

## Preventing Extremism and Radicalisation Policy

### Introduction

St George Catholic College is committed to providing a secure environment for pupils, where learners feel safe and are kept safe. Our ASPIRE values underpin everything we do and are informed by the teaching of the Church. All adults at St George recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for learners or not.

*'Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm' (Home Office, Prevent Strategy – June 2015)*

This Preventing Extremism and Radicalisation Policy draws upon the guidance contained in "Keeping Children Safe in Education" (September 2016), the "Counter-Terrorism and Security Act" (2015) and the "Prevent Duty" (June 2015).

We recognise that the Governing Body has a responsibility to pay 'due regard to the need to prevent people being drawn into terrorism' and to ensure the school has a 'clear approach to implementing the Prevent duty and keeping children and learners safe from the dangers of radicalisation and extremism'.

The Preventing Extremism and Radicalisation Policy links to the following school policies:

- Child Protection and Safeguarding Policy
- Staff Safer Working Practices Policy
- Equal Opportunity Policy
- Anti-Bullying Policy
- E-Safety Policy
- Recruitment Policy
- Behaviour Policy

### Aims of Policy

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.

- All members of staff are able to identify children who may be vulnerable to radicalisation and must respond by following whole school safeguarding procedures with immediate effect.
- All pupils will understand the dangers of radicalisation and exposure to extremist views; learning about key British values to build resilience against these views and knowing what to do if they experience them.
- All parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

## **Definitions**

St George uses the following accepted Governmental definitions of radicalisation and extremism which is:

Radicalisation – ‘the process by which a person comes to support terrorism and forms of extremism leading to terrorism’.

Extremism – ‘vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect tolerance of different faith and beliefs; and/or calls for the death of members in our armed forces, whether in this country or overseas’.

## **Ethos and Practice**

There is no place for extremist views of any kind in our school. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this and 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 pupils 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 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 at St George Catholic College we will provide a broad and balanced curriculum 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 marginalised.

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 policies.

There is no single way of identifying a pupil who is likely to be susceptible to terrorist ideology. As part of wider safeguarding responsibilities staff will be alert to:

- Disclosures by pupils 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 pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Pupils accessing extremist material online, including through social networking sites.
- Distributing extremist literature and documentation.
- 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 or settings.
- Pupils voicing opinions drawn from extremist ideologies and narratives.
- Changes in behaviour which could indicate that they are in need of help or protection.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Intolerance of difference, whether secular or religious or, in line within our equalities policy.
- Attempts to impose extremist views or practices on others.
- Anti-Western or Anti-British views.
- Use of extremist language.

We recognise that pupils in vulnerable social and domestic situations may be at greater risk of radicalisation than other pupils.

In conclusion we will follow any locally agreed procedure as set out by the Local Authority for safeguarding individuals vulnerable to extremism and radicalisation.

## **Methods**

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered. This guidance and support will be delivered through the whole school curriculum, assemblies, form programme and PSHE coverage.

We will ensure that all of our support and approaches will help our pupils build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills. We will develop strategies and staff training to ensure that all 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, as appropriate and address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. We will facilitate the following principles:

- Making a connection with young people through positive engagement and a pupil centred approach.
- Facilitating a 'safe space' for dialogue to ensure pupils feel safe and comfortable talking about their feelings and views on a wide range of social, political, religious and cultural issues.
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

This approach will be embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our schools approach to the spiritual, moral, social and cultural development of pupils.

We will also work with local partners, families and communities in our effort to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupils' experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities. Additionally our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

## **Curriculum**

At St George 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 pupils to respect and 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 pupils safe and prepare them for life in modern multi- cultural Britain and globally.

Our goal is to build mutual respect and understanding and to promote the use of dialogue as a form of conflict resolution. We will achieve this by using an approach that includes:

- Citizenship, PSHE programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach to conflict resolution
- Targeted programmes led by external providers
- Cross curricular thematic programmes
- Audits of curriculum and PSHE provision to ensure the values of democracy and individual liberty are promoted through the wider curriculum

Students at St George come from all over the world and we aim to instil the British values outlined by our Government in all students, so that they all understand what the people of

our society see as being important and what we feel is right and wrong. Through our curriculum we actively promote a culture of mutual respect and tolerance, democracy, the rule of law, equal opportunities and freedom. British values permeate throughout the school curriculum and support the development of the whole child.

## **The use of ICT**

We strongly recognise the risk posed to our students of online radicalisation, as organisations seek to radicalise young people through the use of social media and the internet. The school's safety and behaviour policies seek to strengthen the safe use of this media for students.

## **Referrals**

The Headteacher and Designated Safeguarding Leader (DSL) are to be notified of any concerns or inappropriate behaviour and appropriate steps will be taken as required. This may involve speaking to the student, contacting parents, setting up a mentoring programme or making a direct referral to the Multi Agency Safeguarding Hub (MASH) team based on the seriousness of the incident.

As with any child protection referral, staff are made aware of their right to directly refer a concern to the appropriate external agency if they wish. Referrals should be made as outlined in the Child Protection Policy.

We will actively support MASH or any multi-agency interventions in any support deemed necessary. For example, we will organise anger management support if advised by the MASH and allow pupils to attend Channel mentoring sessions in school time or support any family-based counselling interventions. We are also committed to working with families and relevant external agencies to provide support for pupils.

Alternatively the school may consider a referral to the Channel programme which is a national intervention specifically aimed at providing support at an early stage to people who are identified as being vulnerable to being drawn into radicalisation and extremism.

## **Engagement with Parents / Carers**

We will engage with parents / carers as part of our work as we recognise the important role they have in helping us to spot signs of radicalisation. If a safeguarding concern is referred by another student or a member of staff, the DSL may contact the parents / carers to invite them into school to discuss the concerns. This will, however, depend on the nature and seriousness of the referral.

We will aim to support and advise families who raise concerns and signpost them to the appropriate support services. For example, 'Families against Stress and Trauma' (FAST) has created an online guide for parents on the dangers of radicalisation. In addition, CHANNEL is a multi-agency support programme designed to support the families of young people vulnerable to radicalisation. Guidance for parents / carers is accessible on the school website.

However, if we feel that it is not in the student's best interest to notify their parents / carers of our concerns, we will refer directly to the MASH team without informing parents / carers. We will make contact directly with MASH if we have concerns about the threat of radicalisation posed by other family members and seek advice from the MASH to see if any other family members are known to the PREVENT team.

## **Training**

Whole school in-service training on Safeguarding will be organised for staff on an annual basis and will comply with the prevailing arrangements agreed by the Local Authority. The annual staff training now provides specific guidance on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Leader will attend PREVENT training courses as necessary and the appropriate inter-agency safeguarding training organised by the Local Authority at least every two years. Again, this will include training on extremism and radicalisation and its safeguarding implications.

## **Recruitment**

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow national guidance for safer recruitment best practice in education settings.

**The policy will be reviewed annually.**

**Date of next review: March 2018**

**The Policy Working Group agreed this Policy on 8 March 2017.**