Colyton Grammar School
PREVENTING EXTREMISM AND RADICALISATION POLICY

This 'Preventing Extremism and Radicalisation Policy' is part of the school's commitment to keeping students 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 terrorism and hate-crime.

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

Principles

1. At Colyton we promote tolerance and respect for all cultures, faiths and lifestyles. The trustees ensures that this ethos is reflected in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

2. We value freedom of speech and the expression of belief or support for non-extremist ideologies as fundamental rights underpinning our society's values. Teachers' opinions should, of course, be expressed in a manner in accord with their professional duties. Students should be encouraged to consider a rangeof ideas and beliefs during their time in school.

3. The current extremist threat in the United Kingdom includes the exploitating o the vulnerable in order to involve them in terrorism or or support forextremism and terrorism. This exploitation and radicalisation is a safeguarding concern. Statutory Duties

This Preventing Extremism and Radicalisation Policy also draws upon the guidance and requirements set out in the following documents:

- The Children Act 2004
- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2015)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2015)

Non-statutory Guidance

- Promoting fundamental British values as part of SMSC in schools: departmental advice for maintained schools (DfE 2014)
- Teaching Approaches that help Build Resilience to Extremism among Young People (DfE May 2011).

Definitions of extremism and radicalisation, and indicators of vulnerability to radicalisation can be found in Appendix 1.

In adhering to this policy, and procedures outlined within, staff, trustees, volunteers and visitors will contribute to Colyton's delivery of the outcomes to all students, as set out in the Children Act 2004.

Ethos and Practice

There is no place for extremist views of any kind in our school, whether from internal sources (students, staff or trustees) or external sources (the local community, external agencies or individuals).

School should be a safe place where we can discuss and explore controversial issues safely and in an unbiased way and where teachers encourage and facilitate this where relevant and necessary for educational purposes.

We recognise that if we fail to challenge extremist views we are failing to protect our students.

Extremists aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance and prejudice and thereby they limit life chances for students. Education should equip young people with the knowledge and thinking skills to challenge and debate in an informed way.

Therefore, at Colyton, we aim to provide a broad, balanced curriculum so that students are enriched by, understand and become tolerant of difference and diversity.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students, staff, visitors or parents will not be tolerated.

School staff will be alert to:

- Disclosures of exposure to extremist actions, views or materials in home and community.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Reports of, or evidence of, students accessing extremist material online, including through social networking sites.
- Reports of changes in behaviour, friendship or actions and requests for assistance
- Local schools, local authority services, or police reports of issues affecting students in other schools or settings.
- Students voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms.
- Inciting exclusion or violence related to extremist ideologies
- Intolerant or extremist views, whether secular or religious, or based on disability, sexual orientation , race, colour or culture.
- Attempts to impose extremist views or practices on others.
- Views which are explicitly anti-British.

Roles and Responsibilities

Role of the Board of Trustees

It is the role of the governing body to ensure that the school meets its statutory duties to prevent radicalisation.

The governing body has a nominated person who will liaise with the headteacher and other staff about protecting students from radicalisation.

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 students 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, being able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

Staff Training
Staff will be trained to help them understand the issues of radicalisation; to recognise the signs of vulnerability or radicalisation and to know how to refer their concerns. This information also forms part of induction safeguarding training. Staff are updated as necessary by DSL or DDSLs.

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 (2015).* Vetting and barring checks are undertaken on relevant people, including trustees and volunteers.

Teaching Approaches
Staff strive in teaching to eradicate the myths and assumptions that can lead some young people to become alienated and disempowered, especially where the narrow approaches students may experience elsewhere may make it harder for them to challenge or question these extreme influences.

This is achieved primarily during PSHE, but also in other lessons where issues 'naturally' occur such as RE, English and History. We will use the government's 'Teaching approaches that help build resilience to extremism among young people' DfE 2011 to develop colleagues in their approach.

