



Trinity Tackling Extremism and Radicalisation Policy

Aims and Principles

This Extremism and Radicalisation Policy is intended to provide us with a framework for dealing with issues of vulnerability, exposure to extreme views and ideologies which are seen to be inflammatory and against our Trinity ethos.

We recognise that we are in an important position to identify the early signs, looking to safeguard and protect children and young people who are susceptible and vulnerable. We recognise the need to respond in taking appropriate action to prevent extremist views and ideologies developing alongside providing a broad curriculum. This policy sets out how we will deal with such incidents, including the way in which our curriculum and Trinity ethos underpin our actions.

Effective engagement with our parents is also important as they are in a key position to notice signs of radicalisation. It is important to assist and advise families who raise concerns and point them in the right direction for support.

We will make this policy available to our parents/carers and to our local community. This policy will also be available on our school website.

Links to other policies

The Trinity Tackling Extremism and Radicalisation Policy is linked to the following policies:

- Safeguarding and Child Protection Policy
- Code of Conduct and Guide for Safe Working Practices
- Code of Conduct Policy
- Equal Opportunities Policy
- SEND Policy
- SMSC Policy
- Anti-bullying Policy
- E-Safety Policy
- Behaviour Policy

- British Values Statement
- Trinity Vision document

Furthermore, we will follow the procedures set out by the Lewisham Safeguarding Children's Board with reference to Safeguarding Children and Young People who are deemed to be vulnerable to violent extremism.

In tackling extremism and radicalisation we will take account of the following national guidelines and legislation:

- CONTEST (Counter Terrorist Strategy) 2011
- Prevent Duty Guidance for specified local authorities HMI June 2015
- Channel Duty Guidance 2015
- Counter Terrorism and Security Act 2015
- The Prevent Duty, DfE Departmental advice for schools and child care providers 2015

Duties, Powers and Responsibilities

Section 26 of the Counter Terrorism and Security Act 2015 places a duty on Local authorities and all specified settings including schools in the exercise of their functions to have "due regard to the need to prevent young people from being drawn into terrorism". It is applied to bodies in the UK who have significant interaction with people vulnerable to radicalisation.

We are required in our functions under section 2 to:

- Know about and identify early indicators in pupils
- Develop the confidence to challenge and intervene
- Assess the risk of our pupils being drawn into terrorism and terrorist ideology
- Have clear protocols and keep records
- Be monitored by Ofsted in how we exercise these duties

We therefore recognise that the Prevent strategy is part of the overall Counter Terrorism Strategy, CONTEST, in the UK. The aim of Prevent is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism.

We understand Channel to be an element of the Prevent strategy aimed at stopping vulnerable people being drawn into terrorism, a programme that works with individuals including children and young people working to challenge extremist ideas. We will work with the Local Authority and with other agencies in making sure we undertake our duties under Prevent.

Definitions and indicators

We recognise that extremism is defined as the holding of extreme political or religious views. It is a vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, mutual respect and the tolerance of different faiths and beliefs. We also include in our definition any calls for the death of members of our armed forces, whether in this country or abroad.

We recognise radicalisation as the process by which people come to terrorism, violent extremism and, in some cases, to then participate in terrorist groups, which can mean leaving their country to pursue this.

We recognise that children and young people can be enticed into radicalisation as they are more vulnerable and susceptible to this. They can, therefore, be drawn into violence or they can be exposed to the message of extremist groups by many means, especially online and through social media. The school recognises that social media is increasingly a child's preferred method of communication and that this can increase their risk of exposure to radicalisation.

The risk of radicalisation is the product of a number of factors and identifying this risk requires all our staff to be able to exercise their judgement in raising any concern and reporting it to the appropriate leads within the school.

We understand that the following concerns can be indicators of vulnerability in children and young people to radicalisation, some are based on research and other case studies, but there is no definitive list and so all of the following concerns, indicators and factors should be taken into consideration:

- **Identity crisis:** distance from cultural/religious heritage and uncomfortable with their place in society
- **Personal crisis:** family crisis, sense of isolation, adolescence, low self-esteem, disassociation from existing friendship groups, becoming involved with new and different groups of friends, searching for answers to questions about identity, faith and belonging
- **Personal circumstances:** migration, local community tensions, events affecting country or region of origin, having a sense of grievance that is triggered by personal experience, racism, discrimination or aspects of government policy
- **Unmet aspirations:** perceptions of injustice, feeling of failure, rejection of civic life
- **Criminality:** experiences of imprisonment, poor resettlement/reintegration, previous involvement with criminal groups

We recognise the following potential diagnostic indicators identified in the Channel Guidance which include:

- Use of language deemed to be inappropriate (e.g. causing distress or alarm and perceived to be prejudiced, inflammatory or hateful)
- Noticeable behavioural changes
- Expression of extreme views
- Possession of extremist literature
- Advocating violent actions and means
- Seeking to recruit others to an extremist ideology

We also understand that these critical risk factors indicate a possible process of potential grooming/entrapment:

- Changes in faith/ideology
- Sudden name change linked to a different faith/ideology
- Significant changes in appearance
- Secrecy on the internet and access to websites with a social networking element
- Narrow/limited religious or political views
- Attendance at certain meetings e.g. rallies and articulating support for these
- “Them and us” language/rhetoric
- Justifying the use of violence to solve societal issues
- Isolation from usual friends, family or social groups
- Sudden unexplained foreign travel

We will assess and monitor the risk of children being drawn into terrorism; the general risks may vary from area to area, and according to their age, local threat and proportionality. Trinity recognises that we are in an important position to identify risks within our local context.

