

PREVENTING EXTREMISM AND RADICALISATION POLICY

PREVENT

The aim of Prevent is to stop people from becoming terrorists or supporting terrorism. Prevent also extends to supporting the rehabilitation and disengagement of those already involved in terrorism.

Prevent Duty Guidance 2023

https://assets.publishing.service.gov.uk/media/65e5a5bd3f69457ff1035fe2/14.258_HO_Prevent+Duty+Guidance_v5d_Final_Web_1_.pdf

What is PREVENT?

The Prevent Strategy is a Cross-Government policy that forms one of the four strands of **CONTEST** - The UK's Strategy for Counter Terrorism. It includes the anti-radicalisation of vulnerable adults and children.

CONTEST as a counter-terrorism strategy is organised around four work streams, each comprising a number of key objectives:

- **PURSUE:** To stop terrorist attacks;
- **PREVENT:** To stop people becoming terrorists or supporting terrorism;
- **PROTECT:** To strengthen our protection against a terrorist attack; and
- **PREPARE:** To mitigate the impact of a terrorist attack.

Prevent is designed to stop people from supporting terrorism or becoming terrorists themselves. The importance of identifying radicalisation as early as possible continues to be highlighted: when successful, radicalised individuals can be prevented from perpetrating criminal acts which significantly affect their own lives as well as those of their victims and their families and local communities.

Prevent now addresses radicalisation to all forms of terrorism, including the extreme right-wing, for example, and the non-violent, which can popularise views that terrorists exploit. Action to address forms of extremism such as these should be prioritised locally according to the risks faced.

The objectives of Prevent are:

- **To tackle the ideological causes of terrorism**
- **Intervene early to support people susceptible to radicalisation**
- **Enable people who have already engaged in terrorism to disengage and rehabilitate**

The Prevent Agenda

What do we mean by the term terrorism?

Although there is no generally agreed definition of terrorism internationally, in the UK the **Terrorism Act 2000** defines terrorism as:

The use or threat of action designed to influence the government or an international governmental organisation or to intimidate the public, or a section of the public; made for the purposes of advancing a political, religious, racial or ideological cause; and it involves or causes:

serious violence against a person; serious damage to a property; a threat to a person's life; a serious risk to the health and safety of the public; or serious interference with or disruption to an electronic system.

What do we mean by the term radicalisation?

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

There is no obvious profile of anyone likely to become involved in extremism or a single indicator of when a person might move to adopt violence in support of extremist ideas.

The process of radicalisation is different for every individual and can take place over an extended period or within a very short time frame.

What do we mean by the term prevention?

Prevention means reducing or eliminating the risk of individuals or groups becoming involved in terrorism. Prevent involves the identification and referral of those susceptible to violent extremism into appropriate interventions. These interventions are aimed to stop the vulnerable being radicalised.

Prevent Training

My Choice School Senior Management (Head of Education, Headteacher and Deputy Headteacher) have completed Home Office online Prevent Training:

- Course 1 - Awareness course
- Course 2 - Referrals course
- Course 3 - Channel or Prevent Multi-Agency Panel (PMAP) course

The school staff complete TES Develop Prevent Training, this is completed at the Head Office Induction.

The Advanced Safeguarding course also includes Prevent training.

Prevent Duty is delivered during team meetings by the Deputy Headteacher as part of the school safeguarding refresher training and update schedule.

Referrals

All concerns that staff members have in regards to the young people at My Choice School with reference to the Prevent Agenda and radicalisation are to be passed to the DSL who will contact the Prevent Officer named above or phone the referral / concern through to the local MASH within the area the school is based. Social Worker, parents if appropriate, and DDSL and Head of Education to also be informed. The DSL / DDSL will complete a Prevent Referral form.

Background

This Preventing Extremism and Radicalisation Policy is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Schools have an important part to play in both educating young people about extremism and recognising when young people start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent young people being drawn into extremism.

Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

Ethos

At My Choice School we ensure that through our school vision, values, boundaries, curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The Headteacher ensures 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 in all areas.

We have a duty to prepare our young people for life in modern Britain and to keep them safe.

Students who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

Statutory Duties

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (September 2023)
- Prevent Duty Guidance (2023)
- Working Together to Safeguard Children (2023)

Non-statutory Guidance

- Promoting Fundamental British Values as part of SMSC in schools: Departmental advice for schools (DfE November 2014)

Definitions

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.

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

Fundamental British Values are

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs.

Roles and Responsibilities

Role of the Headteacher

It is the role of the Headteacher to:

- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis,
- ensure that the school's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation

Role of Designated Safeguarding Lead

It is the role of the Designated Safeguarding Lead to:

- 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
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the governing body on these matters

Role of staff

It is the role of staff to understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

Curriculum

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others.

SMSC development includes the understanding and promotion of Fundamental British Values (Prevent Strategy 2011). The values will be embedded throughout delivery of the IEPS, through the school community and through the ethos of My Choice School. The fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs will be the values education that is at the heart of all we do.

Democracy

Students will be encouraged to make decisions and voice their opinions through the Student Council; this encourages negotiation and an understanding of boundaries and the decision making process, including voting, debating and negotiating.

