

## PREVENTING EXTREMISM AND RADICALISATION POLICY

### 1 INTRODUCTION: LEGAL BACKGROUND AND SCOPE

The Counter-Terrorism and Security Act (2015) places a duty on schools to have due regard to the need to prevent people from being drawn into terrorism. At École Jeannine Manuel (“the School”), we recognise that we are partners in the ‘Channel Panels’ that exist between the Local Authority and the chief officer of the local police. (See Appendix B below.)

This policy complies with Part 2, paragraphs 5 (a) to (e) of the Education (Independent School Standards) (England) Regulations 2015, and other relevant and current regulations and any other guidance to which schools are obliged to have regard.

In adhering to this policy, and its procedures, staff and visitors contribute to the School’s delivery of the outcomes to all children, as set out in s10 (2) of the Children’s Act 2004. This policy is one element within our overall arrangements to safeguard and promote the welfare of all children in line with our statutory duties set out at s175 of the Education Act 2002.

This policy also draws upon the guidance contained in [Keeping Children Safe in Education - Statutory guidance for schools and colleges](#), September 2022 (KCSIE); [Working Together to Safeguard Children - A guide to inter-agency working to safeguard and promote the welfare of children](#), July 2018; and also resources such as [Learning Together to be Safe](#) (DCSF-00804-2008), [Prevent resources guide - Supporting Learning together to be safe: a toolkit to help schools contribute to the prevention of violent extremism](#), October 2009; [Tackling Extremism in the UK](#), Report from the Prime Minister’s Task Force on Tackling Radicalisation and Extremism, December 2013; DfE’s [Teaching Approaches that help Build Resilience to Extremism among Young People](#), May 2011; and Peter Clarke’s covering the findings of his investigation into Birmingham schools, 22 July 2014.

This policy applies to the School and all other activities provided by the School, inclusive of those outside of the normal school hours such as out of school care, afterschool clubs and all staff (teaching and support staff) working in the School.

In our School the term ‘staff,’ in the context of safeguarding, is inclusive of all staff and is also inclusive of students on placement, contractors, agency staff, volunteers and governors.

#### 1.1 Availability

This policy is made available to parents, staff and pupils via the School website and within the Policies Folder in the bursar’s office. A copy may also be obtained from the bursar’s office.

#### 1.2 Monitoring and Review

This policy will be subject to continuous monitoring, refinement and audit by the Head and Chair of the Board of Governors.

The Chair of the Board of Governors undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so required.

## 2 PURPOSE

The purpose of this policy is to:

- Ensure that the School complies with all the relevant current legislation and other National Standards which govern this area of our work.
- Ensure the individuals in our care keep themselves and others in the wider community safe.
- Prevent the vulnerable young people in our care being exposed to radicalisation and extreme views.
- Provide opportunities for individuals in our care to widen and develop their interpersonal skills by meeting and forming relationships with people from outside the School.
- Ensure that the welfare and safety of individuals in our care is a major consideration at all times.
- Ensure that arrangements are in place to deal with concerns that may be raised about an individual/s in our care.

## 3 SCHOOL ETHOS AND PRACTICE

When operating this policy, the School uses the following accepted Governmental definition of extremism, radicalisation and terrorism, which are:

- **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; 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.
- **Terrorism:** 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 place for extremist views of any kind in our School, whether from internal sources—children, staff or external sources—school community, external agencies or individuals. Our children 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 children 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 children.

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 children. Education is a powerful weapon against this; equipping children with the knowledge, skills and critical thinking, to challenge and debate in an informed way. Therefore, at the School we provide a broad and balanced programme,

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Linked policies: Safeguarding and Child Protection Policy and Procedure; Anti-bullying Policy; Behaviour Policy; PSHCE Policy; Safe Recruitment Policy; Recruitment of ex-offenders Policy; and Data Protection Policy.

delivered by skilled professionals, so that our children are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised. Furthermore at the School we are aware that children can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources including the media, including via the Internet, and at times children 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 children or staff will always be challenged and where appropriate dealt with in line with our behaviour policy for children and the code of behaviour for staff.

