

Policy for Preventing Extremism And Radicalisation

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Ratified by Governors:

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Learn more... Do more... Be more...

1 Rationale

- 1.1 Our vision is to offer an education of high quality which ensures our young people become creative, enthusiastic, hard-working learners who control their own success and contribute positively to the communities in which they live.
- 1.2 Priestlands is fully committed to safeguarding and promoting the welfare of all its students and staff. We all recognise that safeguarding against radicalisation and extremism are not different from safeguarding. This policy sets our principles and practice to protect the Priestlands community from being radicalised or exposed to extremist views.

2 Definitions

- 2.1 Radicalisation is defined as an act or process of making a person more radical or favouring of extreme or fundamental change in political, economic or social conditions, institutes or habits of mind.
- 2.2 Extremism is defined as the holding of extreme political or religious views.

3 Principles

- 3.1 The Counter Terrorism and Security Act 2015 came into force from 1st July 2015. As a “specified authority” as set out in schedule 6 of the Act, Priestlands School leaders and governors must:
 - Ensure that all governors and staff have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
 - Establish or use existing mechanisms for understanding the risk of extremism.
 - Ensure staff understand the risk and build capabilities to deal with it.
 - Ensure staff implement the duty effectively.
 - Communicate and promote the importance of the duty.
 - Ensure that all governors and staff are familiar with the school’s policy on anti-radicalisation and extremism and follow the policy should issues arise.

4 Practice

- 4.1 At Priestlands School we will:
 - Ensure effective partnership working with other local agencies, e.g. LSCP (Local Safeguarding Children Partnership), police, health, etc.
 - Share appropriate information.
 - Maintain appropriate and accurate records.
 - Assess local risk of extremism (including Far Right extremism).
 - Demonstrate we are protecting children.
 - Develop clear protocol for visiting speakers.
 - Ensure our safeguarding policy takes account of LSCP policies and procedures.
 - Train staff to give them knowledge and confidence.
 - Ensure there are robust ICT protocols that filter out extremist materials.
 - Ensure that school buildings are not ever used to give a platform to extremists.



5 Curriculum Entitlement

- 5.1 At Priestlands we will teach a broad and balanced curriculum, as required by the DfE national curriculum framework, which promotes: the spiritual, moral, cultural, mental and physical development of students; fundamental British Values; and prepares them for the opportunities, responsibilities and experiences of life, as well as promoting community cohesion.
- 5.2 We will ensure that all students understand the dangers of radicalisation and exposure to extremist views and that our teaching helps students build resilience against such activities and know what to do if they experience them.
- 5.3 We will encourage our students to be confident, have self-belief, show respect and tolerance.
- 5.4 We will teach students to be aware of the dangers in today's society and recognise where there might be dangers.
- 5.5 We will teach students to seek help from an adult if they are upset or concerned about anything they actually witness, or see in reality on any forms of media.

6 Indicators of Vulnerability to Radicalisation or Extremism

- 6.1 **Identity Crisis:** the student is distanced from their cultural / religious heritage and feels uncomfortable about their place in society.
- 6.2 **Personal Crisis:** the student 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.
- 6.3 **Personal Circumstances:** migration, local community tensions and events affecting the student'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.
- 6.4 **Unmet Aspirations:** the student may have perceptions of injustice, a feeling of failure and/or rejection of community life.
- 6.5 **Experiences of Criminality:** which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration.
- 6.6 **Special Educational Need:** students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
- 6.7 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.
- 6.8 **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.
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.



6.9 Behaviours that may indicate radicalisation or extreme views:

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to fit with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting or derogatory names for another group.

6.10 Increase in prejudice-related incidents committed by an individual, including;

- 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.

7 Procedures for Referrals

- 7.1 It is important to remain vigilant and fully informed about the issues which affect the local area and society in which we teach; we must not succumb to the belief that radicalisation or extremism “could not happen here”. Early intervention is essential and staff must have the confidence to challenge extremist views appropriately and intervene.
- 7.2 The Designated Safeguarding Lead(s) will deal swiftly with any referrals made by staff or any concerns reported by staff. The HT/SLT will discuss the most appropriate action on a case-by-case basis and will decide when a referral to external agencies is needed.
- 7.3 As with any child protection referral staff must be made aware that if they do not agree with a decision not to refer they can make the referral themselves and will be given the contact details to do so.

8 Staff Training

- 8.1 Through training days, online learning and briefings we will ensure that our staff and governors are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation and extremism, that they remain aware of the process of radicalisation, how this can be identified early on and how we can support students to ensure they are resilient and are able to resist involvement in radical or extreme activities.
- 8.2 The following national guidelines also link to this;
- Prevent Duty Guidance Strategy for England and Wales, HM Government, March 2015
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417943/Prevent_Duty_Guidance_England_Wales.pdf



- The latest version of Keeping Children Safe in Education, DfE: KCSIE 2019
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Working Together to Safeguard Children, HM Government, 2018
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

9 Linked Policies:

- British Values Statement
- Safeguarding Policy
- E-Safety Policy
- Equalities Policy
- Personal Development Policy
- Child Protection Policy

10 Review and Evaluation

- 10.1 This Policy will be reviewed every three years or as required by changes to legislation or guidance and its success evaluated through:
- identification of baseline statistics (e.g., number of referrals);
 - surveys of parents, students and/or staff;
 - inspections, assessments or visits from external agencies; Ofsted Inspectors.

