Applecroft School



Preventing Extremism and Radicalisation Policy

Person Responsible	Deputy Headteacher
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Preventing Extremism and Radicalisation Policy

1) Introduction:

School Vision:

'To be a positive and inspiring community that nurtures each individual and empowers leaders for life.'

School Mission Statement:

'Nurturing Potential, Inspiring Minds, Changing Lives'.

School Values:

- Ambition and Leadership
- Kindness and Supportiveness
- Respect and Honesty
- Determination and Resilience.

Policy Statement:

Applecroft School is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other (vulnerability) susceptibility in today's society. The 'Preventing Extremism and Radicalisation Policy' sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support. At Applecroft School, all staff are expected to uphold and promote the fundamental principles of British Values, including democracy, the rule of law, individual liberty and mutual respect, and inclusion of those with different faiths and beliefs.

This policy outlines the principles and values underpinning the expectations of Applecroft School in carrying out the Prevent duty to safeguard those at risk of supporting terrorism or becoming a terrorist. The current national terrorism threat level (at the time of this publication) is **SEVERE** meaning a terrorist attack is likely.

2) Purpose and Scope

The Counter-Terrorism and Security Act (2015) requires the proprietors of schools to "*have due regard, in the exercise of their functions, to prevent people from supporting terrorism or becoming a terrorist*". This is known as the Prevent duty. This policy has therefore been developed in accordance with the principles established by the Counter-Terrorism and Security Act (2015 & 2019) and also the Children Acts 1989 and 2004; the Education Act 2002 and 2011, and in line with government publications Prevent Duty Guidance: for England and Wales (2015, updated 2023), Working Together to Safeguard Children (2015, updated 2023). The guidance also reflects, Keeping Children Safe in Education 2026) and our responsibilities regarding the Prevent Strategy.

Since the publication of the Prevent strategy, there has been an awareness of the specific need to safeguard children, young people and families from radicalisation and extremist ideology.

Keeping children and young people safe from these risks is a safeguarding matter and should be approached in the same way as safeguarding children and young people from other risks. Children and young people should be protected from messages of all violent and non-violent extremism. Applecroft School aims to safeguard all staff and students from the threat of extremism and ensure that our support, guidance and curriculum empowers students to reject violent or extremist behaviour and to be safeguarded through education. Young people can be exposed to a wide range of extremist influences or prejudiced views and behaviours, including via the internet from an early age. Early intervention and education are a powerful and necessary way of safeguarding against extremism and radicalisation.

3) Definitions

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. A terrorist 'ideology' is a set of beliefs, principles, and objectives to which an individual or group purports to adhere and attempts to instil in others to radicalise them towards becoming terrorists or supporting terrorism. There are several concepts or 'tools' that often feature in terrorist and extremist ideologies, including: narrative, propaganda, grievances, and conspiracy theory.

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 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.

Extremism is defined in the Prevent strategy as the 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 extremism calls for the death of members of our armed forces.

4) Roles and Responsibilities

It is everyone's responsibility to identify, report on and prevent extremism. Each group has individual responsibilities that must be adhered to if radicalisation is to be identified and addressed.

<u>School Leaders:</u>

Must ensure that staff are aware of and have read the policy and understand the procedures outlined.
Must ensure students and, where appropriate, parents/carers, are given regular feedback on the action being taken. Must ensure that safeguarding arrangements within the setting and linked policies reflect the importance that information is shared with the Designated Safeguarding Lead (DSL), including deputies, in a timely manner and the role of the DSL to consider the level of risk and decide which agency to make a referral to, if necessary in line with the normal safeguarding procedures*

When the appropriate referral pathway is uncertain, DSLs are encouraged to utilise the Consultation Hub, to discuss and determine the most effective course of action. For full information about the Consultation Hub please refer to Consultation Hub - Hertfordshire Grid for Learning.

Staff:

Must read and adhere to the policy.
Should provide a safe place in which young people can debate ideas and discuss controversial ideas as age appropriate.
Must always strive to be aware of potential or actual radicalisation or extremist behaviour and take action when there are concerns.
Must report and record all concerns following the school's procedures.
Must not promote partisan political views in teaching and where political issues are brought to the attention of students they are offered a balanced presentation of opposing views.

Trustees

Must ensure that the school has a Prevent policy and that it is reviewed annually.
Must ensure that there is a member of the Senior Leadership Team in each school that has specific responsibility for the Prevent agenda, usually a Designated Safeguarding Lead.
Must ensure that the effectiveness of the Prevent Policy is regularly monitored and that this is reported to the Local Governing Bodies.

Parents:

Should contact the school immediately if they know or suspect their child is at risk of radicalisation in order to work in partnership with the school. This applies even if the child has asked for 'secrecy'.
Should share with the school any concerns they have that children are at risk of extremism, even when it does not directly involve their child.
Out of school hours (ie school holidays) parents should share their concerns with Police or Children services and notify school at the earliest opportunity.

