# PREVENTING EXTREMISM AND RADICALISATION POLICY

Revised: November 2019

**This policy applies to all students in St George's School Edgbaston, inclusive of those in our EYFS.**

Working Together to Safeguard Children 2018 specifies that Local Safeguarding Children Boards, local authorities and their partners should be commissioning and providing services for children who are likely to suffer, or may have suffered significant harm, due to radicalisation and extremism. (Chapter 1, Section 17).

From July 2018 all schools and child care providers must have regard to the statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015. Paragraphs 57-76 of the guidance are concerned specifically with schools and childcare providers, registered early years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".

Since 2011, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism and actively promote Fundamental British Values.

There have been several occasions both locally and 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. In this context views/beliefs are considered to be extremist if they include the expression of racist or fascist views; if they incite hatred based on religious interpretation, ideology or belief; or if they promote discrimination on the grounds of political opinion, age, colour, disability, ethnic or national origin, gender, marital status, race, religion or sexual orientation.

"Extremism" is defined by the Government in the 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."

Not every part of this definition has to be satisfied for a particular individual or organisation to be regarded as extremist.

The Terrorism Act 2000 establishes a list of "proscribed organisations". These are organisations that the Home Secretary believes are concerned in terrorism.  It is an

offence to belong to a proscribed organisation or to invite support for a proscribed organisation. This includes arranging, managing or addressing a meeting that is intended to support the activities of a proscribed organisation.

A list of proscribed organisations and full details of the proscription offences can be found at:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/578385/201612_Proscription.pdf

St George's School welcomes a wide and diverse population of both students and staff, and this very diversity is one of St George's greatest strengths. The School values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students 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.

St George's School is committed to providing a secure environment for students, 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.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to St George's School's delivery of the outcomes to all children, as set out in *s10 (2) of the Children Act 2004\**. This Preventing Extremism and Radicalisation Policy is one element within our overall school strategy to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002.

> *\*s10 (2) of the Children Act 2004*
> *The physical, mental health and emotional well-being of children; the protection of children from harm and neglect; the education, training and recreation of children; the contribution made by them to society; and their social and economic well-being.*

Our school's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in DfE Guidance "Keeping Children Safe in Education, 2019"; Prevent Strategy 2011, Prevent Duty Guidance: for England and Wales HM Government 2015, and specific resources, reports e.g. "Learning Together to be Safe", "Prevent: Resources Guide", Peter Clarke's Report of July 2014.

**This policy should be read alongside the School's Safeguarding and Child Protection, Equality and Diversity, E-Safety and Anti-bullying policies.**

## School Ethos and Practice

When operating this Policy, the school uses the following accepted Governmental definition of extremism which is:

> "*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; and/or calls for the death of members of our armed forces, whether in this country or overseas*"

There is no place for extremist views of any kind in our school, whether from internal sources – students, staff or governors – or external sources – school community, external agencies or individuals. Our students 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. The Board of Trustees has a **zero tolerance** approach to extremist behaviour for all community members. We rely on our strong values to steer our work and ensure the pastoral care of our students protects them from exposure to negative influences.

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 Policy. We also recognise that if we fail to challenge extremist views we are failing to protect our students.

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 students are enriched, understand and become tolerant and respectful of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

Furthermore, at St George's School Edgbaston we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times students

may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate, and dealt with in line with our Behaviour Policy for students and the Code of Conduct for staff.

St George's School Edgbaston, is a co-educational Independent day school for children between four months and eighteen years. St George's has a Christian ethos based on a Christian Foundation, but welcomes staff and children from many different cultures, faiths and backgrounds. We are proud of the education we offer our students. Through a broad and balanced curriculum, students explore the British values by way of cross-curricular themes and in particular the PSHE, collective worship programmes and the work of our school council. We actively challenge students, staff or parents expressing opinions contrary to fundamental British values and seek to promote a positive approach to the areas named above.

