

Preventing Extremism & Radicalisation Policy

North Bridge House Senior School

September 2016



KEY FACTS:

- ✦ This policy's purpose is to set out North Bridge House Senior School's Preventing Extremism & Radicalisation Policy.
- ✦ It outlines the School's approach to preventing Extremism & Radicalisation.
- ✦ It links to other key policies.
- ✦ It sets out how to develop clear procedures for dealing with incidents.
- ✦ It outlines the law relating to extremism and radicalisation.
- ✦ The policy reflects the School's setting.
- ✦ A range of stakeholders have been involved in the consultative process.
- ✦ The Policy has been signed off in governance by the Assistant Director of Education for the School.
- ✦ Camden Local Safeguarding Children Board (LSCB) policies and procedures will be followed.
 - Police Prevent Engagement Officer (Mark Fowler, Mark.P.Fowler@met.pnn.police.uk or call 0208 733 6014)
 - Camden's Prevent co-ordinator (Rema Patel, rema.patel@camden.gov.uk or call 020 7974 1475)
 - Camden MASH team: 020 7974 3317
- ✦ A named member of staff (Deputy Headteacher, Pastoral & Designated Safeguarding Lead) should oversee incidents.
- ✦ Local Police Contact: PC Nick Dayton 020 8721 2779

Introduction

North Bridge House Senior School is committed to providing a secure environment for all of our students, staff and stakeholders. Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism.

North Bridge House Senior School values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. 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 normalisation of extreme views may make children and young people vulnerable to future manipulation and exploitation. **North Bridge House Senior School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.** Our School's Preventing Extremism & Radicalisation Policy draws upon the guidance contained in the **Prevent Strategy, 2011** and **DfE Guidance Keeping Children Safe in Education, September 2016** as well as Camden Children Safeguarding Board Guidance: **Safeguarding children and young people from radicalisation and extremism: guidance for the children's workforce February 2016.**

Definitions: Radicalisation & Extremism

'**Extremism**' is where someone holds views that are intolerant of people who are of a different ethnicity, culture, religion, gender or sexual identity.

The government definition also includes calls for the death of members of the armed forces, both in this country and abroad.

Extremists may try to force their views on others and in some cases, may believe that these views can justify the use of violence in order to achieve certain aims.

Examples of extremist causes that have used violence to achieve their ends include animal rights, the far right and Islamic fundamentalists and may involve internal terrorist and international terrorist organisations.

'**Radicalisation**' is the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremists will try to attract people to their cause by persuading them that their view of the world is the correct view and encouraging them to take action to change the world to fit these extremist views.

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.

School Ethos

‘Our aim is to educate the whole child and to provide a secure and nurturing environment where students learn tolerance, consideration and respect for others.’

Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge extreme ideas.

Our aim is to equip pupils with an awareness of our diverse community and to appreciate the value of difference and to promote a sense of inclusion.

There is no place for extremist views of any kind in our school. It is imperative that our students and parents see our school as a safe place where they can discuss and explore controversial issues safely and in an unbiased way, and where our teachers encourage and facilitate this.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for our students. We also recognise that if we fail to challenge extremist views we are failing to protect our students.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people.

Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way. Therefore, at North Bridge House Senior School we will challenge:

- Extremist views
- Prejudice
- Derogatory language

We will provide and audit our broad and balanced curriculum so that our students have opportunities to understand and become tolerant of difference and diversity.

We will support our children to ensure that they thrive, feel valued and not marginalised. Any discrimination or extremist views, including derogatory language, displayed by students, staff, visitors or parents will always be challenged and, where appropriate, dealt with.

Statutory Duties

DfE guidance for Independent Schools clarifies that schools should:

- Encourage pupils to respect specified fundamental British Values
- Not promote extremist views, or partisan political views, through their curriculum and/or teaching
- Offer pupils a balanced presentation of views when political issues are brought to their attention

- All schools have a duty under the Equality Act to promote tolerance and tackle discrimination.

Schools have a statutory duty to promote pupils' wellbeing and hence have a clear role in preventing any form of extremism.

For young people, a key part of growing up is exploring new ideas and critically questioning the world around them, and this should be encouraged in order to help them develop their understanding of the world and learn the values of tolerance and acceptance. However, this needs to be balanced against the need to protect them from risk of harm.

Working Together to Safeguard Children (2015) identifies children at risk of becoming radicalised as potentially being in need or at risk of harm; children may also be put at risk where their parents hold extremist views.

How are young people radicalised?

The pathway to radicalisation can be described in the following steps:

- a young person who is vulnerable to radicalisation due to personal circumstances
- contact with an individual holding extremist views and who is encouraging the young person to share these views
- radicalisation based on a particular extremist ideology that appears credible to the young person
- an absence of protective factors that can positively influence the young person and stop the radicalisation process.

