



**The Study Prep**  
WIMBLEDON

Name of Policy	Preventing Extremism and Radicalisation Policy
Reviewed by	Deputy Heads
HMT Member	Deputy Heads
Date of review	November 2022
Date of next review	November 2023



## Preventing Extremism and Radicalisation Policy

### Policy Statement

This 'Preventing Extremism and Radicalisation Policy' is part of the School's commitment to safeguarding and promoting the welfare of its pupils. The purpose of this policy is to detail the School's strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views by identifying who they are and ensuring they are provided with the right level of support. Our provision as set out in this policy covers all pupils in the school.

This policy draws upon the following documents for guidance:-

- Keeping Children Safe in Education 2022
- PREVENT Duty Guidance 2015
- Working Together to Safeguard Children 2018
- Guidance for Working with Children and Young People who are vulnerable to the messages of Radicalisation and Extremism; London Borough of Merton 2016/17

### Policy Objectives

The main aim of this Policy is to ensure that all staff and governors are fully engaged in being vigilant about radicalisation; that they overcome any professional disbelief that such issues could not happen in this School and local community and to ensure that they work with other professional bodies and agencies to ensure the School's pupils are kept safe from harm.

### Definitions and Indicators

**British Values:** these are defined as democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs

**Extremism:** the statutory definition is 'Vocal or active opposition to fundamental British values (see above); and/or calls for the death of members of our armed forces, whether in this country or overseas.'

**Radicalisation:** the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups

Indicators of radicalisation are detailed in Appendix A. Examples of children who may be more vulnerable to radicalisation are detailed in Appendix B.

### Roles and Responsibilities

**Governing Body:** It is the role of the governors to ensure that the School meets its statutory duties with regard to safeguarding children and preventing radicalisation. Governors will be fully briefed on statutory requirements and how the School is meeting these.

**Designated Safeguarding Leads (DSL):** The DSLs are responsible for:-

- Ensuring staff are fully briefed on how to recognise the signs of vulnerability or radicalisation and how to refer their concerns;
- Making referrals to appropriate agencies such as Merton Safeguarding Children Partnership with regard to concerns about radicalisation; and
- Working with the appropriate partner agencies to seek advice, support and guidance drawing on multi-agency expertise, to support pupils at risk of harm via social media and the use of the internet.
- To engage, when appropriate with parents and carers to assist families who raise concerns and provide them with appropriate support.

The Head will report any such concerns to the Governing Body.

**Staff (including non-teaching staff):**

All staff are expected to:

- Understand the context and issues of radicalisation
- Be able to recognise the signs of vulnerability and radicalisation traits
- Know how to refer concerns as quickly as possible.

**Details of the appropriate referral process are set out in Appendix C**

### **Staff Training**

All staff are briefed to: ensure that they are aware of the threats and vulnerabilities linked to radicalisation; are aware of the process of radicalisation and how this may be identified; and are aware of how the School can provide support to ensure our pupils are resilient to this threat. This takes place at the whole staff meeting at the beginning of each academic year, and in other meetings as appropriate. It forms part of the Safeguarding Induction Training for all new staff, delivered by a Head of House.

All staff are required to complete the on-line course, Educare – Prevent Duty.

All staff are required to read the Prevent Duty:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

### **The Role of the Curriculum**

Our curriculum is "broad and balanced" and promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. The school actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Our PSHE provision is embedded across the curriculum. It directs our assemblies and underpins the ethos of the school. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

As a School, we have embraced the Values Based Learning model and embedded this across all subjects. (See our PSHE and Behaviour Policies). Children are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet. . Internet safety is an integral part of the school's ICT and PSHE curriculum. The filtering systems in our school blocks inappropriate content, including extremist content. (See our E Safety Policy)

## **Safer Recruitment**

Our Recruitment Policy sets out the details of all staff, governor and volunteer appointments and complies with all statutory and Independent School Inspectorate regulations.

## **Visiting Speakers**

Speakers are carefully selected and often come from personal recommendation. The following protocol is carried out to ensure that all visiting speakers are suitable and appropriately supervised:

- All potential speakers must be approved by the Head and/or a Head of House.
- Vetting checks and/or background checks will be carried out as deemed appropriate and details will be kept of these checks.
- An outline of the presentation may be required.
- Speakers are appropriately supervised while in school and their presentation monitored.
- Speakers' ID will be checked on arrival at school.

## **Risk Assessment**

As with managing other safeguarding risks, there is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology, however it is important that schools understand the risk so that they can respond in an appropriate and proportionate way. Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. The School therefore undertakes an annual Risk Assessment to assess the likelihood of pupils being drawn into terrorist organisations including extremist ideas, to demonstrate an understanding of the risks and how to identify children who may be at risk of radicalisation and what to do to support them.

## **Related Policies:**

Prevent Risk Assessment

Safeguarding Policy

Recruitment Policy

PSHE Policy

Behaviour Policy

**Reviewed: November 2022**

## **APPENDIX A – early indicators of radicalisation may include some of the following:-**

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- threats of violence and violent behaviour
- 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 on dress, behaviour and peer relationships
- secretive behaviour
- internet use including online searches suggesting an interest in extremism and conspiracy theories, and gaming
- graffiti, art work (including tattoos) or writing that displays extremist messages or social profiles
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti- British views
- advocating violence towards others
- being withdrawn
- appearing angry and having a short temper
- asking inappropriate questions
- change in language e.g. quoting verses from the Qur'an

## **APPENDIX B – Signs of Vulnerability**

There are no definitive indicators that a child is vulnerable to radicalisation but there are a number of signs that may increase the risk. These are as follows:-

- 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 identity
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

## **APPENDIX C – Referral and Intervention Process**

Staff should report their concerns to the Head if they believe that a child is showing possible signs of radicalisation or extremism.

Records of concerns will be kept in line with those kept for other safeguarding concerns.

If deemed necessary, the Head will make a referral to Multi –Agency Safeguarding Hub(MASH), labelling her report 'Prevent' to ensure that it is brought to the attention of the Prevent and Engagement Officer for Merton and Sutton.