



# Radyr Comprehensive School

Ysgol Gyfun Radur

Respect ♦ Commitment ♦ Success

## Preventing Extremism and Radicalisation Policy



## **Introduction**

The Preventing Extremism and Radicalisation Policy applies to the whole school and should be read in conjunction with the School's Safeguarding Policy.

Here at Radyr Comprehensive School, working with other local partners, families and communities, we seek to play a key role in ensuring that the children and young people who attend the school are safe from the threat of terrorism.

The Prevent Strategy identifies that young people are more likely to be vulnerable to violent extremist or terrorist narratives, including non-violent extremism, which can create an atmosphere conducive to terrorism and/or popularise views which terrorists exploit.

## **Principles**

Our policy is underpinned by the following principles:

- Radyr Comprehensive School should be a safe place where children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology;
- All students at Radyr Comprehensive School should understand the dangers of radicalisation and exposure to extremist views;
- Students at Radyr Comprehensive School should learn how to challenge terrorist and extremist ideas and ideologies;
- All staff at Radyr Comprehensive School will have an understanding of what radicalisation and extremism is and be vigilant in identifying those young people who may be vulnerable to radicalisation, following whole school safeguarding procedures in line with this whole school policy;
- All parents/carers and students should know that the school has policies in place to keep our students safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective. They should also understand how to report any concerns they may have concerning extremism and/or radicalisation.

## **Aims**

This policy aims to:

- Provide definitions of extremism and radicalisation;
- Outline the Prevent strategy;
- Outline how signs of extremism and/or radicalisation can be identified;
- Outline how our school curriculum promotes the core values of mutual respect and tolerance for those with different faiths and beliefs;
- Outline our consistent systems and approach for dealing with concerns regarding extremism and radicalisation;
- Summarise the roles and responsibilities of different people within the school community with regards to preventing extremism and radicalisation.

## Definitions

When operating this policy Radyr Comprehensive School uses the following accepted Governmental definitions of radicalisation and extremism:

**Extremism-** The Government's 'Prevent' Strategy defines extremism 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.'

**Radicalisation** is defined by the Prevent Strategy as, 'the process by which a person comes to support terrorism and forms of extremism leading to terrorism.'

**Prevent** is one of the four elements of CONTEST, the government's anti-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism. The strategy covers all forms of terrorism, including far-right extremism and some aspects of non-violent extremism.

## Identification

There is no single way of identifying a student who is likely to be susceptible to terrorist ideology. As part of wider safeguarding responsibilities, all staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school such as in their homes or community groups, especially where students have not actively sought these out;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Students accessing extremist material online, including through social networking sites;
- Distributing or voicing opinions and/or propaganda drawn from extremist literature and documentation;
- Parental reports of changes in behaviour, friendship or actions;
- Partner schools, local authority services and/or police reports of issues affecting students in other schools or settings;
- Use of extremist or 'hate' terms to exclude others or incite violence;
- Speaking out or writing in favour of extremist ideas in school work;
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture;
- Attempts to impose extremist views or practices on others;
- Association with those known to be involved in extremism (including online);
- Use of extremist language;
- Travel for extended periods of time to international locations known to be associated with extremism;
- Disguising of a child's identity, for example in documentation;
- A significant shift in the student's behaviour or outward appearance, particularly involving conflict with their family and/or faith group;
- A simplistic or flawed understanding of religious/political/global issues;
- Membership of extremist organisations;
- A significant adult or other in the student's life who has extremist views or sympathies.

## Curriculum

At Radyr Comprehensive School we promote the values of mutual respect and tolerance for those with different faiths and beliefs. We teach and encourage students to respect one another and tolerate difference, especially those of a different faith or no faith. Through our Health and Wellbeing Curriculum (this includes PSE and RE) we actively promote a culture of mutual respect and tolerance, democracy, the rule of law, equal opportunities and freedom. This is something not only achieved through the curriculum but through the school's core values and ethos as well as its provision for students beyond formal lessons.

By delivering a broad and balanced curriculum, assembly themes and tutorial programme, we strive to ensure our students recognise risk and build resilience to manage any such risk as well as develop the critical thinking skills needed to engage in informed debate.

Our Health and Wellbeing curriculum aims to:

- Make a connection with young people through positive engagement and a pupil centred approach;
- Facilitate a 'safe space' for dialogue to ensure students feel safe and comfortable talking about their feelings and views on a wide range of social, political, religious and cultural issues;
- Equip our students with the appropriate skills, knowledge, understanding and awareness for resilience.