Exposure to extremist ideas may be through the influence of family members or friends, direct contact with extremist groups and organisations or, increasingly, through the internet.

Young people may come into contact with adults and peers with extremist views both on-line and in everyday life and the radicaliser may be a friend or relative or may be a stranger they meet on-line.

Contact on-line may be through social media such as Facebook, Twitter or YouTube but young people may be invited to join discussions on less well-known sites such as Kik, Whisper, Messenger, Yik Yak or Omegle.

Extremists often use these sites because they are harder to monitor and they can hide their identity. Extremists often manipulate and "groom" young people by using emotional triggers to engage with them, often targeting them when they are experiencing difficulties such as bereavement, emotional trauma, mental health issues or social isolation.

Indicators can be:

- out of character changes in dress, behaviour and beliefs

- changes in their friendship group or associating with people who hold extremist beliefs
- losing interest in previous activities
- changes in use of social media with increased secrecy
- owning several mobile phones or devices
- showing sympathy for extremist causes
- advocating extremist messages
- glorifying violence
- accessing extremist literature and imagery.

Recognising Vulnerabilities to Radicalisation

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 school staff are able to recognise those vulnerabilities. Indicators of vulnerability include:

- Identity Crisis – 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; 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 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 Need – students / 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 are at risk of 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; 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. Information sharing

Possible Factors in young people being drawn to extremism

Push Factors – factors that may push an individual/make an individual vulnerable to extremist messages may include:

- Lack of excitement, frustration
- Lack of sense of achievement – seen as significant ‘lack of purpose’// confidence in the future, life goals
- Lack of an outlet for views
- Gaps in knowledge or understanding of Islam – both young people and their parents
- Sense of injustice
- Actual or perceived humiliating experiences (including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely/to sense of injustice)
- Exclusion – lack of belonging to peer or community networks, associations etc
Below the line: factors that are out of scope of this study

Pull Factors – factors that draw young people into extremist messages

- Charismatic/confident individuals (recruiters)
- Network/sense of belonging
- Broader community views which enable or do not oppose extremism
- Persuasive, clear messages
- Exploiting knowledge gaps
- Disaffection with wider societal issues
- Disruptive home life

Factors in a School that can help avert Push and Pull Factors

- Pupil support processes
- Sense of dignity and importance and loyalty
- Exciting (non-teaching) activities
- Sense of purpose in life
- Willingness to admit you don’t know

- Acknowledging controversial issues exist
- Willingness to turn to others for help when you don't know about something
- Specific knowledge: Understanding other cultures and religions as well as alternative values and beliefs
- Knowledge of an alternative values framework Teaching practice/pedagogy:
- Boosting critical thinking (seeing through propaganda, singular messages etc)
- Helping to see multiple perspectives
- Using multiple resources/methods
- Embedding or sustaining dialogue following specialist interventions
- Enabling students to tackle difficult issues
- Linking school work to the wider community
- Drawing evidence from across the curriculum
- Developing in young people a sense of multiple identities. Help young people become aware of, and comfortable with, multiple personal identity

Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered.

We will ensure that our teaching approaches help our students build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills.

We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities

Our programme of assemblies dedicated to promoting fundamental British Values will further support an holistic approach to student development.

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 difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern, multi-cultural Britain and beyond.

Use of Speakers

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to students support fundamental British Values
- Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages communicated to students do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of students.

Risk reduction

The School will assess the level of risk within the school and put actions in place to reduce that risk.

Risk assessment may include consideration of the school's curriculum, policies, visiting speakers, the use of school premises by external agencies and other issues relevant to the School's setting or any changes in or responses to incidents or circumstances within the school and locally or nationally.

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.

Safeguarding

As part of wider safeguarding responsibilities school staff will be alert to:

- 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, especially where students have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Students accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.

- Local schools, Local Authority services, and police reports of issues affecting pupils in other schools or settings.
- Students voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.
- Attempts to impose extremist views or practices on others.
- Anti-Western or Anti-British views.

Reporting Concerns

All adults working in North Bridge House Senior School are required to report instances where they believe a child may be at risk of harm or if they have concerns that a student may be at risk of radicalisation or involvement in terrorism. **They should raise concerns with the Designated Safeguarding Lead in line with the Safeguarding Policy and procedures without delay.**

Making a Referral (Camden)

Professionals should refer to the London Safeguarding Children Board Prevent indicators of need matrix at Appendix 1 when making decisions on the level of the young person's needs, the level of risk of radicalisation based on their circumstances and the extent to which they have already been radicalised.

