



PREVENTING RADICALISATION AND EXTREMISM POLICY

1 **Scope**

- 1.1 This policy is a whole school policy and relates to both the senior school and junior school (including the Early Years Foundation Stage).

2 **Related Policies**

- 2.1 This policy should be read in conjunction with the following policies:

- (a) IT acceptable use policy
- (b) Expectations, Standards and Positive Relationships
- (c) Children Missing Education
- (d) Code of conduct for staff
- (e) Curriculum policy
- (f) Equality policy
- (g) PSHE
- (h) Safeguarding and child protection policy and procedures
- (i) Spiritual, moral, social and cultural development policy
- (j) Visitors policy
- (k) Visiting Speakers policy
- (l) Whistleblowing policy

3 **Background**

- 3.1 Safeguarding children from harm is an important part of a school's work, and protecting them from extremism is one aspect of this, given global events which have led to a growth of extremist viewpoints, including advocacy of violent extremism.
- 3.2 Schools have significant role to play in both educating children and young people about extremism and recognising when students start to become radicalised.
- 3.3 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

tool against this, equipping young people with the knowledge, skills and critical thinking to challenge and debate in an informed way.

- 3.4 In March 2015 new statutory duties were placed on schools by the Counter Terrorism and Security Act (CTSA) 2015 (updated April 2019) requiring them to prevent children being drawn into extremism.

4 **Ethos of the school**

4.1 The school aims to educate students to be adept and self-motivated learners, to be active citizens, and to be self-confident. Through its Quaker values, it educates students to envisage a better world, and to acquire the skills and confidence to deliver change. In the way that they work together, members of the school community seek to model this better world.

4.2 At the heart of the School are the values, guided by Quaker statements, to which all members of the community aspire and which they seek to model in the way they work together:

- (a) Live adventurously
- (b) Let your life speak
- (c) Walk cheerfully over the world answering that of God in everyone
- (d) Be open to the light from wherever it may come
- (e) Always consider that you may be mistaken

4.3 The governing body seeks to ensure that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

4.4 The school has zero tolerance of abusive behaviours. It does not tolerate bullying of any kind and challenges derogatory language and behaviour towards others in line with its Anti-bullying and Expectations, Standards and Positive Relationships (Behaviour) policies for students and the Code of Conduct for staff.

5 **Statutory and non-statutory duties and guidance**

5.1 The duty to prevent children and young people being radicalised is set out in the following documents which are available online or from the DSL.

- (a) *Counter Terrorism and Security Act 2015 (update April 2019)*
- (b) *Keeping children safe in education*, DfE, 2022
- (c) *Revised Prevent duty guidance for England and Wales (updated April 2021)*
- (d) *The Prevent duty: departmental advice for schools and childcare providers*, DfE, 2015
- (e) *Working together to safeguard children*, DfE, 2018
- (f) *Improving the spiritual, moral, social and cultural (SMSC) development of students: supplementary information*, DfE, 2014
- (g) *Revised Prevent Duty guidance for England and Wales (updated October 2023)*

6 **Definitions**

- 6.1 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'.
- 6.2 Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- 6.3 British values are defined as democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

7 **Roles and responsibilities**

- 7.1 It is the role of the governing body to:
 - (a) ensure that the school meets its statutory duties with regard to preventing radicalisation. Catherine Woodbine is the nominated governor who will liaise with the Head and other staff about issues related to protecting children from radicalisation.
- 7.2 It is the role of the Head to:
 - (a) ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis
 - (b) ensure that the school's curriculum addresses the issues involved in radicalisation
 - (c) ensure that staff conduct is consistent with preventing radicalisation
 - (d) ensure that the school undertakes regular risk assessment to ensure that its response to preventing radicalisation is appropriate and proportionate
- 7.3 It is the role of the Designated Safeguarding Lead to:
 - (a) ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
 - (b) receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
 - (c) make referrals to appropriate agencies with regard to concerns about radicalisation
 - (d) liaise with partners, including the local authority and the police
 - (e) report to the governing body on these matters
- 7.4 It is the role of all staff to:
 - (a) understand the issues of radicalisation

- (b) be able to recognise the signs of vulnerability or radicalisation
- (c) know how to refer their concerns.