5) Susceptibility to online radicalisation

Applecroft School recognises its duty to protect our students from radicalisation into any form of extreme ideology which may lead to the harm of self or others. This is particularly prevalent in relation to exposure to online extremist materials, narratives and recruitment. Applecroft School will therefore aim to do the following:

- Educate students on the appropriate use of social media and the dangers of downloading and sharing inappropriate material both online and offline as age appropriate.
- Ensure that students are unable to access any inappropriate internet sites whilst using the school computers / laptops through the use of appropriate filtering, firewalls and security settings. This should include a mechanism that alerts a DSL to any concerning internet searches and/or inappropriate internet use.
- Educate students through lessons and assemblies on the concepts of radicalisation and extreme ideology.
- Inform students on the importance of Internet Safety using all curriculum and pastoral opportunities.

6) Arrangements for Visiting Speakers

Applecroft School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable). The school's responsibility to students is to ensure that they can critically

assess the information they receive as to its value themselves and that the information is aligned to the ethos and values of Applecroft School and British values.

In order to safeguard students from visitors who may have extreme or radical views the school will:

- Ensure all Visiting Speakers have a named point of contact at the school.
- Undertake a risk assessment, including carrying out due diligence if deemed necessary, before agreeing to a Visiting Speaker being allowed to attend the school.
- The DSL will ensure all visiting speakers to the school are carefully vetted and take immediate action if any individual or group is perceived to be attempting to radicalise members of the school community. This should be reported to prevent@hertfordshire.gov.uk and local Police if necessary.
- Use an open internet engine search to check any organisations which wish to have an ongoing relationship with the school particularly those in the voluntary sector.
- Ensure that Visiting Speakers understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these.
- On arrival confirm the identity of the Visiting Speaker using photographic ID and share school safeguarding procedures.
- Ensure all Visiting Speakers whilst on the school site, are supervised by a member of staff.
- The DSL will keep an appropriate record of Visiting Speakers showing that the required checks have been completed.

7) Arrangements for Hiring & Lettings

Undertake due diligence before any agreement is made.
If there is a concern about an individual or group hiring a school space, this should be reported to prevent@hertfordshire.gov.uk, and local Police if necessary.
An appropriate person will keep a record of all individuals and groups hiring any school space.
The School Leaders, DSL and Trustees/Governors should be fully sighted on the Prevent guidance for Hertfordshire Venue & Speaker hire
Any organisations or individuals wishing to hire the School will be 'open source' checked to confirm that they do not have any extreme or radical views. This requirement will also be included in any Letting Agreements.

8) Staff Training

In order to fulfil the requirements of the Prevent Duty Applecroft School will:

- Ensure the Designated Safeguarding Lead (DSL) undertakes Prevent training relevant to the DSL role and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- All staff and trustees are required to complete the online Home Office Prevent duty training before starting at the school (this should be completed annually).
- Each year, the Prevent policy is circulated to staff and trustees, who need to read and sign stating they understand the policy. Schools will keep a record of this.
- The Lead DSL will ensure staff are trained to be vigilant in spotting signs of extremist views and behaviours and that they always report anything to the DSL which may suggest a pupil, another staff member, a parent / carer, a visitor or member of the community is expressing opinions which may cause concern. Staff should follow the usual reporting procedures as for any other safeguarding concern as laid out in the Child Protection Policy.

- Ensure staff understand the importance of monitoring student absences and promptly address concerns about irregular absence with parents and / or carers.
- Ensure staff and trustees are aware of how to identify and respond to risks to students from extreme views. Staff are also advised to access Educate Against Hate where signs of radicalisation are shared to help staff inform themselves about students who might be at risk of being radicalised.

9) Curriculum

Applecroft School ensures its students are offered a broad and balanced curriculum delivered by skilled teachers that aims to prepare them for life, encouraging them to be inquisitive learners who are enriched, understand and become tolerant of difference and diversity, whilst also ensuring that they thrive, feel valued and are not marginalised.

- Classroom practices include developing questioning techniques to open up safe debate;
- building confidence to promote honesty about a plurality of views;
- ensuring freedom of expression and freedom from threat;
- debating fundamental moral and human rights principles;
- promoting open respectful dialogue; and
- affirming multiple identities.

All of the above should be age appropriate.

Applecroft School ensures that embedded within the curriculum are opportunities for students to build resilience to extremism and enable them to develop a positive sense of identity through the development of critical thinking skills.
Students regularly participate in discussion, with speaking and listening being embedded in all subjects. Students and teachers speak freely and voice their opinions. However, there is an understanding that freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued.

