



Learn
Love
Believe

Preventing Extremism and Radicalisation Policy

Designated Teacher: Deputy Headteacher (Designated Person)

Context

St Gabriel's RC High School is committed to providing a secure environment for all of our students, staff, Governors and wider community.

The current threat from terrorism extremism in the United Kingdom can involve the exploitation of vulnerable people, including children, young people and vulnerable adults to involve them in terrorism or activity in support of terrorism.

We value freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech is not designed to manipulate the vulnerable and lead to violence and harm of others. This 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 normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. We are clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Our school's Preventing Extremism and Radicalisation Policy also draws upon the guidance contained in the following documentation:

- Prevent Strategy, 2011 - Tackling Extremism in the UK
- DfE Guidance - Keeping Children Safe in Education, 2014
- DfE - Teaching Approaches that help Build Resilience to Extremism among Young People (Peter Clarke's Report of July 2014)
- The Channel Programme
- The Prevent Duty June 2015

(Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation, are to be found in Appendix 1)

Ethos and Practice

In adhering to this policy, staff, governors, volunteers and visitors will contribute to St Gabriel's delivery of outcomes to all children, as set out in the Children Act 2004.

There is no place for extremist views of any kind in our school, whether from internal sources – students, staff or governors, or external sources - school community, external agencies or individuals.

It is imperative that our students and parents see our school as a safe place where they can discuss and explore controversial issues safely and in an unbiased way where our teachers encourage and facilitate this.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for our students. We also recognise that if we fail to challenge extremist views we are failing to safeguard 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.

We will provide a broad and balanced curriculum, delivered by skilled professionals, 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. 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, staff, visitors or parents will always be challenged. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership.

As part of wider safeguarding responsibilities, school staff will be alert to:

- Disclosures by students 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 students have not actively sought these out
- Graffiti symbols, 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 pupils 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

Teaching

We will:

- 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, (for example, during PSHE/Citizenship lessons) but also by adopting the methods outlined in the government's guidance 'Teaching approaches that help build resilience to extremism among young people' (DfE 2011).
- Ensure that all of our teaching approaches help our students build resilience to extremism and give pupils 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.
- Be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. This approach will be embedded within the ethos of our school so that students 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 and will include a programme of opportunities dedicated to promoting fundamental British values to help further promote rounded development of our students.
- Work with local partners, families and communities in our efforts 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.
- 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.
- Seek external support from Bury Local Authority and Greater Manchester Police and/or local partnership structures working to prevent extremism.
- Promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.
- Teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different/no faith.
- Keep our pupils safe and prepare them for life in UK Society and the wider international community.

External Agencies and Speakers

At St Gabriel's, we encourage the use of external agencies or speakers to enrich the experiences of our students. We will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.

Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's mission and ethos.

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

- Any messages communicated to students support fundamental British Values
- Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- 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 properly embedded in the curriculum and avoid contradictory messages or duplication
- Activities are matched to the needs of students

The ethos of our 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 agencies or speakers to facilitate and support this. By delivering a broad and balanced curriculum, augmented by 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.

Risk reduction

Governors, SLT and the Designated Safeguarding Officer will assess the level of risk within the school and put actions in place to reduce that risk. A risk assessment may include consideration of the school's RE curriculum, SEND policy, E Safety policy, visiting speakers in assembly, the use of school premises by external agencies, anti-bullying policy and others specific to the school's Catholic mission and ethos.

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

This risk assessment will be reviewed annually and a statement will form part of the headteacher's governors' report. This is accessible to the local authority and monitored by the local SCB.

A risk assessment is being undertaken and will be published as an annex to this policy by November 2015.

Response

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, is the Deputy Headteacher/Designated Safeguarding Officer. This is a delegated function from the headteacher.

Staff at St Gabriel's will be alert to the fact that whilst Extremism and Radicalisation are broadly a safeguarding matter, there may be some instances where a child or children may be at direct risk of harm or neglect.

All adults working in St Gabriel's (including volunteers, contractors and ITT students on placement) are required to report instances where they believe a child may be at risk of harm or neglect or if they have concerns that a student may be at risk of radicalisation or involvement in terrorism.

This should be reported to the Safeguarding Officer who is also the SPOC.

Agreed in October 2015 at Curriculum Governors' Committee
This policy will be reviewed in September 2017

Appendix 1

Indicators of vulnerability to radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism
2. 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.
3. 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
4. There is no such thing as a “typical extremist”: those who become involved in 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
5. Pupils 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 school staff are able to recognise those vulnerabilities
6. Indicators of vulnerability include:
 - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society
 - Personal Crisis – the student / pupil 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 / pupil'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 / pupil 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 / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others

7. 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
8. 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

Appendix 2

Preventing violent extremism:

Roles and responsibilities of the single point of contact (SPOC)

The SPOC for St Gabriel's is the Deputy Headteacher (Designated Safeguarding Officer). This role is delegated by the headteacher. The SPOC is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils 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 St Gabriel's R.C. School in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum, PHSCE, and assembly content 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 students from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students into the Channel* process;
- attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.
- Regular surveying of pupils views, particularly vulnerable pupils through questionnaires
- Pupil voice activities

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. In Bury LA, it is led by Detective Constable Claire Donnelly Claire.donnelly@gmp.pnn.police.uk Police Counter-Terrorism Unit. Through their Prevent Team.

It aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability

Appendix 3

The use of social media in radicalisation – Briefing for schools (July 2015)

There is increasingly widespread recognition that terrorist and extremist organisations are utilising the Internet and Social Media for the radicalisation and grooming of Young People. Further to this, the Department for Education and the Home Office have issued the joint enclosed briefing note (see link below) for schools highlighting some of these aspects and actions schools should take.

Stakeholders to the school may find it useful.

www.emcsrv.com/prolog/PG/DfE/Schools_Guide-Social_Media_V16.pdf

