



Shrewsbury School

PREVENTING EXTREMISM AND RADICALISATION POLICY

Introduction

This 'Preventing Extremism and Radicalisation Policy' is part of our commitment to keeping children safe. All staff working in Shrewsbury School recognise that safeguarding is everyone's responsibility, irrespective of the role they undertake and whether their role has direct contact with or responsibility for students.

When operating this policy, Shrewsbury School uses the following Government definition of extremism which is:

'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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

In July 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act 2015 which means they must have due regard to the need to prevent people from being drawn into terrorism.

This policy draws on both statutory and non-statutory guidance:

Statutory Duties

- Counter Terrorism and Security Act 2015
- Keeping Children Safe in Education (version effective September 2021)
- Prevent Duty Guidance (2015- updated 1st April 2021)
- Working together to Safeguard Children (2015)
- Channel Guidance (2015)

Non-statutory Guidance

- The Prevent Duty: Departmental advice for schools and childcare providers (DfE 2015)
- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014)
- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: Departmental advice for independent schools, academies and free schools and supplementary information (DfE 2014)
- Resources available via www.educateagainsthate.com

Other related policies within school

- Acceptable Use Policy (ICT) policy
- Pupil Behaviour Policy
- Child Protection and Safeguarding Policy and Procedures

- Equal Opportunities Policy
- Personal, Social and Health Education (PSHE) Policy
- Staff Behaviour Policy (Code of Conduct)
- Curriculum Policy
- Security on Site Policy
- Whistle-blowing Policy

At Shrewsbury School we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for students and so should be addressed as a safeguarding concern as set out in this policy and the School's Child Protection and Safeguarding Policy and Procedures. We also recognise that if we fail to challenge extremist views, we are failing to protect our students.

I Roles and responsibilities

I.1 Role of the Governing Body

It is the role of the Governing Body to ensure that that the School meets its statutory duties with regard to preventing radicalisation. In particular, this requires the Governing Body to:

- Establish or use existing mechanisms for understanding the risk of radicalisation;
- Task senior leaders appropriately to ensure that staff understand the risk and build the capabilities to deal with it;
- Communicate and promote the importance of the duty; and
- Task senior leaders to ensure that staff implement the duty effectively.

I.2 Role of the Headteacher

It is the Headteacher's role 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;
- Report to the governing body on these matters.

I.3 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 of radicalisation and know how to refer their concerns through an ongoing training programme for all School employees including induction training for all new teaching staff, and where appropriate support staff;
- Receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation;
- Share information and make referrals to ensure that a person at risk of radicalisation is given appropriate support whilst taking into account factors such as necessity and proportionality, consent, the power to share and relevant legislation;
- Ensure that those within the school community suspected or identified as already engaged in illegal terrorist-related activity are referred to the police;
- Liaise with partners, including the local authority and police;
- Offer support and advice to staff;
- Keep and maintain records of staff training on the Prevent duty;
- Monitor the keeping, confidentiality and storage of records in relation to the Prevent duty;
- Co-ordinate the Prevent duty procedures in the School.

1.4 Role of staff

It is the role of staff to understand the issues of radicalisation and be confident about recognising signs of vulnerability or radicalisation and know to refer concerns to the Designated Safeguarding Lead promptly.

This includes staff accepting the following challenges:

- Understand how an extremist narrative which can lead to harm can be challenged by staff in schools;
- Understand how diverse views can be heard, analysed and challenged in a way which values freedom of speech and freedom from harm;
- Understand how to prevent harm to pupils by individuals, groups or others who promote violent extremism, and manage risks within the School;
- Understand how to support individuals who are vulnerable through strategies to support, challenge and protect;
- Increase the resilience of pupils and of the School community through helping pupils acquire skills and knowledge to challenge extremist views, and promoting an ethos and values that promotes respect for others;
- Use teaching styles and curriculum opportunities which allow grievances to be aired, explored and demonstrate the role of conflict resolution and active citizenship.

1.5 Curriculum and teaching approaches

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all our teaching staff (and where appropriate support staff) are equipped to recognise extremism and are skilled and confident enough to challenge it (see Appendix 1).

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 may make it harder for them to challenge or question these radical influences. In our School this will be achieved primarily through PSHE, tutorials, Dix in Houses and external visiting speakers.

We will be flexible to adapt our teaching approaches, as appropriate, so as to address specific issues as to become even more relevant to the current issues of extremism and radicalisation. Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:

- Citizenship programmes;
- Open discussion and debate;
- Work on anti-violence and restorative approach addressed through the curriculum and the behaviour policy.

At Shrewsbury School we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain and globally.

1.6 IT

At Shrewsbury School we will ensure that children are safe from terrorist and extremist material when accessing the internet in school by having secure filters which will block inappropriate content.

All internet access by pupils and staff over the school network is therefore filtered and all activity recorded. There is a specific category for terrorist and extremist material. Internet activity logs are generated daily and weekly and in addition to automated triggers are also reviewed manually each Monday to identify items of concern.

