

Preventing Extremism and Radicalisation Policy

Important information for all staff

Dear colleagues

In the summer HM Government published guidance for authorities, including schools, on their responsibilities under the **Counter-Terrorism and Security Act**, which came into effect on 1 July 2015. Under the Act, schools and other authorities have a duty to **“have due regard to the need to prevent people from being drawn into terrorism”**.

The guidance reiterates that all schools have a responsibility to promote the spiritual, moral, social and cultural development of pupils and to promote **British Values** in school. It also emphasises that publicly-funded schools must teach a broad and balanced curriculum and promote community cohesion.

The document goes on to say that schools should take measures such as:

- Assessing the risk of students being drawn into terrorism, and having robust safeguarding policies in place to identify students at risk and refer them to relevant authorities
- Working in partnership with other local bodies and following Local Authority inter-agency procedures
- Ensuring staff are trained to identify students at risk of being drawn into terrorism, challenge extremist ideas and refer children to appropriate authorities where necessary
- Ensuring the school has internet filters in place to block terrorist and extremist material.

‘Prevent’ is part of the government’s counter-terrorism strategy to stop people becoming terrorists or supporting terrorism. The DfE produced guidance over the summer that outlines the legal role that schools must play – this is referred to as the **Prevent Duty**.

To address this, Eggbuckland College has produced a **Preventing Extremism and Radicalisation Policy**. This covers the College’s approach to the Prevent Duty. Importantly, it highlights the warning signs that we should all be alert to and what to do if you have a concern.

It is absolutely vital that all staff read this policy carefully and are familiar with the ‘risk assessment’ in Appendix I. This is a legal requirement.

The issue of extremism and radicalisation was highlighted by Kairn Stone on the October training (Safeguarding presentation).

I must also highlight to you that the **Single Point of Contact (SPOC)** as required by the Prevent Duty is **Lizzie Smith**. This is covered fully in the attached policy.

Thank you for your support.

Lizzie Smith
Designated Safeguarding Officer

Eggbuckland Community College

Policy:	Preventing Extremism and Radicalisation Policy
Author:	Lizzie Smith
Considered by Committee:	Curriculum and Pastoral
Date Adopted:	08.06.16 Reviewed June 2017 by EKS Reviewed Summer 2019
Next Review:	Summer 2021

This policy is in line with:

- Working Together to Safeguard Children (March 2015).
- Keeping Children Safe in Education (March 2015).
- The Counter-Terrorism and Security Act (2015)
- Prevent Duty (July 2015).

Linked Policies

- Child Protection and Safeguarding Policy

Introduction

Eggbuckland Community College is committed to providing a secure environment for students, where children feel safe and are kept safe. All adults at Eggbuckland College 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.

When operating this policy Eggbuckland Community College uses the following accepted government definition of extremism, as outlined in the Prevent Duty 2015, 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'

We recognise that extremism and radicalisation can arise from many influences. There is no place for extremist views of any kind in our College, whether from internal sources — Students, Staff or Governors, or external sources - school community, external agencies or individuals. Our students see Eggbuckland Community College 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 College 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, at Eggbuckland Community College we will provide opportunities through our P4L programme, delivered by qualified professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

Furthermore, at Eggbuckland Community College 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 dealt with in line with our Behaviour Policy, Child Protection/Safeguarding Policy, our Staff Code of Conduct and Teacher Standards. Where misconduct by a Teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

Potential warning signs of Extremist Behaviour and Radicalisation

As part of wider safeguarding responsibilities Eggbuckland Community College staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of college, such as in their homes or community groups, especially where students have not actively sought these out;
- Graffiti, writing or art work promoting extremist messages or images;
- Students accessing extremist material online, including through social networking sites;
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Local schools, local authority services and 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.

Indicators of Vulnerability to Radicalisation

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 College 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 student 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 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; 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.