When assessing risk it is important for professionals to bear in mind that some of the signs of radicalisation could be indicative of other issues, for example bullying, substance misuse or mental illness. It is important to be cautious in assessing these factors to avoid inappropriately labelling or stigmatising individuals because they possess a characteristic or fit a specific profile.

Referral for services and support Children and young people who are vulnerable or at risk from radicalisation or who may be put at risk due to their parent's radicalisation, are likely to need support from the Channel Panel. Equally, they may be in need or at risk of harm requiring a social work service in order to safeguard and promote their welfare.

For that reason, all concerns about a child or young person should be referred to Camden's MASH team in the first instance. This will enable the MASH team to assess risk and make a judgement as to whether the child or young person meets the threshold for a statutory social work service as well as support from Channel Panel.

Professionals should refer any child or young person who reaches level 2, 3 or 4 on the Prevent indicators of need matrix (see Appendix !).

Referrals should be by eCAF to the children's MASH team.

In particular, referrals should be made for:

- children and young people who are in contact with extremists and/or beginning to voice concerning extremist views
- children and young people who are radicalising their peers
- parents who hold extremist views and who may be in the process of radicalising their children
- parents who hold extremist views and who may be planning to take their children to conflict zones.

If professionals are unsure about making a referral, they can seek advice on a “no names” basis from their Police schools officer, Camden’s Police Prevent Engagement Officer or the Prevent co-ordinator prior to referral.

Contact details can be found in: Camden Safeguarding Children Board Guidance: **Safeguarding children and young people from radicalisation and extremism: guidance for the children’s workforce February 2016**

The Channel Panel

Channel is a key part of the Prevent strategy that places a duty on local authorities to set up at a specialist Channel Panel in order to provide a mechanism for safeguarding children, young people and adults who are at risk of being drawn into terrorist activity.

The London Borough of Camden must ensure that mechanisms are in place to deal with referrals and coordinate support to vulnerable individuals through a dedicated Channel Panel.

Under the Channel duty, the Camden Channel Panel will work in cooperation with partner agencies in order to:

- identify individuals at risk of being drawn into terrorism;
- assess the nature and extent of that risk; and
- develop the most appropriate support plan for the individuals concerned with the aim of disrupting the radicalisation process and diverting them from illegal and/or terrorist activities

Confidentiality

Schools are an important source of support for pupils but will ensure that all staff (teaching and non-teaching) understand the limits of confidentiality, balancing the desire to maintain confidentiality and support the young person with the duty to safeguard and promote the welfare of the young person and others.

Local Safeguarding Children Board (LSCB) policies and procedures will be followed.

Staff cannot and should not promise total confidentiality. There are important reasons why personal and sensitive information needs to be shared in relation to Child Protection (e.g when working with the police, referral to external agencies etc). The Data Protection Act and Crime and Disorder Act all allow personal information to be shared if there is an over-riding public interest in the first instance or to prevent crime and disorder in the second.

The role of the Headteacher

The Headteacher takes overall responsibility for the policy and its implementation, for liaison with the Assistant Director of Education and any governance meetings, parent/carer(s), and appropriate outside agencies and bodies such as the LA. The Head will ensure that all staff dealing with the issues are adequately trained and supported.

The school will consider each incident individually and will employ a range of responses to deal with individual incidents. The Assistant Director of Education will be involved in all Radicalisation & Extremism related incidents, as they are concerning other matters relating to the school.

The Headteacher should take responsibility for any liaison with the media following the requirements of the Cognita Communications Officer.

The role of the Assistant Director of Education

The Assistant Director of Education has a responsibility with regard to policy development and annual review and oversight of the curriculum, and any contribution to any panel hearings, or formal reviews against the application of the school's exclusion procedure.

The Assistant Director of Education will be informed if there are incidents involving radicalisation or extremism at the School

Related Policies, Guidelines, Templates and Forms

Camden Safeguarding Children Board Guidance: Safeguarding children and young people from radicalisation and extremism: guidance for the children's workforce February 2016

The Prevent Strategy: Schools' Responsibilities

Keeping Children Safe in Education

Working Together to Safeguard Children
 Safeguarding & Child Protection Policy
 Learning outside the Classroom: Educational Visits
 Accidents & Incidents Recording & Reporting
 Equality & Diversity Policy
 Safeguarding: Online Safety
 Safeguarding: Mobile Phones & Cameras
 Data Protection
 PSHEE Policy
 School Exclusion Procedures
 Social, Moral, Spiritual & Cultural Development
 Staff code of conduct
 School disciplinary procedures
 Anti-bullying Policy
 Neutral Notification Form
 Cause for Concern Form

Appendix 1

Indicators of Need Matrix [Tiers 1 – 4]

