ST. IGNATIUS COLLEGE

'Men and women for others'

Prevention of Extremism and Radicalisation Policy

October 2018

Assistant Headteacher Pastoral

Next Review October 2021

St Ignatius College is committed to providing a safe and secure environment for all of our pupils, staff and stakeholders and this policy sets out the ways we will tackle any signs of radicalisation and or extremism in the College. This policy should be read in conjunction with the College's Safeguarding and Child Protection Policy.

2018 - 2021

1. Introduction

'All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.' Keeping Children Safe in Education 2018

St Ignatius College is committed to providing a secure environment for all of our pupils, staff and stakeholders and recognises the requirement to have due regard to safeguard pupils from radicalisation and extremism.

This policy outlines what radicalisation means and why pupils may be vulnerable to it. Indicators are also provided on what staff and parents should be aware of to identify children who may be vulnerable to radicalisation, while outlining the procedure for passing on any concerns relating to a pupil or a member of staff.

There have been several 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.

St Ignatius College values and encourages freedom of speech in a safe and controlled environment and understands that promoting critical thinking skills is a very powerful tool in preventing terrorist and extremist narratives taking hold. However we also recognise that free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation and we are clear that this type of exploitation and radicalisation should be viewed as a safeguarding concern.

2. The Prevent Strategy

The Prevent Strategy is one of the four elements of CONTEST, the national counter terrorism strategy that works to reduce the threat from terrorism.

CONTEST is based on four areas of work:

• Prevent - To stop people becoming terrorists or supporting terrorism

• Pursue - To stop terrorist attacks

• Protect - To strengthen our protection against a terrorist attack

• Prepare - To mitigate the impact of a terrorist attack

Prevent aims to stop people being drawn into or supporting terrorism by safeguarding children and families from violent extremism, or developing a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation

3. Definitions

Extremism is defined in Keeping Children Safe in Education 2018, as 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. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

It would be wrong to assume that an extremist might look a certain way or act in a certain manner those who become involved in extremist actions come from a range of backgrounds and experiences who may have been approached in person or over the internet or through social media by those holding extremist views. Most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Indicators of vulnerability

It is not possible to give an exhaustive list of factors or vulnerabilities that would make someone vulnerable to radicalisation, but the following may give you a good indication that they are vulnerable to radicalisation or some other form of harm.

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle

- confused identify
- victim or witness to race or hate crimes
- Special Educational Needs

4. Role of staff in recognising extremist behaviour

As part of their wider safeguarding responsibilities, staff must be alert to the following behaviours which could be indicators of a pupil's exposure to extremist views or radicalisation:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, especially where pupils have not actively sought these out
- Attending community groups, events or rallies with links to extremism
- Graffiti, art work or writing that displays extremist themes
- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Pupils accessing extremist material online, including through social networking sites
- Online searches or sharing extremist messages or social profile
- Staff observations or parental reports of changes in behaviour, friendship or actions
- Evidence of possessing illegal or extremist literature
- Use of extremist or 'hate' terms to exclude others or incite violence
- Advocating messages and voicing opinions drawn from illegal organisations and extremist ideologies and groups
- Out of character changes in dress, behaviour and peer relationships
- Secretive behaviour
- Intolerance of difference, including faith, culture, gender, race, disability or sexuality
- Attempts to impose extremist views or practices on others
- Verbalising anti-Western views that fall under the definition of extremism

5. Response

College staff are trained to '**Notice, Check, Share**' with regards to concerns relating to the above indicators. This means that they should be vigilant and '**Notice**' any possible signs of a child's exposure to extremist views or radicalisation. They should '**Check**' by talking to the child to determine if there is a valid explanation for any concerning comments passed. Staff should then '**Share**' concerns with the Designated Safeguarding Lead, Mrs C Goodwin. She is identified as the Single Point of Contact (SPOC) at St Ignatius College in relation to protecting individuals from radicalisation

and involvement in terrorism and the lead within the organisation for Safeguarding. Advice may be sought from the Borough's Prevent Lead Suj Ponnampalam.

In Mrs Goodwin's absence staff should speak to Mrs C Di Pierro (Deputy Lead Child Protection Officer) or any member of the Child Protection Team. Concerns should be discussed in person before a written account of what has occurred is recorded on the reporting a concern form.

Concerns relating to the conduct or views expressed by a member of staff should be reported to the Headteacher Mrs M O'Keeffe or Mr I Petrie (Deputy Headteacher) in her absence.

6. Partnership Working

The Designated Safeguarding lead/ SPOC will maintain an ongoing dialogue by attending training and meetings with the borough Prevent team to keep updated on current guidance and procedures relating to Prevent and the issues of extremism and radicalisation. Partnership working with other local schools, including the Safer Schools team and members of the safeguarding board will provide a coordinated approach to dealing with issues relating to radicalisation and extremism and educating young people of the dangers posed.

Work will be undertaken with Parents to educate and highlight the risks their children face through exposure to extremist literature and threats posed while on-line through social networking sites. Information will also be provided on the College's responsibility in referring pupils of concern to the Prevent team to ensure the pupil in questions receives early intervention and support.

We will support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and this could include a safeguarding referral to the Channel panel after taking advice from the borough specialist Prevent Officer or the Police Service.