Promoting Core British Values

At Egguckland Community College, we have determined "British Values" to be:

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

As a College we aim to develop and nurture these by:

- Planning an engaging assembly programme with core ethical values and beliefs at its heart.
- A well-structured P4L programme covering SMSC, PSHEE and British Values.
- Student Leadership which will enable students to actively participate in the democratic process.
- A broad and balanced curriculum that addresses many of these core values across a range of subject areas.
- Having a clearly communicated and consistently applied Behaviour Policy so that students understand what is expected of them and the consequences of both meeting and failing to meet these expectations.
- Adopting restorative approaches, where possible, to resolve any difficulties between members of our College community.
- Having a rigorous commitment to student safety (for example: Child Protection/Safeguarding procedures)

Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching across all subjects, including P4L. We will also adopt the methods outlined in the Government's guidance '*Teaching approaches that help build resilience to extremism among young people, DfE 2011*'.

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.

We will be flexible enough to adapt our teaching approaches to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success as set out in the table in **Appendix 2** taken from the DfE document above and we will apply the methodologies set out in that document following the three broad categories of:

- Making a connection with young people through good teaching and a student-centered approach.
- Facilitating a 'safe space' for dialogue.
- Equipping our students with the appropriate skills, knowledge, understanding and awareness for resilience.

Our goal is to build mutual respect and understanding and to promote the use of dialogue, not violence, as a form of conflict resolution. We will achieve this by using a curriculum that includes:

- A P4L programme that incorporates a year 7 module on Relationships and conflict resolution.
- Open discussion and debate.
- Work on anti-violence and a restorative approach addressed throughout curriculum and the Behaviour Policy.

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 mentoring. Additionally in such instances our College will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At Egguckland Community College 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 both modern multi-cultural Britain and globally.

Use of External Agencies and Speakers

At Egguckland Community College we encourage the use of external agencies or speakers to enrich the experiences of our students, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students.

Our College will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to students are consistent with the ethos of the College 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 students 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 students.

We recognise, however, that the ethos of our College is to encourage students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

Therefore by delivering a broad and balanced curriculum and a P4L programme, supported through the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

Response

Our College, like all others, 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 responsibilities of the SPOC are described in this section.

Staff at Eggbuckland Community College will be alert to the fact that extremism and radicalisation is a safeguarding issue and there may be some instances where a child or children may be at direct risk of harm or neglect. For example, this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm.

Therefore, all adults working at Eggbuckland Community College (including visiting staff, volunteers, contractors etc...) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Child Protection Officer, following the procedures outlined in our Child Protection/Safeguarding Policy.

Please refer to our Child Protection/Safeguarding Policy for the full procedural framework on our Child Protection/Safeguarding duties.

The Single Point of Contact (SPOC) is: **Lizzie Smith** (Assistant Principal) who is responsible for:

1. Ensuring that staff of the College are aware that he is the SPOC in relation to protecting students from radicalisation and involvement in terrorism;
2. 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;
3. Raising awareness about the role and responsibilities of Eggbuckland Community College in relation to protecting students from radicalisation and involvement in terrorism;
4. Raising awareness within the College about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;
5. Acting as the first point of contact within the College for case discussions relating

- to students who may be at risk of radicalisation or involved in terrorism;
6. Sharing any relevant additional information in a timely manner.

However in the absence of the SPOC, staff can contact any of the **Additional Child Protection Officers**. These are:

- Kim Gibson Inclusion Manager

In the event any member of staff becomes aware of a concern outside of normal College hours and is unable to contact the SPOC then the following options can be used:

- You can contact your **local police force** or dial **101** (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.
- The **Department for Education** has **dedicated a telephone helpline (020 7340 7264)** to enable staff and governors to raise concerns relating to extremism directly.
- Concerns can also be raised by **email** to counter.extremism@education.gsi.gov.uk

Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

Risk Reduction

The College Governors, the Principal and the Designated Child Protection Officer (SPOC) will assess the level of risk within the College and put actions in place to reduce that risk.

