



Beechtree Steiner Initiative
Preventing extremism and radicalisation policy

Introduction

At Beechtree, we are fully committed to safeguarding and promoting the welfare of all our children. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. We fully recognise the contribution it can make to promoting the welfare of young people and protecting them from harm. This policy sets out our strategies and procedures to protect vulnerable pupils from being radicalised or exposed to extremist views. The elements of our policy are prevention, protection and support.

All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs.

“The Prevent duty is the duty in the Counter-Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism.” (*The Prevent Duty*, Department for Education, 2015).

This policy has been written with reference to Keeping Children Safe in Education, September 2019.

Definitions

Radicalisation

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups.

Extremism

Extremism is the vocal or active opposition to our fundamental values including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

What to do if you have a concern:

Schools and colleges 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.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combines with specific influences such as family and friends may contribute to a child's vulnerability. Similarly radicalisation can occur through many different methods e.g. social media and settings e.g. internet. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate they need help or protection.

What to do if you are concerned about a child

If a member of staff has a concern about a particular child they should follow the school's normal safeguarding procedures, including discussing with the school's Designated Safeguarding Lead, Nicola Milton, and, where deemed necessary, with children's social care. Additional Prevent specific support is available as follows:

- Leeds is a Prevent priority area and as such a Prevent Coordinator (Nadeem Siddique) has been appointed. She can provide support and advice should the need arise. Her contact details are as follows:
Email: Nadeem.siddique@leeds.gov.uk
Tel: 07891 275424
- Staff can contact the local police force (West Yorkshire Police: 0113 241 3459) or dial 101 (the non-emergency number; this will take the caller to the local police). They can talk to staff in confidence about concerns and help staff gain access to support and advice.
- The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and trustees to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gov.uk.

Signs and Indicators

Identity

- 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; and
- events affecting the 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 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

- social interaction
- empathy with others
- 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; and
- significant changes to appearance and/or behaviour;
- experiencing a high level of social isolation, resulting in issues of identity crisis and/or
- personal crisis

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Guidance on Channel is available at: Channel guidance,

(<https://www.gov.uk/government/publications/channel-guidance>) and a Channel awareness e-learning programme is available for staff at: Channel General Awareness (http://course.ncalt.com/Channel_General_Awareness/01/index.html).

The school's designated safeguarding lead (and any deputy) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

British Values

Our curriculum 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.

Our PSHE provision is embedded across the curriculum, and underpins the ethos of the school. Children throughout the school learn about a wide variety of religions and beliefs in a respectful and balanced way. Active debate and questioning is promoted in the delivery of lessons.

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.

Please see our policy on British Values, Promotion of Fundamental British Values.