

# Extremism and Radicalisation Policy



*Learning together in a changing  
world, creating success for all.*



## TRINITY FIELDS SCHOOL and RESOURCE CENTRE

### Policy for Preventing Extremism and Radicalisation

## Trinity Fields is a Rights Respecting School, a Healthy School and an Inclusive School.

This policy should be read in conjunction with our pupil friendly and adult version of our “**Shared Values and Aims**”.

### Trinity Fields is a Rights Respecting School

Trinity Fields is a Rights Respecting School and we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work.

Trinity Fields is a school where pupils are at the heart of everything we do. As part of our aim to promote a happy and successful school we have successfully been awarded UNICEF’s “**Rights Respecting School Award**” (January 2017).

The ‘Rights Respecting School’ Award (RRSA) helps our pupils become more confident, caring and as independent as possible both in school and within the wider community. By learning about their rights our pupils, your children, also learn about the importance of respecting the rights of others, that is, their responsibilities.

Our pupils are encouraged wherever possible to reflect on how their behaviour and actions affect those around them, which allows us to build and maintain a positive and safe learning environment for all, both in the classroom and around the school site.

Refer to pupil friendly “**Pupil Participation**” policy and our whole school “**Pupil Participation**” policy for further details.

### Trinity Fields is a Healthy School

We are also a Healthy School and we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives and enabling both pupils and staff to take control over aspects of the school environment which influence their health.

Refer to “**Health and Well-being for Pupils**” policy and our whole school “**Health and Well-being**” policy for further details.

### Trinity Fields is an Inclusive School (IQM Flagship School status)

We have demonstrated through national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and publish classroom-based research.

Refer to “**Inclusion**” policy and to **IQM assessment reports** for further details.

## **Education in Wales: Our National Mission**

Our work with pupils and their families will be developed building upon Wales' National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches which results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales' transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in **"Education in Wales: Our national mission (2017)**. These are:

- **Developing a high-quality education profession.**
- **Inspirational leaders working collaboratively to raise standards.**
- **Strong and inclusive schools committed to excellent, equity and well-being.**
- **Robust assessment, evaluation and accountability arrangements supporting a self-improving system.**

The core purposes and values that are associated with these prestigious national awards are encapsulated in our vision and aims:

**"We believe that everyone at Trinity Fields is entitled to have access to the very best learning opportunities. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs".**

**This policy should be read in conjunction with key national and local legislation, guidance and policies – see Appendix 4 for full bibliography.**

The United Kingdom's Strategy for Countering Terrorism, entitled CONTEST and as referenced in the Counter-Terrorism and Security Act 2015, contains four key work streams: Pursue, Prevent, Protect and Prepare. Each work stream comprises a number of key objectives. This Policy deals with the Prevent work stream only.

## **Policy statement**

Trinity Fields School is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. This Preventing Extremism and Radicalisation Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

## **Aims and principles**

Our Preventing Extremism and Radicalisation Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

The key objectives are:

- All governors and staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors and staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when and if any issues arise.
- All pupils (in line with their ages and learning needs) will develop an understanding of the dangers of radicalisation and exposure to extremist views; staff will support pupils, where appropriate to build resilience against these and know what to do if they experience them.
- All parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that these are regularly reviewed to ensure they are appropriate and effective.

The main aims of this policy are to ensure that all staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

### **Indicators to the vulnerability to radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extremism is defined by the Government in the Prevent Strategy as:

“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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas”.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- seek to provoke others to terrorist acts;
- encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”. Those who become involved in violent 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, i.e. to create a ‘them’ and ‘us’ culture. It is vital that all school staff are able to recognise those vulnerabilities.

### **Indicators of vulnerability include:**

- Identity crisis: the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- Personal crisis: the pupil may be experiencing family tensions; a sense of isolation; and 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/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: which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- Additional learning needs: pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above will encounter radicalisation for the purposes of violent extremism. 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.

## Procedures for referrals

It is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we work and live. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels. (**See Appendix 1: Dealing with Referrals**)

We believe that it is possible to intervene to protect individuals who are vulnerable. **Early intervention is vital** and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge and to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practise.

Designated Senior Leaders for Safeguarding will be appropriately trained in identifying potential radicalisation and extremism and will deal swiftly with any referrals made by staff or with concerns reported by staff.

The Headteacher/Designated Senior Leader will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed (**See Appendix 1: Dealing with Referrals**). Advice can always be sought from the Information, Advice and Assistance Service (IAA) on 0808 1001727.

As with any safeguarding referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves and will be given the contact details to do this via the safeguarding board in the staffroom.

## **Governors, leaders and staff**

The headteacher and all other members of the School Leadership Team/DSP are the leaders for referrals relating to extremism and radicalisation. In the unlikely event that SLT members are not available, all staff know the channels by which to make referrals via the safeguarding board in the staffroom.

Staff will be fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a pupil, or if they need to discuss specific children whom they consider to be vulnerable to radicalisation or extremist views. Staff to record concern on School's BehaviourWatch and indicate the nature of concern by activating the 'Extremist behaviour' icon. All concerns to be addressed by SLT.

The SLT will work in conjunction with the Headteacher and external agencies to decide the best course of action to address concerns which arise.

Prejudicial behaviour can be a factor in radicalisation and extremism. With this in mind, Trinity Fields School has updated procedures for dealing with prejudicial behaviour, as outlined in the Behaviour Policy and Strategic Equality Plan.

## **Curriculum**

Our curriculum is broad, balanced and relevant to the learning needs of our pupils. It promotes understanding, respect, tolerance and diversity. Pupils 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. It directs our assemblies and underpins our pupil centred school ethos. All staff strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Pupils are taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

## **Staff development**

Through professional learning opportunities we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation, how this might be identified early on and how we can provide support as a school to ensure that our children think critically, develop self-esteem, global citizenship, resilience and are thus able to resist involvement in radical or extreme activities.

## **Visitors and the use of our premises**

If any member of staff wishes to invite a visitor in the school they must first gain agreement from the Headteacher/senior leaders. The visitor can enter school subject to safeguarding checks including DBS checks and photo identification. Pupils are **NEVER** left unsupervised with external visitors, regardless of safeguarding check outcomes.

Upon arriving at the school all visitors, including contractors will read our safeguarding guidance and be made aware of the Designated Senior Person and how to report any concerns.

If any agreement is made to allow non-school groups or organisations to use the 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 Preventing Extremism and Radicalisation Policy, the school will contact the police and terminate the contract.

We value freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Both pupils and staff have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Trinity Fields School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in **Appendix 2**.

We will seek to protect our pupils against the messages of all violent extremism including, but not restricted to those linked to extremist Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist ideology.

## **Risk reduction and response**

Governors, the Headteacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of our RE curriculum, PSHE policy, collective worship policy, use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to our school's profile, community and philosophy.

Our school will identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The SPOC for Trinity Fields School is **Mr. Ian Elliott MBE, headteacher**. The responsibilities of the SPOC are described in **Appendix 3**.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

## Policy review

This policy will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

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|------------------------------------|--|---------------------------|
| <b>Signed</b>                      |  | <b>Headteacher</b>        |
| <b>Signed</b>                      |  | <b>Chair of Governors</b> |
| <b>Date of Review: Autumn 2019</b> |  |                           |

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention.

**Article 12:** Every child has the right to be heard.

**Article 28:** Every child has the right to an education.

**Article 29:** Education must develop every child's personality, talents and abilities to the full.

**Article 42:** Every child has the right to know their rights.