7.5 A list of possible indicators that a student may be vulnerable to, or involved in, radicalisation or extremism is included in Appendix 1. Staff are expected to familiarise themselves with this list.

8 **Curriculum**

8.1 The school is committed to offering its students a broad and balanced curriculum that aims to prepare them for life. It seeks to be a safe place where students can explore controversial issues safely. Staff encourage and facilitate this in lessons and through extra-curricular activities; students are consistently encouraged to be inquisitive learners who are tolerant of others and open to new experiences.

8.2 These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the school's core values alongside British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

8.3 Subject areas make particular contributions to students' SMSC development which aim to prevent radicalisation and promote community cohesion. These are detailed in the school's SMSC policy.

9 **Internet safety**

9.1 The internet provides children and young people with access to a wide range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used on the school network school block inappropriate content, including extremist content.

9.2 Searches and web addresses accessed via the school network are monitored automatically, and the IT department will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.

9.3 Where staff, students or visitors find unblocked extremist content they must inform the IT department and the DSL.

9.4 The school is aware that many students have unfiltered access to the internet when using their mobile phones, however the timings are limited, particularly for the younger students, and staff are aware of the need for vigilance when students are using their phones.

9.5 The IT acceptable use policy (AUP for IT including personal electronic devices) refers to preventing radicalisation and related extremist content. Students are asked to agree to the terms of the AUP annually to confirm they have understood what is acceptable. Staff and volunteers sign when they take up their role in school and in the future if significant changes are made to the policy.

9.6 Students and staff are advised as part of their IT induction how to report internet content that is inappropriate or of concern.

10 **Staff training**

10.1 Staff are given training as part of their safeguarding induction to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation, and know how to refer their concerns. Staff will be updated as necessary in staff meetings, by email and other appropriate means. Key staff will update their training as required.

11 **Safer recruitment**

11.1 The school takes steps to ensure that staff appointed to the school are suitable, that its recruitment procedures are rigorous and follow the statutory guidance published in part 3 of *Keeping children safe in education*. Vetting and barring checks are undertaken on relevant people, including governors and volunteers, and a single central register of appointments is maintained.

12 **Visiting speakers**

12.1 Visitors who are invited to speak to students will be informed about the school's *Preventing extremism and radicalisation policy* as necessary, and staff should use their professional judgment when choosing speakers. Generally, the school would expect that:

- (a) Messages communicated to students should be consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- (b) Messages should not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion, culture or other ideologies
- (c) Speakers will be supervised at all times and will not normally be allowed to speak to students without a member of staff being present.
- (d) Staff will have checked with a member of LM before inviting a speaker whose views are known to cause offence or whose presence is likely to attract adverse publicity.

12.2 Staff responsible for inviting a visiting speaker to the school should complete a Visiting Speaker checklist and this should be provided to the Deputy Head for filing in advance of the visit.

12.3 The ethos of the school 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 speakers to facilitate and support this.

13 **Use of school premises by external agencies and individuals**

- 13.1 The school is vigilant to the possibility that out-of-hours hire of the school premises may be requested by people wishing to run an extremist event. The school does not knowingly accept bookings from individuals or organisations that are extremist in their views.

14 **Support for vulnerable students**

- 14.1 The school will help support any student who is vulnerable to radicalisation and, where it believes a student is being directly affected by extremist materials or influences, it will ensure that that student is offered mentoring. Additionally, in such instances, the school will seek support from the local Prevent Lead and other local agencies working to prevent extremism.

