Preventing

Radicalisation

Policy

Preventing Radicalisation

The school constitutes a safe space in which pupils can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

In the context of recent national and international events arising from the radicalisation of individuals and their subsequent involvement in extremist or terrorist activity, schools now have a statutory duty to be aware of and ready to respond to any signs that individuals are vulnerable to radicalisation or being influenced towards supporting terrorism and forms of extremism leading to terrorism.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
Extremism is defined in the *Prevent* strategy as vocal or active opposition to fundamental British values.

The school is committed to working with others to prevent vulnerable people, including children, being drawn into terrorism or activity in support of terrorism. It does this through:

1. **School culture**

The school promotes the spiritual, moral and cultural development of its pupils. This includes the encouragement and exercise of free speech, and the articulation and discussion of opinions. But with rights come responsibilities. If a pupil were to express discriminatory or extremist opinions or behaviours, these would be challenged as a matter of course.

Mutual respect is central to the ethos of the school, and is modelled by pupils and staff alike. The school promotes respect for others in the classroom and in all other activities. Pupils are encouraged to explore ideas and develop opinions, always understanding that disagreement does not entail loss of respect for and understanding of others' opinions. They are given the opportunity to explore and understand their place in the UK's culturally diverse society, and they are given the opportunity to experience diversity within the school community.

There is no place at the school for the promotion of partisan political views. There are occasions when it is appropriate to present pupils with different political views; in these cases, we undertake to ensure a balanced presentation of those views. Teaching cannot involve the promotion of partisan political views. In discussing political issues, pupils are offered a balanced presentation of opposing views.

2. **Curriculum**

The school actively promotes the values of democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Its curriculum incorporates the

desired learning outcomes published by the DfE (below). Pupils gain these understandings through PSHE programmes (where questions about extremism may arise), assemblies and schemes of work in relevant curriculum subjects.

Desired learning outcomes, as defined by the Department for Education:

- *An understanding of how citizens can influence decision-making through the democratic process;*
- *An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;*
- *An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;*
- *An understanding that the freedom to hold other faiths and beliefs is protected in law;*
- *An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;*
- *An understanding of the importance of identifying and combatting discrimination.*

3. Safeguarding framework

Identifying and acting appropriately on any evidence that an individual is vulnerable to extremism or radicalisation is part of the broader safeguarding role of the school and its staff. The GDST *Safeguarding Policy* and *Procedures* sets out in detail the framework, which is supported by other policies, such as *Behaviour*, *Anti-bullying* and the *ICT Acceptable Use Agreement*.

With regard to preventing radicalisation, the school:

- **Prohibits extremist speakers/events at the school**; and has established clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised
- **Manages access to extremist material** – including through the **Internet.** GDST schools use Websense screening which filters Internet traffic coming through the school. Websites with militancy and extremist content are screened through this system. In addition, Websense can monitor requested internet access to radical sites by users of school systems
  (Every effort is made to filter extremist sites, and ensure that pupils are safe from terrorist and extremist material when accessing the Internet in school. The key word here is 'appropriate', given that pupils need to be educated in the use of the Internet, and too high a level of filtering would impede wider educational aims.)
- **Trains its staff** to recognise signs of radicalisation/extremism, and to know what to do; with the result that staff have the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. Staff know where and how to refer children and young people for further help.
- **Works in partnership**: risk assessments and referrals are made in liaison with other local agencies. *Channel* is the multi-agency process designed to safeguard vulnerable people from

being drawn into extremist behaviour, and works in a similar way to existing safeguarding partnerships (see below)

- **Has established referral mechanisms** to identify individuals who are vulnerable to extremism or radicalisation, and works with local partners to develop appropriate support strategies.

Reviewed Sept 2018

The *Channel* process

In the case of concerns about a pupil being at risk of radicalisation, school staff will use their professional judgement and act proportionately, which may include making a referral through the *Channel* programme.

The *Channel* process is part of the government's overall strategy of preventing radicalisation, and sets out a framework within which agencies work together to:
- identify individuals at risk of being drawn into terrorism
- assess the nature and extent of that risk
- develop the most appropriate support plan for the individuals concerned.

The *Channel* referral process requires that concerns should be passed on to the school's Safeguarding Lead, who may consult with the local *Prevent* Officer (Police/Local Authority). If further action is considered appropriate, screening by the police *Channel* Coordinator might take place, followed by a preliminary assessment by the Local Authority's *Prevent* Lead and Police *Channel* Coordinator. Again, if further action is considered necessary, the next step might be the creation of an assessment and action plan by the local Multi-Agency *Channel* Panel, and subsequent implementation of that plan, which would be aimed at re-engaging the individual and preventing radicalisation.

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It involves early intervention to protect vulnerable people and divert them away from the risk they face before illegality occurs. The framework for referral, review and action is not intended to criminalise individuals, but to set a course to avoid precisely that.

An individual's engagement with the Channel programme is entirely voluntary at all stages.

Safeguarding children and young people from radicalisation is no different from safeguarding them from other forms of harm. Indicators for vulnerability to radicalisation overlap with those which underlie other vulnerabilities that might give rise to safeguarding concerns, including:

- Family tensions
- Sense of isolation
- Distance from cultural heritage
- Experience of racism or discrimination either personally or as a witness to the event
- Feeling of failure.