## Key Terms

**Extremism** is more than simply stubbornness in one's views or general intolerance of others. It involves holding views which are considered by equals, peers and society as being beyond collective norms and at odds with core beliefs of the whole. Extremism can relate to a number of different subjects from gender relations to politics, and does not necessarily result in violence. In a national context in the UK, extremist views may include those which are directly opposed to values such as democracy, mutual tolerance, individual liberty and the rule of law.

**Violent Extremism** is related to terrorism, which is 'at the extreme end of an extreme position, using fear and violence to achieve political ends'. It describes the attitudes, beliefs and actions that condone violence as a means of political end. This includes views that:

- Foment, justify or glorify terrorist violence in furtherance of particular beliefs
- Seek to provoke others to terrorist acts
- Foment other serious criminal activity or seek to provoke others to serious criminal acts
- Foster hatred intended to cause violence between communities in the UK

**Radicalisation** is the process by which people adopt an extreme position in terms of politics and religion; a violent extremist ideology; or move to violent action in support of their beliefs. The radicalisation process does not follow a single process or pathway

and there are no specific stages or steps involved. Radicalisation is often a social process involving interaction with others, however, there are reported cases of individuals self-radicalising. The rate at which a person becomes radicalised can vary greatly. People may become radicalised rapidly, while for others it is a more gradual process. Some may start to become radicalised only to 'stop' at a certain point or continue to become radicalised later.

**Resilience** is the ability to bounce back from adversity and describes a process in which people can overcome or resist negative influences that block emotional well-being and/or achievement.

## 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.

### What makes a person vulnerable to radicalisation?

There is no single profile of a person likely to become involved in extremism, and the process of radicalisation is different for every individual. Radicalisers use normal social processes such as loyalty, self-perception, and fear of exclusion to influence their targets; it is not simply people with low intelligence or from deprived backgrounds who are susceptible as it is often tempting to assume.

Students 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 is distanced from their cultural/religious heritage and experiences discomfort about their place in society
- **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
- **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

- **Unmet Aspirations** – the students 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 / students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out
- Graffiti symbols, writing or art work promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites, e-safety policies have been impact assessed and control measures in place
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, police reports of issues affecting students in other schools or settings
- Students voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-western or Anti-British views

We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. The DSLs for both Upper and Lower School have attended the Local Authority's CYPF Preventing Violent Extremism Managers Training course. All staff in Upper and Lower School have received WRAP training (Workshop to Raise Awareness of Prevent). We have three members of staff with Home Office Accreditation to deliver WRAP training, and radicalisation and extremism is an integral part of annual staff safeguarding training, as well as forming part of our Induction process for new staff.

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 St George's Lower School is Mrs J Shaw, and the SPOC for St George's Upper School is Mr G Neal.

When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC.

We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will ensure that that student 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 and has used 'Use of Social Media for Online radicalisation; (July 2015) and The Prevent Duty: departmental advice for schools and childminders ( June 2015) as guidance for our policy and procedures.

The Office for Security & Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy CONTEST.

This strategy is based on four areas of work:

- **Pursue** – To stop terrorist attacks
- **Prevent** – 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

## Staff Training

Through INSET opportunities in school (including online training), we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on.

Our role, as a school, is outlined more specifically in the Prevent Strategy 2011, Prevent Duty Guidance 2015 and DCSF document 'Learning together to be safe': A toolkit to help schools contribute to the prevention of violent extremism.' Primarily our work will be concerned with PREVENTION.

## Procedures for Referrals

Please refer to our Safeguarding Policies for the full procedural framework on our Safeguarding and Child Protection duties.

Although serious incidents involving radicalisation have not occurred at St George's to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and to refer any concerns through the appropriate channels (currently via the DSL/SPOC).

As with other safeguarding risks staff should be alert to changes in children's behaviour which may indicate that they are in need of help or protection. Staff are encouraged to take action when they observe behaviour of concern and to follow the Notice, Check and Share advice – **Notice** changes, **Check** up on them and **Share** your concerns with the DSL.