15 **Referral process**

- 15.1 The Designated Safeguarding Lead acts as the single point of contact for the school on matters relating to radicalisation and extremism, and liaises as required with local Prevent and Channel leads (see Appendix 3).
- 15.2 Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead using the usual methods for reporting safeguarding concerns.
- 15.3 All such referrals will be dealt with by the Designated Safeguarding Lead in line with the school's Safeguarding and child protection policy and procedures. A check will be made with the local Prevent Lead to assess whether any further action should be taken.

16 **External contacts**

- 16.1 City of York Council Prevent Lead

Jane Mowat, Head of Community Safety

01904 555742 or 07984 496352

All correspondence on Prevent matters should be sent to: jane.mowat@york.gov.uk with PREVENT CONCERN in the subject line and cc'd to paul.morrison@york.gov.uk emails sent in this way will be prioritised.

- 16.2 North Yorkshire Police Prevent officers

DC Carolyn Hardman

carolyn.hardman@northyorkshire.pnn.police.uk

DC Julie Whitehouse

juliewhitehouse@northyorkshire.pnn.police.uk

Call 101 and follow instructions

17 **Monitoring and review**

17.1 This policy will be monitored by the governing body at least annually by receiving a report from the Designated Safeguarding Lead.

Date of last review: November 2022
Person responsible: Designated Safeguarding Lead
Review group: Compliance Committee
Approval group: Governors' Meeting

Date of next review: November 2025

This policy will be reviewed annually for matters of fact and process

Autumn term 2023 – the following changes were made:

*Para 5.1 amended to update document referral to October 2023
Change of contact and email information for local Prevent Lead
New updated diagram inserted at Appendix 3*

Appendix 1 Possible indicators

1 Signs of vulnerability

1.1 There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- (a) underachievement
- (b) being in possession of extremist literature
- (c) poverty
- (d) social exclusion
- (e) traumatic events
- (f) global or national events
- (g) religious conversion
- (h) change in behaviour
- (i) extremist influences
- (j) conflict with family over lifestyle
- (k) confused identify
- (l) victim or witness to race or hate crimes
- (m) rejection by peers, family, social groups or faith

2 Recognising extremism

2.1 Early indicators of radicalisation or extremism may include:

- (a) showing sympathy for extremist causes
- (b) glorifying violence, especially to other faiths or cultures
- (c) making remarks or comments about being at extremist events or rallies outside school
- (d) evidence of possessing illegal or extremist literature
- (e) advocating messages similar to illegal organisations or other extremist groups
- (f) out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- (g) secretive behaviour
- (h) online searches or sharing extremist messages or social profiles
- (i) intolerance of difference, including faith, culture, gender, race or sexuality
- (j) graffiti, art work or writing that displays extremist themes
- (k) attempts to impose extremist views or practices on others
- (l) verbalising anti-Western or anti-British views
- (m) advocating violence towards others

Appendix 2 Risk assessment

Hazard identified		Who might be harmed and how?		Control measures in place	Further action / controls required	Completed by (initials and date)
The school is unaware of its responsibilities and local multi-agency procedures.	L	Potentially vulnerable students may not receive appropriate support from available agencies to prevent (further) radicalisation.	H	<p>The Designated Safeguarding Lead (DSL) acts as the Prevent lead within the school and is the single point of contact (SPOC) for such matters.</p> <p>The DSL ensures that Prevent priorities are embedded with the safeguarding policy and procedures and that LM and governors are familiar with these.</p> <p>These are regularly reviewed to ensure clear awareness of the roles and responsibilities of key personnel.</p>	Maintain, monitor and review existing controls.	
Staff are unaware of possible indicators of vulnerability to radicalisation and of how to raise concerns about a student.	M	Students who are vulnerable to extremism may not be quickly identified and offered support to prevent (further) radicalisation.	H	<p>All members of LM and the Governing Body undertake the online Prevent awareness course and will update this as necessary.</p> <p>Prevent issues form part of the ongoing safeguarding training which all members of staff receive as part of the whole-school INSET programme.</p> <p>Key members of staff ie LM, the Safeguarding team and Boarding Staff and will update their training at least every two years</p> <p>Members of staff are aware that if they have a concern about a particular student they</p>		

