



Preventing Extremism and Radicalisation Policy

A copy of this policy is published in the following area:
The school website

Reviewed: September 2019
Date for review: September 2020
Reviewed by: Emma Ellison

A. Related Truro School and National Policies

This Policy should be read in conjunction with:

- Safeguarding and Child Protection Policy (TS)
- Anti-Bullying Policy (TS)
- Anti-Racism Policy (TS)
- Behaviour Policy: Rewards and Sanctions (TS)
- Missing Pupils Policy and Procedures (TS)
- PSHEE Schemes of Work (TS)
- External Speaker Protocol (TS)
- Prevent Duty and Guidance, HM Government 2015
- Keeping Children Safe in Education DfE
- Promoting fundamental British Values as part of SMSC in schools DfE 2014
- The Prevent duty DfE 2015
- Children Missing Education DfE 2016

B Policy Statement

Truro School is fully committed to providing a secure environment where pupils feel safe and are kept safe. All adults in our school recognise the importance of safeguarding young people and that it is everyone's responsibility irrespective of their role.

Tackling Extremism and Radicalisation is one element within the school's overall arrangements to Safeguard and Promote the Welfare of all children in our care. Procedures are in place to protect vulnerable individuals from being radicalised or exposed to extremist views.

C Aims and Principles

The Truro School Preventing Extremism and Radicalisation Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views.

It is crucial that as a school we overcome disbelief that such issues will not happen and that the school works alongside other professional agencies to ensure our pupils are safe.

The school will actively promote awareness of the policy in the following ways:

- Making all governors, teachers, teaching and non-teaching staff aware of what radicalisation and extremism are and why vigilance is important when addressing and dealing with any issues
- All pupils in our care will be made aware of the dangers of exposure to extremist views; encouraging resilience and embedding knowledge of what to do if they experience them
- All parents and carers are made aware of the policy and supported to protect their children effectively

D. Definitions and Indicators

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

Extremism¹ is the vocal or active opposition to our fundamental values, including 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.

Radicalisation² refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

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

¹ As defined in the Government's Counter Extremism Strategy

²As defined in the Revised Prevent Duty Guidance for England and Wales

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. 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 referral to the Channel programme

There are a number of behaviours which may indicate a child is at risk. These may include:

- Disclosure of exposure to extremist actions, views or materials of others outside of school
- Graffiti symbols, writing or art work promoting extremist messages or images
- Parental reports of changes in behaviour, style of dress or appearance to accord with a group
- Use of extremist or 'hate' terms to exclude others or incite violence
- Anti- Western or Anti-British views
- Condoning or supporting violence towards others.

Educate Against Hate, is a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people.

E. Procedures for referrals or concerns

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.

Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer.

The internet and the use of social media in particular has become a major factor in the radicalisation of young people. The school monitors internet use, in conjunction with the South West Grid for Learning (SWGfL), and if a child or young person has accessed or viewed extremist content, the DSL or Deputy DSL should be informed. They will report the website through www.direct.gov.uk/reportingonlineterrorism as well as informing the police, either 101 in a non-emergency or 999 in an emergency. Advice will be sought via the DfE dedicated telephone helpline (020 7340 7264) or email (counter-extremism@education.gsi.gov.uk).

If staff and volunteers have concerns that a child or young person may be at risk of viewing extremist or terrorist material, or of becoming radicalised, they should raise these concerns with the DSL or Deputy DSL. A risk assessment will be undertaken and,

if appropriate, help will be provided for the child or young person through the government's Channel programme.

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, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness.

Early intervention is vital.

F. Preventative measures

- The school curriculum is broad and balanced and promotes respect, tolerance and diversity. Pupils are encouraged to share their views and recognise that they are entitled to have their own beliefs which should not be used to influence others. PSHEE opportunities to discuss and become more resilient help to underpin a sense of security and well being
- Pupils are taught how to stay safe when using the internet. They are taught to seek support or help if they have experienced upset or concern when using the internet
- Staff regularly have updates via training and meetings making them fully aware of radicalisation and extremism
- All staff are trained via INSET events and on-line training
- The school works closely with other partners and agencies to enhance positive network links (community groups, social care, police)
- When services are delivered by a third party, education or otherwise, on the school site our External Speaker Protocol will seek to ensure the suitability of adults working with, and in the presence of, children at any time¹. When arranging visiting speakers, the school will ensure that they are suitable and appropriate for the pupils from the perspective of the Prevent guidance. This will usually take the form of checking their organisation or viewing references and testimonials from previous users of that speaker. If appropriate, formal checks will be undertaken.

¹Where a third party is responsible for running the services there should be clear lines of accountability and written agreements setting out responsibility for carrying out the recruitment and vetting checks of staff and volunteers: paragraph 71, Keeping Children Safe in Education (July 2019)

- When an external organisation is in a supervisory role of our pupils away from the school site, written assurances will be gained that these staff have undertaken suitability checks to be in a supervisory role with our pupils.
- External providers that will be Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.
- New visitors to the school are made aware of school procedures and policies
- New user groups at the school are monitored in the event of any possible not in-keeping behaviour.
- The Governing Body of the school will agree and support the school when tackling extremism and radicalization

Truro School is aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media and at times pupils may reflect or display discriminatory, prejudiced or derogatory language. If this occurs, it will be challenged and where appropriate dealt with in line with the school Behaviour Policy, School Rules and Codes of Conduct.

It is also important that Truro School will ensure that no individual or group will feel disenfranchised or unfairly discriminated.

The school promotes a harmonious culture where every child and adult feels safe and valued. Truro School is one of many schools in the UK which is a member of the Methodist Independent Schools Trust. Fundamental to the ethos of our school therefore is the work we do to promote social justice and to counter prejudice and intolerance in whatever form that takes by encouraging mutual respect and understanding.