes into force on 1st July 2015.

Schools leaders (including governors) must:

- establish or use existing mechanisms for understanding the risk of extremism
- ensure staff understand the risk and build capabilities to deal with it
- communicate and promote the importance of the duty
- ensure staff implement the duty effectively

Other duties on schools include:

- effective partnership working with other local agencies, e.g. LSCB, police, health, etc.
- information sharing
- maintaining appropriate records
- assessing local risk of extremism (including Far Right extremism)
- demonstrating they are protecting children
- developing clear protocols for visiting speakers
- safeguarding policies that take account of LSCB policies and procedures
- training staff to give them knowledge and confidence
- ensuring there is robust ICT protocols that filter out extremist materials
- school buildings must not be used to give a platform to extremists

Ofsted are responsible for monitoring how well schools are implementing this duty.

### 4. Recognising the indicators of 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 student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / 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 student / 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 student / 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 – students / 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 the 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 WRAP training (Workshop to Raise Awareness of Prevent) and radicalisation and extremism will be an integral part of annual staff safeguarding training.**

Our School is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The SPOC for **King George V** is **Sarah Penny**.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC or Headteacher. 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 pupil is offered assistance. Additionally in such instances our School will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

Our School will closely follow the locally agreed procedure as set out by the Local Safeguarding Children Board for safeguarding individuals vulnerable to extremism and radicalisation.

## 5. Use of External Agencies and Speakers

The School considers 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 will strive to ensure our pupils 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.

## **6. Whistleblowing**

Where there are concerns of extremism or radicalisation pupils and staff will be encouraged to make use of our internal systems to whistle blow or raise any issue in confidence.

Please refer to the separate Whistleblowing Policy.

## **7. Role of the Governing Body (GOVERNOR)**

The GOVERNOR of our School will undertake annual training led by the Designated Safeguarding Lead to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

The GOVERNOR of our School will support the ethos and values of our School and will support the School in tackling extremism and radicalisation.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2015' the governing body will challenge the School's senior management team on the delivery of this guidance and monitor its effectiveness.

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

## **8. Standards for Teachers**

The 2011 (updated 2013) Standards for Teachers (part two) states:

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements, define the behaviour and attitudes that set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by:

- **Treating pupils with dignity, building relationships rooted in mutual respect**, and at all times observing proper boundaries appropriate to a teacher's professional position
- **Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others**
- **Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs**
- Ensuring that personal beliefs are not expressed in ways that exploit pupils' vulnerability, or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. They must have an understanding of, and always act within, the statutory frameworks that set out their professional duties and responsibilities.

**NB** the phrase '**fundamental British values**' refers to the definition of extremism as articulated in the Prevent Strategy, which was launched in June 2011 and updated recently. It includes the need for schools to explore with pupils and pupils '**democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs**'.

## 9. External Scrutiny and Inspection

Ofsted is naturally a focus for all schools and these PREVENT materials, if adopted, will help to address some of the major aspects of "pupils' attitudes and relationships with other pupils" highlighted by Ofsted for inspectors to consider when making their overall judgements with regard to behaviour.

Any risks associated with children and learners being vulnerable to radicalisation are known by the adults who care for them and shared with the local authority children's social care service or other relevant agency. There are plans and help in place that are reducing the risk of harm or actual harm and there is evidence that the impact of these risks is being minimised. These risks are kept under regular review and there is regular and effective liaison with other agencies where appropriate.

Ofsted inspections are clear that children and learners are protected and helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism and other forms of discrimination. Any discriminatory behaviour will be challenged and help and support are given to children about how to treat others with respect.

## 10. Supporting children who are travelling/have travelled abroad to specific locations

If a student/parent/carer seeks permission to travel abroad and this falls within the academic school term then the family should be provided with the letter as set out in **Appendix 1**.

Post travel, if any of the indicators of concern are noted upon return then a representative from the OSCT (Office for Security and Counter Terrorism) approved Neighbourhoods Project's/Community Cohesions Teams will be contacted to speak with the student. This will be

from a safeguarding perspective around a number of issues that will encompass extremism vulnerabilities. If any responses/discussions give further indicators for concern around extremism then the Local Security and Partnership Officer will be contacted.

## 11. Links and supporting documents

HO Foreign Travel Advice-

<https://www.gov.uk/foreign-travel-advice>

Prevent Tragedies

[www.preventtragedies.co.uk](http://www.preventtragedies.co.uk)

How social media is used to encourage travel to Syria and Iraq

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/440450/How\\_social\\_media\\_is\\_used\\_to\\_encourage\\_travel\\_to\\_Syria\\_and\\_Iraq.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440450/How_social_media_is_used_to_encourage_travel_to_Syria_and_Iraq.pdf)

Promoting British Values through SMSC

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

Tackling extremism in the UK - Task Force report (see pages 5 – 7)

<https://www.gov.uk/government/publications/tackling-extremism-in-the-uk-report-by-the-extremism-taskforce>

Channel Guidance

<http://www.acpo.police.uk/documents/TAM/2012/201210TAMChannelGuidance.pdf>

Prevent Duty (new guidance and consultations doc)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/388934/45584\\_Prevent\\_duty\\_guidance-a\\_consultation\\_Web\\_Accessible.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/388934/45584_Prevent_duty_guidance-a_consultation_Web_Accessible.pdf)

## 12. What to do if you are concerned

As with other concerns in relation to the statutory responsibility of safeguarding children and young people you should follow procedures as defined within your Child Protection and Safeguarding policy. Where appropriate support should also be sought from: - dedicated teams within our Local Authority, West Midlands Police, the Counter Terrorism Unit, procured community resources and Children's Services.

