

Anti-Radicalism

Policy Reviewed: January 2022
Next Policy Review Date: January 2023

This policy is prepared using the following publications:

DFE “The Prevent duty. Departmental advice for schools and childcare providers. June 2015” DFE
“Keeping children safe in education 2021 ”

POLICY STATEMENT

From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers (referred to in this advice as ‘childcare providers’) are subject to a duty under section 26 of the Counter - Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. It applies to a wide range of public – facing bodies.

Aims and Principles

The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that “such issues will not happen here” and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

The objectives are that:

- All trustees, teachers and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All trustees, teachers and non-teaching staff will know what the school policy is on anti - radicalisation and extremism and will follow the policy when issues arise.

What is Radicalisation?

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Protecting children from the risk of radicalisation is seen as part of The Moorland Waldorf School’s wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

What is extremism?

Extremism is vocal or active opposition to our fundamental 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.

What is terrorism?

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Background factors combined with specific influences such as family, friends or online, may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

Constant practice and Procedure

At the school it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified.

Protecting children from the risk of radicalisation should be seen as part of schools' and childcare providers' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.

All staff are instructed to challenge extremist and radical views.

It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, in the older classes we will always provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

In the school we can emphasise this in daily work such as assisting the children's personal, social and emotional development and understanding of the world.

All staff are DBS checked with a view to a s128 direction.

Risk assessment

All the school staff, particularly the staff who work directly with the children are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

Indicators of Vulnerability that could lead to radicalism

- the student / pupil is distanced from their cultural / religious heritage and experiences;
- discomfort about their place in society;
- personal crisis – the student / pupil 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

- migration;
- local community tensions;
- events affecting the student/pupil'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/pupil may have perceptions of injustice;
- a feeling of failure;
- rejection of civic life.

Experiences of Criminality

- involvement with criminal groups
- imprisonment; and
- poor resettlement/reintegration on release

Special Educational Needs

- difficulties in social interaction
- difficulties in empathizing with others
- difficulties in understanding the consequences of their actions; and awareness of the motivations of others.

More critical risk factors could include:

- 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.

Procedure for reporting concerns

If a member of staff in a school has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead, who will, where deemed necessary, liaise with children's social care.

You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly.

Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk

Endorsement:

Name: Linda Parker

Position: Chair of ECTE

Date: 10/01/22