As part of wider safeguarding responsibilities staff are alert to:

- Disclosures by children 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 children have not actively sought these out;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Children accessing extremist material online, including through social networking sites and excessive usage; parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Partner schools, local authority services, and police reports of issues affecting children in other schools or settings;
- Children 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; and
- Anti-Western or Anti-British views.

Our school closely follows the Camden Safeguarding Children Partnership (CSCP) agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised advice will be sought from the PREVENT office who have a panel which meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence. This Panel meets when a referral has been made and referrals can be made by anyone. Senior management will also contact their local police for guidance if concerns have been raised around an individual in our care and be guided by them with regards to the next course of action. During any subsequent external investigation, for the individual to remain in our care, the senior management team will hold a focus meeting to identify risks and control measures that can be put in place to reduce that risk. They will decide if it is safe to keep the individual or whether they need to undertake a period of temporary exclusion. The safety of all the individuals in our care, our staff and the wider community is of paramount importance

## 4 TEACHING APPROACHES

We will all strive to eradicate the myths and assumptions that can lead to some children becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. This guidance and support may be delivered in tutorials. We ensure that all of our support and approaches will help our children build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills. We develop strategies and staff training to 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 and address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we follow the three broad categories of:

- Making a connection with children through learner-centred positive engagement;
- Facilitating a “safe space” for dialogue; and
- Equipping our children with the appropriate skills, knowledge, understanding and awareness for resilience.

This approach is embedded in our School’s mission statement, “**To promote international understanding through the bilingual education of a multicultural community of students...**” Hence, children will know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will also work in conjunction with our School’s approach to the spiritual, moral, social and cultural development of children.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this through:

- Citizenship programmes;
- Open discussion and debate;
- Work on anti-violence and a restorative approach to conflict resolution; and
- Targeted programmes.

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 student’s experiences and horizons. We help support children who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a learner is being directly affected by extremist materials or influences, we will ensure that that learner is offered mentoring. Additionally, in such instances our school will seek external support from the Local Authority, the CSCP and/or local partnership structures working to prevent extremism.

At the School we promote the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage children 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 children safe and prepare them for life in modern multi-cultural Britain and globally.

## 5 USE OF EXTERNAL AGENCIES AND SPEAKERS

Our School encourages the use of external agencies or speakers to enrich the experiences of our pupils. However, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. Our vetting process, which includes a thorough internet search, 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, our School values. Since the work of external agencies is not necessarily directly connected to the rest of our curriculum, we need to ensure that this work is of benefit to our pupils.

Our School will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Messages communicated to children are consistent with the School's ethos and mission statement and do not marginalise any communities, groups or individuals;
- Messages do not seek to glorify criminal activity or violent extremism or seek to radicalise children through extreme or narrow views of faith, religion or culture or other ideologies;
- Activities are matched to the needs of children; and
- Activities are carefully evaluated by the School to ensure that they are effective.

We recognise, however, that the ethos of our School, as expressed in its mission statement, is to encourage children 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 programme, 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 our pupils develop the critical thinking skills needed to engage in informed debate.

## 6 WHISTLE BLOWING

Where there are concerns of extremism or radicalisation pupils and staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence. They must inform the Head straight away (or if it relates to the Head, inform the Chair of the Board of Governors).

## 7 SAFEGUARDING AND CHILD PROTECTION

Staff at the School are alert to the fact that whilst extremism and radicalisation is broadly 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 pupil 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 pupil's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive.) Therefore, all adults working in the 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 to the DSL or Head. In the School our safeguarding reporting arrangements are set out fully in our safeguarding policy.

