POLICY TO PREVENT EXTREMISM AND RADICALISATION

(WHOLE SCHOOL)

Approved	November 2017		
Review Date	November 2019		
Signed (Headteacher)		Name	
Signed (Chair of Local Governing Body)		Name	

Committee: Personal Development, Welfare and Ethos

1. Introduction

1.1 Burnley High School is committed to providing a secure environment for all of our students, staff and stakeholders and recognises the requirement to have due regard to safeguard students from radicalisation and extremism. This policy outlines what radicalisation means and why students may be vulnerable to it. Indicators are also provided on what staff and parents should be aware of to identify children who may be vulnerable to radicalisation, while outlining the procedure for passing on any concerns relating to a student or a member of staff.

1.2 There have been several recent occasions 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.

1.3 Whilst we value freedom of speech, it is recognised that free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. The normalisation of extreme views may also make

children and young people vulnerable to future manipulation and exploitation and we are clear that this type of exploitation and radicalisation should be viewed as a safeguarding concern.

2. The Prevent Duty

2.1 The Prevent Duty is one of the four elements of CONTEST, the national counter terrorism strategy that works to reduce the threat from terrorism. CONTEST is based on four areas of work:
- Pursue - To stop terrorist attacks
- Prevent (Duty) - 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

2.2 Prevent Duty aims to stop people being drawn into or supporting terrorism by safeguarding children and families from violent extremism, or developing a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

2.3 The Prevent duty is entirely consistent with Burnley High school's existing responsibilities and should not be burdensome. Ofsted's revised common inspection framework for education, skills and early years, which came into effect on 1 September 2015, makes specific reference to the need to have safeguarding arrangements to promote students' welfare and prevent radicalisation and extremism.

3. Definitions

3.1 Extremism is defined 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. Also included in the Prevent duty definition of extremism are calls for the death of members of our armed forces, whether in this country or overseas.

3.2 There is no such thing as a 'typical extremist' but those who become involved in extremist actions come from a range of backgrounds and experiences who may have been approached in person or over the internet by those holding extremist views. Most individuals, even those who hold radical views, do not become involved in violent extremist activity.

3.3 Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

4. Indicators of vulnerability

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. These are outlined in detail in Appendix 1 but are summarised below and include:
- underachievement
- being in possession of extremist literature
- poverty

- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- Special Educational Needs

5. Role of staff in recognising extremist behaviour

5.1 As part of their wider safeguarding responsibilities, staff must be alert to and ready to pass on any concerns they have about the following behaviours which could be indicators of a student's exposure to extremist views or radicalisation:
- disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, especially where students have not actively sought these out
- making remarks or comments about being at community groups, extremist events or rallies outside school
- graffiti, art work or writing that displays extremist themes
- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- students accessing extremist material online, including through social networking sites
- online searches or sharing extremist messages or social profile
- staff observations or parental reports of changes in behaviour, friendship or actions
- evidence of possessing illegal or extremist literature
- use of extremist or 'hate' terms to exclude others or incite violence
- advocating messages and voicing opinions drawn from illegal organisations and extremist ideologies and groups
- out of character changes in dress, behaviour and peer relationships
- secretive behaviour
- intolerance of difference, including faith, culture, gender, race, disability or sexuality
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views

5.2 Concerns that a student is exhibiting any of the above behaviours should be viewed as a safeguarding concern and staff should immediately pass on any concerns to the Designated Safeguarding Lead (DSL) at Burnley High School. This role is responsible for protecting individuals from radicalisation and involvement in terrorism and is also the lead within the organisation for Safeguarding.

5.3 In the DSL's absence colleagues should speak to the Deputy DSL or the Headteacher. Concerns should be discussed in person rather than through email or telephone conversation before a written account of what has occurred is recorded on the Reporting a Concern form. (Appendix 2)

5.4 Concerns relating to the conduct or views expressed by a member of staff should be reported

to the Headteacher or where it is a concern about the Headteacher, the Chair of Governors.

6   Partnership Working

6.1 The DSL will maintain an ongoing dialogue with colleagues by attending training and meetings to keep updated on current guidance and procedures relating to *Prevent* and the issues of extremism and radicalisation. Partnership working with other local schools, will provide a coordinated approach to dealing with issues relating to radicalisation and extremism and educating young people of the dangers posed.

6.2 Work will be undertaken with parents to educate and highlight the risks their children face through exposure to extremist literature and threats posed while on-line through social networking sites. Information will also be provided on the school's responsibility in referring students of concern to the Prevent team to ensure the student in question receives early intervention and support.

6.3 We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and will do this through referral to or taking advice from Children's Social Care or the Police Service.

7.   Role of Designated Safeguarding Lead

7.1 It is the role of the Designated Safeguarding Lead to:
- Receive safeguarding concerns about students who may be vulnerable to the risk of radicalisation or are showing signs of extremist behaviour
- Act as the first point of contact within the organisation for case discussions relating to individuals who may be at risk of radicalisation or involved in terrorism
- Maintain and apply a good understanding of the relevant guidance in relation to preventing individuals from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism
- 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
- Be aware of police reports of issues affecting students in other local educational settings
- Liaise with Children's Services or the Police to discuss students of concern and make referrals of individuals at risk, in line with this and the school's safeguarding policy
- Attending meetings as necessary and carry out any actions as agreed
- Reporting progress on actions to relevant parties
- Inform the Governing body of any incidents relating to extremist behaviour or radicalisation
- Monitor the school's PSHCE curriculum, RE curriculum and assembly themes to ensure that they are used to promote British values, community cohesion and tolerance of different faiths and beliefs

8. Curriculum and British Values

8.1 It is imperative that our students and parents view Burnley High School as a safe, respectful learning environment where students can discuss and explore controversial issues safely, in an unbiased way which is tolerant of those of a different faith or lifestyle.