Concerns will be referred to our SPOC.

If you are unhappy about the response you receive from your SPOC contact the Local Authority Children's Services.

**UNDER NO CIRCUMSTANCES SHOULD YOU LEAVE SCHOOL WITHOUT DISCUSSING YOUR CONCERNS WITH SOMEONE.**

## Appendix 1 - Supporting children who are travelling/have travelled abroad to specific locations

Dear Parent

### **Travel Abroad**

**Name of Pupil** has advised us that he/she will be travelling to **destination** on **Date** to **Date**.

Travel abroad can be a fantastic learning experience and we encourage pupils to broaden their life experiences to give them a deeper understanding of how other people live around the world. Any trip out of term time is discouraged so that it does not negatively impact children's education, but we do consider any requests on a case by case basis.

We are aware that in some countries travel for British Nationals can mean increased risk of terrorist attack. Please see the link below of the latest advice and risks associated to a number of destinations. <https://www.gov.uk/foreign-travel-advice>

There have been numerous incidents of young UK nationals travelling abroad which breached current UK legislation, and also legislation of the country of destination if arriving illegally through unsupervised border crossings.

In a handful of cases parents were unaware of their child's plans to travel so this is one of the reasons that we have contacted you to confirm you are fully aware and are happy with the proposed travel arrangements.

Your child's safety is paramount to the school and travel abroad is covered within safeguarding protocols and current legal duties placed upon educational institutions.

Please do not hesitate to contact (insert name) on any issues relating to the content of this letter

Yours sincerely

## Appendix 2 – Associated terminology

**Al-Qaeda** - An international organization of loosely affiliated groups/cells that carry out attacks and bombings in the attempt to disrupt the economies and influence of Western nations and advance Islamic extremism

**British**- People who are the inhabitants of Britain (e.g. citizens of England, Scotland, Wales, Northern Ireland, the Isle of Man or one of the Channel Islands, collectively known as the United Kingdom) or an inhabitant of a British overseas territory

**Channel** – A key element of the Prevent Strategy; Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs

**English Defence League (EDL)** - The English Defence League is a far right, street protest movement, which opposes what it considers to be a 'spread of Islamism', and Islamic extremism in the United Kingdom.

**Ethnicity** - This is linked to distinctive shared social, linguistics, physical (e.g. skin colour) cultural and geographical heritage and norms. Religious belonging may be part of these norms. Every person has an ethnicity. To belong to an ethnic group, an individual must see themselves as a member and be seen as others as being a member of the group

**Extremism** - One who advocates or resorts to ideologies and measures beyond the norm, in politics and religion often using violence and terror tactics to make their views known, or to gain power.

**Ideology**- A set of ideas and beliefs of a group, religious or political party

**Identity** - An umbrella term used to describe an individual's understanding of him or herself; identity is influenced by many factors, gender, ethnicity, religion, nationality, culture, family etc.

**Media** - The means of communication that reaches large numbers of people e.g. the television, newspapers, and the internet

**Propaganda** - Ideas or statements that are often false or exaggerated and that are spread in order to help a cause

**Islamophobia** - A hatred or fear of Muslims, their religion and sometimes-related politics or culture.

**Islamist** - A western term used to describe an extreme Muslim usually politicised

**Jihad**- Personal struggle in everyday life; striving to achieve a goal; also used to mean taking up arms if necessary

**Nationalism** - a feeling that people have of being loyal to and proud of their country often with the belief that it is better and more important than other countries

**Nationality** - The status of belonging to a particular nation by origin, birth, or naturalization

**Racism** - This term refers to the deeply rooted but groundless belief that certain groups are inherently inferior to others. Racism is expressed through attitudes, behaviours and institutional policies and procedures. It disadvantages certain groups in terms of housing, job opportunities and education. Some White people experience racism (for example people from Irish, Jewish or Traveller backgrounds).

**Radical** - A word that describes a person who favours extreme or fundamental change in existing institutions or in political, social, or economic conditions

**Resilience** - The ability to recover quickly from change, or misfortune

**Right wing** - A conservative or reactionary element in a political party or other organization, often associated with fascism, nationalism and racism.

**Social media** - Forms of electronic communication (web sites, social networking and blogging) through which users create online communities to share information, ideas, personal messages, and other content e.g. videos.

**Stereotypes** - This involves making generalised assumptions about a person or group; applying these assumptions; expecting people to conform to them

**Terrorism** - The unlawful use or threatened use of force or violence by a person or an organised group against people or property with the intention of intimidating individuals, coercing societies or governments, often for ideological or political reasons.

**Terrorist** - One that engages in acts or an act of terrorism

**Xenophobia** - An unreasonable fear or hatred of foreigners or strangers, or of that, which is different, foreign or strange.