7. Role of Designated Safeguarding Lead/ Single Point of Contact (SPOC)

It is the role of the designated safeguarding lead/ SPOC to:
- Receive safeguarding concerns about pupils who may be vulnerable to the risk of radicalisation or are showing signs of extremist behaviour
- Act as the first point of contact within the organisation for case discussions relating to individuals who may be at risk of radicalisation or involved in terrorism

- Maintain and apply a good understanding of the relevant guidance in relation to preventing individuals from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism
- 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 to the SPOC
- Be aware of police reports of issues affecting pupils in other local educational settings
- Liaise with the borough specialist Prevent Officer to discuss pupils of concern and make referrals of individuals at risk to the SPOE, the Police or the Channel Coordinator as appropriate, in line with this and the College's safeguarding policy
- Attending Channel meetings as necessary and carry out any actions as agreed
- Reporting progress on actions to the Channel Coordinator
- Inform the Governing body of any incidents relating to extremist behaviour or radicalisation
- Monitor the College's RE and Citizenship curriculum and assembly policy to ensure that they are used to promote British values, community cohesion and tolerance of different faiths and beliefs

8. Curriculum and British Values

It is imperative that our pupils and parents view St Ignatius College as a safe respectful learning environment where pupils can discuss and explore controversial issues safely, in an unbiased way which is tolerant of those of a different faith or lifestyle.

We are committed to ensuring that our pupils can make a positive contribution to the development of a fair, just and civil society by offering a broad and balanced curriculum, which prepares them for life in modern Britain and which fosters a positive sense of identity through the development of critical thinking skills and pupils' spiritual, moral, social and cultural development.

Through the teaching of both Jesuit and British Values in subject areas, assemblies, Form Periods and Citizenship lessons, the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs will be promoted to build resilience to extremism.

9. Online Safety

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists may use the internet, including social media, to share their messages. Efforts will be made through our Online safety filtering systems to block inappropriate content.

Where staff, pupils or visitors find unblocked extremist or terrorist related content, they must report it immediately to the class teacher, Network Manager and Safeguarding lead (Mrs C Goodwin).

Staff are also aware that children and young people have access to unfiltered internet when using their mobile phones outside of school hours and should be vigilant to comments made about inappropriate content pupils may have viewed at these times.

The Online Safety policy refers to preventing radicalisation and related extremist content. Pupils will be regularly reminded through online safety lessons and assembly presentations on how to report internet content that is inappropriate or of concern.

10. Visitors and Guest Speakers

External agencies and guest speakers to the college will be carefully screened prior to their visit to ensure their suitability to deliver presentations to pupils and ascertain the purpose and content of their presentation or talk. This will ensure that:

- every precaution has been taken to prevent the delivery of content related to extremism or radicalisation or which marginalises any communities, groups or individuals
- messages communicated to pupils support fundamental British Values are consistent with the ethos of the College
- any messages communicated to pupils 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 matched to the needs of pupils
- speakers will be supervised at all times and will not be allowed to speak to pupils without a member of staff being present.
- staff must obtain consent from their line manager before organising visits from external speakers or groups

11. Training

All staff will undertake WRAP(Workshop to Raise Awareness of Prevent) training. The key points relating to safeguarding children against threats posed by radicalisation and extremism will be included in the annual Safeguarding refresher at the start of the academic year and regularly reinforced in the weekly pastoral briefing notes.

Any member of staff wishing to develop their own understanding of Prevent or who is unable to attend the WRAP training will be asked to complete this online module:

http://course.ncalt.com/Channel_General_Awareness

Extremism and Radicalisation awareness is also included in the Safeguarding training for new staff.

12. Statutory Duties

This policy was produced using guidance from the following documents:

- Contest- The United Kingdom's Strategy for Countering Terrorism June 2018
- How social media is used to encourage travel to Syria and Iraq briefing note for schools 2015
- Keeping Children Safe in Education 2018
- Prevent Strategy, 2011
- Prevent Duty Guidance - Departmental advice for schools and childcare providers 2015
- Promoting fundamental British values as part of SMSC in schools 2014
- Teaching Approaches that help Build Resilience to Extremism among Young People 2011
- Working together to safeguard children 2018

13. Further information

The 'Educate Against Hate' website (https://educateagainsthate.com) provides information for school staff and parents on recognising and addressing extremism and radicalisation. If parents require any further information on any of the areas covered in this policy, they should contact Mrs C.Goodwin at the College.

14. Policy Review

This policy will be reviewed tri-annually or when advice is updated by statutory agencies.

Appendix 1

Indicators of vulnerability Risk indicators of being drawn into terrorism

(References below are to 'child' which includes young people up to the age of 18 years)

Vulnerability
- Identity Crisis - Distance from cultural/religious heritage and uncomfortable with their place in the society around them
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group 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; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or 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

Access to extremism / extremist influences
- Is there reason to believe that the child associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child is the friend or family member of someone believed to be linked with extremist activity)
- Does the child frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc, knowledge of the Dark Web)
- Is there reason to believe that the child has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the child known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?
- Does the child sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences
- Has the child encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child come into conflict with family over religious beliefs/lifestyle/ dress choices?

- Does the child vocally support terrorist attacks; either verbally or in their written work?
- Has the child witnessed or been the perpetrator/ victim of racial or religious hate crime?

Travel
- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child employed any methods to disguise their true identity? Has the child used documents or cover to support this?

Social Factors
- Does the child have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child experience a lack of meaningful employment appropriate to their skills?
- Does the child display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child demonstrate identity conflict and confusion normally associated with youth development?
- Does the child have any learning difficulties/ mental health support needs?
- Does the child demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child have a history of crime, including episodes in prison?
- Is the child a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the child have insecure, conflicted or absent family relationships?
- Has the child experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child's life has extremist view or sympathies?

More critical risk factors could include:-
- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour

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