Pupils and staff are aware of the procedures in school for reporting any concerns relating to inappropriate content found on the internet.

Pupils and staff are bound by an Acceptable Use Policy (AUP) when using the School's IT equipment and network.

Staff have read and understand 'How Social Media is used to encourage travel to Syria and Iraq – Briefing note for schools DfE 2015'.

1.7 Staff training

Statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

The National Counter Terrorism Policing Headquarters in conjunction with the College of Policing have developed a general awareness e-learning package for Channel. Teaching staff at Shrewsbury School have completed this and for those teaching staff that are new in post will as part of their induction complete this (accessed at http://course.ncalt.com/Channel_General_Awareness/01/index.html).

Staff are aware of the signs of vulnerability and indicators of radicalisation and extremism as set out in Appendix 1.

1.8 Working in partnership

We will work in partnership with local partners, families and communities in our efforts to raise awareness of radicalisation and to support us with implementing the Prevent Duty.

Shrewsbury School will engage effectively with parents/families to assist and advise of support mechanisms if concerns are raised.

The School will ensure that safeguarding arrangements take into account the policies and procedures of Shropshire Safeguarding Children Board.

1.9 Use of external agencies and speakers

At Shrewsbury we encourage the use of external agencies or speakers to enrich the experiences of our pupils. We will ensure that any visiting speaker, whether invited by staff or pupils, coming into the School is suitable and appropriately supervised in accordance with Keeping Children Safe in Education.

The School is not permitted to obtain a DBS disclosure or Children's Barred List information on any visiting speaker who does not engage in regulated activity at the School or perform any other regular duties for or on behalf of the School.

All visiting speakers will be subject to the School's usual visitors' protocol. This will include signing in and out at Reception, the wearing of a visitor's badge at all times and being escorted by a fully vetted member of staff between appointments.

The School will also obtain such formal or informal background information about a visiting speaker as is reasonable in the circumstances to decide whether to invite and/or permit a speaker to attend the School.

In doing so the School will always have regard to the Prevent Duty Guidance and the definition of "extremism" set out above.

In fulfilling its Prevent Duty obligations the School will not discriminate on the grounds of race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, marital or civil partner status, disability or age.

2.0 Referral process

If a member of staff has a concern about a particular pupil/s they must follow the School's normal safeguarding procedures, including discussing with the School's Designated Safeguarding Lead as set out in the Child Protection and Safeguarding Policy.

The Designated Lead will consider whether to involve the West Mercia Prevent Team through referral <https://www.westmercia.police.uk/advice/advice-and-information/t/prevent/prevent/>

The Prevent Team email is:

prevent@warwickshireandwestmercia.pnn.police.uk

Shropshire Prevent – Channel Telephone:01386 591816

Email: prevent@warwickshireandwestmercia.pnn.police.uk

Non-emergency DfE advice

Telephone:02073407264

Email: counter-extremism@education.gsi.gov.uk

There is also a DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk .

3.0 Monitoring and review

This policy will be reviewed annually by the Governing Body but may need to be adapted as and when new guidance or policy is released.

Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the school website.

The Headteacher will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy as part of their overall duty to safeguard children.

Authorised by the Headmaster

Signed (Deputy Chair of Governors)

September 2021 ARP To be reviewed September 2022

Appendix I

Recognising the indicators of vulnerability to radicalisation

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.

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.

Indicators of vulnerability include:

- Identity crisis – the student/pupil 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 family 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 needs – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

The following is extracted from www.educateagainsthate.com:

The list of behaviours below is intended as a guide. As a teacher you will be well placed to recognise when changes to your pupil’s behaviour feel out of character. You should have confidence in your professional judgment if something feels wrong.

Attitudes and opinions

- Argumentativeness or aggression, and an unwillingness to listen to/consider points of view which contradict their own;
- Refusal to engage with, or being abusive to, peers who are different to themselves. This could include race, religion, gender or sexuality;
- Susceptibility to conspiracy theories and a feeling of persecution.

Changes in behaviour and peer group

- Distancing themselves from friends and peer groups, both online and offline;
- Recent conversion to a new religion;
- A significant change of appearance/clothing and/or behaviour;
- Rejection of activities they used to enjoy.

Secrecy

- Excessive time spent online or on mobile phones, and secretiveness or reluctance to discuss what they are doing;
- Changes in online identity, including social media profile image or name. Some will even have two parallel online profiles, one their 'normal' or old self, the other an extremist identity, often in another name.

Support for extremist ideologies and groups

- Expressions of sympathy with the ideology of extremist groups or justification of their action;
- Expressions of sympathy or understanding for other young people who have joined or attempted to join these groups;
- Accessing extremist material online, including violent extremist websites, especially those with a social networking element (e.g. Facebook, Twitter);
- Possessing or accessing other forms of extremist literature;
- Being in contact with extremist recruiters;
- Joining or seeking to join extremist organisations.