PREVENTING EXTREMISM & RADICALISATION POLICY

Introduction

Turves Green Boys' School is committed to providing a secure environment for students, where they feel safe and are kept safe. All adults at Turves Green Boys' School recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for students or not.

'Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm'
(Home Office, Prevent Strategy – June 2015)

In adhering to this policy, and the procedures therein, staff and visitors will contribute to Turves Green Boys' School's delivery of the outcomes to all students, as set out in s10 (2) of the Children's Act 2004[1]. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall arrangements to safeguard and promote the welfare of all students in line with our statutory duties set out at s175 of the Education Act 2002.

Our school's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the DfE publication "Keeping Children Safe in Education, 2018", and specifically DCSF 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", Peter Clarke's Report (July 2014), "Keeping Children Safe in Education" (September 2018), the "Counter-Terrorism and Security Act" (2015) and the "Prevent Duty" (June 2015).

We recognise that the governing body has a responsibility to pay 'due regard to the need to prevent people being drawn into terrorism' (Counter Terrorism and Security Act, 2015) and ensure the school has a 'clear approach to implementing the Prevent duty and keeping children and students safe from the dangers of radicalisation and extremism'.

Links to other policies
The Preventing Extremism and Radicalisation Policy links to the following Turves Green Boys' School policies;
- Child Protection and Safeguarding policy
- Equal Opportunity Policy
- Anti-bullying Policy
- E-Safety Policy

Objectives
The Preventing Extremism and Radicalisation Policy provides a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. There are different forms of extremist organisations in the UK and the world, ie – ISIL (Islamic State), Al-Qaeda, Boko Harram, British Defence League, Animal Rights extremist groups such as SPEAK, Irish Republican Army (IRA), Anti-Abortion groups, to name a few.

We are well placed to be able to identify safeguarding issues linked to the dangers of extremist views and this policy clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

The objectives are that:
- All governors, teachers, teaching assistants and non-teaching staff have an understanding of what radicalisation and extremism is and why we need to be vigilant in school.
- All governors, teachers, teaching assistants and non-teaching staff know what the school policy is on tackling extremism and radicalisation and follow the policy guidance swiftly when issues arise.
- All members of staff are able to identify children who may be vulnerable to radicalisation and respond by following whole school safeguarding procedures with immediate effect.
- All students understand the dangers of radicalisation and exposure to extremist views; learning about key British values to build resilience against these views and knowing what to do if they experience them.
- All parents/guardians and students know that the school has policies in place to keep students safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

Definitions

When operating this policy Turves Green Boys' School uses the following accepted Governmental definition of radicalisation and extremism which is:

Radicalisation – '*the process by which a person comes to support terrorism and forms of extremism leading to terrorism' (Prevent Strategy)*

Extremism – *'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect tolerance of different faith and beliefs; and/or calls for the death of members in our armed forces, whether in this country or oversees' (Prevent Strategy)*

Ethos and Practice

There is no place for extremist views of any kind in our school, whether from internal, sources – students, staff or governors, or external sources – school community, external agencies or individuals. Our students 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 students 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 students.

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.

Therefore at Turves Green Boys' School we provide a broad and balanced curriculum so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

Furthermore at Turves Green Boys' School we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. As part of our whole school e-safety programme we highlight the potential risks students may face in relation to on-line radicalisation and encourage students to report any concerns they may have for themselves or other students either to their Pastoral Leader or through the on-line Sharp system.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Attitudes to Learning system and the Code of Coduct for staff.

There is no single way of identifying a student who is likely to be susceptible to terrorist ideology. As part of wider safeguarding responsibilities staff will be alert to:

- Disclosures by students 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 students have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites
- Distributing extremist literature and documentation
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services and police reports of issues affecting students in other schools or settings
- Students voicing opinions drawn from extremist ideologies and narratives
- Changes in behaviour which could indicate that they are in need of help or protection
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line within 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
- Use of extremist language.
  - 'Dawlah' – term used by ISIL to refer to the 'Islamic state'
  - 'Jihad' – means 'struggle' or 'violence'
  - 'Caliphate' – ISIL supporters describe the territory they control in Iraq / Syria
  - 'Mujahid' – someone who wants to fight as part of the 'Jihad'
  - 'Shahada' – refers to someone considered to be a martyr
  - 'Kuffar' – a term used by ISIL to describe non-Muslims
  - 'Ummah' – the phrase is used by ISIL to refer to the 'world community of Muslims'
  - 'Rafidha' – word used by ISIL to refer to those who refuse to accept the Islamic state

We recognise that students in vulnerable social and domestic situations (mental health issues, single parent families, involvement in gangs) may be at greater risk of radicalisation than other students. Through weekly safeguarding meetings information is shared on targeted students and appropriate external support accessed as necessary.

