Prevention of Radicalisation and Extremism Policy

Park Community School

Contents

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PREVENTION OF EXTREMISM & RADICALISATION POLICY

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1.   Purpose and Aims

Park Community School is fully committed to safeguarding and promoting the welfare of all its students. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

Our school fully recognises the contribution it can make to promoting the welfare of children and protecting them from harm. This policy sets out our strategies and procedures to protect vulnerable students from being radicalised or exposed to extremist views. The elements of our policy are prevention, protection and support.

At Park Community School, we will ensure that:
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of students.
- Parents/carers and students will know that the school has policies in place to keep students safe from harm and that the school regularly reviews these systems to ensure they are appropriate and effective.

This policy applies to all students, staff, parents, governors, volunteers and visitors.

A glossary of related terms and indicators of vulnerability to extremism can be found in Appendices 1 & 2 of this policy.

2.   Roles and Responsibilities

It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the students at this school.

The Governing Body of the School is accountable for ensuring the effectiveness of this policy and our compliance with it. The Governing Body will ensure that:

- This policy is reviewed annually alongside our Safeguarding & Child Protection Policy.
- All staff undertake appropriate training that equips them with the skills to identify and respond appropriately to concerns regarding extremism and radicalisation.
- The Headteacher and Designated Safeguarding Lead will assess the risk of students being drawn into extremist views. The risk assessment may include consideration of the school's curriculum, the use of school premises by external agencies and any other local issues relating to the school community.
- A broad curriculum is in place to deliver the spiritual, moral, social and cultural development of students.
- Appropriate safeguarding arrangements are in place by working in partnership with other agencies and communities as required.

- There are systems in place for keeping students safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.

The Designated Safeguarding Lead (DSL) will carry out their role in accordance with the responsibilities outlined in Annex B of 'Keeping Children Safe in Education'. As part of this responsibility, the DSL will act as the point of contact within our school for any concerns relating to radicalisation and extremism.

The DSL at Park Community School will make referrals in accordance with Hampshire Channel procedures to the MASH Team where appropriate and will represent our school at Channel meetings as required.

3. Training

Through training, we will ensure that all of our staff are made fully aware of the threats, risks and vulnerabilities that are linked to radicalisation. Staff will be able to identify children at risk of being drawn into extremism and develop the confidence to challenge extremist ideas. All staff will understand how we can provide support to ensure that our students are resilient and supported to resist involvement in radical or extreme activities.

Members of our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school.

4. The Role of the Curriculum

We will provide students with a broad and balanced curriculum and promote the spiritual, moral, social and cultural (SMSC) development of our students. Students will be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

Through our curriculum we will aim to:
- enable students to develop their self-knowledge, self-esteem and self-confidence.
- enable students to distinguish right from wrong and to respect the civil and criminal law of England.
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people.
- encourage respect for British Values such as democracy and support

for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

5. Visitors and use of School Premises

Park Community School we recognise the role that external agencies and speakers can play in enhancing the learning experiences of our students. Where we use external agencies and individuals in this way, we will positively vet them to ensure that their messages are consistent with, and not in opposition to, the school's values and ethos.

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

- Any messages communicated to students 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 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;
- Activities are carefully evaluated by schools to ensure that they are effective.

Any guest speakers or external agencies will be provided with a copy of our safeguarding procedures on arrival at the school and will be appropriately supervised at all times.

When an agreement is made to allow non-school groups or organisations to use the school premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in-keeping with the Tackling Extremism and Radicalisation Policy, the school will contact the police and terminate the arrangement.

6. Procedures for Managing Concerns

Park Community School adheres to the procedures that have been agreed locally through the Hampshire Safeguarding Children Board for safeguarding students vulnerable to radicalisation and violent extremism.

We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of *'it could happen here'* where safeguarding is concerned and this includes vulnerability to Radicalisation.**

At all times we will work in partnership and endeavour to establish effective

working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children.

The Designated Safeguarding Lead (DSL) should be used as a first point of contact any safeguarding concerns in our school. Any member of staff or visitor to the school who receives a disclosure of or suspects that a child is at risk of radicalisation must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

Hampshire Channel procedures by making a referral via the MASH as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

All Channel referrals will be made using the referral form that can be found at Appendix 3 and/or a Multi-Agency Referral.

