



SIR THOMAS RICH'S

Preventing Extremism and Radicalisation Policy

This policy has been drawn up in accordance with *HM Government Prevent Duty Guidance: England and Wales (March 2015)*; *The Prevent duty. Departmental advice for schools and childcare providers, (DfE, June 2015)*; DfE guidance *Keeping Children Safe in Education, (May, 2016)*; *Working Together to Safeguard Children (DfE, March 2015)* and DCSF resources *Tackling Extremism in the UK, DfE's Teaching Approaches that help Build Resilience to Extremism among Young People* and Peter Clarke's Report of July 2014.

Date Reviewed: October 2018

Status: Non-Statutory

Responsibility: The School's Senior Management Team (SMT) draws up and implements the Preventing Extremism and Radicalisation Policy. It is the responsibility of the Governors' Evaluation and Curriculum Committee to review the policy, agree the principles and monitor its implementation.

Contents

1. Introduction
2. School Ethos
3. Roles and Responsibilities
4. Risk Assessment
5. Safeguarding Pupils from Extremism and Radicalisation
6. Safeguarding the School and the School Community from Extremism and Radicalisation.
7. Appendices

1. Introduction

Sir Thomas Rich's School recognises its duty under section 26 of the Counter-Terrorism and Security Act 2015 to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. Since 2011, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from extremism. "Extremism" is defined in the Prevent duty guidance, June 2015 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 definition of extremism are calls for the death of members of our armed forces, whether in this country or overseas.

There have been several occasions both locally and 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.

Terrorist groups very often draw on extremist ideas developed by extremist organisations which may lead to the exploitation of vulnerable people by involving them in terrorism or in activity in support of extremism and terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

This policy should be read in conjunction with the Child Protection and Safeguarding Children policy, the Behaviour and Discipline policy and the ICT policy.

2. The School Ethos

Sir Thomas Rich's promotes the values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. The School teaches and encourages pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith.

The School values freedom of speech and the expression of beliefs or ideologies as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, the School acknowledges that 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.

It is our most fundamental responsibility to keep our pupils safe and prepare them for life in modern, multi-cultural Britain and globally. Therefore, it is imperative that pupils and parents see the School as a safe place where they can discuss and explore controversial issues such as terrorism safely and in an unbiased way and where teachers encourage and facilitate this.

3. Roles and Responsibilities

The School's Prevent Single Point of Contact (SPOC) is the Deputy Headmaster, Chris Carter, who is the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. For further information, please see Appendix A.

All members of staff, including visiting staff, volunteers and students on placement have a duty to report instances where they believe a child may be at risk of harm or neglect. If they have concerns that a pupil may be at risk of radicalisation or involved in terrorism they should inform the SPOC, the Headmaster who is also the School's Designated Safeguarding Lead and the Assistant Headteacher who is also the School's Deputy Designated Safeguarding Lead.

The SPOC, the Designated Safeguarding Lead, the Deputy Designated Safeguarding Lead and have undertaken Prevent awareness training and Channel General Awareness training in order to provide advice and support to other members of staff on protecting children from the risk of radicalisation. In addition, all members of staff have completed statutory single agency safeguarding training that includes WRAP training (Workshop to Raise Awareness of Prevent).

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

- Disclosures by pupils 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 pupils have not actively sought these out.
- Graffiti symbols, writing or artwork promoting extremist messages or images
- 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
- Pupils 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

For further information, please refer to Appendix B.

4. Risk Assessment.

The School's risk assessment is available from the Headmaster on request.

The Headmaster, the SPOC, the SMT and Governors have assessed the level of risk of any pupil becoming drawn into extremism and radicalised and put actions in place to reduce that risk. The School will assess the risk on a case by case basis using the Vulnerability Assessment Framework which takes into consideration an individual's engagement with a group, cause or ideology and their intent and capability to cause harm.

The assessment may result in referral to the Channel programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into radicalisation and terrorism. Further details of which are available here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

5. Safeguarding Pupils from Extremism and Radicalisation

The Curriculum

The School recognises that extremism and exposure to extremist materials and its influences can lead to poor outcomes for pupils. The School also recognises that if it fails to challenge extremist views it is failing to protect its pupils. 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. The School aims to build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making.

