Tuition, Medical and Behaviour Support Service

Preventing Extremism and Radicalisation Policy

Adopted:	October 2016
Reviewed:	October 2023
Next Review:	October 2024
Governing Committee:	9 November 2023
Responsibility:	James Pearson

Contents   **Page**

Introduction

The government revised the Prevent Duty Guidance in July 2023 and this will come into effect in December 2023. At that point, it will replace any previous guidance. The guidance is a document that supports many authorities and this policy will focus on support in education.

This 'Preventing Extremism and Radicalisation Policy' is part of our commitment to keeping children safe. All staff working in *TMBSS* recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for students or not.

When operating this policy, the Service uses the following Governmental definition of extremism which is:

'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'.

In December 2023, new statutory duties will come into effect in schools by the Counter Terrorism and Security Act (2019) which means they must work to prevent children being drawn into extremism. The full Government Prevent Strategy can be viewed <u>at</u> <u>https://www.gov.uk/government/publications/prevent-duty-guidance</u>

This policy draws on both statutory and non-statutory guidance:

Statutory Duties
- Counter Terrorism and Security Act (2019)
- Keeping Children Safe in Education (2023)
- Prevent Duty Guidance (2023)
- Working together to Safeguard Children (2018)

Non-statutory Guidance
- The Prevent Duty: Departmental advice for schools and childcare providers (DfE 2023)
- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained school (DfE 2014)
- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)

Other related policies within TMBSS
- E Safety Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Equality Policy
- Personal, Social and Health Education (PSHE) Policy
- Spiritual, Moral, Social, Cultural (SMSC) Policy
- Staff Handbook

At the TMBSS, we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for students 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 students.

1   Roles and responsibilities

It is the role of all Governors, and staff to:

- Promote fundamental British Values as part of our values and curriculum (refer to relevant policies).
- Provide a "safe space" for children to understand and discuss sensitive topics, those linked to terrorism and extremism, and learn (according to their age and level of development) how to question and challenge these ideas in a politically balanced way.
- Be alert to and identify children who may be susceptible to extremist ideology and where it is assessed as appropriate by the Designated Safeguarding Lead; make a Prevent referral (in line with the local Preventing Terrorism Processes)
- Monitor and report any hate-based behaviour as part of our Behaviour and Child-on-Child Abuse Policies (Hate related incident reporting processes can be found here).
- Assess the risk of our children being drawn into terrorism, ensuring this is informed by the potential risk in the local area. Any identified risks are referenced in our school evaluation processes; and inform our approach to online safety (including filtering and monitoring and cyber security arrangements).

Curriculum and teaching approaches

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience may make it harder for them to challenge or question these radical influences. Within TMBSS this will be achieved primarily through PSHE, RE, but also other curriculum areas, external speakers and through additional formal and informal opportunities.

We will be flexible to adapt our teaching approaches, as appropriate, so as to address specific issues as to become even more relevant to the current issues of extremism and radicalisation.

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 by using a curriculum that includes:

- Open discussion and debate
- Work on anti-violence and restorative approach addressed through the curriculum and the behaviour policy
- Focussed educational programmes

At TMBSS we will promote the 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 pupils to respect one another and to respect and tolerate differences, especially those of a different faith or not faith. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain and globally.

ICT & E Safety

At TMBSS we will ensure that children are safe from terrorist and extremist material when accessing the internet in Centre's by having secure filters which will block inappropriate content.

Pupils and staff are aware of the procedures in Centre for reporting any concerns relating to inappropriate content found on the internet.

Pupils and staff are asked to sign the Acceptable Use Policy (AUP) to confirm that they understand what is acceptable.

- Please refer to the E Safety Policy

Staff training

Statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

All staff complete the E learning Home Office Prevent Training. This is updated every 2 years. New staff members complete the E learning training within the first half term of joining the service as part of the safeguarding induction procedure.

Staff are aware of the signs of vulnerability and indicators of radicalisation and extremism as set out in Appendix 1.

Working in partnership

We will work in partnership with local partners, families, and communities in our efforts to raise awareness of radicalisation and supporting us with implementing the Prevent Duty.

TMBSS will engage effectively with parents/families to assist and advise of support mechanisms if concern is raised.

The Service will ensure that safeguarding arrangements consider the policies and procedures of Shropshire Safeguarding Children Board.

Information sharing

If you need to share the personal data of someone susceptible to radicalisation, you do not need to gain consent from the student or parents/carers if you have a lawful basis for doing so.

https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

Use of external agencies and speakers

At TMBSS we encourage the use of external agencies or speakers to enrich the experiences of our pupils. We will ensure that any visitor coming into the Service has been 'checked' and vetted appropriately in accordance with Keeping Children Safe in Education September 2022. Such vetting 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, the Service's values and ethos.

Referral process

If a member of staff has a concern about a particular pupil/s they should follow the Service's normal safeguarding procedures, including discussing with the Service's designated safeguarding lead as set out in the Child Protection/Safeguarding Policy.

The designated lead should refer to the Shropshire Safeguarding Community Partnership Child Exploitation Practice Guidance and Protocol (Preventing Terrorism)

For assistance with the completion of a Prevent referral form, contact the West Midlands Prevent hub 0121 251 0241.

Prevent Engagement Officer, West Mercia Police is DC Holly Aungiers – 01386 591815

Prevent Referral can be made directly to West Mercia Police at https://www.westmercia.police.uk/advice/advice-and-information/t/prevent/prevent/alpha/prevent-referral/

Monitoring and review

This policy will be reviewed annually by the Governing body but may need to be adapted as and when new guidance or policy is released.

Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the Service website.

The Head of Service will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy as their overall duty to safeguard children.

Appendix 1

Recognising the indicators of vulnerability to radicalisation

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.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that Service staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity crisis – the student/pupil distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- Isolation from Family and Peers
- Personal crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing family 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/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 – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- Special educational needs – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others
- Drop in attendance or lack of engagement in education.

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.