



Prevent Radicalisation Policy

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Date to be reviewed	November 2026
Date of last review	November 2022
Governors Committee accountable for review	Education
Senior Leadership Team member accountable for review	DPD

1. Introduction

The Royal Grammar School is fully committed to safeguarding and promoting the welfare of all our students. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

2. Background

Prevent statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) to work to prevent children being drawn into extremism.

The duty to prevent children and young people being radicalised is also contained in the following documents.

- Keeping Children Safe in Education (2024)
- PREVENT Duty Guidance for England and Wales (2023)
- CONTEST: The United Kingdom's Strategy for Countering Terrorism (2023)
- Working Together to Safeguard Children (2023)
- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)

This policy should be read alongside other related school policies

- Acceptable Use of ICT Systems
- Anti-Bullying Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Curriculum Policy
- E-Safety Policy
- Equality Policy
- Lettings' Policy and Procedures
- Recruitment and Selection Procedures
- Staff Code of Conduct and Safer Working Practices

3. Definitions

Extremism is 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. This also includes calling for the death of members of our armed forces.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

- **Terrorism** is defined as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public, and is made for the purpose of advancing a political, religious or ideological cause.

4. Roles and Responsibilities

4.1 Role of the Governing Body

The role of the governing body is to ensure that the school meets its statutory duties with regard to preventing radicalisation. The nominated Child Protection Governor will liaise with the Headmaster and other staff about issues to do with protecting children from radicalisation.

4.2 Role of the Headmaster

The Headmaster will:

- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis
- ensure that the school's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation.

4.3 Role of Designated Safeguarding Leads

The Designated Safeguarding Leads will:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the governing body on these matters.

4.4 Role of staff

All staff need to understand the issues of radicalisation, be able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. Staff are trained on induction and receive update training every three years on Prevent

5. Curriculum

We are committed to providing a broad and balanced curriculum that aims to prepare students for life in modern Britain. Our curriculum promotes respect, tolerance and diversity through the promotion of Fundamental British Values; Democracy, The rule of law, Individual liberty, Mutual respect and tolerance of those with different faiths and beliefs. Students are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

British Values, extremist viewpoints and preventing radicalisation are also part of our PSHE curriculum. Spiritual, Moral, Social and Cultural provision is also embedded across the curriculum

Internet Safety

The internet provides students access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our school blocks inappropriate content, including extremist content. Our monitoring software, SENSO, monitors keystrokes and internet searches and alerts DSLs, Heads of Year and the Deputy Headmaster to any inappropriate activity online in school and at home on Chromebook devices.

We also filter out social media & networking sites, such as Instagram, Facebook, Tik Tok and Snapchat. Searches and web addresses are monitored and the ICT technicians will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.

Where staff, students or visitors find unblocked extremist content they must report it to the DSL or another senior member of staff.

Students have access to unfiltered internet when using their mobile phones. We have a Valuables Policy which stipulates that students are not to use a mobile phone at school between 8:40 – 15:40. On school trips and other times when students are allowed to use their mobile phones staff are alert to the need for vigilance.

Students are taught how to stay safe online, both in school and outside school. They are taught to understand the risks posed by adults or young people who use the internet and social media to groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

Students and staff know how to report internet content that is inappropriate or of concern.

6. Staff Training

Staff will be given training to help them understand the issues of radicalisation, to be able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training and is updated every three years.

7. Safer Recruitment

We ensure that the staff we appoint to the school are suitable. Our recruitment procedures are rigorous, and we follow the statutory guidance published in part 3 of *Keeping Children Safe in Education (2024)*. Vetting, social media checks and barring checks are undertaken on staff, supply teachers, governors and volunteers.

8. Visitors

Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare.

Relevant vetting checks are undertaken for all visitors who are invited to speak to students. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times.

Staff must not invite speakers into school without first obtaining permission from the Senior Team.

9. Lettings and use of school premises

The school is vigilant to the possibility that out-of-hours hire of the school premises may be requested by people wishing to run an extremist event. The school does not accept bookings from individuals or organisations that are extremist in their views.

10. Signs of vulnerability and recognising early indicators of radicalisation

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk. Signs of vulnerability include:

Push and pull factors can make a child, young person or adult learner at risk of extremism or radicalisation. Often there are several risk factors present that, seen together, can cause concern.

Push factors

Push factors may include a child, young person or adult learner feeling:

- isolated
- they do not belong
- they have no purpose
- low self-esteem
- their aspirations are unmet
- anger or frustration
- a sense of injustice
- confused about life or the world
- real or perceived personal grievances

Pull factors

Pull factors could include an extremist or terrorist group, organisation or individual:

- offering a sense of community and a support network
- promising fulfilment or excitement
- making the child, young person or adult learner feel special and part of a wider mission
- offering a very narrow, manipulated version of an identity that often supports stereotypical gender norms
- offering inaccurate answers or falsehoods to grievances
- encouraging conspiracy theories
- promoting an 'us vs. them' mentality
- blaming specific communities for grievances
- encouraging the use of hatred and violent actions to get justice
- encouraging ideas of supremacy

11. Referral Process

Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation. The concerns must be passed to the Designated Safeguarding Lead or an Additional Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns (either CPOMS or the "RGS Child Protection/Welfare Concern Form").

When there are significant concerns about a student, the Designated Safeguarding Lead in liaison with the Headmaster will make a referral to the appropriate body.

12. What to do when you have concerns about staff

If you have a concern about a member of staff. This should be reported to the Headmaster and Concerns about the headmaster reported to the Chair of Governors.

A staff member may be a cause for concern if they're:

- Disseminating racist or fascist literature
- Promoting beliefs that are anti-democratic, or glorifying acts of terrorism
- Inciting people to develop racist or prejudicial views and opinions
- Behaving in a discriminatory manner

However, be aware that these behaviours don't necessarily indicate radicalisation.

A **prohibition order** can be obtained against a teacher where there's evidence of actions/behaviours that promote political or religious extremism, or undermine:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

13. Monitoring and Review

The effective implementation of this policy will be monitored by the governing body by receiving an annual report from the Designated Safeguarding Lead.