PREVENTING RADICALISATION & EXTREMISM POLICY

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INTRODUCTION

Stamford School is committed to providing a secure environment for all our students, staff and stakeholders. The current threat from terrorism and extremism comes from both global groups but also home-grown groups e.g. as far right extremists or animal rights groups. The Schools have a duty to protect and educate about all forms of terrorism and extremism while promoting freedom, tolerance, equality, and British values. In the United Kingdom, terrorism can involve the exploitation of vulnerable people, including children, young people, and vulnerable adults to involve them in terrorism or activity in support of terrorism.

The Prevent Strategy raises awareness and creates a specific duty to safeguard children, young people, and families from all forms of extremism. There have been high profile occasions nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

In adhering to this policy, and the procedures therein, staff, governors, volunteers, and visitors will contribute to Stamford Schools' commitment to the safeguarding of all students. This policy is linked to the Schools' Safeguarding CP Policy.

ETHOS AND SCHOOL VALUES

The Schools 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 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.

Central to Stamford School are the values of respect, resilience and responsibility. The schools will educate students to respect people of different beliefs and faiths and respect the right to freedom of expression being a key British Value and a resilience to challenge those who threaten this. Equally, the Schools will promote the responsibility of being part of a community and keeping all within that community safe from extreme beliefs.

Stamford School's value freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students and staff have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others and goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. The current threat

from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of extremism and terrorism.

SCHOOL APPROACH

Stamford School promotes community cohesion, tolerance and freedom of expression. There is no place for extremist views of any kind in our Schools, whether from internal sources (e.g. students, staff, or governors) or external sources such as the school community, external agencies or individuals.

It is imperative that students and parents see the Schools as safe places where they can discuss and explore controversial issues safely and in an unbiased way and where our teachers encourage and facilitate this. Stamford Schools recognises that extremism and exposure to extremist materials and influences puts students at risk. This combined with a failure to challenge extremist views would cause a failure in the safeguarding of 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.

Local Context
The Prevent strategy is designed to address a variety of issues including both violent and non-violent extremism arenas depending on local context. The context of the area means that although not immune from global risk factors, the local context requires a greater emphasis on topics such as hate crime, racism, bullying, online safety and extreme political views. The Stamford Schools work with Lincolnshire Safeguarding Children Board and the local police to ensure up to date knowledge on local issues.

Stamford School provides a broad and balanced curriculum and PSHE programme to help students understand and become tolerant of difference and diversity and to ensure that they thrive, feel valued and not marginalised. Students can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including online.

Teaching Approaches
The Schools work hard to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered. Students will follow a curriculum which will give them the knowledge and develop their confidence to challenge the narrow approaches children may experience to support them to challenge or question these radical influences. In our Schools, this will be achieved by good teaching (primarily during PSHE and tutor time). The Schools will ensure that teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the

development of critical thinking skills. Where possible, teaching approaches will be adapted to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.

This approach will be embedded within the safeguarding culture of our Schools so that students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our Schools' approach to the spiritual, moral, social and cultural development of students and will include a programme of assemblies dedicated to promoting fundamental British values to help further promote this rounded development of our students.

MONITORING AND ENFORCEMENT

All Schools must work to implement the Prevent Strategy. Prevent has three main 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

- Work with sectors and institutions where there are risks of radicalisation which we need to address.

Stamford School fully support these objectives and embed them within existing safeguarding systems and procedures. At times, students 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 students, staff, visitors or parents will always be challenged and, where appropriate, dealt with. Where misconduct by a teacher is proven, the matter will be referred to the Teaching Regulation Agency for their consideration as to whether to a Prohibition Order is warranted.

As part of wider safeguarding responsibilities, the Schools' 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 artwork promoting extremist messages or images

- Students accessing extremist material online, including through social networking sites

- Parental reports of changes in behaviour, friendship or actions and requests for

assistance

- Local 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

- 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

- Anti-Western or Anti-British views

PREVENTION AND SAFEGUARDING ARRANGEMENTS

The early identification of safeguarding risks and subsequent intervention activity to protect and divert people away from the risks of radicalisation is a key element of the Prevent strategy. Staff at Stamford School will be alert to the fact that whilst extremism and radicalisation is a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect; for example, this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. These examples are for illustration and are not definitive or exhaustive.

The Schools will ensure that all staff are equipped to recognise extremism and are skilled and confident enough to challenge it. Governors will also be made aware of the Prevent duty. All adults working at Stamford School (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 or if they have concerns that a student may be at risk of radicalisation or involvement in terrorism.

Reporting Concerns
Should concerns require support from other agencies there are several ways that issues relating to terrorism and extremism can be reported. These include the following:

- Lincolnshire Police on 101 or ctp-em-prevent-referral@lincs.police.uk

- Department for Education Due Diligence & Counter Extremism Group:
  020 7340 7264

- Anti-Terrorist Hotline: 0800 789 321

- Crime stoppers: 0800 555 111

- www.gov.uk/report-suspicious-activity-to-mi5

- www.gov.uk/report-terrorism

Social Media

Social media is an increasingly influential part of life particularly for young people. It has been identified as an important tool in the sharing of extreme material and extremist groups are actively using social media to inform, share propaganda, radicalise and recruit for their cause. Social media safeguarding is an important element of protecting young people from extremist narratives. To report any online terrorist related online material visit www.gov.uk/report-terrorism

WORKING IN PARTNERSHIP

The Schools will work closely with local partners, families and the community in our efforts to ensure our Schools understand and embraces our local context and values in challenging extremist views and to assist in the broadening of our students' experiences and horizons.

