Prevent Radicalisation Policy

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Date to be reviewed	November 2022
Date of last review	November 2018
Governors Committee accountable for review	Education
Senior Leadership Team member accountable for review	DCB

Preventing Radicalisation Policy

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 (2020)
- PREVENT Duty Guidance for England and Wales (2015)
- Revised PREVENT Duty Guidance: England and Wales (April 2019)
- CONTEST: The United Kingdom's Strategy for Countering Terrorism (2018)
- Working Together to Safeguard Children (2018)
- 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:

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

3.   Definitions
Extremism is defined by the UK Government 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. It also includes calls for death of members of the British armed forces, whether in the United Kingdom or overseas.
Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
Terrorism is 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 of threat must be designed to influence the government or 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.

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. 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 part of our PSHCE curriculum. British Values and 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.

We also filter out social media, such as Facebook. 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 a 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, are 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.

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 (2020).* Vetting 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:

Indicators of an identity crisis:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society
- Changing style of dress or personal experience to accord with the group
- Conversation increasingly focussed on a particular (potentially extremist) ideology
- Possession of materials or symbols associated with an extremist cause
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause
- Attempts to recruit others to the group/cause
- Communications with others that suggests identification with a group, cause or ideology

Indicators of a personal crisis:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Loss of interest in activities which they previously engaged with
- Searching for answers to questions about identity, faith and belonging

Indicators of vulnerability through personal circumstances:

- Migration
- Local community tensions
- Events affecting their country or region of origin

- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

Indicators of vulnerability through unmet aspirations:
- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

Other indicators:
- Using derogatory language about a particular group
- Inappropriate forms of address
- Possession of prejudice related material
- Property damage
- Refusal to cooperate with teachers'/adults' requests
- Condoning or supporting engagement with extremist ideologies or groups
- Condoning or supporting violence including physical or verbal assault
- Spending increasing time in the company of other suspected extremists
- Prejudicial provocative behaviour, ridicule or name calling

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. 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.