We value students developing a positive sense of identity through the development of character, a sense of belonging and the acquisition of critical thinking skills. Our ethos makes this clear.

We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

Students need to know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our school's approach to the spiritual, moral, social and cultural development of students as defined in Ofsted's School Inspection Handbook (August 2015) and will include a programme of assemblies.

We expect and encourage students to respect one another and to respect and tolerate differences in faith or belief. It is our most fundamental responsibility to keep our students safe and prepare them for life in modern culturally diverse Britain.

Online Safety

Extremists use the internet, including social media, to share their messages. The filtering system we use blocks inappropriate content, including extremist content. We also filter out social media, such as Facebook. Searches and web addresses are monitored and the ICT technicians alert senior staff if there are concerns.

Should staff or students come across unblocked extremist content they must report it to a senior member of staff.

We are aware that students have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance when students are using their phones. Education is key to ensuring students are aware of and understand the risks with technology platforms in terms of the 3 C's: Content, Contact and Conduct.

The Acceptable Use of ICT Policy (AUP) refers to preventing radicalisation and related extremist content. Students and staff are asked to sign the AUP to confirm they have understood what is acceptable.

Students and staff are made aware of how to report internet content that is inappropriate or of concern and this is reinforced regularly. All new students and staff will be provided with information and guidance to ensure that they are able to comply fully with this policy.

Visitors, and use of External Agencies and Speakers

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 students without a member of staff being present.

Staff must not invite speakers into school without first obtaining permission from the headteacher.

We 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 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.

We recognise, however, that 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 actively to engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

Referral Process

Our school, like all others, is required to identify a 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. The SPOC at Colyton will be the Designated Safeguarding Lead. Responsibilities of the SPOC are outlined in Appendix 2.

Staff and visitors to the school must refer all concerns about students who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead.
When there are significant concerns about a student, the Designated Safeguarding Lead in liaison with the headteacher will make a referral to the appropriate body – see Appendix 3.

Monitoring and Review
This policy will be monitored by the governing body at least annually by receiving a report from the Designated Safeguarding Lead.

This policy will be reviewed at least on a one yearly basis.

Equality Impact Assessment
Under the Equality Act 2010 the school has a duty not to discriminate against anyone on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

The UK government's Prevent strategy has been the subject of national equality impact assessment which is available at

www.gov.uk/government/uploads/system/uploads/attachment_data/97979/prevent-review-eia.pdf

No equality issues have been identified in this policy and it will be operated in the wider context of the school's Equality Duty and Child Protection policies

Consultation
The following groups have been consulted regarding this policy:

- Trustees
- Senior Leadership Team
- Key pastoral and safeguarding staff

Appendix 1 - 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.

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

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

Appendix 2 - Preventing Violent Extremism: Roles and Responsibilities of the Single Point of Contact (SPOC)