Camden Safeguarding Children Board Guidance: Safeguarding children and young people from radicalisation and extremism: guidance for the children’s workforce February 2016

Development of the baby, child or young person

This includes the child’s health, family and social relationships, including primary attachment, and emotional and behavioural development. Some of the indicators will depend on the child’s age. These are guidelines to support practitioners in their decision-making. *This is not intended to be a ‘tick box’ exercise and practitioners should use their professional judgement.*

Tier 1 Children with no additional needs whose health and developmental needs can be met by universal services.	Tier 2 Children with additional needs that can be met through the provision of ‘early help’ - a referral to children’s social care is NOT required.	Tier 3 Children with complex multiple needs who need statutory and specialist services. A referral to children’s social care is required.	Tier 4 Children in acute need. Require immediate referral to children’s social care and/or the police.
The Child’s Behaviour			
The child engages in age appropriate activities and displays age appropriate behaviours and self-control.	The child is at risk of becoming involved in negative behaviour/ activities. For example, the child is expressing strongly held and intolerant views towards people who do not share his/her religious or political views.	The child is becoming involved in negative behaviour/ activities. For example, the child is refusing to cooperate with activities at school that challenge their religious or political views. The child is aggressive and intimidating to peers and/or adults who do not share his/her religious or political views.	The child expresses strongly held beliefs that people should be killed because they have a different view. The child is initiating verbal and sometimes physical conflict with people who do not share his/her religious or political views

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	The child is expressing verbal support for extreme views some of which may be in contradiction to British law for example, the child has from time to time espoused racist, sexist, homophobic or other prejudiced views and links these with a religion or ideology.	The child has connections to individuals or groups known to have extreme views.	The child has strong links with individuals or groups who are known to have extreme views and/or are known to have links to violent extremism. The child is thought to be involved in the activities of these groups.
The child is able to communicate with others, engages in positive social interactions and demonstrates positive behaviour in a wide variety of social situations. Child demonstrates respect for others.	The child expresses intolerant views towards peers and this leads to their being socially isolated.	The child often interacts negatively or has limited interaction with those they perceive as holding different views from themselves. They demonstrate significant lack of respect for others, for example, becoming aggressive with those that do not share their intolerant or extreme views.	Positive interaction with others is severely limited. The child has isolated themselves from peers and/or family because of their extreme and intolerant views. They glorify acts of terrorism and/or believe in conspiracy theories and perceive mainstream society as hostile to themselves. They are frequently aggressive and intimidating towards others who do not share their views or have a lifestyle they approve of.
The child engages in age appropriate use of internet, including social media.	The child is at risk of becoming involved in negative internet use that will expose them to extremist ideology. They have unsupervised access to the internet and have disclosed to adults or peers that they intend to research such ideologies. They express casual support for extremist views.	The child is engaged in negative and harmful behaviours associated with internet and social media use. The child is known to have viewed extremist websites and has said s/he shares some of those views but is open about this and can discuss the pros and cons or different viewpoints.	There are significant concerns that the child is being groomed for involvement in extremist activities. The child is known to have viewed extremist websites and is actively concealing internet and social media activities. They either refuse to discuss their views or make clear their support for extremist views.
	The child expresses sympathy for ideologies closely linked to violent extremism but is open to other views or loses interest quickly.	The child expresses beliefs that extreme violence should be used against people who disrespect their beliefs and values.	The child supports people travelling to conflict zones for extremist/ violent purposes or with intent to join terrorist groups The child expresses a generalised non-specific intent to go themselves.
The child does not run away from home.	The child has run away from home on one or two occasions or not returned at the normal time. For example, there is concern that they might have been staying with friends or relatives who have extreme views.	The child persistently runs away and/or goes missing. For example, there is strong concern that they are running away in order to spend time with friends or relatives with extreme views and that they being influenced by them	The child persistently runs away and/or goes missing and does not recognise that he/she is putting him/herself at risk. For example, s/he perceives the people with whom s/he is associating as teaching her/him the correct way to live and those who don't hold these views as deluded and/or as a threat.
Education & Employment			
The child has an	There is concern that	The child is being	The child is being educated by adults who are

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<p>appropriate education and opportunities for social interaction with peers.</p>	<p>the education the child is receiving does not teach them about different cultures, faiths and ideas or, if it does, is derogatory and dismissive of different faiths, cultures and ideas.</p>	<p>educated to hold intolerant, extremist views. They are not using public services, such as schools or youth clubs, and are only mixing with other children and adults who hold similar intolerant, extremist views.</p>	<p>members of or have links to prescribed organisations – see link below for list of terrorist groups or organisations banned under UK law https://www.gov.uk/government/publications/proscribed-terror-groups-or-organisations-2</p>
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