8.2 We are committed to ensuring that our students can make a positive contribution to the development of a fair, just and civil society by offering a broad and balanced curriculum, which prepares them for life in modern Britain and which fosters a positive sense of identity through the development of critical thinking skills and students' spiritual, moral, social and cultural development.

8.3 Through the teaching of both our core values and ethos and British Values in subject areas, assemblies and Personal Development lessons, the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs will be promoted to build resilience to extremism.

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 may use the internet, including social media, to share their messages. Efforts will be made through our e-safety filtering systems to block inappropriate content.

9.2 Where staff, students or visitors find unblocked extremist or terrorist related content, they must report it immediately to the class teacher or if they are the class teacher, a senior member of staff who will then inform the Designated Safeguarding Lead. The senior member of staff will ensure the content is blocked and the DSL will instigate an investigation.

9.3 Staff must also be aware that young people have access to unfiltered internet when using their mobile phones outside of school hours and should be vigilant to comments made about inappropriate content students may have viewed at these times.

9.4 The e-safety and internet user policy refers to preventing radicalisation and related extremist content. Students will be regularly reminded through e-safety lessons and assembly presentations on how to report internet content that is inappropriate or of concern.

10. Visitors and Guest Speakers

10.1 External agencies and guest speakers to the school will be carefully screened prior to their visit to ensure their suitability to deliver presentations to students and ascertain the purpose and content of their presentation or talk.

10.2 This will ensure that:
- every precaution has been taken to prevent the delivery of content related to extremism or radicalisation or which marginalises any communities, groups or individuals
- messages communicated to students support the school's and British Values and are consistent with the ethos of the school

- any messages communicated to students 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 matched to the needs of students
- speakers will be supervised at all times and will not be allowed to speak to students without a member of staff being present
- staff must obtain consent from their line manager before organising visits from external speakers or groups.

11. Training

11.1 All staff will undertake training to raise awareness of Prevent during the academic year as part of our Safeguarding refresher, the key points of which will be regularly reinforced during the whole staff meetings

11.2 All members of staff will attend regular training and will be asked to complete this online module: http://course.ncalt.com/Channel_General_Awareness

11.3 Extremism and Radicalisation awareness is also included in the Safeguarding training for new staff.

12 Statutory Duties

This policy was produced using guidance from the following documents:
- How social media is used to encourage travel to Syria and Iraq briefing note for schools 2015
- Keeping Children Safe in Education 2016
- Prevent Strategy, 2011
- Prevent Duty Guidance 2015
- Promoting fundamental British values as part of SMSC in schools 2014
- Teaching Approaches that help Build Resilience to Extremism among Young People 2011
- Working together to safeguard children 2015

Appendix 1

Indicators of vulnerability

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(s) 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 / students' 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(s) 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 – student(s) 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;
- significant changes to appearance and / or behaviour and/or
- experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis

Appendix 2 – REPORTING A CONCERN FORM

Logging and referral form when a student demonstrates radicalised or extremist views

Name of student	
Tutor Group	
Staff member completing the form	
Date of concern	

Nature of Concern (tick as appropriate)
- o Inappropriate content on mobile device
- o Overheard conversation
- o Propaganda material
- o Gang mentality
- o Inappropriate material held by student
- o Other _____

Please use the space below to provide details of your concern based on facts you have seen or heard

Appendix 3 - Assessment of Risk of Radicalisation at Burnley High School, December 2016

The School

- Does the school have a policy? **YES**
- Does the school liaise with external agencies on these issues? **YES**
- Has the school got a nominated lead for radicalisation and extremism? **YES** Emma Starkey
- Do staff have a process to voice their concerns? **YES** Radicalisation and Extremism form (appendix 2)
- Do students have a process to voice their concerns? **YES** Form Tutors, Head of Pastoral or any member of staff
- Are there opportunities for students to learn about radicalisation and extremism? **YES** in Personal Development lessons, RE lessons, assemblies, broad and balanced curriculum
- Are there any current cases of radicalisation and extremism at the school? **NO**
- Is the school prone to cases of radicalisation and extremism? **NO** Cohort is predominantly white British
- Is the catchment area prone to cases of radicalisation and extremism? **NO** <u>Evaluation of the risk: LOW</u>

- The Policy is in place and will be reviewed by the Governing Body annually.
- Assemblies and curriculum provides students with knowledge of radicalisation and extremism.
- Curriculum mapping to identify strengths and areas for development is on-going.
- All staff will undergo awareness every two years and will receive annual updates/briefings as and when appropriate.

The Students
- Are students aware of radicalisation and extremism? **YES** PREVENT training, assemblies, broad and balanced curriculum
- Are individual students risk assessed? **YES** Students who are perceived to be vulnerable are identified via the Reporting a Concern form
- Students deemed to be at risk: **NONE**
September 2016 <u>Evaluation of the risk: LOW</u>

- Staff awareness of Reporting a Concern form will be increased and will be revisited as appropriate.
- Curriculum mapping will take place to identify strengths and areas for development.

The Community
- The catchment which feeds the school is predominantly made up of white British families.
- The community is broad in its socio-economic make up
<u>Evaluation of the risk: LOW</u>

- We will continue to liaise with parents, carers and the wider community with regards to radicalisation and extremism