

SPECIALIST EDUCATION SERVICES

Preventing Extremism and Radicalisation Policy and Practice

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1 **INTRODUCTION**

The Counter-Terrorism and Security Act (2015) places a duty on specified authorities, including schools and colleges, to have due regard to the need to prevent people from being drawn into terrorism (“the Prevent duty”). Prevent is the Government’s strategy to stop people becoming terrorists or supporting terrorism, in all its forms. Prevent works at the pre-criminal stage by using early intervention to encourage individuals and communities to challenge extremist and terrorist ideology and behaviour.

The Prevent duty reinforces existing duties placed upon educational establishments for keeping children safe by:

- Ensuring a broad and balanced curriculum is in place to promote the spiritual, moral, social and cultural development of children and young people.
- Assessing the risk of students being drawn into extremist views.
- Ensuring safeguarding arrangements by working in partnership with local authorities, police and communities.
- Training staff to provide them with the knowledge and ability to identify children and young people who may be vulnerable to radicalisation.
- Keeping students safe online by using effective filtering and usage policies.

This policy is available on our website and in hardcopy from the SES office on request. The policy is provided to all staff and should be read in conjunction with the following policy and practice documents:

- Safeguarding and Child Protection Policy and Practice
- Equality and Diversity Policy and Practice
- Anti-Bullying Policy and Practice
- Acceptable Use of Technology Policy and Practice
- Policy and Practice for the Disclosure of Information in the Public Interest (Whistle-blowing)
- Health and Safety including site security
- Curriculum Policy and Practice

1.1 STATUTORY FRAMEWORK

This policy has been devised in accordance with the following legislation and local and national guidance:

- Norfolk Channel Procedures
- The Counter-Terrorism & Security Act 2015
- ‘Prevent Duty Guidance: for England & Wales’, HM Government (2015)
- ‘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)
- ‘Keeping Children Safe in Education’, DfE (2019)

- ‘Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children’, DfE (2018)
- ‘Information Sharing: Advice for practitioners’, DfE (March 2015)

2 PURPOSE AND AIMS

SES is fully committed to safeguarding and promoting the welfare of all its children and young people. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today’s society.

Our establishments fully recognise the contribution it can make to promoting the welfare of children and protecting them from harm. This policy sets out our strategies and procedures to protect vulnerable pupils from being radicalised or exposed to extremist views. The elements of our policy are prevention, protection and support.

At our establishments, we will ensure that:

- All adults have an understanding of what radicalisation and extremism is and why we need to be vigilant.
- Through training, all adults will know what the policy is on tackling extremism and radicalisation and how to respond when concerns arise.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of children and young people.
- Parents/carers and pupils will know that the school has policies in place to keep students safe from harm and that the school regularly reviews these systems to ensure they are appropriate and effective.

This policy applies to all children, young people and adults, parents/carers, volunteers and visitors.

A glossary of related terms and indicators of vulnerability to extremism can be found in Appendices 1 & 2 of this policy.

3 ROLES AND RESPONSIBILITIES

It is the responsibility of every member of staff, volunteer and regular visitor to our establishments to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the children and young people.

The Directors of SES (delegated to the Principal’s of SES establishments at an operational level) are accountable for ensuring the effectiveness of this policy and our compliance with it. The Principal will ensure that:

- This policy is reviewed annually alongside our Safeguarding and Child Protection Policy.
- All staff undertake appropriate training that equips them with the skills to identify and respond appropriately to concerns regarding extremism and radicalisation.
- We will assess the risk of children and young people being drawn into extremist views. The risk assessment may include consideration of both internal and external issues relating to the school and home community.
- A broad curriculum is in place to deliver the spiritual, moral, social and cultural development of students.
- Appropriate safeguarding arrangements are in place by working in partnership with other agencies and communities as required.
- There are systems in place for keeping children and young people safe from extremist material when accessing the internet in our establishments by using effective filtering and usage policies.

