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Preventing Extremism and Radicalisation Policy

LEGAL STATUS

The Counter-Terrorism and Security Act (2015) places a duty on UK schools, that we have adopted, to have due regard to the need to prevent people from being drawn into terrorism. We recognise that we are partners in the processes that exist between the States of Jersey, the Jersey Police authorities and other appropriate bodies.

This policy is in conjunction with and relevant to Part 2, paragraphs 5 (a) to (e) inclusive of the Education (Independent School Standards) (England) Regulations 2014), and other relevant and current regulations and any other guidance to which schools are obliged to have regard.

In adhering to this policy, and the procedures therein, staff and visitors contribute to St. George's delivery of the outcomes to all children, as set out in s10 (2) of the UK Children's Act 2004. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall School arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties.
Our School's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in Keeping Children Safe in Education (KCSIE) (DfE: 2015); Working Together to Safeguard Children (WT) A guide to inter- agency working to safeguard and promote the welfare of children (HM Government: 2015 and also Resources 'Learning Together to be Safe', 'Prevent: Resources Guide', '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 .

The DfE guidance to which we have decided to have regard is:

Prevent Duty Guidance: for England and Wales (March 2015) (Prevent). Prevent is supplemented by non-statutory advice and a briefing note: The Prevent duty: Departmental

advice for schools and child minders (June 2015); The use of social media for on-line radicalisation (July 2015)

This applies to:

The Whole School and all other activities provided by the school, inclusive of those outside of the normal school hours such as out of school care, afterschool clubs and all staff (teaching and support staff) working in the school. (In our school the term 'staff', in the context of safeguarding, is inclusive of all staff and is also inclusive of students on placement, contractors, agency staff, volunteers and Directors).

RELATED DOCUMENTS

Safeguarding Children

Safer Recruitment Policy

Anti-bullying Policy

E-Safety and safeguarding Policy

Whistleblowing and Behaviour Management including Discipline, Sanctions and Exclusions Policy

Personal Social Health and Economic education (PSHEE)

Spiritual, Moral, Social and Cultural (SMSC) Education

AVAILABILITY

This policy is made available to parents, staff and pupils in the following ways: via the School website, within the Policies and Procedures Folder on the K-Drive, and on request, a copy may be obtained from the School Office.

MONITORING

This policy will be subject to continuous monitoring, refinement and audit by the Headmaster

The Board of Directors undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require, particularly guidance offered by the States of Jersey.

Introduction

St. George's Preparatory School is committed to providing a secure environment for pupils, where children and young people feel safe and are kept safe. All adults at St. George's recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children and young people or not. In adhering to this policy, and the procedures therein, staff and visitors contribute to St. George's delivery of the outcomes to all children, as set out in s10 (2) of the UK Children's Act 2004. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall School arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties. We see it as our duty to prevent people from being drawn into terrorism.

Purpose

The Purpose of this policy is to:

- Ensure St. George's complies with all the relevant current legislation and other standards that govern this area of our work.
- Ensure the individuals in our care keep themselves and others in the wider community safe.
- Prevent the vulnerable young people in our care being exposed to radicalisation and extreme views.
- Provide opportunities for individuals in our care to widen and develop their inter-personal skills by meeting and forming relationships with people from outside the establishment.
- Ensure that the welfare and safety of individuals in our care is a major consideration at all times.
- Ensure that arrangements are in place to deal with concerns that may be raised about an individual/s in our care

It is of importance that our children receive the right help at the right time to address risks and prevent issues escalating. This includes the importance of acting on and referring the early signs of abuse and neglect, radicalisation, keeping records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. St. George's ensures that we can "demonstrate activity", as required by the statutory guidance, in the following key areas: risk assessment, working in partnership, staff training and IT policies.

School Ethos and Practice

When operating this policy St. George's uses the following accepted UK Governmental 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'.

There is no place for extremist views of any kind in our school, whether from internal sources – children and young people, staff or external sources - school community, external agencies or individuals. Our children and young people see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens. As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and young people and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our children and young people.

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 children and young people. Education is a powerful weapon against this; equipping children and young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way. Therefore, at St. George's, we provide a broad and balanced pastoral programme, delivered by skilled professionals, so that our children and young people are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised. Furthermore at St. George's, we are aware that children and young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources , including via the internet, and at times children and young people may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by children and young people or staff will always be challenged and where appropriate, dealt with in line with our Behaviour Policy for children and young people and the Code of Behaviour for staff.