If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children because of concerns relating to extremism and radicalisation, the member of staff receiving the information should inform the Headteacher, DSL or Chair of Governors immediately in line with the procedures outlined in our Safeguarding Policy and the Whistleblowing Policy.

7.   Relevant Policies

To underpin the values and ethos of our school and our intent to ensure that students at our school are appropriately safeguarded, the following policies should be read in conjunction with this policy:
- Safeguarding incorporating Child Protection Policy
- Behaviour
- Equality and Diversity
- E-safety
- Health and Safety including site security
- Use of School Premises/Lettings
- Whistle-blowing

8.   Statutory Framework

This policy has been devised in accordance with the following legislation and local and national guidance:

- Hampshire Safeguarding Children Board – Safeguarding Children and Young people against Radicalisation and Violent Extremism – procedures manual
- The Counter-Terrorism & Security Act 2015
- Prevent Duty Guidance: for England & Wales, HM Government (2023, updated March 2024)
- 'Promoting fundamental British values as part of SMSC in schools:

Departmental advice for maintained schools', DfE (2014)
- 'Keeping Children Safe in Education', DfE (2023)
- 'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children', DfE (2023)
- 'Information Sharing: Advice for practitioners', DfE (April 2024)

Document Control Table	
Associated documents	- Safeguarding Policy - Child Protection Policy - Equality Policy - E-Safety Policy - Staff Code of Conduct - Whistle-blowing Policy
Date approved by Governors	1 May 2024
Review date	May 2025

Appendix 1: Glossary of Terms[1]

Extreme Right-Wing Terrorism (ERWT)
Describes those involved in Extreme Right-Wing activity who use violence in furtherance of their ideology. These ideologies can be broadly characterised as Cultural Nationalism, White Nationalism and White Supremacism. Individuals and groups may subscribe to ideological tenets and ideas from more than one category.

Having due regard
In relation to section 26 Counter-Terrorism and Security Act 2015, means that specified authorities should place an appropriate amount of weight on the need to prevent people becoming terrorists or supporting terrorism when they carry out their usual functions.

Ideology
A terrorist 'ideology' is a set of beliefs, principles, and objectives to which an individual or group purports to adhere and attempts to instil in others to radicalise them towards becoming terrorists or supporting terrorism. There are several concepts or 'tools' that often feature in terrorist and extremist ideologies, including: narrative, propaganda, grievances, and conspiracy theory.

Interventions
These are tailored packages intended to divert people away from extremist activity at the earliest opportunity and support their disengagement with terrorist ideologies where they have been involved in terrorism or terrorist-related activity.

Islamist terrorism
Is the threat or use of violence as a means to establish a strict interpretation of an Islamic society. For some this is a political ideology which envisions, for example, the creation of a global Islamic caliphate based on strict implementation of shari'ah law. Many adherents believe that violence (or jihad as they conceive it) is not only a necessary strategic tool to achieve their aims, but an individual's religious duty. In the UK the Islamist terrorist threat comes overwhelmingly from those inspired by, but not necessarily affiliated with, Daesh and/or al-Qa'ida, but they operate within a wider landscape of radicalising influences as set out in the government's response to the Independent Review of Prevent. Islamist should not be interpreted as a reference to individuals who follow the religion of Islam.

Left Wing, Anarchist and Single-Issue Terrorism (LASIT)
Encompasses a wide range of ideologies. It includes those from the extreme political left-wing as well as anarchists who seek to use violence to advance their cause in seeking to overthrow the State in all its forms.

Online radicalisation
Describes situations where the internet is believed to have played a role in a person's radicalisation pathway. The internet can play two broad roles in radicalisation (offering mechanisms often unavailable to people offline). These are: exposure to extremist and terrorist content and socialisation within 'likeminded'

networks. Often this is facilitated by highly permissive environments online.

Permissive environment
A 'permissive environment' may be characterised as being tolerant of behaviour or practices strongly disapproved of by others, such as an environment where radicalising ideologies are permitted to flourish. Radicalisers create and take advantage of permissive environments to promote or condone violence and to spread harmful ideologies that undermine our values and society. Permissive environments can exist both online and offline. Permissive online environments can contribute to online radicalisation.