Hazard identified		Who might be harmed and how?		Control measures in place	Further action / controls required	Completed by (initials and date)
				should follow the normal safeguarding procedures.		
Lack of appropriate student education	L	Students may be attracted to extremism because they are exposed to such views, do not hear them challenged, are not presented with alternatives, or are not aware of the potential dangers they may face.	H	<p>The school's Quaker ethos actively fosters peace and equality, and this is reflected in an inclusive and welcoming community where differences of opinion are expressed and explored with respect.</p> <p>Relevant topics feature in the PSHE programme.</p> <p>Morning Meetings and Tutor times regularly explore and promote active citizenship and British Values.</p> <p>The extended curricular programme includes opportunities for students to engage with the wider community.</p> <p>Issues of online safety and reputation are regularly addressed.</p> <p>External speakers are not allowed unsupervised access to students and a record is kept of all such visitors to the school.</p>	Maintain, monitor and review existing controls.	
IT provision, filtering and monitoring	L	Students may be exposed to inappropriately extremist material while using the school network, either accidentally or as a result of their deliberate actions.	H	<p>The school employs the 'Fortigate' internet security and web filtering service as its robust filtering and monitoring systems best meet the needs of a full boarding school.</p> <p>There are a number of categories within the system for dealing with potential extremism</p>	Maintain, monitor and review existing controls.	

Hazard identified		Who might be harmed and how?		Control measures in place	Further action / controls required	Completed by (initials and date)
				<p>and terrorism 'triggers', including: Intolerance and Hate; Violence and Terrorism; and Weapons.</p> <p>A weekly report of attempts to access blocked sites is reviewed by the IT Manager, Deputy Head (Enrichment and Technology for Learning) and Designated Safeguarding Lead, who will take action as required.</p>		
Use of the school premises by inappropriate groups	L	<p>Students and members of the public may be exposed to the extremist views of groups who hire the school's premises.</p> <p>The school may be associated with such views.</p>	H	<p>The school does not knowingly accept bookings from individuals or organisations that are extremist in their views.</p> <p>This is checked by the Head of External Relations</p>	Maintain, monitor and review existing controls.	

Appendix 3

CHANNEL REFERRAL PROCESS

What is Channel?

Channel is a key element of the Prevent strategy – Home Office Publication designed to stop people becoming terrorists or supporting terrorism. Channel is a multi-agency approach to protect people at risk from radicalisation using existing collaboration between local authorities, statutory partners, the police and local community to

Identify individuals at risk of being drawn into terrorism

Assess the nature and extent of that risk and

Develop the most appropriate support plan for the individual concerned

It is about early intervention diverting people away from the risk they face. In order to do this, information sharing is crucial. Section 115 of the Crime and Disorder Act 1998 allows partners to share personalised and depersonalised information for the purposes of reducing crime and disorder and therefore covers us in relation to the needs of Prevent.

When should I refer?

If you have information that suggests an individual is exhibiting behaviour or making comments that suggest he/she may be involved in activity which could be linked to terrorism.

For example:

- Accessing information on the internet with links to terrorist activity
- Use of Extreme Right Wing symbols
- Significant changes in behaviour
- Spending significant periods of time alone, withdrawal from social interaction
- Sudden and obsessive interest in topical terrorist related news stories
- Use of terminology or words associated with terrorism

NOTICE, CHECK, SHARE

Once a concern is raised (NOTICE) it is important to check whether any further action should be taken. The Prevent Lead within City of York Council is **Jane Mowat**, Head of Community Safety 01904 555742, 07984496352 or email jane.mowat@york.gov.uk cc'd to paul.morrison@york.gov.uk with PREVENT CONCERN as the Subject Line. If you feel that there is threat to life for the individual or others, you must report the matter to the police on **999**.

CHANNEL PROCESS FLOW CHART