Risk Assessment may include consideration of the College's curriculum, key policies (inc. Behaviour and E-Safety), the assembly programme, visiting speakers, the use of College premises by external agencies, and any other issues specific to the College's community and ethos.

The risk assessment for 2015-2016 can be viewed in Appendix 1.

The College will screen staff, visitors and volunteers to ensure that they will not deliver messages of extremism or radicalisation.

This Risk Assessment will be reviewed as part of the annual report to governors

Whistleblowing

Where there are concerns that the College is not acting on or dealing with incidents of extremism or radicalisation – students, staff and governors are encouraged to make use of our internal systems to Whistleblow or raise any issue in confidence.

They must inform the Principal straight away (or if it relates to the Principal inform the Chair of Governors).

Role of Governing Body

The Governing Body of our College will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

The Governing Body of our College will support the ethos and values of our College 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 College's Leadership Team on the delivery of this Policy and monitor its effectiveness.

Review

Governors will review this Policy and Risk Assessment annually. However, safeguarding data and any key incidents are discussed with Governors at each committee meeting.

Appendix I: Eggbuckland Community College Prevent Duty Risk Assessment 2015-2016

Hazard	Risk rating	Who is at risk?	List of existing strategies	Identify additional precautions needed and date for completion
Students being drawn into terrorism.	Low.	All students are potentially at risk but Eggbuckland College has identified specific students at risk. These include those students with...	All staff, including those that are temporary or volunteers are subject to an Enhanced DBS check and are recorded on the Single Central Record.	All key Pastoral staff and Leadership to complete Prevent General Awareness E-Learning Module provided through the Channel website:
Students being exposed to extremist content online.	Low in school but low/med at home.	Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society.	Safer Recruitment procedures are followed. Every interview panel contains a governor trained in Safer Recruitment.	<ul style="list-style-type: none"> • Designated Safeguarding Officers, LT, HOHs by 13/11/15. • Governors, teachers and Teaching Assistants by 04/12/15.
Students being drawn into far right ideologies	Low.	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	All staff must wear a photo ID badge at all times on the school site. All visitors must sign in at reception and display a visitor badge. Unless sanctioned by the Principal. A member of staff accompanies all visitors to the College, particularly those leading assemblies or small group sessions. Preventing radicalisation and extremist views guidance is covered in the Preventing Extremism and Radicalisation Policy, which has been made available to all staff.	Ofsted Briefing by Geraint Evans HMI on PREVENT Duty for Schools. Plymouth November 17 th - KLS to attend. Remind staff of outlining College’s expectations with external speakers and visitors and ensure all staff aware of their duty to monitor content covered– by 30/11/15. Update the school’s E-Safety Policy to ensure due reference is

