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# THE PERSE SCHOOL CAMBRIDGE

## Preventing Extremism and Radicalisation Policy

### Introduction

The Perse is committed to providing a secure environment for all of our students, staff and visitors.

Schools have had a legal duty to prevent extremism since the Counter-Terrorism and Security Act 2015 came into force on 1 July 2015. Schools are required to have “*due regard to the need to prevent people from being drawn into terrorism*”.

The current threat from terrorism extremism in the United Kingdom can involve the exploitation of vulnerable people, including children, young people and vulnerable adults to involve them in terrorism or activity in support of terrorism.

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. There have been occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

The Perse values freedom of speech and the expression of beliefs / ideology as fundamental rights. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibilities and free speech that is designed to manipulate the vulnerable or that leads to violence and harm to 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 restricting free speech in the interests of public safety, national security and the prevention of disorder or crime.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people so as to involve them in terrorism or in activities in support of extremism and terrorism. The Perse is clear that this exploitation and radicalisation is viewed as a safeguarding concern.

Our school’s Preventing Extremism and Radicalisation Policy has regard to "Revised Prevent Duty Guidance for England and Wales" (March/July 2015), "Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism" (July 2015) and "Keeping Children Safe in Education" (September

2016). It also draws upon the guidance contained in the “Prevent Strategy, 2011”, DfE advice on “The Prevent Duty” – June 2015; “Tackling Extremism in the UK – Dec 2013”, DfE’s “Teaching Approaches that help Build Resilience to Extremism among Young People” and Peter Clarke’s Report of July 2014.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are to be found in Appendix 1.

In adhering to this policy, and the procedures therein, staff, governors, volunteers, peripatetics and visitors will contribute to the safety and wellbeing of all children, as set out in the Children Act 2004.

### **School Ethos and Practice**

There is no place for the expression of extremist views of any kind in our school, whether from internal sources – students, staff, parents, peripatetics, or governors, or external sources - school community, visiting speakers, volunteers, contractors, external agencies or individuals.

It is imperative that our students and parents see 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 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 The Perse we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

We are aware that young people can be exposed to extremist influences from an early age which emanate from a variety of sources and media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, or extremist, including using derogatory language.

Any discrimination or extremist views, including derogatory language, displayed by students, staff, peripatetics, volunteers, visitors or parents will always be challenged and where appropriate disciplinary action will be taken or the School will cease to use the services of individuals.

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, in particular with regard to protected characteristics.
- Attempts to impose extremist views or practices on others.

### **Linked Policies**

- Acceptable use of ICT Policy (including e-safety guidelines) – pupils
- Acceptable use of ICT Policy - Staff
- Code of Conduct
- Safeguarding and Child Protection Policy
- Policy on Special Education Needs and Learning Difficulties and Learning Support
- Risk Assessment Policy for pupil welfare
- Policy on Personal Social Health, Economic Education, and Spiritual Moral Social and Cultural Education
- Visitors and Visiting Speakers Policy

### **Reducing Risk of Radicalisation and Extremism**

We will help students build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. In our school this will be achieved by good teaching, primarily during PSHE and Emotional Wellbeing lessons and assemblies; but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011. We will ensure that all of our teaching staff are trained to recognise the risk of radicalisation and extremism.

We will address themes relevant to the current issues of extremism and radicalisation.

This approach will be embedded within the ethos of our school so that students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our school's approach to the spiritual, moral, social and cultural including a programme of assemblies dedicated to promoting fundamental British values to help further promote this rounded development of our students.

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will ensure that that student is supported. Additionally in such instances our school will seek external support from the nominated Local Police Officer and/or local partnership structures working to prevent extremism.

We promote values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We encourage pupils to respect one another and to tolerate and embrace differences, especially those of a different faith or no faith.

The School uses filtering and monitoring software on internet use through the School's network to reduce the risks of extremism and also to teach all pupils how to stay safe online. The School gives clear guidance to staff on acceptable behaviour in the Acceptable Use of ICT Policy – Staff and the Code of Conduct.