The risk of radicalisation may be the product of a number of factors. Identifying this risk requires that we exercise professional judgement, seeking further advice as necessary. Staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

Anyone with concerns about a pupil being vulnerable to radicalisation or extremism should contact the school's Designated Safeguarding Lead.

Possible activities or events that would raise initial concerns:

- o A pupil disclosing her exposure to the extremist actions, views or materials of others outside of school
- o Graffiti symbols, writing or art work promoting extremist messages or images
- o Students accessing extremist material online, including through social networking sites
- o Parental reports of changes in behaviour, friendship or actions and requests for assistance
- o Other local schools, local authority services, and police reports of issues affecting their students
- o A pupils voicing opinions drawn from extremist ideologies and narratives
- o Use of extremist or 'hate' terms to exclude others or incite violence
- o Expressions of intolerance to difference, whether it be religious, gender, disability, sexuality, ethnicity
- o Attempts to impose extremist views or practices on others
- o Expressions of extreme anti-Western or Anti-British views.

The Internet and social media have become a major factor in the radicalisation of young people.

The *Channel* guidance describes the **possible indicators of vulnerability** to extremism and radicalisation, around the three dimensions of engagement, intent and capability:

1) **Engagement**
a. spending increasing time in the company of other suspected extremists
b. changing their style of dress or personal appearance to accord with the group
c. their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause
d. loss of interest in other friends and activities not associated with the extremist ideology, group or cause
e. possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups)
f. attempts to recruit others to the group/cause/ideology
g. communicating with others in a way that suggest identification with a group/cause/ideology.

2) **Intent**
a. clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills
b. using insulting or derogatory names or labels for another group
c. speaking about the imminence of harm from the other group and the importance of action now
d. expressing attitudes that justify offending on behalf of the group, cause or ideology
e. condoning or supporting violence or harm towards others
f. plotting or conspiring with others.

3) **Capability**
a. having a history of violence
b. being criminally versatile and using criminal networks to support extremist goals

c. having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction)

d. having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

External Speaker Protocol

External agencies or speakers can enrich the experiences of our students providing them with information that helps them make decisions at different phases of their education, widening their understanding of world and global issues and providing motivational inspiration through the sharing of a speaker's experience. Our responsibility is to ensure that:

- All staff and pupils have the right to study without fear of intimidation, harassment and threatening or extremist behaviour.
- The school promotes tolerance and respect for diversity, and respect for alternative views.
- The school promotes reasoned, informed discussion of sensitive issues.
- The protocol complements the GDST Safeguarding Policy and Procedures, and other policies such as Anti-Bullying, Equal Opportunities and ICT Acceptable Use Agreements.
- Speakers are expected to abide by the principles set out by the school, i.e. avoiding:
- Gratuitously offensive or intolerant use of language
- Intentional demeaning of individuals or groups defined by ethnicity, race, religion, sexuality, gender, disability, age.

The "Prevent" statutory guidance (The Prevent Duty: Departmental advice for schools and childcare providers", DfE, June 2015) requires schools to have clear protocols for ensuring that any visiting speakers whether invited by staff or pupils, are suitable and appropriately supervised.

Policy

We will endeavour to ensure that we do not unwittingly use agencies that are inconsistent with, or are in complete opposition to these values.

All visiting speakers will be subject to a risk assessment (see below) in order to ensure that we identify potential situations in which the content of a visiting speech is likely to undermine the values and aims of the school, and the policy on British Values; or if the speaker is associated with any organisation that advocates terrorism.

The risk assessment will be carried out by the nominated point of contact (member of staff responsible for the talk – the organizer). Once completed the risk assessment will be passed to the Deputy Head Pastoral for approval.

External Speaker Risk Assessment

Organiser *The organizer is responsible for accompanying the speaker at all times or designating another member of staff responsible for this.*	
Name of Speaker	
Date of Birth	
Date of Proposed Visit	
Reason for Visit	

Brief overview of the content of the talk:

Checks Carried out	Yes/No
Recommendations/references	
Research on open source (e.g. google)	
Known affiliations	
Guest or speaker aliases	
Guidelines for visiting speakers emailed and signed for. *Confirmation by return email is sufficient. Keep copy.*	
Photo ID seen.	

Signature of organizer: **Date:**

Signature of Deputy Head: **Date:**

Guidelines for Visiting Speakers

This should be issued to all visiting speakers and receipt of it confirmed.

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> * The protocol complements the GDST Safeguarding Policy and Procedures, and other policies such as Anti-Bullying, Equal Opportunities and ICT Acceptable Use Agreements.
> * Speakers are expected to abide by the principles set out by the school, i.e. avoiding:
> * Gratuitously offensive or intolerant use of language
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The "Prevent" statutory guidance (The Prevent Duty: Departmental advice for schools and childcare providers", DfE, June 2015) requires schools to have clear protocols for ensuring that any visiting speakers whether invited by staff or pupils, are suitable and appropriately supervised.