This policy is strictly adhered to should issues arise.

We are aware of the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances In the event of prejudicial behaviour the following system will be followed:

- All incidents of prejudicial behaviour will be reported directly to the DSL/SPOC or the Head Teacher
- All incidents will be fully investigated and recorded in line with the Positive Behaviour Policy and records will be kept in line with procedures for any other safeguarding incident
- Parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial referral in the Safeguarding folder
- The SLT follow-up any referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents would be held if there is not a significant positive change in behaviour
- Any practitioner identifying concerns about the child or young person should report them to the SPOC and DSL

- If deemed necessary, serious incidents will be discussed and referred to Jon Needham, School's Safeguarding Advisor in Birmingham 0121 675 2449 or to Birmingham Children's Services on 0121 303 1888. The DSL/SPOC will also offer and seek advice about undertaking an early help assessment or making a referral to children's social care. The local family support and safeguarding hub can assist us
- If the concerns about the student are significant and meet the additional needs/complex need criteria, they will be referred to CASS. This includes concerns about a child/young person who is affected by the behaviour of a parent, sibling or other members of their household
- The LSCP **Referrals Procedure** will be followed. A multi-agency assessment meeting (CASS) will determine the appropriate response and level of support to the family. Consideration of referrals to the Channel programme may be appropriate in some cases. Response should be proportionate, with the emphasis on supporting vulnerable children and young people, unless there is evidence of more active involvement in extremist activities
- A copy of any referral to CASS may also be sent to the West Midlands Police Counter Terrorism Unit [prevent@westmidlands.police.uk](mailto:prevent@westmidlands.police.uk)
- In general, we will discuss any child protection concerns with parents / carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Safeguarding Lead. However there may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child
- The school will consider whether or not to contact the local police force, 101 (the non-emergency police number) and the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)

All adults working in St George's School Edgbaston (including visiting staff, volunteers, contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Leads or Headteacher (SPOC).

## Teaching Approaches

Through a broad and balanced curriculum and the opportunities that lessons create, the staff and Trustees believe students are able to demonstrate:

- Their ability to recognise the difference between right and wrong, and respect the civil and criminal law of England
- Their acceptance of, and engagement with, the 'fundamental British values', and demonstrating the skills and attitudes that allow them to participate and contribute to life in modern Britain
- Their understanding of the range of cultures within the school "and further afield" as preparation for life in modern Britain

**At St George's School Edgbaston we have determined "British Values" to be**:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

**At St George's School Edgbaston we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage students to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain and globally.**

## The Role of the Curriculum

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to express themselves through discussions, debates and consultations.

The R.E, PSHE (Personal, Social and Health Education), Collective Worship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of the school. Children learn about other faiths and visit places of worship and are taught about how to stay safe when using the Internet.

We will ensure that all of our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

In our school this will be achieved by good teaching, primarily via Collective Worship and PSHE sessions; but also by adopting the methods outlined in the Government's guidance "*Teaching approaches that help build resilience to extremism among young people*", DfE 2011.

These approaches include:

- setting targets for young people to build a sense of ownership
- creating a safe space for dialogue between staff and students
- building resilience in students
- improving student skills for collaborative work
- improving students' ability to interact with each other
- a peer mentoring scheme

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues and become even more relevant to the current issues of extremism and radicalisation. We face a serious and long-term threat from terrorism. But, as we have seen repeatedly in the last few years, people of every creed and background are ready to resist those who threaten both their safety and the cohesion of their communities. To ensure all students in our school have an awareness of the current climate, our Head of Religious Studies has attended an advanced course on radicalisation to enable us to provide relevant information and education to our students in an open and respectful forum. This was a BCC and Home Office accredited course. Staff have also attended Birmingham City Council workshops to support staff in engaging young people on these topics, and equip them with the information they need in order to build resilience to all forms of extremism. Our Humanities department have attended a *"Since 9/11"* conference which established professional networking and focused on how to build this topic, the history behind it and the way forward for survivors.