		<p>origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of government policy.</p> <p>Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life.</p> <p>Experiences of Criminality – which may include involvement with criminal groups or imprisonment.</p> <p>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.</p>	<p>Warning signs and procedures for dealing with suspected incidents are covered in the above policy, and referred to in the Child Protection / Safeguarding Policy.</p> <p>All staff undertake safeguarding training each September that covers radicalisation and extremism.</p> <p>Eggbuckland Community College has 3 Level 3 qualified Designated Safeguarding Officers who are fully trained in safeguarding procedures and working together with external agencies.</p> <p>The P4L Programme explores the diverse people and cultures in our local community of Plymouth.</p> <p>Core British Values are actively promoted throughout the College through our broad and balanced curriculum, our P4L programme and our assembly programme.</p> <p>Students are encouraged to debate and evaluate controversial viewpoints through the College’s P4L programme.</p> <p>The College’s Behaviour Policy (inc. Anti-bullying) clearly outlines the actions taken to deal with discriminatory, racist,</p>	<p>made to the Prevent Duty and ensure that this is communicated to all stakeholders – by 30/11/15.</p>
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			<p>homophobic and faith-based incidents. There is an ICT Acceptable Use Agreement in place for all adults and students in the College.</p> <p>The P4L programme supports students to adopt strategies to keep themselves safe.</p> <p>Eggbuckland Community College's computer network is filtered by SWGfL so as to ensure students are not exposed to inappropriate materials, in this case access to extremist ideas.</p> <p>The College provides an annual Parents' E-safety Evening to highlight potential dangers online, including those from extremist ideologies.</p> <p>The students are encouraged to adopt safe practices and assess risks online through ICT curriculum.</p> <p>The College has a well-established system for students to report concerns and seek support guidance, highlighted through our Pastoral system.</p>	
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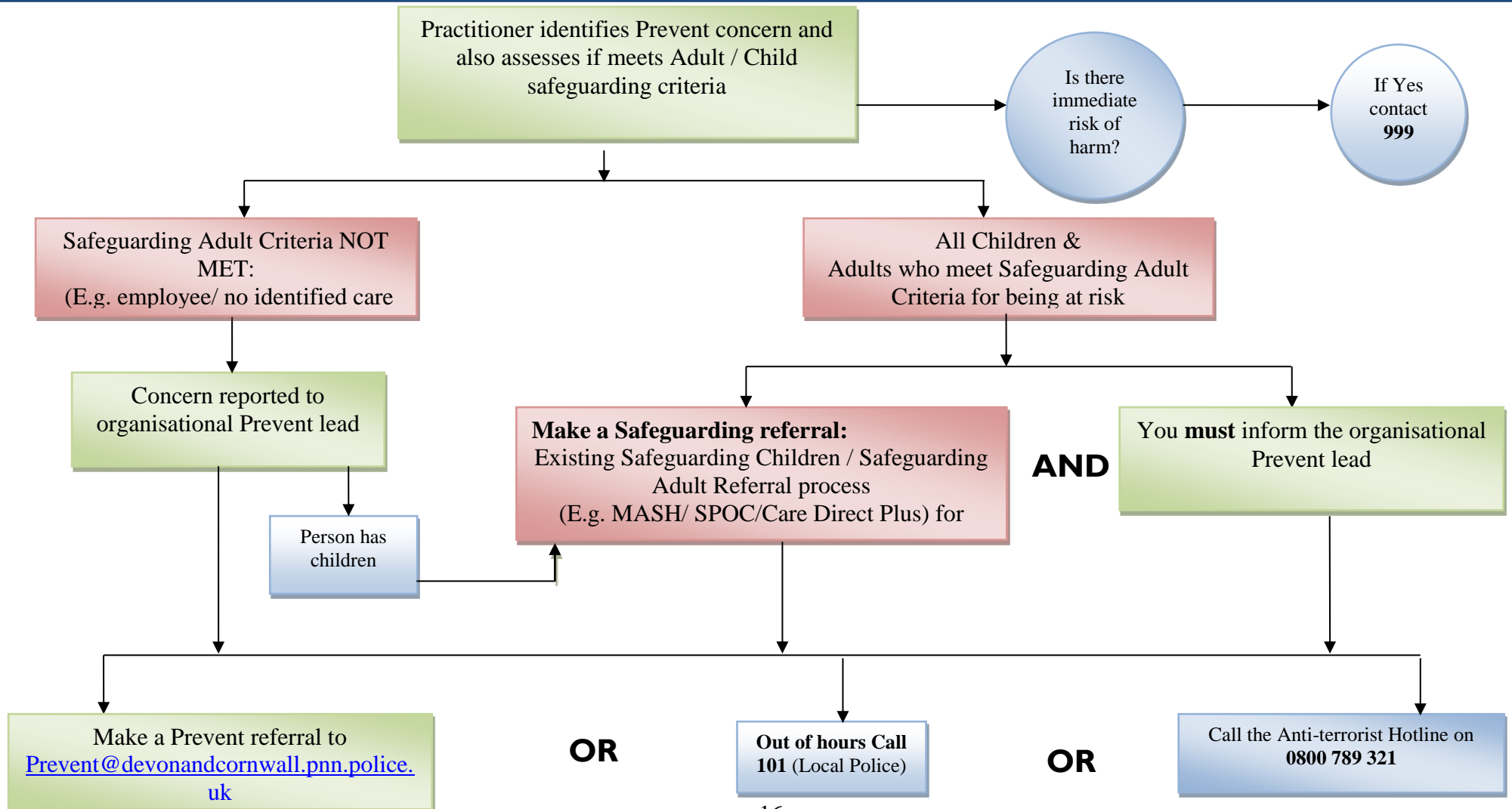
Appendix 2: ‘Key Ingredients’ for successful teaching in the context of ‘push’ and ‘pull’ factors