## 8 DATA PROTECTION

ALL REPORTS, WHETHER FOUNDED OR UNFOUNDED, WILL BE TREATED IN ACCORDANCE WITH THE SCHOOL'S DATA PROTECTION POLICY, THE DATA PROTECTION ACT 2018, AND THE GDPR WHERE APPROPRIATE. FOR MORE INFORMATION REGARDING WHEN DATA OF THIS NATURE WILL BE SHARED WITH THIRD PARTIES, PLEASE SEE THE SCHOOL'S DATA PROTECTION POLICY. AS DETAILED IN OUR SAFEGUARDING POLICY, FEARS ABOUT INFORMATION SHARING MUST NOT BE ALLOWED TO STAND IN THE WAY OF THE NEED TO PROMOTE THE WELFARE, AND PROTECT THE SAFETY, OF CHILDREN.

## 9 VULNERABILITY FACTORS

### Engagement factors:

#### 9.1 Grievance/Injustice

Engagement with an extremist group, cause or ideology meets needs to express or act on feelings of anger, grievance or injustice.

#### 9.2 Threat

The individual feels that their family, identity, culture or values are under threat and an extremist group or cause offers a vehicle to articulate these threats and defend against them.

#### 9.3 Identity, meaning and belonging

The individual uses the group, cause or ideology to provide a clear sense of identity, meaning and belonging.

#### 9.4 Status

Some individuals use extremist groups, causes or ideologies to provide a sense of status and superiority.

#### 9.5 Excitement, comradeship or adventure

Some individuals use extremist groups, causes or ideologies to fulfil a desire for excitement, comradeship or adventure.

#### 9.6 Dominance and control

Some individuals use extremist groups, causes or ideologies to dominate and control others.

#### 9.7 Susceptibility to indoctrination

Some individuals accept the ideology, beliefs and doctrine of an extremist group or cause uncritically and without question.

#### 9.8 Political/moral motivation

Engagement with an extremist group, cause or ideology is motivated by a desire to bring about political or moral change.

#### 9.9 Opportunistic involvement

Engagement with an extremist group, cause or ideology can be motivated by self-interest rather than a political or moral cause.



#### 9.10 Family and/or friends support extremist offending

Some individuals' engagement with an extremist group, cause or ideology can be supported or condoned by family or friends.

#### 9.11 Transitional periods

Some individuals engage with an extremist group, cause or ideology at a transitional time in their lives.

#### 9.12 Group influence and control

Some individuals are members of extremist groups that impose a significant level of influence and control over their behaviour and conduct.

#### 9.13 Mental health

Mental health problems can contribute to individuals' engagement with groups, causes or ideologies.

### Intent factors

#### 9.14 Over-identification with a group, cause or ideology

Some individuals over-identify with a group, cause or ideology to the extent that they lose their own identity and sense of agency.

#### 9.15 Them and Us thinking

Some individuals divide the world into an out-group of persecutors and an in-group of persecuted individuals with whom they identify and whose cause they have adopted.

#### 9.16 Dehumanisation of the enemy

Individuals can dehumanise members of the out-group and believes they should be purged or punished.

#### 9.17 Attitudes that justify offending

This factor applies where individuals hold attitudes or beliefs that support and justify offending on behalf of their group, cause or ideology.

#### 9.18 Harmful means to an end

Individuals may be prepared to commit serious or significant harm to realise extremist goals.

#### 9.19 Harmful objectives

Some individuals hold objectives that are inherently harmful.

### Capability factors

#### 9.20 Individual knowledge, skills and competencies

Some individuals have specific knowledge, skills and competencies to contribute to or commit offences that could cause serious and significant harm.

#### 9.21 Access to networks, funding or equipment for terrorism

Some individuals have access to networks, funding or equipment that can help them support or commit a terrorist offence that could cause serious or significant harm.

#### 9.22 Criminal capability

Where individuals have a criminal history, which can provide a level of capability for extremist offending.