Should we have Prevent concerns about an individual pupil, we will follow normal procedures used in the school to raise safeguarding concerns, following the guidance and assessment prescribed by the local authority.

Through our curriculum we will try to help our pupils to keep safe online and consider the impact of social media networking sites with additional consideration to the threat of exposure to extremism and radicalisation. We are aware of the increased risk of online radicalisation and how terrorist groups seek to radicalise young people online.

We will use appropriate levels of filtering, as outlined in our E-Safety Policy and consult with the relevant IT providers and provide training where necessary.

Preventing radicalisation and extremism through our curriculum

We will work to ensure that our pupils will be skilled and equipped to be resilient and resist involvement in extreme or radical activities. We recognise the need to build resilience in our pupils to make them less vulnerable.

We will, therefore, provide a broad and balanced curriculum within which we aim to support pupils' spiritual, moral, social and cultural development (SMSC). SMSC development is promoted through all our subjects, including the ethos of our school where development of positive attitudes and values is central to everything we do.

Values underpinning public life in the UK have been summarised as democracy, the rule of law, individual liberty, mutual respect and the tolerance of those with different faiths and beliefs. It is important that our pupils understand this through different approaches using a balanced and broad curriculum. This supports our pupils in being responsible citizens and prepares them for an adult life living and working in Britain which is diverse and changing.

Trinity will promote British values and ensure that these efforts are inclusive and promote unity between pupils, parents/carers and the local community. See our SMSC policy for further details.

Training

As part of our statutory duties we will ensure that staff are fully aware of the threats, risks and vulnerabilities that are linked to extremism and radicalisation, and that they understand the importance of being alert and responding to early indicators. This will include all staff, volunteers and governors and will be incorporated into staff induction training.

We will ensure that all staff are trained to be equipped and skilled in this field, making training resources and support opportunities available where required. We will follow the recommendations of the Local Authority and ensure that all staff attend Prevent/WRAP or other recommended training where this is relevant to their role at Trinity. We will also ensure that relevant staff and governors understand the Channel process and know how to refer children through local processes.

Procedures for referrals

We will treat any worry or concern raised by a child who may have been exposed to possible extremism, extremist ideology and/or radicalisation as a safeguarding concern.

We will seek advice from the LA on the following concerns:

- Parents/carers presenting worrying views to a teacher, visitor or governor
- A staff member, governor, volunteer or visitor presenting concerning views
- Access to radical teachings by anyone in the school
- Online exposure and the viewing of online materials seen to be concerning, disturbing, inflammatory or anti-British in tone

- Any child or young person/parent/visitor on school property who may be discussing/providing information to children that may be seen as inciting or inflammatory
- Parents/carers wishing to remove their child from curriculum based activities or educational visits on the basis that they might have an extreme view, ideology or an irrational fear

All concerns and incidents will be fully investigated and in all cases the Designated Safeguarding Lead can contact the Child Protection Manager for school settings or, in their absence, the Safeguarding Team (MASH) for advice and next steps.

The Department for Education also has a dedicated telephone helpline (020 7340 7264) to enable staff and governors to raise concerns related to extremism. It is not intended to be used in emergency situations. Where a concern or incident is judged to be immediate and serious, the Safeguarding Designated Lead in the school will contact the police directly.

All concerns will be referred by the Safeguarding Designated Lead into Starting Point. This is a single point of contact for advice, support and referrals for early help.

There is a case referral pathway process and, depending on significance, concerns will include a referral into the local Prevent team and decisions will be made around a referral into Channel.

Visitors and use of school premises

- Upon arriving at the school, all visitors, including contractors working in the school, will sign in, report to the school office and read “Information for visitors working in the school” which contains a notice about Safeguarding and Child Protection.
- Visitors and contractors will be subject to identification checks, which will include clarification of the purpose of their visit.
- The school may undertake further precaution in allowing visitors and contractors on their premises

School premises

We will ensure the school building will not be used to give a platform to extremists. This will be monitored as follows:

- If a member of staff wishes to invite a speaker into school, prior approval and agreement will be made with the Headteacher, and this will be subject to the appropriate school safeguarding checks
- Usage of school premises will be monitored and in the event of any behaviour not in keeping with this policy or the Safeguarding and Child Protection Policy, the school will terminate the contact and may in some circumstances contact the police and local authority.