The Designated Safeguarding Lead (DSL) will carry out their role in accordance with the responsibilities outlined in Annex B of *'Keeping Children Safe in Education'*. As part of this responsibility, the DSL will act as the point of contact for any concerns relating to radicalisation and extremism.

The DSL at our establishments will make referrals in accordance with Norfolk Channel procedures to the Children's Advice and Duty Service, MASH Team and will represent our school at Channel meetings as required.

The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedures they need to follow. They will ensure that all staff have received appropriate training.

4 TRAINING

Through training, we will ensure that all of our staff are made fully aware of the threats, risks and vulnerabilities that are linked to radicalisation. Staff will be able to identify children at risk of being drawn into extremism and develop the confidence to challenge extremist ideas. All staff will understand how we can provide support to ensure that our students are resilient and supported to resist involvement in radical or extreme activities.

5 THE ROLE OF THE CURRICULUM

At SES we provide students with a personalised curriculum and 'no limits' thinking, and promote the spiritual, moral, social and cultural (SMSC) development of our pupils. Children and young people will be encouraged to regard people of all faiths, races and cultures with respect and tolerance, and to embrace diversity.

Through our curriculum we will aim to:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

We will achieve this by using a curriculum that promotes respect, tolerance and diversity:

- Students 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 PSHE and Citizenship education, and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum and through the wider school life, and it underpins the inclusive ethos of the school.
- It is recognised that students with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our students with confidence, self-belief, resilience, respect and tolerance as well as setting high standards and expectation for themselves.
- Students are regularly taught how to stay safe when using the Internet, in accordance with their needs and understanding, 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 will have access to a wide range of resources including websites such as educateagainsthate.com.

6 VISITORS

We recognise the role that external agencies and speakers can play in enhancing the learning experiences of our students. Where we use external agencies and individuals in this way, we will positively vet them to ensure that their messages are consistent with, and not in opposition to, our values and ethos.

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

- Any messages communicated to students are consistent with the ethos of SES and do not marginalise any communities, groups or individuals;
- Any messages 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 clearly mapped to schemes of work to avoid contradictory messages or duplication;
- Activities are matched to the needs of students;
- Activities are carefully evaluated to ensure that they are effective.

Any guest speakers or external agencies will be provided with a copy of our safeguarding procedures on arrival at the school and will be appropriately supervised at all times.

7 PROCEDURES FOR MANAGING CONCERNS

SES adheres to the procedures that have been agreed locally through the Norfolk Safeguarding Children Partnership for safeguarding individuals vulnerable to extremism and radicalisation. Please also refer to our Safeguarding and Child Protection Policy for further information about our wider safeguarding responsibilities.

Although serious incidents involving radicalisation have not occurred at SES to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area and society in which we live.

We recognise that adults in our establishments play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned and this includes vulnerability to radicalisation.**

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018).

The Designated Safeguarding Lead (DSL) should be used as a first point of contact any safeguarding concerns in our establishment. Any member of staff or visitor to the school/home who receives a disclosure of or suspects that a child is at risk of radicalisation must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

Following receipt of any information raising concern about vulnerability to radicalisation, the DSL will consider what action to take and will follow the Norfolk Channel procedures. This requires initial contact with Children’s Advice and Duty Service, followed by completion the **National Prevent Referral Form**. (This is available at <http://www.schools.norfolk.gov.uk/Behaviour-and->

[safety/Safeguarding/Prevent-duty/index.htm](https://www.norfolk.pnn.police.uk/safety/Safeguarding/Prevent-duty/index.htm)). The completed form must be sent to Prevent@norfolk.pnn.police.uk. The young person's social worker will be consulted with throughout the process. All information and actions taken, including the reasons for any decisions made, will be fully documented.

If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children because of concerns relating to extremism and radicalisation, the member of staff receiving the information should inform the Principal immediately in line with the procedures outlined in our Safeguarding Policy and the Whistleblowing Policy.

Appendix 1: 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.

'Non-violent extremism' is extremism, as defined above, which is not accompanied by violence.

