



Preventing Radicalisation Policy

Date: September 2024

Review date: September 2025

1. Introduction

Since 2010, when the UK Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism and terrorism. There have been occasions both locally and nationally where terrorist or extremist (that can reasonably be linked to terrorism/violent extremism) 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.

Harvills Hawthorn Primary School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students and teachers 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.

Harvills Hawthorn Primary School is committed to providing a secure environment for pupils and staff, where children, young people and staff feel safe and are kept safe. All adults at the school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility with children or not.

Our school's Preventing Radicalisation Policy is one element within our overall school arrangements to safeguard and promote the welfare of all children in line with our statutory duties set out at S157/S175 of the Education Act 2002.

Our school's Preventing Radicalisation Policy also draws upon Department for Education (DfE) 'Keeping Children Safe in Education' guidance, the His Majesty's (HM) Government document 'Prevent duty guidance: for England and Wales' and the 'Counter Terrorism and Security Act (CTSA) 2015'.

The CTSA 2015 includes a duty (The Prevent Duty) (issued under section 29 of the Act) on specified authorities, including all schools, early years providers, academies, free schools, maintained schools, alternative provision and independent schools to have "due regard to the need to prevent people from being drawn into terrorism". The new legislation will be measured through various inspection frameworks, with schools and children services measured through Ofsted. The 'Prevent duty guidance: for England and Wales' helps schools deliver the required standards. The new Prevent duty guidance was updated and came into force on 1st January 2024.

Justin Nixon is the Prevent Education Officer for Sandwell Council and offers support and challenge in relation to the Prevent agenda. To contact Justin Nixon please call 07790396643 or email justin_nixon@sandwell.gov.uk

The Department for Education has set up a helpline for teachers who have questions and/or concerns about extremism.

Teachers can call: 0207 340 7264.

2. The Prevent duty guidance: for England and Wales

The objectives of Prevent are to:

- tackle the ideological causes of terrorism
- intervene early to support people susceptible to radicalisation
- enable people who have already engaged in terrorism to disengage and rehabilitate

Schools leaders (including governors) must:

- establish or use existing mechanisms for understanding the current risk of extremism
- ensure staff understand this risk and build confidence to challenge extremism
- communicate and promote the importance of the duty
- ensure staff implement the duty effectively

Other duties on schools include:

- effective partnership working with other local agencies, e.g. Local Authority (LA), Local Safeguarding Childrens Board (LSCB), police, health, etc.
- appropriate information sharing
- maintaining appropriate records
- assessing local risk of extremism (all forms of extremism)
- demonstrating they are protecting children
- developing clear protocols for visiting speakers - school buildings must not be used to give a platform to extremists
- safeguarding policies that take account of LSCB policies and procedures
- training staff to give them knowledge and confidence
- ensuring there is robust ICT protocols that filter out extremist materials and influence

The updated guidance sets out the expectations, requirements and recommendations for activity within each statutory sector, grouped into the following themes:

- leadership and partnership
- capabilities
- reducing permissive environments

Leadership in delivering Prevent will be demonstrated by:

- ensuring staff understand the risk of radicalisation that results in support for terrorism or involvement in terrorism by making sure they can access training resources and further guidance
- building and promoting the capabilities to deal with radicalisation concerns, such as a formal pathway to escalate concerns and refer through to Prevent
- promoting the importance of Prevent and the role staff play in countering terrorism

Effective partnership is a key component of delivering Prevent. We will work with local Prevent leads, the police and the LA.

We will develop and maintain appropriate capabilities to prevent people from being radicalised into terrorism by working to the detail in this policy and assessing and managing risk and sharing information, including, adhering to the requirements of data protection legislation.

Reducing permissive environments is about limiting exposure to radicalising narratives, both online and offline, creating an environment where radicalising ideologies are challenged and are not permitted to flourish. This is something that we will apply at the school.

3. School Ethos and Practice

When operating this policy, the school uses the following definition of extremism which is taken from the Counter Extremism strategy, 2015:

'Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist'.