When supporting students who may be vulnerable to such influences, as part of our wider safeguarding responsibilities, the Schools will work closely with external agencies and seek expert advice. Where there is a concern that a student is being directly affected by extremist materials or influences, we will ensure that the student is offered appropriate support. This may include external support from Lincolnshire Police and/or local partnerships working to prevent extremism.

Prevent Interventions may take many forms. Police activity can be utilised when delivering intervention activity but more often it is partner agency activity that can be the most effective form of intervention. Individuals who are identified as being vulnerable to being drawn into any form of extremism that could lead to terrorist related activity may be referred into Prevent for appropriate support. Channel is a key element of the Prevent strategy. Channel is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children's and youth services and offender management services), the police and the local community to:

- Identify individuals at risk of being drawn into terrorism

- Assess the nature and extent of that risk

- Develop the most appropriate support plan for the individuals concerned.

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs.

USE OF VOLUNTEERS, EXTERNAL AGENCIES AND SPEAKERS

Stamford School encourages the use of external agencies or speakers to enrich the experiences of our students. Such individuals or agencies will be vetted prior to being engaged to provide such learning opportunities or experiences for our students. Such vetting is to ensure that the Schools do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the Schools' values and ethos.

Our Schools 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 Schools and do not marginalise any communities, groups, or individuals

- Any messages communicated to students 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

The ethos of the Schools 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. To achieve this, it may be appropriate to use external agencies or speakers to facilitate and support this. By delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will 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 to help students develop the critical thinking skills needed to engage in informed debate.

RECORDING OF VISITING SPEAKERS

Each school will maintain its own register of visiting speakers as required under the Prevent strategy. This register needs to show the name of the speaker, the date of the visit, the year

group of pupils being spoken to, the level of supervision and what checks have been taken to ensure that he/she will not have a radicalisation agenda.

RISK REDUCTION

Whole School Risk Management

The Safeguarding Team will assess the level of risk within the Schools and put actions in place to reduce that risk. Risk assessment may include:

- consideration of the schools' Philosophy & Ethics, PSHE and History curricula,

- policies such as Accessibility, Safeguarding & Child Protection, Anti-Bullying and Online Safety

- visiting speakers and volunteers

- the use of the Schools' premises by external agencies,

- other issues specific to the Schools' profile, community, and philosophy,

- use of IT software and internet to identify where students may pose a risk/be at risk

- web filtering to prevent access to sites that pose a risk when at school

The Schools will screen staff, visitors, and volunteers to ensure that they will not deliver messages of extremism or radicalisation. This risk assessment will be reviewed as part of the annual report to governors that is monitored by the local authority and the Local Safeguarding Board.

Individual Students

Individual students will be risk assessed where either:

- they are deemed to either be at risk of being drawn into terrorism

- they are felt to pose a risk due to radicalisation

The Schools will seek advice from appropriate external agencies such as Lincolnshire Police or the Lincolnshire Safeguarding Children Partnership. Risk assessments for individual students will be completed on a case by case basis.

APPENDIX 1 – Indicators of Vulnerability to Radicalisation

The early identification of safeguarding risks and subsequent intervention activity to protect and divert people away from the risks of radicalisation is a key element of the Prevent strategy.

Radicalisation
The process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism
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.

The demonstration of unacceptable behaviour by using any means or medium to express views which encourage, justify or glorify terrorist violence in furtherance of particular beliefs, seek to provoke others to terrorist acts, encourage other serious criminal activity or seek to provoke others to serious criminal acts or foster hatred which might lead to inter-community violence in the UK.

Prevent Strategy
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.

Students may become susceptible to radicalisation through a range of social, personal, and environmental factors. It is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff can recognise those vulnerabilities.

Indicators of vulnerability to radicalisation include:

- Identity crisis: the student is distanced from their cultural/religious heritage and experiences discomfort about their place in society

- Personal crisis: the student 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; for example, immigration, local community tensions, events affecting the student'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 student may have perceptions of injustice, a feeling of failure or rejection of civic life

- Experiences of criminality: this may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration

- Special Educational Needs: students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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. The accepted view is that a complex relationship between the various aspects of an individual's identity determines their vulnerability to extremism. Over-simplified assessments based upon demographics and poverty indicators have consistently demonstrated to increase victimisation, fail to identify vulnerabilities and, in some cases, increase the ability of extremists to exploit, operate and recruit.

These risk factors can create a significant risk when combined with the following:

- Being in contact with extremist recruiters

- Accessing violent extremist websites, especially those with a social networking element

- Possessing or accessing violent extremist literature

- Using extremist narratives and a global ideology to explain personal disadvantage

- Justifying the use of violence to solve societal issues

- Joining or seeking to join extremist organisations

- Significant changes to appearance and/or behaviour

- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

APPENDIX 2 – Preventing Violent Extremism

Roles and Responsibilities of the Single Point of Contact (SPOC)
The SPOC for Stamford School is the DSL for each school, who is responsible for:

- Ensuring that staff of the Schools are aware of the SPOC role and its significance in relation to protecting students from radicalisation and involvement in terrorism

- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students 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 Stamford School in relation to protecting students from radicalisation and involvement in terrorism

- Monitoring the effect in practice of the school's RE 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 Schools about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism

- Acting as the first point of contact within the Schools for case discussions relating to students who may be at risk of radicalisation or involved in terrorism

- Collating relevant information from 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

- Sharing any relevant additional information in a timely manner.

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Channel
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 Police Counter-Terrorism Unit 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

- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

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