



**Five
Rivers®**

**FIVE RIVERS
CHILD CARE LTD**

Preventing
Extremism &
Radicalisation
Policy &
Procedure
Park House
School

'Five Rivers is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'

Policy Owner	Headteacher
Authoriser	Head of Education
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1. Preventing Extremism & Radicalisation Policy

1.1 Policy Statement

The Preventing Extremism and Radicalisation Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views.

1.2 Terms and Definitions

The below table sets out a number of terms and definitions used within this document:

Term	Definition

1.3 Data Protection

Five Rivers Child Care supports the objectives of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and other legislation relating to Data Processing, including the Human Rights Act 1998, Regulation of Investigatory Powers Act 2000 and the Freedom of Information Act 2000. Five Rivers Child Care has a statutory obligation to process personal data in accordance with the provisions of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018

Every member of Five Rivers Child Care has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and the Five Rivers Child Care Data Protection Policy.

1.4 Disclosure of Information

Any use or disclosure of information held within Five Rivers Child Care, without there being a legitimate purpose or legal basis, will be classed as unauthorised and is a criminal offence under Section 55 of the Act Right of Access (Subject Access Requests).

1.5 Further Information

2. Preventing Extremism & Radicalisation Procedure

2.1 Extremism & Radicalisation

Extremism and radicalisation is another part of safeguarding students and young people. As with any concern, the risk of harm is raised when young people are vulnerable and is often noticed when students change their behaviour, clothing or attitudes. One aspect of safeguarding students and young people from radicalisation is to set out in 'Promoting fundamental British values as part of SMSC in schools'. This guidance sets out British values as:

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

The Government Prevent Strategy, inclusive is the approach to reducing the risk of terrorism, this is called 'CONTEST' and has four parts:

- Protect; to strengthen protection against a terrorist attack
- Prepare; to mitigate the impact of a attack
- Pursue; to stop terrorist attacks
- Prevent; to stop people becoming terrorists or supporting terrorism

The Preventing Extremism and Radicalisation Policy links to the following Five Rivers School policies;

- Child Protection and Safeguarding policy
- Safer Recruitment policy
- Equal Opportunity Policy
- Anti-bullying Policy
- E-Safety Policy

All senior managers, teachers, and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in our school. All senior managers, teachers, and non-teaching staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.

All members of staff are able to identify students who may be vulnerable to radicalisation and respond by following whole school safeguarding procedures with immediate effect. All

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students will understand the dangers of radicalisation and exposure to extremist views;
learning about key British values to build resilience against these views and knowing what to
do if they experience them.

2.2 Definition of Radicalisation

Radicalisation – ‘the process by which a person comes to support terrorism and forms of
extremism leading to terrorism’ (Prevent Strategy)

2.3 Definition of Terrorism

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. Calls
for the death of members of the British armed forces is also included in this definition. Extremism
takes many forms and all ideologies are included in this area of safeguarding:

- Islamic extremism
- Left wing extremism
- Right wing extremism
- Animal rights extremism

There are different forms of extremist organisations in the UK and the world, i.e– ISIL
(Islamic State), AL Qaeda, Boko Haram, British Defence League, Animal Rights extremist
groups such as SPEAK, Irish Republican Army (IRA), Anti-Abortion groups, to name a few.

2.4 Indicators of vulnerability (signs and symptoms) include:

- Identity
- The student is distanced from their cultural/religious heritage and experiences
- Discomfort about their place in society
- Personal crises, the student may be experiencing family tensions
- A sense of isolation
- Low self-esteem
- They may be disassociated 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 their identity, faith and belonging
- Personal Circumstances
- Migration
- Local community tensions and events affecting the student’s country of origin may
contribute to a sense of grievance that is triggered by a personal experience of racism or
discrimination or aspects of Government policy

More Critical Risk factors could include;

- Being in contact with extremist 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
- Joining or seeking to join extremist organisations
- Significant changes to appearance and/or behaviour
- Experiencing a high level of social isolation, resulting in issues of identity crises and/or personal crises

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in students' behaviour, which could indicate that they may be in need of help or protection.

Students at risk of radicalisation may display different signs or seek to hide their views.

School staff should use their professional judgement in identifying students who might be at risk of radicalisation and act proportionately.

Even very young students may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour.

All concerns should be reported to the DSL who will follow the necessary guidance.

To support de-radicalisation, we promote:

- All-inclusive ethos
- Create doubt or disillusionment
- Question ideas
- Safe discussions
- Range of views

2.5 Within the Curriculum

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.

Our PSHE (Personal, Social and Health Education), and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum and underpins the ethos of the school.

It is recognised that students with low aspirations are more vulnerable to

Students are regularly taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

2.6 Staff Training

All of our staff have received training in Prevent Awareness.

2.7 Procedures for Referrals

It is vital for all staff to be constantly vigilant. Staff are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and to refer any concerns through the appropriate channels (via Designated Safeguarding Person).

As a school, we will work with latest guidance summarized below.

2.8 Prevent (summary of guidance for all staff)

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 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.

Schools are expected to assess the risk of students being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting students and young people in the area and a specific understanding of how to identify individual students who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting students at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.

The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Students Boards (LSCBs).

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify students at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to students at the school of being drawn into terrorism. As a

minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting students from the risk of radicalisation.

Schools must ensure that students are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach students about online safety more generally.

2.9 Channel

School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme, which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Students Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels

Listed below is the data that MASH needs to help them do their work. It would be helpful if you could give as much information as you have when making a referral.

- Full names and dates of birth of the child, carers and any other family members
- Child's full address and telephone number
- Daytime address and contact telephone numbers for parents/carers
- Ethnic origin, religion and cultural background
- Reason for the referral, including description of any injuries observed, details of allegations made, discussions with the child or others, details of any witnesses. Including any relevant dates/times/ places of alleged incidents
- Any immediate or impending danger to the child - Based on your knowledge of the child and family, you may well have an opinion about how the family are likely to react to the referral and any subsequent child protection enquiries, including any factors

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which may place the child or others at further risk (e.g. where there is domestic
violence) ○ Are the parents or child aware of the referral to MASH