Whilst extremism doesn't always lead to terrorism, the school want to consider extremism as in cases it can reasonably be linked to terrorism. It is for this purpose that the school will consider and apply consideration of this definition and the content in section 2 of this policy.

There is no place for extremist views of any kind in our school, whether from internal sources (pupils, staff or governors) or external sources (school community, external agencies or individuals). Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – there is curriculum guidance to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children 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 pupils.

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, the school 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 to ensure that they thrive, feel valued and are not marginalised.

Please see notes on associated terminology on **appendix 2**

4. Recognising the indicators of vulnerability to radicalisation

There is no such thing as a typical extremist/terrorist. Those who become involved in extremist/terrorist 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 / 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, has a misinterpretation of this and/or experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation or 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, exploitation in other areas, imprisonment, and/or 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/actions of others.

More critical risk factors could include:

- Being in contact with extremist/terrorist 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;
- Engaging in separatist or anti-establishment narratives;
- Joining or seeking to join extremist organisations;
- Radical changes to appearance and / or behaviour with no explanation;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be appropriately challenged and where appropriate dealt with in line with our Behaviour Policy for pupils and the Code of Conduct policy for staff.

We will ensure that all our staff are equipped to recognise extremism/signs of radicalisation and are skilled and confident enough to challenge it. All staff will receive appropriate and up to date Prevent awareness training. The recommended Prevent awareness training for professionals in Sandwell is the Sandwell Council Local Prevent Awareness training. Radicalisation and extremism will be an integral part of annual staff safeguarding training.

Our school is required to 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. The SPOC for Harvills Hawthorn Primary School is Miss Joanne Sheen, headteacher.

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 or head/principal. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist/terrorist materials or influences we will ensure that that pupil is offered assistance. Additionally, where required, our school will seek external support from the LA and local multi-agency partnership structures working to the Prevent duty. This could include making a Prevent referral and engaging with the Channel process.

Our school will closely follow the locally agreed procedure as set out by the Local Authority for safeguarding individuals vulnerable to extremism and radicalisation.

5. Teaching Approaches

We will all 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 elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily via Religious Education (RE), PSHE (Personal, Social, Health and Economic) and RHE (Relationships and health education) sessions; 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. These approaches include setting targets for young people to build a sense of ownership; creating a safe space for dialogue between staff and pupils; building resilience and digital/media literacy in pupils; improving pupil skills for collaborative work; improving pupils' ability to interact with each other and peer mentoring. 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. The school 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 globally.

We will also work with local partners, families and communities in our efforts to challenge extremist/terrorist views and to assist in the broadening of our pupils' experiences and horizons.

6. Use of External Agencies and Speakers

The school encourages the use of external agencies and/or speakers to enrich the experiences of our pupils; however, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. This includes checking the DBS of all external providers, viewing material that will be used beforehand and conducting an appropriate due diligence check on such agencies or individuals.

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 school's values and ethos.

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

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils 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 pupils
- Activities are carefully evaluated by the school to ensure that they are effective

Therefore, by delivering a broad and balanced curriculum, augmented using external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

7. Whistleblowing

Where there are concerns of extremism or radicalisation, pupils and staff will be encouraged to make use of our internal systems to whistle blow or raise any issue in confidence. Please refer to the separate Whistleblowing Policy.

8. Recruitment

For the arrangements for recruiting staff, whether permanent, temporary, contractual or volunteers, to our school. The school will follow government guidance on safer recruitment best practice in education settings, including, but not limited to, KCSIE and ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a Single Central Record of such vetting checks.

We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within our school to unduly influence our schools character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

9. Role of the Governing Body

The Governing Body of our school will undertake annual training to ensure that they are clear about their role and the parameters of their responsibilities as governors, including their statutory safeguarding duties. The Governing Body of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.

The governing body will challenge the school's senior leadership team (SLT) on the delivery of this policy and monitor its effectiveness.