### **Use of Visiting Speakers and External Agencies**

At The Perse we encourage the use of external agencies or speakers to enrich the experiences of our students, however, as a minimum, we will check (through internet searches), those external agencies individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. More detail can be found in the Visitors and Visiting Speaker Policy.

### **Monitoring**

The school governors, the Head and the Designated Safeguarding Personnel (which includes the Designated Safeguarding Lead (DSL), Deputy DSL and Prevent Leads) will assess the level of risk within the school and put actions in place to reduce that risk. This risk assessment will be reviewed as part of the annual report to governors. Risk assessment may include consideration of the school's assembly schedule, Philosophy and RS curriculum, PSHE programme, Acceptable Use of ICT policy (including e-safety guidelines) – Pupils, Acceptable Use of ICT Policy - Staff, SEND policy, visiting speakers, the use of school premises by external agencies, Anti-Bullying policy and other issues specific to the school's profile, community and philosophy.

## **Response**

The School is required to identify a Prevent Lead (who is a DSL or DDSL) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The responsibilities of the Prevent Lead are described in Appendix 2. At the Perse this is:

- Upper: Assistant Head Welfare and Admissions, Gail Hague (DDSL).
- Prep: Deputy Head, Thomas Knowles (DSL).
- Pelican: Head, Sarah Waddington (DSL).

Staff at The Perse will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive).

All staff are required to report instances where they believe a child may be at risk of harm or neglect or if they have concerns that a student may be at risk of radicalisation or involvement in terrorism. They should speak to the DSL or DDSL (which includes the Prevent Lead) and complete the Child Protection logging concerns sheet.

## **Staff Training**

The School will ensure that all teaching staff doing teaching work and those in a pupil supervisory role are equipped to identify children at risk of being drawn into terrorism and refer them appropriately, as well as challenge extremist ideas. Prevent duty training will be consistent with Home Office WRAP (Workshop to Raise Awareness of Prevent) training.

All other staff learn about radicalisation and extremism as part of the Safeguarding and Child Protection training.

## **Working in Partnership**

The Prevent Lead liaises regularly with the Local Safeguarding Children Board (LSCB) which provides the School with information on general levels of risk in the local area. See Appendix 3 for the model flowchart for referral.

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## Appendix 1

### Indicators of vulnerability to radicalisation

1. Radicalisation refers to the process by which a person come to support terrorism and forms of extremism leading to terrorism.
2. 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 death of members of our armed forces, whether in this country or overseas.
3. 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 or seek to provoke others to serious criminal activity;
  - Foster hatred which might lead to inter-community violence in the UK.
4. This 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 activities.
5. 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 recognize those vulnerabilities.
6. 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; rejections 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.
7. 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.

## **Appendix 1**

### **Indicators of vulnerability to radicalisation**

8. 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 in appearance and / or behavior;
- Experiencing a high level of social isolation resulting in issues of identity crisis and /or personal crisis.

## **Appendix 2**

### **Roles and Responsibilities of The Prevent Lead**

The Prevent Lead is responsible for:

- Providing training consistent with Home Office WRAP (Workshop to Raise Awareness of Prevent);
- Ensuring that staff of the School are aware of the Prevent Lead in relation to protecting pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of The Prevent Lead in relation to protecting pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RS, Spiritual Moral Social and Cultural (SMSC) and PSHE curricula and assembly schedule to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;
- In accordance with their role as DSL or DDSL, the Prevent Lead acts as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism
- Making contact with the nominated local police officer where necessary – all contact details can be found in the Child Protection Policy
- Collating relevant information from in relation to referrals of vulnerable students into the Channel\* process;
- Attending Channel\* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel\* Co-ordinator;
- Sharing any relevant additional information in a timely manner; and
- In the case of the Upper School, sharing all concerns raised with the DSL

\*Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

## Appendix 3

### Cambridgeshire Prevent Referral Pathway, Vulnerable Children and Young People

