Hillside Primary School

Preventing Extremism & Radicalisation Policy



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Based on NCC "Guidance for Schools: The Prevent Duty (Last revised June 2020)

Hillside Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At Hillside Primary School all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

What is Prevent?

Prevent is the Government's strategy to stop people becoming terrorists or supporting terrorism, **in all its forms**. Prevent works at the pre-criminal stage by using early intervention to encourage individuals and communities to challenge extremist and terrorist ideology and behaviour.

The Counter-Terrorism and Security Act (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 schools to promote the spiritual, moral, social and cultural development of pupils.
- Assessing the risk of pupils being drawn into extremist views.
- Ensuring safeguarding arrangements by working in partnership with local authorities, police and communities.
- Training staff to provide them with the knowledge and ability to identify pupils at risk.
- Keeping pupils safe online, using effective filtering and usage policies.

Warning Signs/Indicators of Concern

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.
- **Lack of romantic/sexual success**: may lead to a hatred for women. Referred to as Incels (or involuntary celibate).
- **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.

Mixed, Unclear, Unstable Ideologies

As we have seen in some recent tragic terror attacks, the motivations of the terrorists responsible sometimes remain unclear even after the event, so we need to pay due regard to this complex issue in order to better protect the public and prevent individuals from being drawn into extremism.

In some cases, the ideology is obvious, well embedded and appears to be the primary factor that is drawing an individual towards supporting or engaging in extremist activity. In these circumstances identifying and challenging that ideology is likely to be an essential part of how you would seek to reduce that individual's vulnerability, and the risk posed to themselves and to the public.

Ideological drivers can appear mixed, unclear or unstable. Anecdotal evidence suggests that this group commonly present with multiple and complex vulnerabilities (such as criminality, substance misuse, social isolation and poor mental or emotional health, and so on). In such cases it often appears that people are being drawn towards an extremist ideology, group or cause because it seems to provide them with a 'solution' to the other problems in their lives, or an outlet to express problematic and dangerous behaviours that they may have developed.

Individuals may:

- demonstrate an interest in multiple extremist ideologies in parallel;
- switch from one ideology to another over time;
- target a 'perceived other' of some kind (perhaps based upon gender or another protected characteristic), but do not otherwise identify with one particular terrorist ideology or cause;
- are obsessed with massacre, or extreme or mass violence, without specifically targeting a particular group (e.g. 'high school shootings'); and/or
- may be vulnerable to being drawn into terrorism out of a sense of duty, or a desire for belonging, rather than out of any strongly held beliefs.

Individuals whose ideological motivations are unclear, mixed or unstable, but who demonstrate a connection to, or personal interest in, extremism, terrorism or massacre, **should be given the same consideration for support** as those whose concerning ideological motivations are more consistent and obvious**.**

Key points to think about in terms of Prevent:

- consider those individuals who appear to have an interest in multiple, concurrent, and even contradictory extremist ideologies or causes, or who seem to shift from one extremist ideology / cause to another;
- do not necessarily rely on vulnerable individuals to be able to identify, understand or describe with coherence their own ideological motivations as a measure of the risk of being vulnerable to being drawn into terrorism; and,
- consider the possibility of an individual's obsessive interest in public massacres of any kind as a possible signal of vulnerability.

What can Schools do to prevent pupils becoming radicalised?

- Implement appropriate policies and procedures.
- Provide all staff with appropriate training that equips them with the skills to identify and respond appropriately to concerns regarding extremism and radicalisation;
- 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;
- Ensure that a broad curriculum is in place to deliver the spiritual, moral, social and cultural development of pupils.
- Encouraging young people to access appropriate advice, information and support.
- Implementing systems to keeping pupils safe from terrorist and extremist material when accessing the internet in school by using effective filtering and usage policies.

What to do if you suspect a child is at risk of radicalisation:

If you believe that someone is vulnerable to being exploited or radicalised, please follow the established safeguarding procedures in your school to escalate concerns to the appropriate people who can access support for the individual and refer concerns to Channel if appropriate.

