

## **Preventing Extremism and Radicalisation – Supplementary Guidance.**

### **Introduction:**

This guidance should be read alongside the Policy on Preventing Extremism and Radicalisation, which should itself be read alongside the 2011 *Prevent* strategy and Prevent Duty Statutory Guidance of June 2015 (updated April 2021).

The Prevent strategy has three specific strategic objectives:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
- work with sectors and institutions where there are risks of radicalisation that we need to address.

The *Prevent* strategy was explicitly changed in 2011 to deal with all forms of terrorism and with non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists then exploit. It also made clear that preventing people becoming terrorists or supporting terrorism requires challenge to extremist ideas where they are used to legitimise terrorism and are shared by terrorist groups.

### **Rationale:**

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

We also recognise that if we fail to challenge extremist views we are failing to protect our pupils. The school provides a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and are not marginalized.

There is no obvious profile of a person likely to become involved in extremism or a single indicator of when a person might move to adopt violence in support of extremist ideas. The process of radicalisation is different for every individual and can take place over an extended period or within a very short time frame. Research has however identified that during this process opportunities arise when recognition, intervention and then support can be provided to divert the individual away from extremist activity.

Three main areas of concern have been identified for initial attention in developing the awareness and understanding of how to recognise and respond to the increasing threat of children/young people being radicalised:

- 1. Increasing understanding of radicalisation and the various forms it might take, thereby enhancing the skills and abilities to recognise signs and indicators amongst all staff working with children and young people**

All staff in the school have a role to play in eradicating the myths and assumptions that can lead to some young people becoming alienated and disempowered.

- We ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills.
- We ensure that all of 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, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.
- This works in conjunction with our schools approach to the spiritual, moral, social and cultural development of pupils as defined in Ofsted's School Inspection Handbook

We also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons.

We help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we ensure that the pupil is offered mentoring.

The school promotes 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 pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

Audits completed by all Curriculum and Pastoral areas show comprehensive promotion of fundamental British values throughout the school. This is monitored by Mr Corin Willis, Deputy Headteacher, as part of his whole-school responsibility for SMSC and as Designated Safeguarding Lead.

There is no single route to extremism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. However, there are a number of behaviours and other indicators that may indicate the presence of these factors.

Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- Spending increasing time in the company of other suspected extremists;
- Changing their style of dress or personal appearance to accord with the group;
- Their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- Attempts to recruit others to the group/cause/ideology; or
- Communications with others that suggest identification with a group/cause/ideology.

Example indicators that an individual has an intention to use violence or other illegal means include:

- Clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- Using insulting or derogatory names or labels for another group;
- Speaking about the imminence of harm from the other group and the importance of action now;
- Expressing attitudes that justify offending on behalf of the group, cause or ideology; • condoning or supporting violence or harm towards others; or
- Plotting or conspiring with others.

Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include:

- Having a history of violence;
- Being criminally versatile and using criminal networks to support extremist goals;
- Having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or
- Having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways.

All concerns should be reported immediately to the school's Designated Safeguarding Lead, Mr Corin Willis, any member of the school Safeguarding Team or to the Headteacher for consideration regarding what further action is required.

## **2. Identifying a range of interventions - universal, targeted and specialist - and the expertise to apply these proportionately and appropriately**

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 pupils 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 pupils or staff is always challenged and where appropriate dealt with in line with our Behaviour for Learning Policy for pupils and the Code of Conduct for staff.

Referrals in respect of individuals whose conduct is given concern must be made by submitting a Prevent referral form to both Careline and [prevent@merseyside.police.uk](mailto:prevent@merseyside.police.uk)

This is so Careline can pick up on any other safeguarding needs in timely manner and Police checks can start straight away. Once Police have done their checks and if the referral meets the Channel threshold, it is then handed over to Channel Team in Local Authority who carry out further information gathering and manage cases through the Channel Panel.

## **3. Taking appropriate measures to safeguard the well-being of children living with or in direct contact with known extremists.**

### **Use of External Agencies and Speakers**

The school encourages the use of external agencies or speakers to enrich the experiences of our pupils, however we positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. This includes vetting all visiting speakers using a checklist provided by the Archdiocese of Liverpool. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that 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 pupils. Our school assesses the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils 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 pupils 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 pupils
- Activities are carefully evaluated by schools to ensure that they are effective

We recognise, however, that the ethos of our school is to encourage pupils 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.

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

### **Whistleblowing**

Where there are concerns of extremism or radicalisation Pupils and Staff are encouraged to make use of our internal systems to whistle blow or raise any issue in confidence in line with our separate Whistleblowing Policy.