PUSH FACTORS – factors that push an individual/make an individual vulnerable to extremist messages	KEY INGREDIENTS	PULL FACTORS – factors that draw young people into extremist messages
<p>Lack of excitement, frustration</p> <p>Lack of sense of achievement – seen as significant ‘lack of purpose’// confidence in the future, life goals</p> <p>Lack of an outlet for views</p> <p>Gaps in knowledge or understanding of Islam – both young people and their parents</p> <p>Sense of injustice</p> <p>Actual or perceived humiliating experiences (including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely/to sense of injustice)</p> <p>Exclusion – lack of belonging to peer or</p>	<p>Teacher confidence in many cases it will be the use of existing teaching skills and methods which may well be the most effective approach. From prison settings, staff who are more confident in their abilities tend to perform much better even though they have not received specialist training</p> <p>Teacher attitudes and behaviours</p> <ul style="list-style-type: none"> - Willingness to admit you don’t know - Acknowledging controversial issues exist - Awareness that I have a role to play - Willingness to turn to others for help when you don’t know about something <p>Specific knowledge:</p> <ul style="list-style-type: none"> - Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid ‘othering’) - Knowledge of an alternative values framework <p>Teaching practice/pedagogy:</p>	<p>Charismatic/confident individuals (recruiters)</p> <p>Network/sense of belonging</p> <p>Broader community views that enable or do not oppose extremism.</p> <p>Persuasive, clear messages. Exploiting knowledge gaps.</p>