Curriculum content includes:

- promoting knowledge, skills and understanding to build the resilience of learners;
- exploring controversial issues;
- recognising local needs;
- challenging extremist narratives;
- promoting universal rights;
- promoting critical analysis; and
- promoting pro-social values

10) Prevent Risk Assessment

The DSL is responsible for completing and reviewing a Prevent risk assessment to assess the delivery of the Prevent duty as an organisation to address the risk of students supporting terrorism or becoming a terrorist.

11) Managing Referrals & Working in Partnership

Any immediate risk should be reported via 999.

If a student has presented as being at risk of radicalisation to extreme views, the DSL will consider the level of risk, discuss with the child/young person and their family (where appropriate) and refer to the most suitable agency. (For example, Children Services/Police/Prevent). Where the appropriate threshold or referral pathway is uncertain, DSLs are encouraged to utilise the Consultation Hub, to discuss and determine the most effective course of action. If the Child Protection School Liaison Service recommend that a Prevent referral is made, the DSL will complete a Prevent referral.

Applecroft School will then work in partnership with the relevant agencies to seek advice, support and guidance drawing on multi-agency expertise, to support students at risk. A strong multi-agency partnership across the whole system of help, support and protection, including effective work from all agencies, parents, carers and families is vital. This includes a child centred approach within a whole family focus and in this context how all practitioners should work in partnership with parents and carers as far as possible.

The Prevent Duty should be seen as part of our existing safeguarding framework and this policy should be read in conjunction with all other safeguarding policies.

Links to Other Policies:

The Applecroft School Preventing Extremism and Radicalisation Policy links to the following policies:

- Child Protection Policy
- Anti-Bullying Policy
- Behaviour and Discipline Policy
- Children Looked After Policy
- Children Missing from Education (CME) Guidance
- Online Safety Policy
- Equality and Diversity Policy
- Safeguarding Policy
- Safeguarding Children Before and After School Policy

Policy Review:

The 'Preventing Extremism and Radicalisation Policy' will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.

Applecroft School

Channel Referral Form

CONFIDENTIAL (When completed)
NOT PROTECTIVELY MARKED

Name of Subject:		DOB:
Guardian:		Relationship:
Ethnicity:	Place of Birth:	Religion:
Address Telephone number		Referral Date
Author	Organisation	
Contact Details		
This form is to help you refer concerns to CHANNEL, regarding an individual who may be (vulnerable) susceptible to being drawn into terrorism. On the reverse are questions which may assist in helping you quantify and structure your concerns in order to better record them below. They are intended as a guide to help communicate your professional judgement about what has led you to make this referral. Completed forms should be sent to the Channel team.		
What is the behaviour / occurrence that has led you to make this referral		

Assessment	**Comment / Evidence**
Faith / Ideology	
Personal / Emotional & Social	
Risk / Protective Factors	
Desire for change	

From what you know of the referral:

Faith / Ideology

Are they new to a particular faith / faith strand? What was the context of their conversion?
Do they seem to have naïve, narrow or limited religious / political knowledge?
Are there concerns about a highly inconsistent vocalisation / practicing of their faith?
Have there been sudden changes in their observance, behaviour, interaction or attendance at their place of worship / organised meeting?
Have there been specific examples or is there an undertone of "Them and Us" language or violent rhetoric being used or behaviour occurring?
Is there evidence of increasing association with a closed tight knit group of individuals / known recruiters / extremists / restricted events?
Are there particular grievances either personal or global that appear to be unresolved / festering?
Has there been an increase in unusual or sudden travel abroad without satisfactory explanation?

Personal / emotional / social issues

Are there concerns over conflict with their families regarding religious beliefs / lifestyle choices?
Is there evidence of cultural anxiety and / or isolation linked to insularity / lack of integration?
Is there evidence of increasing isolation from family, friends or groups towards a smaller group of individuals or a known location?
Is there history in petty criminality and / or unusual hedonistic behaviour (alcohol/drug use, casual sexual relationships, and addictive behaviours)?
Have they got / had extremist propaganda materials (DVDs, CDs, leaflets etc.) in their possession?
Do they associate with negative / criminal peers or known groups of concern?
Are there concerns regarding their emotional stability and or mental health?
Is there evidence of participation in survivalist / combat simulation activities, e.g. paint balling?

Risk / Protective Factors

What are the specific factors which are contributing towards making the referral more vulnerable to radicalisation by others or moving towards violent extremism? E.g. mental health, language barriers, cultural anxiety, impressionability, criminality, specific grievance etc.
Is there any evidence of others targeting or exploiting these vulnerabilities or risks?
What factors are there already in place or could be developed to firm up support for the referral or help them increase their resilience to negative influences? E.g. positive family ties, employment, mentor / agency input etc.

Desire for change

Do they have the ability to change with / without support? Why / Why not?
How motivated are they to make steps towards changing their attitudes and behaviour?
How sustainable do you think their motivation / desire is?