Sir Thomas Rich's School provides a broad and balanced curriculum which promotes the spiritual, moral, social and cultural development of our pupils, delivered by skilled professionals. This helps pupils to understand and become tolerant of difference and diversity and ensure that they thrive, feel valued and are not marginalised.

The majority of work done on promoting fundamental British values of democracy, the rule of law, individual liberty and tolerance for those of different faiths and beliefs is carried out in RE (Y7-11), PSHE (Y8), Citizenship (Y10) and General Studies lessons (Y12&13).

Assemblies

The promotion of respect and tolerance for those of different faiths and beliefs along with the reinforcement of other fundamental British values will take place in both individual Year Group, Key Stage and Whole School assemblies.

Assemblies will not only be led by SMT and staff but also by different religious leaders from the local community.

Pastoral Care

Pupils deemed to be at risk would be supported and monitored by Form Tutors, Heads of Year and Heads of Key Stage under the guidance of the SPOC.

School Council

The School has an effective and well-managed School Council system which enables students to participate in the democratic process and promotes fundamental British Values.

Behaviour Policy

The Behaviour policy upholds the values of the rule of law, freedom of speech and respect and tolerance for those of different faiths or beliefs. All students are expected to behave in a reasonable manner both to themselves and others, showing consideration, courtesy and respect for pupils, teachers and members of the public.

ICT Policy and E-Safety

The School recognises its duty to safeguard pupils from online radicalisation as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet. Staff should refer to the briefing note on how social media is used to encourage travel to Syria and Iraq published jointly by the Home Office and the DfE:

The ICT policy includes an Acceptable Use policy that all pupils are required to read and understand on entry to the School and pupils learn about e-safety as part of the Year 7 ICT curriculum. E-safety messages are reinforced continually through the pastoral system and across all subject areas.

Staff take all reasonable precautions to ensure that pupils access only appropriate material. The School provides a filtered internet service and has wireless internet connection (Wi-Fi), giving laptop users access to login via Remote Learning. Internet access on mobiles is only allowed in School with staff consent.

Further safeguards are provided to prevent access to unsuitable material. For example, access to the internet is logged and is reviewed weekly by the ICT team for any misuse.

External Agencies

The School is committed to working in partnership with the Gloucestershire Prevent Partnership Board, the Gloucestershire Safeguarding Children Board, the Local Authority, external agencies, parents and families, wherever possible, to safeguard and promote the welfare of its pupils.

Working with the Community

The School has over 50 feeder schools throughout the county and beyond. The Head of Key Stage 3 and Head of Year 7 organise for staff to visit all feeder schools including Islamic schools which helps build good community relationships. Local Imams are invited to lead School assemblies and the Headmaster visits local mosques.

6. Safeguarding the School and the School Community from Extremism and Radicalisation.

The Commercial Operations policy states that the School can refuse permission for a proposed event to take place. Events are visited/attended by Commercial Operations staff. An event can be halted at any time if the School is unhappy with its content.

Staff are required to wear their identity badge at all times and official visitors wear visitor badges.

The School site is monitored by CCTV and is surrounded by a robust spiked perimeter fence.

In the unlikely event of a terrorist attack, the School has an emergency plan and a lockdown procedure which is practised at least once per year.

The School is developing links with alumni which could reduce the vulnerability of current and previous pupils of being drawn into extremism.

The School has good links with the Police and local Community Support Officers.

The School has good links with the Muslim community and other religious groups and communities in Gloucester through visits to mosques and local feeder schools, for example.

Appendix A

Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC for Sir Thomas Rich's School is The Deputy Headmaster, Chris Carter, who 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 Sir Thomas Rich's School in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's 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 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 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.

* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Gloucestershire Police Counter-Terrorism Unit through their "prevent" team and 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; and from the risks they face and reduce vulnerability.
- Provide early intervention to protect and divert people away becoming radicalised

Appendix B

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.