10. Standards for Teachers

The 2011 (updated 2021) Standards for Teachers (part two) states:

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements, define the behaviour and attitudes that set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by:

- **Treating pupils with dignity, building relationships rooted in mutual respect**, and at all times observing proper boundaries appropriate to a teacher's professional position

- **Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions**
- **Showing tolerance of and respect for the rights of others**
- **Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs**
- **Ensuring that personal beliefs are not expressed in ways that detriment pupils' broad outlook on the world, exploit pupils' vulnerability, or might lead them to break the law.**

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality. They must have an understanding of, and always act within, the statutory frameworks that set out their professional duties and responsibilities.

Note: the phrase 'fundamental British values' refers to the definition of extremism as articulated in the Counter Extremism Strategy 2015. It includes the need for schools to explore with pupils and students 'democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'.

11. Policy Adoption, Monitoring and Review

This policy was adopted by the governing body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE KCSIE guidance and duties as set out in the CTSA 2015.

Parents/carers can be issued with a hard copy of this policy on request. This policy can also be made available to parents/carers via the school's website. SLT/governors will review this policy annually and will amend and adopt any amendments outside of this timeframe in accordance with any new legislation or guidance.

12. Supporting children who are travelling/have travelled abroad to specific locations

If a pupil/parent/carer seeks permission to travel abroad and this falls within the academic school term, then the family should be provided with advice and guidance generally as from the attendance and prosecution officer/service at the LA. If there is risk of travel to specific locations known for concern around extremism/terrorism, the template letter in **appendix 1** could support. The dangers of travelling for terrorism (or Forced Marriage or Female Genital Mutilation) are becoming increasingly apparent and concerning. Whilst this guidance refers to children and young people travelling, it could consider those returning from these zones also. School staff must also be alert and refer cases of potential concern if they become aware that a student/pupil is intending to travel to these locations during school holidays.

If the school have concerns post or pre-travel or identify any concerns in relation to extremism/terrorism as identified above, please refer to your local Multi Agency Safeguarding Hub (MASH) and/or PEO. If there are any indicators of concern that a person(s) is being drawn into terrorist ideas/extremism that can reasonably be linked to terrorism, including pre/upon return from travel, but at any time, then consideration may include a Prevent/Channel referral. If adopted at Channel, the Channel panel will suggest appropriate intervention if required. This will be from a safeguarding perspective around issues that encompass vulnerabilities to extremism.

LINKS AND SUPPORTING DOCUMENTS

HO Foreign Travel Advice -

<https://www.gov.uk/foreign-travel-advice>

How social media is used to encourage travel to Syria and Iraq (schools briefing note)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440450/How_social_media_is_used_to_encourage_travel_to_Syria_and_Iraq.pdf

Home Office in the media: Factsheet: Syrian travellers

<https://homeofficemedia.blog.gov.uk/2019/02/15/fact-sheet-returnees-from-the-conflict-zone-in-syria/>

Promoting British Values through SMSC

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Tackling extremism in the UK - Task Force report (see pages 5 - 7)

<https://www.gov.uk/government/publications/tackling-extremism-in-the-uk-report-by-the-extremism-taskforce>

Channel Guidance

<https://www.gov.uk/government/publications/channel-guidance>

Departmental Advice for Schools and Childcare Providers

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Guidance for designated safeguarding leads to help keep young people safe from radicalisation

<https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation>

Keeping Children Safe in Education – updates in force annually

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2#history>

Appendix 1 - Supporting young people who are travelling/have travelled abroad to specific locations

Travel Abroad

Dear parent/carer,

Name of pupil has advised us that he/she will be travelling to {destination} on {date} to {date}.

Travel abroad can be a fantastic learning experience and we encourage pupils to broaden their life experiences to give them a deeper understanding of different cultures, ways of living and how other people live around the world. Any trip during term time is strongly discouraged so that it does not negatively impact young people's education, but considerations of any requests may be taken on a case-by-case basis.