As per the "Prevent" guidance, visiting speakers are required to agree to the following terms and conditions:

- The presentation must not incite hatred, violence, or call for the breaking of the law.
- The visiting speaker is not permitted to encourage, glorify or promote any acts of terrorism, including individuals, groups or organisations that support such acts.
- The visiting speaker must not spread hatred and intolerance of any minority group/s in the community.
- The visiting speaker must seek to avoid insulting other faiths or groups, within a framework of positive debate and challenge.
- Visiting speakers are not permitted to raise or gather funds for any external organisation of cause without express permission from the Deputy Head Pastoral.
- School staff have the right and responsibility to interrupt and/or stop the presentation for any violation of this agreement.

Please sign below to confirm that you agree to the 'Guidelines for Visiting Speakers'.

Signature: **Date:**

The Prevent strategy is supported at Putney High School in the following ways:

Prevent Strategy Action Plan

Below are the steps that Putney High School has taken to comply with the Prevent Strategy.

a. **Raising Awareness of the issue of radicalisation with staff and the governing body** so that those who work with young people at Putney High School appreciate that they are a front line strategy, and act accordingly. All Staff will receive appropriate training to give them confidence to identify children at risk and so that they know where to go for further support. Training for new staff will be given in conjunction with usual safeguarding training.

b. **Raising student awareness through the curriculum.** This will be addressed both discreetly within certain curriculum areas where a clear understanding of history / religion / tradition promotes an appropriate understanding of the origins of movements such as Nazism and promoting an understanding of world religions based on peaceful messages and intent. In addition, awareness will be raised explicitly within the School's Lifeskills Programme.

- Fundamental British Values have been embedded with the life-skills programme.
- From September 2015 units of work will be augmented to ensure cover the following topics are embedded within the life-skills programme:
    - Internet and Digital Awareness
    - Stereotyping and the Media
    - Persuasion and Influence
    - Conspiracy Theories
    - Extremism

- **Progress: Complete. See Curriculum Map.**

c. **Creating an inclusive school**, which appreciates the importance of SMSC (Spiritual, Moral, Social and Cultural) and delivers it though a shared curriculum for all, encouraging full participation in a broad and balanced curriculum, including the Pastoral curriculum, which celebrates the diversity of the school community and aims to make students feel valued and included.

    Progress: Complete.

d. **Responding to concerns**. concerns raised by staff or other students are investigated as Safeguarding issues according to the school safeguarding protocol and policy. As such the Safeguarding Officer now assumes the additional responsibilities for Prevent and acts as a single point of contact. The school will maintain records of any concerns raised and action taken in line with existing safeguarding procedures.

Progress: Complete.

e. **Robust Safeguarding protocols and procedures**. Putney High School is fully committed to safeguarding and promoting the welfare of all its students. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other

vulnerability. Channel assesses vulnerability using a consistently applied vulnerability framework built around three dimensions. The three dimensions are:

- o **Engagement** with group, cause or ideology;
- o **Intent** to cause harm; and
- o **Capability** to cause harm.

Therefore as part of wider safeguarding responsibilities staff will be alert to and report using the following Safeguarding protocol:

i. Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups

ii. Graffiti symbols, writing or art work promoting extremist messages or images

iii. Students accessing extremist material online, including through social networking sites

iv. Parental reports of changes in behaviour, friendship or actions and requests for assistance

v. Other local schools, local authority services, and police reports of issues affecting their students

vi. Learners voicing opinions drawn from extremist ideologies and narratives

vii. Use of extremist or 'hate' terms to exclude others or incite violence

viii. Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, sexuality, race, colour or culture

ix. Attempts to impose extremist views or practices on others

x. Anti-Western or Anti-British views

f. **Clear channels of communication for passing on concerns**. Any concerns should be referred to the school safeguarding officer. They will then act in the following way:

Is somebody at immediate risk of harm?

Call 999

Do you suspect that somebody may pose a risk to national or international security?

Call 999 if the threat is immediate, otherwise, call the confidential anti-terrorist hotline: 0800 789 321

Do you suspect that somebody in Wandsworth is at risk of radicalisation?

Radicalisation is a **safeguarding** matter. Speak to the school's safeguarding lead. They will refer the case to the Multi-Agency Safeguarding Hub (MASH). MASH will then initiate the Wandsworth Prevent procedure (called 'Channel') which Putney High School supports and recognises that concerns passed on to them will be dealt with appropriately.

- MASH team - 0208 871 6622.
- The Wandsworth Prevent Co-ordinator is Simon Cornwall - 0208 871 6094.
- The Metropolitan Police Prevent Engagement Officer assigned to Wandsworth is PC Emil Kamdar Emil.Kamdar@met.pnn.police.uk).

g. **Internet monitoring.** Putney High School uses Websense screening which applies pre-defined rules to screen and filter all internet traffic coming through the school's networks.   Websites with radicalised content are filtered out through this system. In addition, Websense monitors all requests to external websites from within the school's network, including access to radical sites. Students found wanting to access sites with radicalised content will be referred through the Wandsworth Prevent referral process to Channel.

h. **Use of External Agencies and Speakers**
    See protocol above.

    September 18