As part of wider safeguarding responsibilities staff are alert to:

disclosures by children and young people 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 children and young people have not actively sought these out;

- packages entering St. George's Preparatory School. If staff members are concerned, they will open said packages, record the contents and retain the package in a safe place while concerns are reported to senior leadership members;
- graffiti symbols, writing or artwork promoting extremist messages or images;
- children and young people accessing extremist material online, including through social networking sites;
- parental reports of changes in behaviour, friendship or actions and requests for assistance;
- partner schools, States of Jersey services, police reports of issues affecting children and young people in other schools or settings;
- children and young people 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 and
- anti-Western or Anti-British views

Our school closely follows any locally agreed procedure as set out by the States of Jersey and/or St. George's Safeguarding Children's Board's (MASH) agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised we will follow agreed Island processes and make referrals as appropriate. Senior leadership will also contact the States of Jersey police for guidance if concerns have been raised around an individual in our care and be guided by them with regards to the next course of action. During any subsequent external investigation, for the individual to remain in our care, the senior leadership team will hold a focus meeting to identify risks and control measures that can be put in place to reduce that risk. They will decide if it is safe to keep the individual or whether they need to undertake a period of temporary exclusion. The safety of all the individuals in our care, our staff and the wider community is of paramount importance. The decision to seek support for a child in need, or about whom there are concerns relating to radicalisation, by the Designated Safeguarding Lead, would normally be taken in consultation with the parents and the pupil. However, parental consent is not required for a referral when there are reasonable grounds to believe that the child is at risk of significant harm.

Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some children and young people becoming alienated and disempowered, especially where the narrow approaches children and young people may experience elsewhere may make it harder for them to challenge or question these radical influences. We ensure that all of our support and approaches will help our children and young people build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills. We develop strategies and training to ensure that all of our staff members are equipped to recognise extremism and are skilled and confident enough to challenge it. We adapt our teaching approaches, as appropriate and address specific issues relevant to the current issues of extremism and radicalisation. In doing so we follow the three broad categories of:

making a connection with children and young people through positive engagement and a learner centred approach;

- facilitating a 'safe space' for dialogue and
- equipping our children and young people with the appropriate skills, knowledge, understanding and awareness for resilience
- This approach is embedded within the ethos of our school so that children and young people 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 children and young people. 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 an approach that includes:
    - Citizenship programmes with PSHEE education.

- o Open discussion and debate
- o Work on anti-violence and a restorative approach to conflict resolution
- o Targeted programmes.

We also work with local partners, families and communities in our efforts to ensure our school understands and embraces our values in challenging extremist views. We help support children and young people who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a child is being directly affected by extremist materials or influences, we will ensure that that child is offered mentoring. In such instances our school will seek external support from the States of Jersey and/or local partnership structures working to prevent extremism.

At St. George's, we promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We teach and encourage children and young people to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is our most fundamental responsibility to keep our children and young people safe and prepare them for life in modern multi-cultural island and globally.

Use of External Agencies and Speakers

At St. George's, we encourage the use of external agencies or speakers to enrich the experiences of our children and young people. We vet these external agencies, individuals or speakers to ensure we do not unwittingly use agencies that contradict each other with their messages, or that are inconsistent with our school's values and ethos. Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- any messages communicated to children and young people are consistent with the ethos of the school 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 children and young people through extreme or narrow views of faith, religion or culture or other ideologies;
- activities are matched to the needs of children and young people and
- activities are carefully evaluated by the school to ensure that they are effective.

We recognise that the ethos of our school is to encourage children and young people to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate. By delivering a broad and balanced pastoral programme, augmented by the use of external sources, we strive to ensure our children and young people recognise and build resilience to manage risk themselves where appropriate to their age and ability. We also to help children and young people develop the critical thinking skills needed to engage in informed debate.

Teaching Children How to Keep Safe:

The Board of Directors and Senior Leadership Team will carefully monitor our arrangements as a school to educate and encourage pupils to keep safe through considering how best to educate them about safeguarding issues, including online, through the curriculum and PSHEE; in particular paying attention to school practices, enabling children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, with

particular attention to the safe use of electronic equipment and the internet. Children should understand the risks posed by adults or young people, using the internet and social media to groom, bully, abuse or radicalise other people, especially children, young people and vulnerable adults.