Do:

- ✓ Take the issue seriously and recognise the potential risk of harm to the child.
- ✓ Act as quickly as possible to prevent a situation escalating.
- ✓ Follow your child protection procedures and talk to your Designated Safeguarding Lead (DSL) or, if unavailable, to the alternate designated person without delay in order to get support from other agencies.
- ✓ The DSL will consider what action to take and will follow the Norfolk Channel procedures by contacting CADS 0344 800 8021 as appropriate.
- ✓ If an allegation is made or information is received about another adult who works in the setting which indicates that they may be unsuitable to work with children because of concerns relating to extremism and radicalisation, inform the Headteacher or Chair of Governors immediately in line with the procedures outlined in our Safeguarding Policy and the Whistleblowing Policy.

Do not:

- *X* Dismiss the concerns.
- *X* Attempt to mentor or counsel the pupil you are concerned about without passing on the concerns to the DSL.

What is Channel?
Channel is an early intervention multi-agency panel designed to safeguard vulnerable individuals from being drawn into extremist or terrorist behaviour. Channel works in a similar way to existing multi-agency partnerships for vulnerable individuals. It is a voluntary process allowing the individual to withdraw from the programme at any time.

Who is Channel aimed at?
Channel is for individuals of any age who are at risk of exploitation by extremist or terrorist ideologues. Early intervention can prevent individuals being drawn into terrorist-related activity in a similar way to criminal activity such as drugs, knife or gang crime.

How does Channel work?

The Channel Panel is chaired by the local authority and works with Multi-Agency partners to collectively assess the risk to an individual and decide whether an intervention is necessary. If a Channel intervention is required, the Panel works with local partners including schools to develop an appropriate individualised support package. Partnership involvement ensures that those at risk have access to a wide range of support. The support package is monitored closely and reviewed regularly by the Channel Panel.

Further Guidance and references:

- Revised Prevent duty guidance: for England and Wales
- Prevent duty guidance: for further education institutions in England and Wales
- Norfolk Channel Procedures
- The Prevent Duty: for schools and childcare providers, DfE (2015)
- 'Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools', DfE (2014)
- Keeping Children Safe in Education, DfE (2021)
- Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, DfE (2018)
- Information Sharing: Advice for practitioners, DfE (2018)

Resources:

There are many organisations, groups and websites that provide resources to support schools with tackling radicalisation, extremism, intolerance, hate crime and other related topics. Here are some suggested resources:

- educate.against.~~hate~~ is the Government website providing practical advice to parents, teachers and school leaders on protecting children from extremism and radicalisation. The website includes links to a range of useful resources, good practice examples and suggested curriculum content.
- London Grid for Learning: Counter extremism narratives and conversations -This resource offers information, insights and advice through a series of videos which seek to help schools navigate the difficult subject of extremism.
- Show Racism the Red Card: Islamophobia education pack - This education pack is intended to accompany the Show Racism the Red Card "Islamophobia" DVD. The activities have been designed to help young people (from Key Stage 2 to adulthood) challenge stereotypes and prejudice towards Muslims.
- The Holocaust Centre: Hosts outreach programmes and teaching materials to educate young people about the Holocaust and share lessons on combating prejudice and racism.
- The Let's Talk About It: provides information enabling people to learn more about the Government's Prevent strategy with an aim to safeguard those who may be vulnerable to radicalisation. There is a range of supportive material on the website which also provides links to partner agencies to help people spot the signs of radicalisation at an early stage and provide communities with advice as to what to do.
- The Prevent Training Catalogue is produced by HM Government and provides a recommendation of different training courses that can aid Prevent awareness. These range from web-based learning to facilitators delivering workshops. The costs of these training packages are included.

<u>This policy should be read alongside the school's 'Prevent Risk Assessment and Action Plan' and the Safeguarding, Equality & Diversity, Online-Safety, Anti-bullying, British Values and PSHE policies.</u>

Designated Governor Committee: Curriculum & Pupils

Name of Headteacher: Simon Minter

Date: Nov 2022

Review date: Nov 2023

Appendix 1: Glossary of Terms[1]

'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.

'Terrorism'[2] is 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.

[1] As defined in the Prevent Duty Guidance: England & Wales, HM Government 2015
[2] As defined in the Terrorism Act 2000 (TACT 2000)