Useful websites

UK Safer Internet Centre: Guidance for teachers and other professionals supporting children about how to stay safe online and from radicalisation includes: checklists for Facebook, Twitter, Snapchat, Instagram. Can be downloaded and used in schools – www.saferinternet.org.uk

London Grid for Learning has a range of short videos with clear explanations relating to extremism and radicalisation – <http://couterextremism/lgfl.org.uk>

Teaching approaches that help to build resilience to extremism amongst young people
http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/182675/DFE-RR119.pdf

PREVENT – www.gov.uk/government/policies/protecting-the-uk-against-terrorism/supporting-pages/prevent

PREVENT Tragedies – www.preventtragedies.co.uk

Families Matter – www.familiesmatter.org.uk

NCALT: an e-learning module which gives awareness of the CHANNEL process. Issued with certificate – [http://course.ncalt.com/Channel General Awareness/01/index.html](http://course.ncalt.com/Channel%20General%20Awareness/01/index.html)

Safeguarding Roles and Responsibilities

All staff and volunteers in our school have responsibility for the following:

- Being aware of Trinity Safeguarding procedures and, with reference to Safeguarding Children and Young People Vulnerable to Violent Extremism, ensuring these procedures are followed
- Being aware of the local Safeguarding Children Board's Escalation Policy and Process which may be followed if a staff member fears their concerns have not been addressed and also being aware of the Trinity Whistle Blowing Policy
- Ensuring they attend PREVENT/WRAP training and any other training prescribed by the Local Authority relevant to their role in the school
- Being alert to the definitions and indicators around extremism and radicalisation, acting on any of these concerns by reporting these to the Designated Safeguarding Leads within the school
- Bringing any concerns relating to extremism, or worrying ideologies, where a child or young person may have access to materials either online media contact or viewing, to the Designated Safeguarding Leads who are the single point of contact for Prevent concerns
- Bringing any concerns to the Designated Safeguarding Leads relating to parents/carers or visitors on the school's premises who may have views seen to be inflammatory or contrary to the school's policies and principles
- Being proactive in the school in protecting vulnerable children from exposure to radical views and being radicalised by them
- Promoting the Trinity ethos with regard to principles of equality, diversity and the positive values of different cultures
- Understanding the implications of prejudice-based bullying in an aim to protect children and young people from being radicalised
- Understanding British values, being proactive in contributing to children's learning about these and the broader values of living and working in Modern Britain

British values

Through their provision of SMSC, schools should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
 - enable students to distinguish right from wrong and to respect the civil and criminal law of England;
 - encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
 - enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
 - further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
 - encourage respect for other people; and
 - encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
- Listening to and seeking out the views, wishes and feelings of our pupils ensuring that the vulnerable child's voice is heard and acknowledged
 - Obtaining advice and seeking support for our pupils using the Local Authority referral routes when a child or young person has been identified as vulnerable to extremism and radicalisation.

The Designated Safeguarding Lead has responsibility for the following:

- Being the single point of contact in relation to protecting pupils from radicalisation and involvement in terrorism (SPOC)
- Being aware of the Lewisham Safeguarding procedures in relation to "Safeguarding Children and Young People Vulnerable to Violent Extremism", ensuring these procedures are followed
- Seeing all concerns as safeguarding concerns and reporting them under the procedures set out
- Being aware of the advice and referral process PREVENT/Channel, which is available in the local authority
- Attending when requested, a Channel panel to present discuss and agree a course of action for a child referred through this process

- Ensuring children receive the support available through PREVENT and Chanel
- Signposting, where relevant, to other support services, web based organisations and agencies that can assist a school in all safeguarding matters
- Monitoring RE, PSHE and assemblies to ensure effective practice in promoting community cohesion, diversity and equality
- Keeping all staff and volunteers informed and up to date with regards to Prevent and safeguarding developments as part of their training responsibilities
- Keeping records of any concerns labelled clearly as Prevent, including risk assessments, interventions and any advice and support that is sought

Governors and school leaders are responsible for:

- Ensuring that the Designated Lead in the school will act as the single point of contact for concerns
- Knowing that the Safeguarding Designated Leads have access to training as prescribed by the Local Authority
- Ensuring that all staff, including volunteers, are given access to the training as prescribed by the Local Authority and relevant to their job role
- Ensuring that the Safeguarding Designated Lead is sufficiently trained and equipped to deal with extremism and radicalisation in their school and remain up to date with any guidance/legislative changes
- Ensuring that processes of keeping records are in place for the reporting and recording of any concerns and that there is evidence of risk assessments being undertaken and records are maintained of any interventions, advice and support that have been sought
- Considering how children may be taught about extremism and radicalisation as part of the broader Safeguarding curriculum in the school which is promoted through teaching and learning opportunities as part of providing a broad and balanced curriculum
- Actively promoting values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs
- Having an E-Safety Policy in place which addresses the concerns of radicalisation online
- Making sure that this policy, including any teachings or statements relating to the work of protecting children and young people from radicalisation, is available to parents and carers as appropriate, including displaying on the school website

Management of the policy

The Headteacher will implement this policy and will ensure that all staff and regular volunteers have read the policy and signed confirming that they have read and understood their responsibilities.

The Governing Body will oversee the policy and ensure its implementation and compliance to statutory duties, reviewing its content on an annual basis or sooner if there have been changes in guidance or legislation. This will be recorded in the governor meeting minutes for auditing purposes.