## Appendix A

### Key Ingredients for Successful Teaching in the Context of Push and Pull Factors

PUSH FACTORS	KEY INGREDIENTS	PULL FACTORS
Factors that push/make children vulnerable to extremist messages		Factors that draw children into extremist messages
Lack of excitement; frustration	<b>Teacher confidence:</b> in many cases, the use of existing teaching skills may well be the most effective approach	Charismatic/confident recruiters
Lack of sense of achievement Lack of purpose/confidence in the future, life goals	<b>Teacher attitudes and behaviour:</b> willingness to admit you don't know; acknowledging controversial issues exist; awareness that you have a role to play; willingness to turn to others for help when you don't know about something.	Networks/sense of belonging
Lack of an outlet for views	<b>Specific knowledge:</b> understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering') Knowledge of an alternative values framework	Broader community views which enable or do not oppose extremism
Gaps in knowledge or understanding for both children and their parents	<b>Pedagogy:</b> <ul style="list-style-type: none"> <li>• Boosting critical thinking (seeing through propaganda, singular messages etc.)</li> <li>• Helping to see multiple perspectives</li> <li>• Using multiple resources/methods</li> <li>• Embedding or sustaining dialogue following specialist interventions</li> <li>• Enabling students to tackle difficult issues</li> <li>• Linking school work to the wider community</li> <li>• Drawing evidence from across the curriculum</li> <li>• Developing in children a sense of multiple identities, help children become aware of and comfortable with, multiple personal identity</li> </ul>	<ul style="list-style-type: none"> <li>• Persuasive, clear messages</li> <li>• Exploiting knowledge gaps</li> </ul>
Sense of injustice		
Actual or perceived humiliating experiences (including bullying, racial discrimination, perhaps linked to sense of injustice)		



Exclusion: lack of belonging to peer or community networks, associations, etc		<i>Factors beyond the scope of this Appendix A</i>
<i>Factors beyond the scope of this Appendix A</i>	<i>Factors beyond the scope of this Appendix A</i>	Sense of dignity and importance and loyalty
Disruptive home life	Support from senior leaders	Exciting (non-teaching) activities
Disaffection with wider societal issues	Pupil support processes	Sense of purpose in life

## Appendix B

### Referral pathway

### Prevent

#### **What do I do if I have concerns about an individual in relation to extremism or radicalisation?**

If you have concern about an individual in relation to extremism or radicalisation, you can refer to the Prevent Team. They will be able to offer appropriate advice and guidance and will refer into the Channel process, if required.

#### **HE & FE Regional Prevent Coordinators:**

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#### **What is Channel?**

Channel is a key element of the Prevent Strategy. It is a multi-agency approach to protect people at risk of radicalisation. Channel uses existing collaboration between local authorities, statutory partners, the police and the local community to identify individuals at risk of being drawn into terrorism, assess the nature and extent of that risk and develop the most appropriate support for the individuals concerned. More information about Channel can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/118194/channel-guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118194/channel-guidance.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/445977/3799\\_Revised\\_Prevent\\_Duty\\_Guidance\\_England\\_Wales\\_V2-Interactive.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf)

#### **What happens once I have raised a concern about an individual with the Prevent Team?**

Prevent Team Officers would liaise with you to discuss your concerns. They would complete a vulnerability assessment for the individual (either by engaging directly with them or based on information given by the referrer, depending on the circumstances).

The information would then be used to make a decision as to whether the case needed to be discussed at the next Channel meeting, where the assessment is discussed and agencies are invited to contribute any shared knowledge about the individual from their own area of business. The vulnerability assessment scoring is also discussed and a decision made about how to ensure the most suitable outcomes for the individual are achieved. If the case is not accepted into the Channel process at this stage, it will be referred back to the Case Management process, where appropriate alternative support and engagement for the individual will be identified.

If an individual who has been referred to Channel is the subject of an existing statutory process (for example, child protection processes) the Prevent Team would endeavour to contribute to the statutory process along with the other key partners who were working together to achieve the best outcomes for the individual concerned.

The person making the referral will be kept informed and, in many cases, would be involved in decision-making going forward.

### Channel Process

The different stages within the Channel process:

