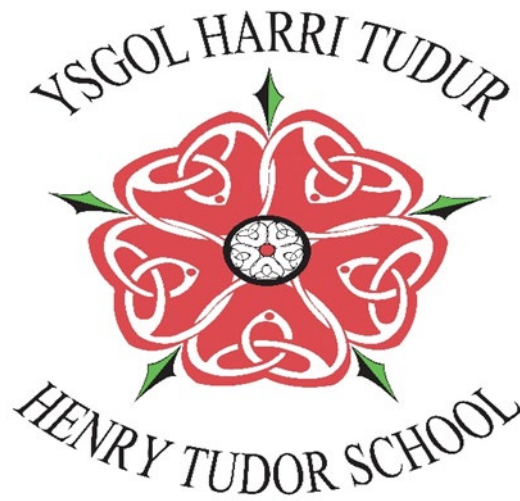


Ysgol Harri Tudur



Henry Tudor School

Preventing Extremism & Radicalisation Policy

Last Reviewed: Autumn 2024
Review annually as part of the Child Protection & Safeguarding Policy reviews
Next Review: Autumn 2025

Preventing Extremism & Radicalisation Policy

Agreed by Resources Committee date:	19/09/2024
Next review date:	Autumn 2025
Current single point of contact for PREVENT	Ann Andrews

The Ysgol Harri Tudur / Henry Tudor School Tackling Extremism and Radicalisation Policy will be reviewed annually as part of the overall Child Protection and Safeguarding review.

Governing Body Policy Overview

POLICY STATEMENT

Ysgol Harri Tudur / Henry Tudor School is fully committed to safeguarding and promoting the welfare of all its learners. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

The Preventing Extremism and Radicalisation Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

AIMS AND PRINCIPLES

Our policy provides a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that school staff are well placed to be able to identify these safeguarding issues.

The objectives are that:

- All governors, teachers, teaching assistants and non-teaching staff will be made aware of the policy and have an understanding of
 - what radicalisation and extremism are and
 - why we need to be vigilant in school.
- All learners will be taught the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.

- All parents/carers and learners will be made aware that the school has policies in place to keep learners safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.
- Staff must be vigilant about radicalisation: they must overcome professional disbelief that 'such issues could not happen here' and ensure that we work alongside other professional bodies and agencies to ensure that our learners are safe from harm.

Radicalisation and exposure to extremism are to be treated as Safeguarding issues and subject to related procedures.

School Guidance and Processes

INDICATORS OF VULNERABILITY TO RADICALISATION

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

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- seek to provoke others to terrorist acts;
- encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a "typical extremist". Those who become involved in violent 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.

Learners 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, i.e. to create a 'them' and 'us' mentality. It is vital that all school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the learner is distanced from their cultural/religious heritage and experiences discomfort about their place in society;

- Personal Crisis – the learner 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 learner’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 learner 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;
- Additional Learning Need – learners 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 will encounter radicalisation for the purposes of violent extremism.

Additional 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;
- experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

PROCEDURES FOR REFERRALS

It is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we work and live. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels. (See Appendix 1 – Dealing with Referrals)

Early intervention is vital if we are to protect people who are vulnerable and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge and to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practise.

Designated Senior Leaders for Child Protection and Safeguarding will be appropriately trained in identifying potential radicalisation and extremism and will deal swiftly with any referrals made by staff or with concerns reported by staff.

The Headteacher/Designated Senior Person will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed (see Appendix 1 – Dealing with Referrals). Advice may be sought from the Child Care Assessment Team.

As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, or if the appropriate leadership staff are not available, they can make the referral themselves and will be given annually the contact details to do this.

GOVERNORS, LEADERS AND STAFF

Staff will be fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a learner, or if they need to discuss specific children whom they consider to be vulnerable to radicalisation or extremist views.

The SLT/DSP will work in conjunction with the Headteacher, Pastoral Care Team and external agencies to decide the best course of action to address concerns which arise.

Prejudicial behaviour (e.g. racial prejudice, homophobia) can be a factor in radicalisation and extremism. With this in mind Ysgol Harri Tudur / Henry Tudor School has updated procedures for dealing with prejudicial behaviour, as outlined in the Positive Behaviour Policy and Strategic Equality Plan/Policy.

THE ROLE OF THE CURRICULUM

Our curriculum is "broad and balanced". It promotes understanding, respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

Our PSE provision is embedded across the curriculum and within explicit PSE curriculum lessons. It directs our assemblies and underpins the ethos of the school. We strive to equip

our learners with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Children are taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

STAFF TRAINING

Through INSET opportunities in school, we will ensure that our staff are made aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation, how this might be identified early on and how we can provide support as a school to ensure that our children think critically, develop self-esteem, global citizenship, resilience and are thus able to resist involvement in radical or extreme activities.

VISITORS AND THE USE OF SCHOOL PREMISES

Children must not be left unsupervised with external visitors. If a supervising member of staff believes that a visitor is encouraging extremism or attempting to radicalise learners, he/she should immediately terminate the visitor's presence with children, escort them from the premises and inform the headteacher, who should then consider whether this incident should be reported to police.

If any agreement is made to allow non-school groups or organisations to use the premises, usage may be monitored and in the event of any behaviour not in-keeping with the Tackling Extremism and Radicalisation Policy, the school will contact the police and terminate the contract.

Ysgol Harri Tudur / Henry Tudor School values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Both learners 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.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Ysgol Harri Tudur / Henry Tudor School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in the Appendix 2.

We seek to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to extremist Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist ideology.

Risk reduction

The Headteacher and the Designated Safeguarding Lead will annually assess the level of risk within the school, reporting this to the Resources committee, and when necessary put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, PSE policy, assembly content, use of school premises by external agencies, integration of learners by gender and ALN, anti-bullying policy and other issues as appropriate.

Response

Our school has identified that the Designated Safeguarding Lead is the 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 Appendix 3.

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

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

RELATED POLICIES

- Safeguarding & Child Protection Policy
- Strategic Equality Plan / policy
- Anti-Bullying Policy
- Positive Behaviour Management Policy
- E-Safety Policy
- PREVENT Strategy HM Gov
- PSCB Children and Young people with Risk Taking Behaviours Multiagency protocol June 2014
- WG Respect and resilience - Developing community cohesion – a common understanding for schools and their communities Guidance 045/2011

POLICY REVIEW

Ysgol Harri Tudur / Henry Tudor School Tackling Extremism and Radicalisation Policy will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.

EXTERNAL TRAINING

We will consider relevant external training for key staff and cascade this within school as appropriate – for example:

Relevant Staff Safeguarding Training	Delivered by
WRAP (Workshop to Raise Awareness of Prevent)	Dyfed Powys Police

Appendix 1

Dealing with Referrals of Prejudicial Behaviour

Potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views include 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 SLT/Designated Senior Person or the Head Teacher.
- All incidents of prejudicial behaviour will be fully investigated and recorded and these 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 child protection referral. A note of this meeting is kept alongside the initial incident report in the Safeguarding folder.
- The SLT/Designated Senior Person will follow-up any further reports of prejudicial behaviour 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/carers would be held if there is not a significant positive change in behaviour.

Dealing with Referrals of Potential Radicalisation or Extremism

- Serious incidents or concerns about potential radicalisation or extremism will be referred to the Child Care Assessment Team through the usual school child protection referral process.

Appendix 2

Glossary of Terms

'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.

'Having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

'Interventions' are projects intended to divert people who are being drawn into terrorist activity. Interventions can include mentoring, counselling, theological support, encouraging civic engagement, developing support networks (family and peer structures) or providing mainstream services (education, employment, health, finance or housing).

'Non-violent extremism' is extremism, as defined above, which is not accompanied by violence. 'Prevention' in the context of this document means reducing or eliminating the risk of individuals becoming involved in terrorism.

Prevent includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.

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

'Safeguarding' is the process of protecting vulnerable people, whether from crime, other forms of abuse or (in the context of this document) from being drawn into terrorist related activity.

The current UK definition of **'terrorism'** is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

'Terrorist-related offences' are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

'Vulnerability' describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.

Appendix 3

PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC Ysgol Harri Tudur / Henry Tudor School is Ann Andrews who is responsible for:

- ensuring that staff of the school are aware who is the SPOC in relation to protecting learners from radicalisation and involvement in terrorism;
- maintaining and applying a good understanding of the relevant guidance in relation to preventing learners 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 Ysgol Harri Tudur / Henry Tudor School in relation to protecting learners from radicalisation and involvement in terrorism;
- monitoring the effect in practice of the school's PSHE/ RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- raising awareness within the school about the safeguarding processes relating to protecting learners from radicalisation and involvement in terrorism;
- acting as the first point of contact within the school for case discussions relating to learners who may be at risk of radicalisation or involved in terrorism;
- collating relevant information in relation to referrals of vulnerable learners into the safeguarding process;
- attending meetings as necessary and carrying out any actions as agreed;
- reporting progress on actions and
- sharing any relevant additional information in a timely manner.

All concerns
will be shared
with the Local
Authority, the
Child Care
Assessment
Team and
reported to
PREVENT

**VIGILANCE
IS EVERYONE'S
RESPONSIBILITY**



Safeguarding Issue

Being vigilant to
the risk of
Radicalisation
and
Extremism

It can happen
anywhere!

Who is at risk?

All young people could potentially be at risk – there is no such thing as a typical extremist!

Factors that increase vulnerability

- Being isolated – feeling different
- Having Additional Learning Needs
- Family circumstances e.g. loss, bereavement, divorce.
- Cultural / religious influences and differences

This is not exhaustive!

There could be other factors that make a young person more vulnerable.

What should we look for?

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;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

What should you do?

This is a Safeguarding issue.

Report any concerns to Ann Andrews, Designated Child Protection Officer (DCPO) and Single Point of Contact (SPOC)

If Ann Andrews is unavailable please report concerns to the Designated Child Protection Cover (DCPC), **Jon Jones, Emily Morgan or Sarah Smith.**

Do not keep concerns to yourself.