'Prevention' in the context of the Prevent duty 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.

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 2: Warning Signs/Indicators of Concern

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.

Young people may become susceptible to radicalisation through a range of social, personal and environmental factors. It is vital that staff are able to recognise those vulnerabilities. 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.

Factors which may make young people more vulnerable may include:

- Identity Crisis: the young person is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- Personal Crisis: the young person may be experiencing family tensions; a sense of isolation; 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 young person’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 young person may have perceptions of injustice; a feeling of failure; rejection of civic life.
- Experiences of Criminality: involvement with criminal groups, imprisonment, poor resettlement or reintegration.
- Special Educational Need: young people may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

Young people who are vulnerable to radicalisation may also be experiencing:

- Substance and alcohol misuse
- Peer pressure
- Influence from older people or via the Internet
- Bullying • Domestic violence • Race/hate crime

Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:

- Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;

- Young people accessing extremist material online, including through social networking sites;
- Possessing or accessing materials or symbols associated with an extremist cause;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Young people voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Significant changes to appearance and/or behaviour increasingly centred on an extremist ideology, group or cause;
- Changing their style of dress or personal appearance to accord with the group;
- Attempts to recruit others to the group/cause;
- Using insulting to derogatory names for another group;
- Increase in prejudice-related incidents committed by that person – these may include:
 - a. physical or verbal assault
 - b. provocative behaviour
 - c. damage to property
 - d. derogatory name calling
 - e. possession of prejudice-related materials
 - f. prejudice related ridicule or name calling
 - g. inappropriate forms of address
 - h. refusal to co-operate
 - i. attempts to recruit to prejudice-related organisations
 - j. condoning or supporting violence towards others.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Partner schools, local authority services, and police reports of issues affecting young people in other schools and settings.

Appendix 3: Mixed, Unclear, Unstable Ideologies

As we have seen in some recent tragic terror attacks, the motivations of the terrorists responsible sometimes remain unclear even after the event, so we need to pay due regard to this complex issue in order to better protect the public and prevent individuals from being drawn into extremism.

In some cases, the ideology is obvious, well embedded and appears to be the primary factor that is drawing an individual towards supporting or engaging in extremist activity. In these circumstances identifying and challenging that ideology is likely to be an essential part of how you would seek to reduce that individual's vulnerability, and the risk posed to themselves and to the public.

Ideological drivers can appear mixed, unclear or unstable. Anecdotal evidence suggests that this group commonly present with multiple and complex vulnerabilities (such as criminality, substance misuse, social isolation and poor mental or emotional health, and so on). In such cases it often appears that people are being

drawn towards an extremist ideology, group or cause because it seems to provide them with a 'solution' to the other problems in their lives, or an outlet to express problematic and dangerous behaviours that they may have developed.

Individuals may:

- demonstrate an interest in multiple extremist ideologies in parallel;
- switch from one ideology to another over time;
- target a 'perceived other' of some kind (perhaps based upon gender or another protected characteristic), but do not otherwise identify with one particular terrorist ideology or cause;
- are obsessed with massacre, or extreme or mass violence, without specifically targeting a particular group (e.g. 'high school shootings'); and/or
- may be vulnerable to being drawn into terrorism out of a sense of duty, or a desire for belonging, rather than out of any strongly held beliefs.

Individuals whose ideological motivations are unclear, mixed or unstable, but who demonstrate a connection to, or personal interest in, extremism, terrorism or massacre, **should be given the same consideration for support** as those whose concerning ideological motivations are more consistent and obvious.

Key points to think about in terms of Prevent:

- consider those individuals who appear to have an interest in multiple, concurrent, and even contradictory extremist ideologies or causes, or who seem to shift from one extremist ideology / cause to another;
- do not necessarily rely on vulnerable individuals to be able to identify, understand or describe with coherence their own ideological motivations as a measure of the risk of being vulnerable to being drawn into terrorism; and,
- consider the possibility of an individual's obsessive interest in public massacres of any kind as a possible signal of vulnerability.