In conclusion we closely follow any locally agreed procedure as set out by the Local Authority and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

Ethos and Approach

We all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches learners may experience elsewhere may make it harder for them to challenge or question these radical influences. This guidance and support will be delivered through the whole school curriculum, form programme, assembly and PHSE. We ensure that all of our support and approaches will help our students build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills. We have developed strategies and staff training to ensure that all our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We are flexible enough to adapt our teaching approaches, as appropriate and address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. We have facilitated the following principles:

- Making a connection with young people through positive engagement and a student centred approach.
- Facilitating a 'safe space' for dialogue to ensure students feel safe and comfortable talking about their feelings and views on a wide range of social, political, religious and cultural issues.
- Equipping our students with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore this approach has embedded within the ethos of our school so that students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This works in conjunction with our schools approach to the spiritual, moral, social and cultural development of students. We recognise the importance of guiding students to be intolerant of all forms of extremism, ie – violent animal rights extremism, political extremism.

We have built mutual respect and understanding and promoted the use of dialogue not violence as a form of conflict resolution. We have achieved this by using an approach that includes:

- Citizenship/PHSE Programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach to conflict resolution
- Targeted programmes led by external providers
- Cross-curricular thematic programmes
- Annual audits of curriculum and PSD provision to ensure the values of democracy and individual liberty are promoted throughout the wider curriculum

We also work with local partners, families and communities in our effort to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our students' experiences and horizons. We help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is offered mentoring. Additionally in such instances our school seeks external support from the Local Authority and/or local partnership structures working to prevent extremism.

Curriculum

At Turves Green Boys' School 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 students to respect and 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.

Students at Turves Green Boys' School come from all over the world and we aim to instil the British values outlined by our Government in all students, so that they all understand what the people of our society see as being important and what we feel is right and wrong. Through our curriculum we actively promote a culture of mutual respect and tolerance, democracy, the rule of law, equal opportunities and freedom. British values permeate throughout the school curriculum and support the development of the whole child. We embrace the belief that at the heart of a modern ever changing, multi-cultural and multi-faith community is the acceptance of key British values which it is its responsibility to promote. In doing so, our students are able to grow as individuals and citizens in the community and country in which they live. We believe that this is something not only achieved through the curriculum but through the school's core values and ethos as well as its provision for students beyond formal lessons.

Therefore by delivering a broad and balanced curriculum, PHSE, assembly themes and College Time programme, augmented by the use of external sources where appropriate, we strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also help students develop the critical thinking skills needed to engage in informed debate.

Our curriculum and ethos reflects the government's definition of "**British Values**" in its "Prevent Strategy":

The rule of law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at Turves Green Boys' School.

Students are taught the value and the reasons behind laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Prevent and other Services reinforce this message.

Individual liberty

At Turves Green Boys' School, students are actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment. Our staff educate and provide boundaries for students to make informed choices, through a safe environment and an empowering education.

Students are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely, for example through e-safety and College Time activities.

Turves Green Boys' School has a robust anti-bullying culture and has in place a comprehensive A2L Policy.

Mutual Respect

Respect is a strong part of Turves Green Boys' School and is part of its Mission Statement & Values. Students learn that their behaviour has an effect on their own rights and those of others. All members of the school community treat each other with respect and this is reiterated through its teaching and learning environments.

Mutual respect is embraced throughout the curriculum by providing the opportunity for students to express their views in a safe environment.

Tolerance of those of different faiths and beliefs

This is achieved though equipping students with the ability to understand their place in a culturally diverse society and by giving the opportunities to experience such diversity within the school community.

The use of ICT

We strongly recognise the risk posed to our students of on-line radicalisation, as terrorist organizations like ISIL seek to radicalise young people through the use of social media and the internet.
E-safety is a key aspect of the school curriculum and equips students to stay safe online, both in school and outside. E-safety is delivered predominantly in the ICT curriculum with specific focus on the range of social media sites that could pose a threat to students
E-safety is also delivered in other subjects, the PHSE curriculum and in our whole school assembly programme. All website use is centrally filtered as per our e-Safety Policy and monitored in line with the Safeguarding Policy.

Use of External Agencies and Speakers

At Turves Green Boys' School we encourage the use of external agencies or speaker to enrich the experiences of our students. Workshops have been delivered by the PREVENT team (CTU) and community police to targeted year groups in the school.