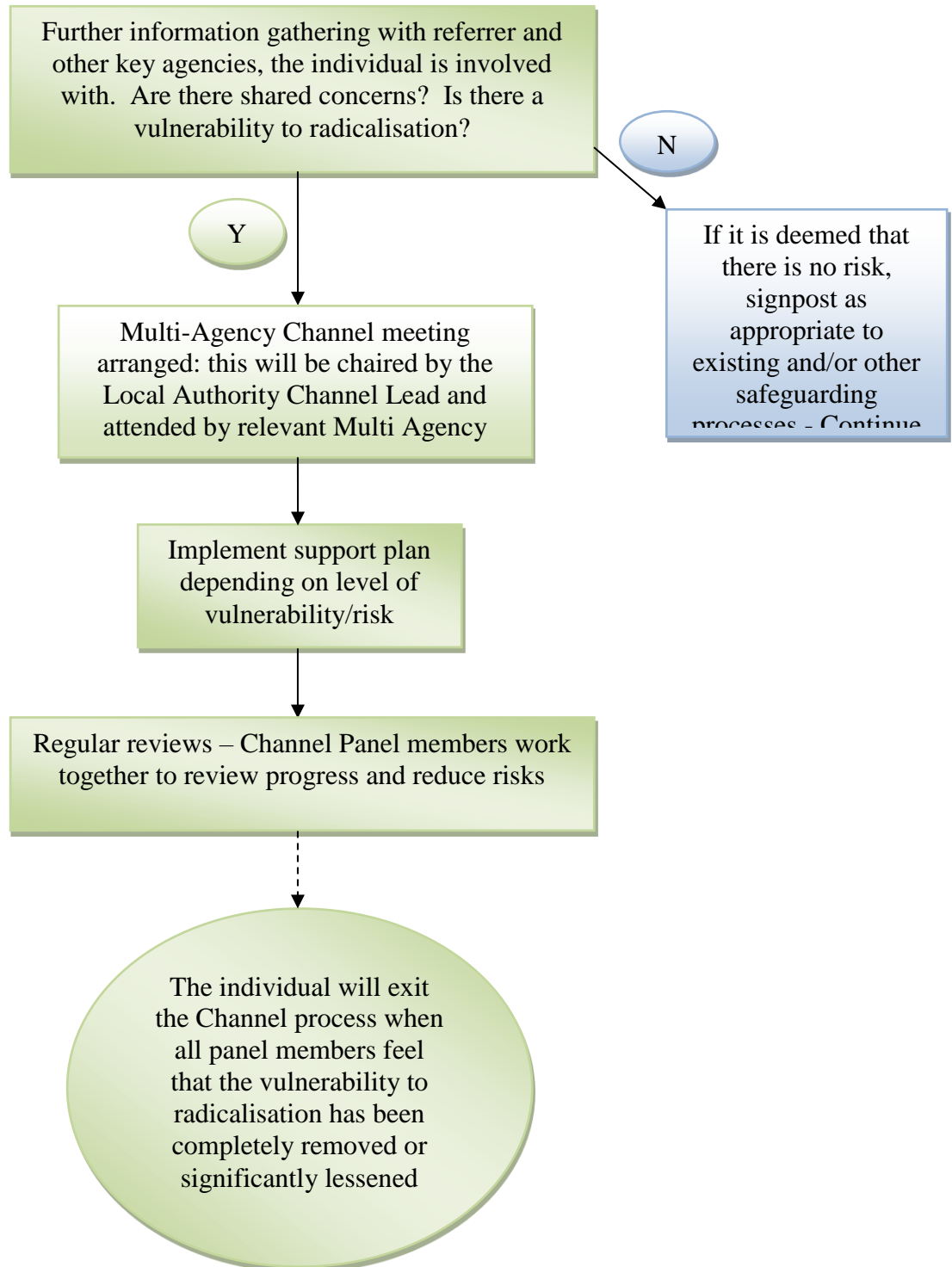
<p>community networks, associations etc</p> <p>Below the line: factors that are out of scope of this study</p>	<ul style="list-style-type: none"> - Boosting critical thinking (seeing through propaganda, singular messages etc) - Helping to see multiple perspectives - Using multiple resources/methods - Embedding or sustaining dialogue following specialist interventions - Enabling students to tackle difficult issues - Linking College work to the wider community - Drawing evidence from across the curriculum - Developing in young people a sense of multiple identities. Help young people become aware of, and comfortable with, multiple personal identity 	
<p>Disaffection with wider societal issues</p> <p>Disruptive home life</p>	<p>Other factors</p> <p>Support from senior leaders</p> <p>Pupil support processes</p>	<p>Sense of dignity and importance and loyalty</p> <p>Exciting (non-teaching) activities</p> <p>Sense of purpose in life</p>

The Chanel Referral Process

Channel is a multi agency safeguarding process and early intervention strategy aimed at identifying and supporting individuals (including children) vulnerable to the recruitment of violent extremism. It must be noted this includes all forms of extremism. It is a mechanism for ensuring that these individuals are assessed and supported by professionals using statutory safeguarding frameworks and multi-agency partnership working. Below is a flowchart which illustrates how to refer a concern of this nature.



Once a referral has been made and it meets the Channel criteria, the individual/group become part of the Channel process, the Police will carry out the below process with the support of multi agency partners working to the relevant Local Authority Lead. This process takes place in order to identify the level of risk and an appropriate support plan where necessary.



If you wish to know more about Channel please contact the Regional Prevent/ Channel lead (South) DI Sam Norman on 01392 452555 alternatively send any questions to prevent@devonandcornwall.pnn.police.uk