The latest resources promoted by the States of Jersey or the DfE regarding teaching children how to keep safe can be found at: The use of social media for on-line radicalisation, the UK Safer Internet Centre (www.saferinternet.org.uk) and CEOP's Think u know website (www.thinkuknow.co.uk)

Whistleblowing

Where there are concerns of extremism or radicalisation children, young people and staff will be encouraged to make use of our internal systems to whistleblow or raise any issue in confidence. They must inform the Head and the DSL straight away.

Child Protection

Staff members at St. George's are alert to the fact that whilst extremism and radicalisation are broadly safeguarding issues there may be some instances where children and young people may be at direct risk of harm or neglect. This could be due to a child or young person displaying risky behaviours in terms of the activities they are involved in, the groups they are associated with, or staff may be aware of information about a child or young person's family that may place a child at risk of harm. Therefore all adults working in St. George's (including visiting staff, volunteers, contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead or Head. At St. George's our Safeguarding reporting arrangements are set out fully in our Safeguarding Policy.

The UK 'Prevent guidance and relevant States of Jersey documentation expects our school to ensure that children are safe from terrorist and extremist material when accessing the internet through school systems and to establish appropriate levels of filtering.

Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead is: Andy Moon
The Deputy Designated Safeguarding Lead is: Cormac Timothy
The named Safeguarding Director is: Kath Slater

The DSL works in line with the responsibilities as set out in relevant States of Jersey Safeguarding documentation and 'Keeping Children Safe in Education' detailed in the Safeguarding Policy. The DSL is the focus person and local 'expert' for school staff and others who may have concerns about an individual child's safety or wellbeing and is the first point of contact for external agencies. The required training content for the designated person is set out in Annex B of KCSIE and covers inter-agency working, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children. In line with Recommendation

2 of Peter Clarke's Report, in St. George's, the role of the DSL will be extended at the appropriate time, to include the responsibilities of the PREVENT strand of the UK Government's counter-terrorism strategy and relevant States of Jersey procedures and practices.

Training

Whole school in-service training on Safeguarding is organised for staff and the Directors at least every three years. It will comply with the prevailing arrangements agreed by the States of Jersey and will include training on extremism and radicalisation and its safeguarding implications. The DSL attends the appropriate inter-agency training organised by the States of Jersey at least every two years. The 'Prevent Strategy' and States of Jersey directives requires that St. George's ensures that all staff have training to give them knowledge and confidence to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know how to refer children and young people for further help. Channel on-line general awareness training is suitable if difficulty is found in accessing local training.

Recruitment

St. George's follows guidance for safer recruitment best practice in education settings, including ensuring that DBS checks are always made at the appropriate level and references are always received and checked. We complete and maintain a single central record of vetting checks. We apply safer recruitment best practice principles and sound employment practice, denying opportunities for inappropriate recruitment or advancement. We are alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our school's character and ethos. We are aware that such persons seek to limit the opportunities for our children and young people thereby rendering them vulnerable to extremist views and radicalisation. By adhering to safer recruitment best practice techniques and by ensuring that there is an on-going culture of vigilance we will minimise the opportunities for extremist views to prevail.

Role of the Directors

The Directors undertake appropriate training to ensure the Board is clear about the role and the parameters of their responsibilities, including the statutory safeguarding duties. The Directors also support the ethos and values of our school and support tackling extremism and radicalisation. In line with recommendations in Peter Clarke's report details of our Directors are published on our school website to promote transparency. In line with the provisions set out in the guidance about 'Keeping Children Safe in Education' the Directors challenge the school's Senior Leadership team on the delivery of this policy and monitor its effectiveness. The Directors review this policy annually and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

Vulnerability Factors:

1. **Grievance/Injustice:** Engagement with an extremist group, cause or ideology meets needs to express or act on feelings of anger, grievance or injustice.

2. **Threat:** The individual feels that their family, identity, culture or values are under threat and an extremist group or cause offers a vehicle to articulate these threats and defend against them.

3. **Identity, meaning and belonging:** The individual uses the group, cause or ideology to provide a clear sense of identity, meaning and belonging.

4. **Status:** Some individuals use extremist groups, causes or ideologies to provide a sense of status and superiority.

5. **Excitement, comradeship or adventure:** Some individuals use extremist groups, causes or ideologies to fulfil a desire for excitement, comradeship or adventure.

6. **Dominance and control:** Some individuals use extremist groups, causes or ideologies to dominate and control others.

7. **Susceptibility to indoctrination:** Some individuals accept the ideology, beliefs and doctrine of an extremist group or cause uncritically and without question.

8. **Political/moral motivation:** Engagement with an extremist group, cause or ideology is motivated by a desire to bring about political or moral change.

9. **Opportunistic involvement:** Engagement with an extremist group, cause or ideology can be motivated by self-interest rather than a political or moral cause.

10. **Family and/or friends support extremist offending:** Some individuals' engagement with an extremist group, cause or ideology can be supported or condoned by family or friends.

11. **Transitional periods:** Some individuals engage with an extremist group, cause or ideology at a transitional time in their lives.

12. **Group influence and control:** Some individuals are members of extremist groups that impose a significant level of influence and control over their behaviour and conduct.

13. **Mental health:** Mental health problems can contribute to individuals' engagement with groups, causes or ideologies.

Intent factors

14. **Over-identification with a group, cause or ideology:** Some individuals over-identify with a group, cause or ideology to the extent that they lose their own identity and sense of agency.

15. **Them and Us thinking:** Some individuals divide the world into an out-group of persecutors and an in-group of persecuted individuals with whom they identify and whose cause they have adopted.

16. **Dehumanisation of the enemy:** Individuals can dehumanise members of the out-group and believe they should be purged or punished.

17. **Attitudes that justify offending:** This factor applies where individuals hold attitudes or beliefs that support and justify offending on behalf of their group, cause or ideology.

18. **Harmful means to an end:** Individuals may be prepared to commit serious or significant harm to realise extremist goals.

19. **Harmful objectives:** Some individuals hold objectives that are inherently harmful.

Capability factors

20.   **Individual knowledge, skills and competencies:** Some individuals have specific knowledge, skills and competencies to contribute to or commit offences that could cause serious and significant harm.

21.   **Access to networks, funding or equipment for terrorism:** Some individuals have access to networks, funding or equipment that can help them support or commit a terrorist offence that could cause serious or significant harm.

22.   **Criminal capability:** Where individuals have a criminal history, which can provide a level of capability for extremist offenders.

'Key Ingredients' for successful teaching in the context of 'push' and 'pull' factors.

PUSH FACTORS- factors that push an individual/make an individual vulnerable to extremist messages	KEY INGREDIENTS	PULL FACTORS- factors that draw children and young people into extremist messages
Lack of excitement; frustration	Teacher confidence in many cases will be the use of existing teaching skills and methods that may well be the most effective approach. Staff who are more confident in their abilities tend to perform much better, even though they have not received specialist training	Charismatic/confident individuals (recruiters)
Lack of sense of achievement- seen as significant. 'Lack of purpose'/ confidence in the future, life goals.	Teacher attitudes and behaviours Willingness to admit you don't know; acknowledging controversial issues exist; awareness that I have a role to play; willingness to turn to others for help when you don't know about something.	Networks/sense of belonging
Lack of an outlet for views	Specific knowledge. Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering') Knowledge of an alternative values framework	Broader community views which enable or do not oppose extremism

Gaps in knowledge or understanding - both children and young people and their parents	Teaching practice/ pedagogy: Boosting critical thinking (seeing through propaganda, singular messages etc.) Helping to see multiple perspectives Using multiple resources/methods Embedding or sustaining dialogue following specialist interventions Enabling students to tackle difficult issues Linking schoolwork to the wider community. Drawing evidence from across the curriculum. Developing in children and young people a sense of multiple identities, helping children and young people become aware of and comfortable with, multiple personal identity.	Persuasive, clear messages. Exploiting knowledge gaps
Sense of injustice		
Actual or perceived humiliating experiences (including bullying or racial discrimination, perhaps linked closely to a sense of injustice).		
Exclusion- lack of belonging to peer or community networks, associations, etc.		Factors that are out of scope with this study
Factors that are out of scope with this study	Factors that are out of scope with this study	Sense of dignity and importance and loyalty
Disruptive home life	Support from Senior Leaders	Exciting (non-teaching) activities
Disaffection with wider societal issues	Pupil support processes	Sense of purpose in life