Therefore this approach will be embedded within the ethos of our school so that students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our school's approach to the Spiritual, Moral, Social and Cultural development of students as defined in ISI's School Inspection Handbook and will include the use of assemblies to help further promote the rounded holistic development of our students.

## Electronic Communication

St George's will not allow the use of the school website, IT facilities or information management processes to:

- Promote discriminatory views in relation to the protected characteristics listed in the Equality Act 2010
- Promote or glorify terrorism; or
- Promote extreme ideological, religious or political beliefs

The school has a right to exercise control over all activities on its IT facilities, including electronic communications associated with the name of the school and use of school equipment to access external resources. This includes the right to monitor the use of school resources through our Impero screening tool.

## Written and Printed Communication

St George's has the right to exercise control over the content of any written or printed material that identifies itself as associated with the school. It will not allow the use of its facilities in the production of such material, or permit the use of its name, or of any identifying marks relating to the school, in such material, if that material appears to:

- Promote discriminatory views in relation to the protected characteristics listed in the Equality Act 2010
- Promote or glorify terrorism; or
- Promote extreme ideological, religious or political beliefs

## Use of Buildings, Facilities and Property

In deciding whether to allow any group or organisation to make use of its buildings, facilities and property St George's will take into account the views, policies and objectives of that group or organisation and may refuse on the grounds that these are incompatible with the policies and objectives of the school. In particular, access will be refused if it appears likely that the proposed activity would promote extremist ideological, political or religious beliefs.

## Whistleblowing

Where there are concerns of extremism or radicalisation, students 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.

## Accountability

The statutory body of the school (board of Trustees) has ultimate responsibility for this policy. The implementation of the policy is the responsibility of the Head Teacher.

St George's School Edgbaston will use the **No Platform Policy of Birmingham City Council** for guidance on conducting research into the background of potential speakers, consulting other schools, other organisations, using search engines, assessing the reliability of information found, identifying risks to community cohesion etc…

## Role of the Board of Trustees

The Board of Trustees 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 Trustees including their statutory safeguarding duties.

The Board of Trustees 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, 2016' the Board of Trustees will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Board of Trustees will review this policy annually prior to the start of a new academic year, but may amend and adopt any amendments outside of this timeframe in accordance with any new legislation or guidance.

## Further Reading

Prevent Duty Guidance 2015
Prevent Resources Guide
Prevent Strategy 2011
No Platform Policy Birmingham City Council
Learning Together To Be Safe
Keeping Children Safe in Education 2019 Part 1
Keeping Children Safe in Education 2019
Teaching Approaches That Help Build Resilience To Extremism Among Young People (brief) and 2011
Proscribed Terrorist Organisations
St George's School **Safeguarding and Child Protection Policy** and **Promoting Fundamental British Values Policies** (Lower and Upper School).

## Appendix: Preventing violent extremism – Roles and responsibilities of the single point of contact (SPOC)

**The SPOC for St George's Lower School/EYFS is the Headteacher Mrs Jenny Shaw.**
**The SPOC for St George's Upper School is the Headteacher Mr Gary Neal.**

They are responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students from radicalisation and involvement in terrorism
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism
- Raising awareness about the role and responsibilities of St George's School in relation to protecting students from radicalisation and involvement in terrorism
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs; whilst ensuring teaching does not undermine fundamental British Values or those with different faiths and beliefs
- Raising awareness within the school about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism
- Acting as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism
- Collating relevant information in relation to referrals of vulnerable students into the *Channel*\* process
- attending *Channel*\* meetings as necessary and carrying out any actions as agreed
- Reporting progress on actions to the *Channel*\* Co-ordinator; and
- Sharing any relevant additional information in a timely manner

*\*Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:*

- *Establish an effective multi-agency referral and intervention process to identify vulnerable individuals*
- *Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and*
- *Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability*

**To be reviewed November 2020
or as and when statutory
guidance / legislation changes**