The rule of law

The importance of rules and laws are reinforced throughout the school day, whether they are rules that govern the school day or whether they are rules that govern society as a whole. Students are encouraged to learn about laws that are applicable to their lives in order to provide context for their importance and learn about civil and criminal law, rights and responsibilities through their independence preparation (such as using the resource in Yr10 and Yr11 'Getting Ready For Adult Life'). Authorities such as YOS, Community Police Officers and the Fire Service can be used support and educate students.

Individual liberty

Students are encouraged to make choices within the safe and supportive environment of their home and school; choices about their behaviour, about exercising their personal freedoms wisely, safely and effectively and choices about allowing others to exercise their personal freedoms.

Mutual respect and tolerance of different faiths and beliefs

Students are encouraged to respect each other and to work and live together respectfully, sharing classroom space and living space. Tolerance of different faiths, beliefs and cultures is encouraged through cultural days promoting understanding of difference and commonality, through anti bullying work as part of PSHE, challenging prejudice and prejudice based

bullying and discrimination and through the acceptance and exploration of a diverse staff team, sharing customs, recipes, language and facilitating acceptance of all.

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

Internet Safety

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 use of the internet by young people in our schools and homes is monitored vigilantly by staff, young people are not permitted to use the internet unsupervised in our homes and school and web pages must be visible to supervising staff.

We also educate our young people in the safe use of the internet and social media as we recognise that they may have access to the internet outside of our supervision. We also educate our young people to discuss any concerning sites or information that they might access, whether intentionally or not, encouraging a dialogue and openness from which they can learn to take responsibility and keep themselves safe.

We do not rely on filters to keep our young people safe from harmful content or views.

Where staff, students or visitors find extremist content they must report it to a senior member of staff.

We are aware that children and young people have access to unfiltered internet when using their mobile phones and staff are alert to the need for educating young people about their phone use. Mobile phones and devices are not permitted in school during the school day and staff must remain vigilant about unauthorised access or young people that may have more than one phone or device.

Students and staff must know how to report internet content that is inappropriate or of concern.

Staff Training

Staff will be given training 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. This information also forms part of induction safeguarding training. Staff are updated as necessary in weekly team meetings which always includes safeguarding.

Safer Recruitment

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of *Keeping Children Safe in Education (September 2023)*. Vetting and barring checks are undertaken on relevant people, including contractors.

Visitors

Visitors who are invited to speak to students will be informed about our preventing extremism policy and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children without a member of staff being present. Staff must not invite speakers into school without first obtaining permission from the Headteacher and Head of Education.

Signs 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. Signs of vulnerability 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
- rejection by peers, family, social groups or faith

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- 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.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Referral Process

Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation must be passed to the DSL using the usual methods for reporting other safeguarding concerns.

When there are significant concerns about a pupil, the DSL in consultation with the Head of Education will make a referral to the appropriate body.

Policy link:

Child protection and safeguarding

Computer and internet

SMSC

Behaviour management

Complaints

Whistle-blowing

Reviewed May 2023

Reviewed August 2023

Reviewed May 2024

Review due June 2025

Sussex Police Prevent 'Channel' Referral Form

Restricted when Complete

Sussex Prevent 'Channel' Referral Form			
Referral Details			
Name:			
Alternative name:			
Date of Birth:		Gender:	
Address:			
Nationality:		Ethnicity:	
Language (first):		Faith:	
School/college or Occupation/workplace:			
Family or Carer details:			
Referring Agency Details			
Referral Author and Contact Details:			
Agency:			
Date of Referral:			

Vulnerability Factors		
Factor	Notes	Y/N
Faith/Ideology	e.g. Concerning comments relating to faith or ideology, or association with extremists	
Social Mobility	e.g. poverty, lack of education or employment, immigration issues	
Physical or mental health	e.g. Disability, learning difficulties, mental health concerns	
Risk or harm factor	e.g. threat posed by family member (DV issues), victim of hate crime or personal attack	
Criminal Activity or association	e.g. involved in criminal activity or associating with known criminals	
Isolation or exclusion	e.g. lack of social activity, isolation, absent peer groups	
Other factor	Any other factors Please specify:	
Is the individual aware of the referral?	Although it is not necessary or always beneficial to notify an individual the fact they are aware is important.	

Restricted when Complete

Summary reason for referral

Outline main reasons for referral:

Existing agency involvement

Outline and existing agency involvement (that you are aware of) e.g. CAF, MAPPA, Safeguarding:

Any other relevant information

Notes: A Channel referral places an individual into a multi-agency assessment and support process which aims to reduce their vulnerability to extremist related activity. Each referral is screened for suitability. Further information will be sought from partner agencies before any support mechanisms are put in place. Your referral is important and does not mean an individual is a terrorist or will become a terrorist, only that vulnerabilities have been identified which require further investigation or help. Please provide as much detail as possible.

If you have any questions or concerns please do not hesitate to discuss with your head of safeguarding, your nominated point of contact or local Prevent engagement officer.

When completed please email to channel@sussex.pnn.police.uk