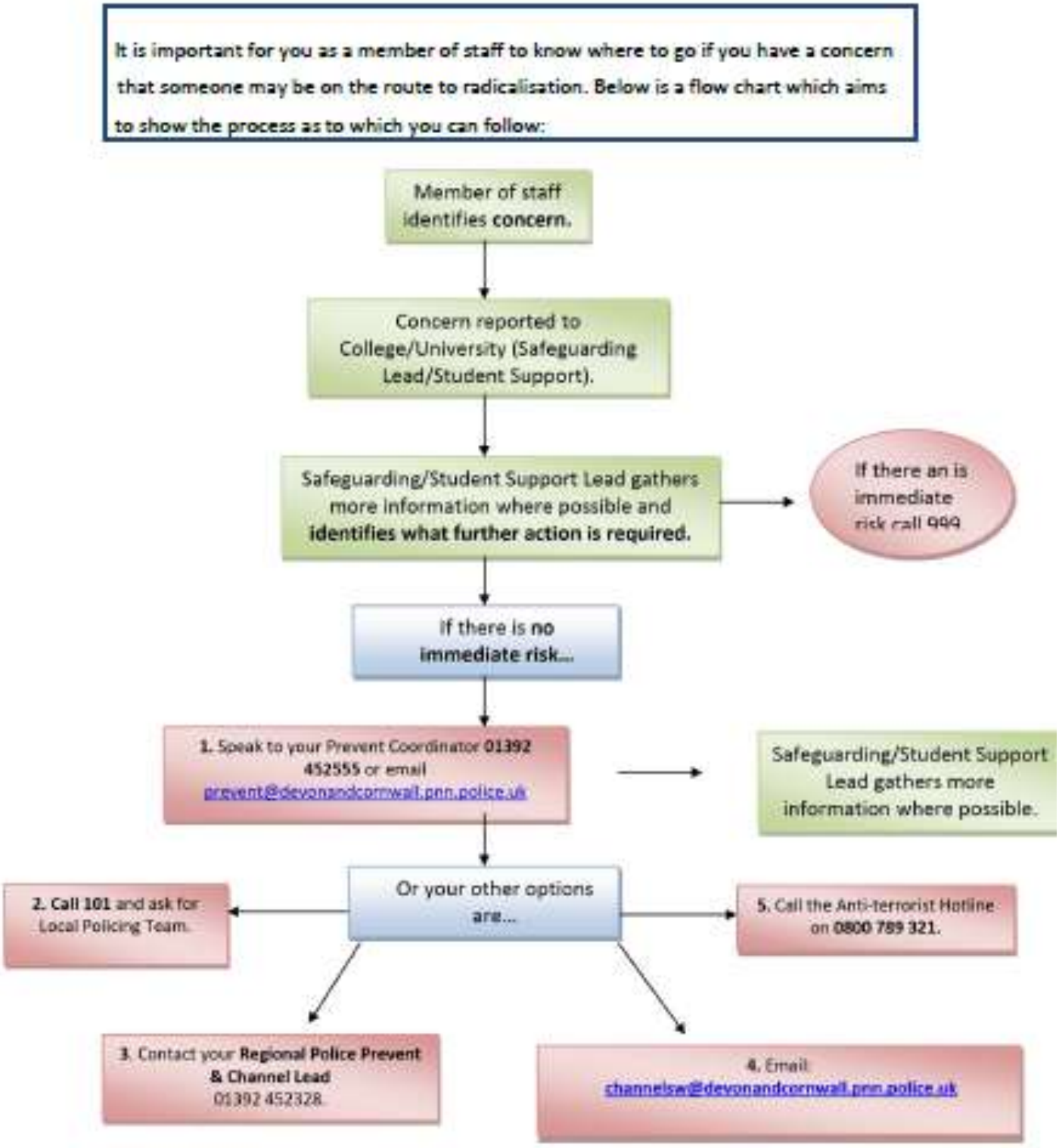
The SPOC for Colyton Grammar School is responsible for:

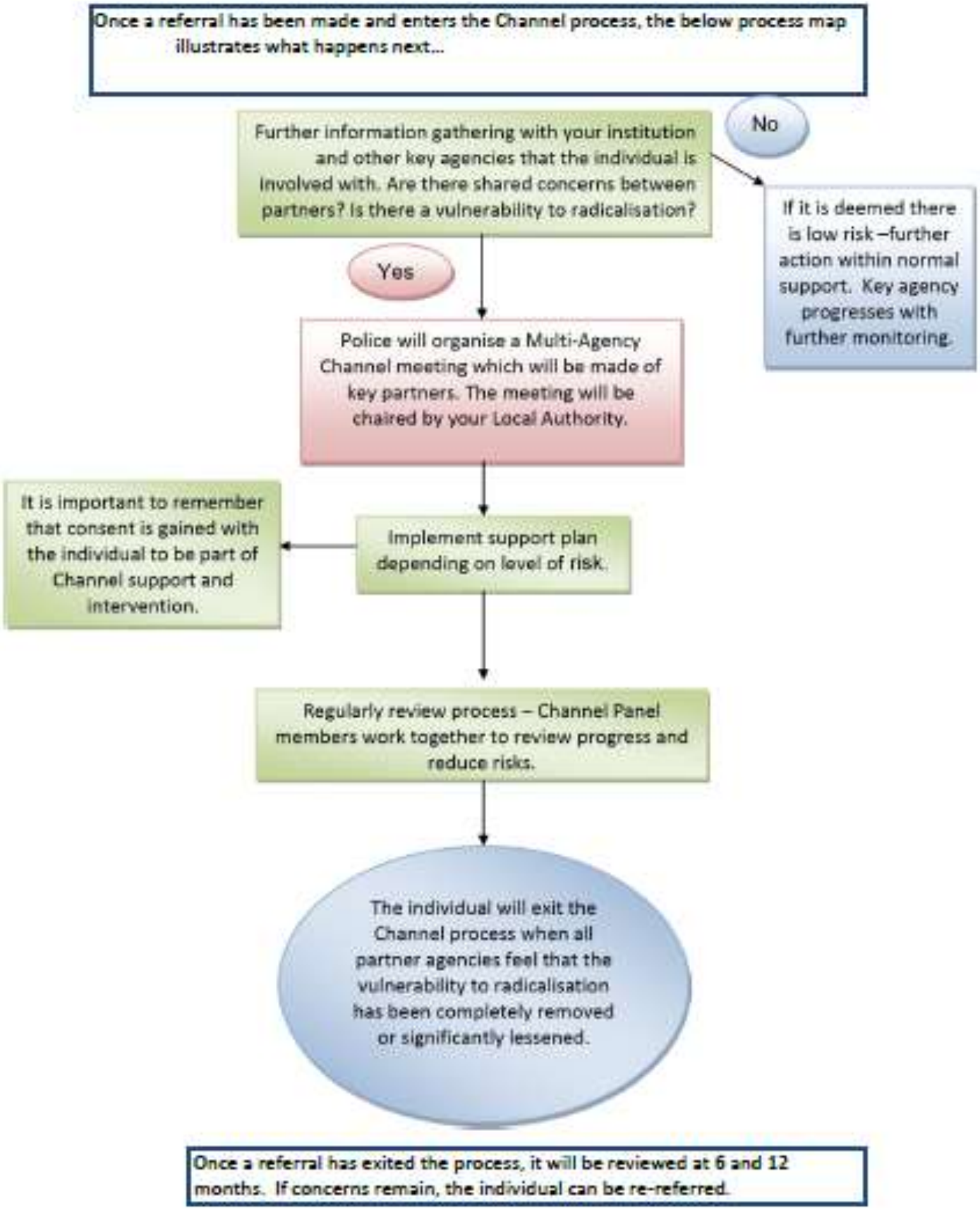
- Ensuring that staff of the school are aware of the role of the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in 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 the school in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's 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 Devon 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
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Appendix 3 – Process map for reporting a concern of a vulnerable individual




Once a referral has been made and enters the Channel process, the below process map illustrates what happens next...
Further information gathering with your institution and other key agencies that the individual is involved with. Are there shared concerns between partners? Is there a vulnerability to radicalisation?
No
If it is deemed there is low risk –further action within normal support. Key agency progresses with further monitoring.
Yes
Police will organise a Multi-Agency Channel meeting which will be made of key partners. The meeting will be chaired by your Local Authority.
It is important to remember that consent is gained with the individual to be part of Channel support and intervention.
Implement support plan depending on level of risk.
Regularly review process – Channel Panel members work together to review progress and reduce risks.
The individual will exit the Channel process when all partner agencies feel that the vulnerability to radicalisation has been completely removed or significantly lessened.
Once a referral has exited the process, it will be reviewed at 6 and 12 months. If concerns remain, the individual can be re-referred.