We recognise that the ethos of our school is to encourage students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

At Radyr Comprehensive School we encourage the use of external agencies or visiting speakers to enrich the experiences of our students. Our school assesses the suitability and effectiveness of external agencies or individual providers to ensure that:

- Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals;
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies;
- Activities are matched to the needs of students;
- Activities are carefully evaluated by the school to ensure that they are effective.

Respect is a core value here at Radyr Comprehensive School and forms part of our Mission Statement. Students learn that their behaviour and actions have an effect on their own learning and the learning of others. All members of the school community are expected to treat each other with respect and this is reiterated through our teaching and learning environments.

Mutual respect is embraced throughout the curriculum by providing the opportunity for students to express their views in a safe environment. Students are equipped with the ability to understand their place in a culturally diverse society and are given opportunities to experience such diversity within the school community. Students benefit from a number of visitors, including students from other continents. Additionally, students are actively encouraged to share their faith and beliefs within the school and celebrate festivities throughout the calendar year.

## **Procedures for reporting a concern regarding extremist behaviour**

All stakeholders all have a role to play in the prevention of extremism and radicalisation. It is extremely important that all reports of discrimination, intolerance or potential extremist behaviour are investigated and dealt with in order to promote an ethos of mutual respect and safety.

A student should report incidents to a parent, form tutor, or member of their Key Stage pastoral team. Depending on the nature of the reported incident, the Key Stage pastoral team will deal with the incident, with any action taken recorded on SIMS (Schools Information Management System).

If a parent has a concern they should report it to the Director of School for their child's Key Stage, or to Mrs Robins, Deputy Headteacher with responsibility for standards across the school.

If a member of staff holds a concern they should report it to the school's Safeguarding Officer, Miss Jennifer Howlett, Assistant Headteacher. If Miss Howlett is unavailable then Mrs Robins, Deputy Headteacher, should be informed.

The Assistant and/or Deputy Headteacher will thoroughly consider and investigate the nature of any raised concern and decide on what action needs to be taken, if any.

In the event that any student is deemed to be at risk of being radicalised or exposed to extremism, a referral will be made to the Local Authority. The school will then work in partnership with the relevant agencies to seek advice, support and guidance, drawing up multi-agency expertise in order to support students at risk of harm.

## **Roles and Responsibilities**

### **The Governing Body**

The Governing Body is responsible for regularly reviewing and approving this Preventing Extremism and Radicalisation Policy in conjunction with the Headteacher/Deputy Headteacher in order to monitor its effectiveness.

### **The Headteacher and Senior Leadership Team**

The Headteacher is responsible for reviewing and approving this Preventing Extremism and Radicalisation Policy in conjunction with the Governing Body, communicating it to staff and monitoring its effectiveness.

The Senior Leadership team will ensure that the school environment encourages openness and transparency so that all stakeholders feel comfortable reporting any concerns they may have.

The Senior Leadership team will ensure all staff are trained in spotting signs of unusual/ extremist behaviour and how to support any concerns they may have.

The Senior Leadership Team will also monitor how staff implement this policy to ensure the policy is applied consistently.

The Senior Leadership team will also ensure students are safe from accessing extreme and/or terrorist material when accessing the internet in school through the Local Authority's "firewall."

## **Staff**

All members of staff have a duty to ensure that this Preventing Extremism and Radicalisation Policy is implemented accordingly and that the school is a safe place for our students and staff. All members of staff will:

- Read and implement the Preventing Extremism and Radicalisation policy consistently;
- Instill in our students that they should have the courage to speak out if they have concerns about Extremism or Radicalisation;
- Report any perceived or directly reported incidents of concerns to the appropriate Key Stage team promptly;
- Be alert to signs of possible extremism and radicalisation in students.

### **Under the direction of the Deputy Headteacher, the Key Stage teams will:**

- Read and implement this Preventing Extremism and Radicalisation policy consistently;
- Support pupils, parents and carers in upholding this policy;
- Deal with any reported concerns/incidences fairly and in line with the policy;
- Listen to a child who reports any concerns sympathetically and fairly;
- Where appropriate, liaise effectively with parents/carers to discuss concerns raised;
- Where appropriate, instigate multi-agency and/or police involvement to ensure necessary support.

## **Parents/Carers**

Parents/Carers are expected to:

- Discuss any concerns regarding Extremism and Radicalisation with the relevant Key Stage teams promptly;
- Encourage their child to talk to them about their life in school and be vigilant for any signs of unusual behaviour;
- Support the school in upholding this policy;
- Understand that the school may need time to investigate and address any concerns raised and fully support in this.

## **Students**

Students are expected to:

- Uphold this Preventing Extremism and Radicalisation policy at all times.