Prevention
In the context of this document means reducing or eliminating the risk of people being radicalised or becoming involved in terrorism.

Radicalisation
Is the process of a person legitimising support for, or use of, terrorist violence.

Specified authority
Refers to the people, organisations and institutions listed in Schedule 6 of the Counter-Terrorism and Security Act 2015 to whom the Prevent duty at section 26 of the Act applies. It is their responsibility to ensure that the provisions of this guidance are carried out.

Susceptibility
Is complex and unique to a person's circumstances. Within Prevent, susceptibility refers to the fact that a person may be likely or liable to be influenced or harmed by terrorist and extremist ideologies that support or radicalise people into terrorism. Please see the 'susceptibility to radicalisation' section of the Prevent duty guidance 2023. As set out in the Prevent duty guidance, a person's susceptibility may be linked to their vulnerability (see vulnerability below), but not all people susceptible to radicalisation will be vulnerable. There may be other circumstances, needs or other underlying factors that may make a person susceptible to radicalisation but do not constitute a vulnerability.

Terrorism
The current UK definition is set out in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as 'The use or threat of serious violence against a person or serious damage to property where that action is:
designed to influence the government or an international governmental organisation or to intimidate the public or a section of the public; and
for the purpose of advancing a political, religious, racial or ideological cause.'

Terrorist-related offences
Are those (such as murder) which are not offences in terrorist legislation (TACT 2000), but which are judged to be committed in relation to terrorism.

Vulnerability
Describes the condition of being in need of special care, support, or protection

because of age, disability, risk of abuse or neglect.

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[1] Taken from Prevent Duty Guidance: England & Wales, HM Government 2023, updated 6 March 2024

Appendix 2: Warning Signs/Indicators of Concern

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 vital that school staff are able to recognise those vulnerabilities. However, 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.

Factors which may make students more vulnerable may 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:** migration; local community tensions and 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; rejection of civic life.
- **Experiences of Criminality**: involvement with criminal groups, imprisonment, poor resettlement or reintegration.
- **Special Educational Need**: students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

Students who are vulnerable to radicalisation may also be experiencing:
- Substance and alcohol misuse
- Peer pressure
- Influence from older people or via the Internet
- Bullying
- Domestic violence
- Race/hate crime

Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:
- Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- Students accessing extremist material online, including through social networking sites

- Possessing or accessing materials or symbols associated with an extremist cause
- Using extremist narratives and a global ideology to explain personal disadvantage
- Students voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues
- Graffiti symbols, writing or art work promoting extremist messages or images
- Significant changes to appearance and/or behaviour increasingly centred on an extremist ideology, group or cause
- Changing their style of dress or personal appearance to accord with the group
- Attempts to recruit others to the group/cause
- Using insulting to derogatory names for another group
- Increase in prejudice-related incidents committed by that person – these may include:
- Physical or verbal assault
- Provocative behaviour
- Damage to property
- Derogatory name calling
- Possession of prejudice-related materials
- Prejudice related ridicule or name calling
- Inappropriate forms of address
- Refusal to co-operate
- Attempts to recruit to prejudice-related organisations
- Condoning or supporting violence towards others.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting students in other schools

Appendix 3: Referral Form – Community Partnership Information (AD362)

Guidance This form is used for the sharing of non-urgent information by partner agencies. It can also be used to share information about MAPPA offenders.

This is not a referral form, nor does it replace any pre-existing referral or notification mechanism

This information maybe sanitised and used in subsequent partnership forums for the purposes of identifying and mitigating risk. Further guidance on how to use the form and what it can be used for can be found on the dedicated Safe4me Information Sharing web-page: www.safe4me.co.uk/portfolio/sharing-information/

Any other questions regarding this form can be raised with your police contact or via the email below.

Completed forms should be sent electronically to 24/7-Intel@hampshire.police.uk

Your Details			
Name			
Organisation			
Telephone		Email	

Information *including date and location*

Information Source
Where did this information come from?

Name	
Date of Birth	
Address	
Can they be re-contacted? *If yes, provide details*	☐ Yes ☐ No Telephone Email

How did they find this information out?

When did they find this information out?

Who else have you shared this information with?

If Police act on this information what difficulties might there be?

How can we mitigate those difficulties?