We positively vet those external agencies, individuals or speakers who engage to provide such learning opportunities or experiences for our students. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that we are inconsistent with, or are in complete opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be

connected with the rest of the school curriculum so we need to ensure that this work is of benefit to students.

Our school assesses 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 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 students through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are matched to the needs of students
- Activities are carefully evaluated by the school to ensure that they are effective

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

Safeguarding

Please refer to our Safeguarding Policy for the full procedural framework on our Safeguarding duties. The school follows the guidance outlined by the Birmingham Safeguarding Board.

Although serious incidents involving radicalisation have not occurred at Turves Green Boys' School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels.

Staff at Turves Green Boys' School are be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or student may be at direct risk of harm or neglect. For example; this could be due to a student displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff be aware of information about a student's family that may be equally place a young person at risk of harm. (These examples are for illustration and are not definitive or exhaustive).

Therefore all adults working in Turves Green Boys' School (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a young person may be at risk of harm, linked to radicalisation, to the Designated Safeguarding Lead. The DSL will follow up these concerns by contacting the MASH team or the Counter Terrorist Team to seek further advice and guidance. The school will only notify parents of these concerns if this course of action is approved by the external agencies listed above. The school will only speak with the young person about the concern based on the advice given by MASH or the CTU.

As with any child protection referral, staff are made aware of their right to refer a concern to the appropriate external agency if they are concerned the DSL has decided not to refer a concern to the MASH or CTU. Referrals can be made to the Birmingham Safeguarding Board as outlined in the Child Protection policy.

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We will actively support MASH or any multi-agency interventions in any support deemed necessary.

Engagement with Parents/Guardians

We engage with parents/guardian as part of our work as we recognise the important role they have in helping us to spot signs of radicalisation. If a safeguarding concern is referred by another student or a member of staff, the DSL will contact the parents/guardian immediately to invite them into school to discuss the concerns. This will, however, depend on the nature and seriousness of the referral. We support and advise families who raise concerns and signpost them to the appropriate support services. For example, 'Families against Stress and Trauma' (FAST) has created an on-line guide for parents on the dangers of radicalisation. In addition, CHANNEL is a multi-agency support programme designed to support the families of young people vulnerable to radicalisation. Guidance for parents/guardians is accessible on the school website with links to FAST, CHANNEL and THINKUKNOW.

However, if we feel that it is not in the child's best interest to notify their parents/guardians of our concerns, we will refer directly to the CTU / MASH team without informing parents/guardians. We will make contact directly with CTU / MASH if we have concerns about the threat of radicalisation posed by other family members and seek advice from the MASH to see if any other family members are known to the PREVENT team.

Training

Whole school in-service training on Safeguarding and PREVENT has been organised for staff and governors on an annual basis and will comply with the prevailing arrangements agreed by the Local Authority. The annual staff training now provides specific guidance on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Lead will attend PREVENT training courses as necessary and the appropriate inter-agency safeguarding training organised by the Local Authority at least every two years. Again this will include training on extremism and radicalisation and its safeguarding implications

Information is provided to staff as part of our safeguarding training programme (PREVENT) to allow staff to identify possible changes in student behaviour that may suggest the student has become influenced by extremist ideology. This may include changing their style of dress, loss of contact with traditional groups of friends, using insulting or derogatory language to describe groups opposed by extremists or evidence the student may have recently joined a gang in the local community. Annual staff training is delivered by the DSL, two of which are Home Office accredited WARP trained, and followed up with another CPD session later in the year to reinforce the ley messages and update on any national developments.

Staff training also provides staff with information on factors that may make young people want to be radicalised, ie – status, identity, sense of belonging, neglect in the family, re-dress some form of injustice, excitement, adventure, political motivation, moral motivation, family / other friends involved in extremist activities. Training focuses significantly on the possible impact of extremist views on the young person once they have been radicalised, ie – over-identification so that extremist views become the norm, development of an 'us and them' thinking and dehumanising the perceived enemy.

Annual safeguarding training reinforces the message that staff should never attempt impose their political or religious views and beliefs on students under any circumstances. The school will use internal systems to deal with any member of staff trying to use their position of trust to influence the views of young people at Turves Green Boys' School.

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 students thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

Therefore by adhering to safer recruitment best practice techniques and by ensuring that there is an on-going culture of vigilance within our school, we minimise the opportunities for extremist views to prevail.

Role of Governing Body

The Governing Body of our school have undertaken appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties. This training is delivered by School and Governors Support services.

The Governing Body of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2018' the governing body will challenge the school's senior leadership team on the delivery of this policy and monitor its effectiveness.

Governors 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.