We are aware that in some countries travel for British Nationals can mean increased risk of terrorist attack. Please see the link below of the latest advice and risks associated to a number of destinations. <https://www.gov.uk/foreign-travel-advice>

Locations where there is current/on-going conflict are obviously particularly risky for general safety (and this should be at the forefront of planning arrangements/consideration), but also these areas often carry the additional risk that the conflict could be exploited by extremists/terrorists. This should also be considered.

There have been numerous incidents of young UK nationals travelling abroad which breached current UK legislation, and also legislation of the country of destination if arriving illegally through unsupervised border crossings.

In a handful of cases parents/carers were unaware of their young person's plans to travel so this is one of the reasons that we have contacted you to confirm you are fully aware and are happy with the proposed travel arrangements.

Your young person's safety is paramount to the school and travel abroad is covered within safeguarding protocols and current legal duties placed upon educational institutions.

Please do not hesitate to contact ***insert name*** on any issues relating to the content of this letter

Yours sincerely

Insert name

Appendix 2 – Associated terminology (not limited to but as a helpful guide)

al-Qa-ida - An international organization of loosely affiliated groups/cells that carry out attacks and bombings in the attempt to disrupt the economies and influence of Western nations and advance Islamic extremism

British - People who are the inhabitants of Britain (e.g. citizens of England, Scotland, Wales, Northern Ireland, the Isle of Man or one of the Channel Islands, collectively known as the United Kingdom) or an inhabitant of a British overseas territory

Channel – A key element of the Prevent Strategy; Channel is about multi-agency approach to safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs

Ethnicity - This is linked to distinctive shared social, linguistics, physical (e.g. skin colour) cultural and geographical heritage and norms. Religious belonging may be part of these norms. Every person has an ethnicity. To belong to an ethnic group, an individual must see themselves as a member and be seen as others as being a member of the group

Extremism - 'Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist'.

Ideology- A set of ideas / beliefs of a group, religious or political party

Identity - An umbrella term used to describe an individual's understanding of him or herself; identity is influenced by many factors, gender, ethnicity, religion, nationality, culture, family etc.

Media - The means of communication that reaches large numbers of people e.g. the television, newspapers, and the internet

Propaganda - Ideas or statements that are often false or exaggerated and that are spread in order to help a cause

Islamophobia - A hatred or fear of Muslims, their religion and sometimes-related politics or culture

Islamist - A western term used to describe an extreme Muslim, usually politicised

Jihad - Personal struggle in everyday life; striving to achieve a goal; also used to mean taking up arms if necessary

MUU (Mixed, Unclear or Unstable ideology) - relates to instances where people exhibit a combination of elements from multiple ideologies (mixed), shift between different ideologies (unstable), or where the individual does not present a coherent ideology, yet may still pose a terrorism risk (unclear)

Nationalism - a feeling that people have of being loyal to and proud of their country often with the belief that it is better and more important than other countries

Nationality - The status of belonging to a particular nation by origin, birth, or naturalization

Racism - This term refers to the deeply rooted but groundless belief that certain groups are inherently inferior to others. Racism is expressed through attitudes, behaviours and institutional policies and procedures. It disadvantages certain groups in terms of housing, job opportunities and education. Some White people experience racism (for example people from Irish, Jewish or Traveller backgrounds)

Radical - A word that describes a person who favours extreme or fundamental change in existing institutions or in political, social, or economic conditions

Radicalisation - refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. *There is no one process as each individual can be radicalised in a different way*

Resilience - The ability to recover quickly from change, or misfortune

Right wing - A conservative or reactionary element in a political party or other organization, often associated with fascism, nationalism and racism

Social media - Forms of electronic communication (web sites, social networking and blogging) through which users create online communities to share information, ideas, personal messages, and other content e.g. videos

Stereotypes - This involves making generalised assumptions about a person or group; applying these assumptions; expecting people to conform to them

Terrorism - Terrorism is an action or threat designed to influence the government or intimidate the public. Its purpose is to advance a political, religious or ideological cause

Terrorist - One that engages in acts or an act of terrorism

Xenophobia - An unreasonable fear or hatred of foreigners or strangers, or of that, which is different, foreign or strange