



Prevent Radicalisation Policy

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PREVENT RADICALISATION POLICY

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INTRODUCTION

Gorse Ride Schools are committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults in our schools recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to our school's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004.¹

This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002 (s157 of the Education Act 2002.)

Our school's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the "London Child Protection Procedures" and DfE Guidance "Keeping Children Safe in Education, 2023"; and specifically DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and Peter Clarke's Report of July 2014.

1 the physical, mental health and emotional well-being of children; the protection of children from harm and neglect; the education, training and recreation of children; the contribution made by them to society; and their social and economic well-being.

SCHOOL ETHOS AND PRACTICE

When operating this policy we use the following accepted Governmental definition of extremism which 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; and/or calls for the death of members of our armed forces, whether in this country or overseas.'

There is no place for extremist views of any kind in our school, whether from internal sources –pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

We therefore will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

We are also aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Discipline Policy for pupils and the Code of Conduct for staff.

Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether a Prohibition Order is warranted.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by pupils 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 pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- 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
- Anti-Western or Anti-British views

Gorse Ride schools will closely follow any locally agreed procedure as set out by the Local Authority and/or our Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

TEACHING APPROACHES

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our schools this will be achieved by good teaching, primarily via PSHE and our values.

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success as set out in the Table at Page 15 of that document, see Appendix A, and we will apply the methodologies set out in that document following the three broad categories of:

- Making a connection with young people through good [teaching] design and a pupil centred approach.
- Facilitating a 'safe space' for dialogue, and
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore, this approach will be embedded within the ethos of our schools so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our schools' approach to the spiritual, moral, social and cultural development of pupils as defined in Ofsted's School Inspection Handbook and will include the sound use of assemblies to help further promote this rounded development of our pupils. Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:

- Citizenship
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout curriculum

We will also work with local partners, families and communities in our efforts to ensure our schools understand and embrace our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that pupil is offered mentoring. Additionally, in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At Gorse Ride Schools we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

USE OF EXTERNAL AGENCIES AND SPEAKERS

We encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively get those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. To do this we will use Wokingham Borough Councils guidance for Managing the Work of External Agencies and or our local school procedures.

Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to all pupils.

Our school will therefore assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils 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 pupils through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of pupils
- Activities are carefully evaluated by schools to ensure that they are effective

We recognise, however, that the ethos of our school is to encourage pupils 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.

By delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

WHISTLE BLOWING

Where there are concerns of extremism or radicalisation Pupils and Staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence.

Please refer to School Whistle Blowing Policy.

CHILD PROTECTION

Please refer to our Safeguarding Policy for the full procedural framework on our Child Protection duties.

Staff at our schools will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive)

Therefore all adults working at our schools (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead or Executive Head Teacher.

ROLE OF THE DESIGNATED SAFEGUARDING LEAD

The Designated Safeguarding Lead is: Eileen Rogers (Executive Head Teacher)

The Deputy Designated Safeguarding Lead is: Rebecca Dreesden and Laura Hodgson (Deputy Heads)

The Designated Safeguarding Lead works in line with the responsibilities as set out at Annex B of the DfE Guidance 'Keeping Children Safe in Education'.

The Designated Safeguarding Lead is the focus person and local 'expert' for school staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies

In line with Recommendation 2 of Peter Clarke's Report; In Gorse Ride Schools the role of the Designated Safeguarding Lead will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

TRAINING

Whole school in-service training on Safeguarding and Child Protection will be organised for staff and governors annually and will comply with the prevailing arrangements agreed by the Local Authority and the Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Leads (DSL) should receive more in-depth training, including on extremist and terrorist ideologies, how to make referrals and how to work with Channel panels. This training is updated at least every two years.

RECRUITMENT

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow LA guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks.

We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within our schools so as to unduly influence our schools character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our schools and staff team we will minimise the opportunities for extremist views to prevail.

ROLE OF GOVERNING BODY

The Governing Body of Gorse Ride Schools will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

Our Governing Body will support the ethos and values of our schools and will support the school in tackling extremism and radicalisation.

In line with Recommendation 13 of Peter Clarke's report details of our Governing Body will be published on our school website to promote transparency.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2023' the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness."

Governors will review this policy regularly (every two years) and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

IDENTIFYING RISK OF RADICALISATION

Signs of Vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation but there are number of signs that together increase the risk. Signs of vulnerability include:

- Underachievement
- poverty
- change in behaviour/social exclusion
- confused identify/religious conversion/conflict with family over lifestyle
- rejection by peers, family, social groups or faith
- victim or witness to race or hate crimes/traumatic events
- being in possession of extremist literature or being associated with possible extremist influences
- global or national events

Recognising Extremism

Extremism is defined in the 2023 Prevent strategy 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. Early indicators of radicalisation or extremism may include:

- secretive behaviour
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- online searches or sharing extremist messages or social profiles
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- making remarks or comments about being at extremist events or rallies outside of school
- showing sympathy for extremist causes/evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups/attempting to impose extremist views or practices on others

- advocating violence towards others, especially to other faiths or cultures
- verbalising anti-British views

Being influenced or controlled by a group

Radicalisers can be very persuasive and have a dominating effect on young or vulnerable people who are feeling the pressure to fit in.

Is the person you're worried about talking as if from someone else's script? Do you think they are expressing their own views and beliefs? Are you worried they are becoming intolerant to anyone who is not sharing their views?

Spending an increasing amount of time online and sharing extreme views on social media.

Radicalisers are increasingly operating online to target and influence vulnerable people via online gaming and social media platforms.

At first, they can use innocuous or typical looking pages or sites that are not extreme in any way. Then they will seek to invite the person into a 'closed' group where extremist views are expressed. They do this to make the person feel special or part of a select group.

Is the person you're worried about reading, posting, watching or sharing hateful or extreme content and links? Are they secretive about which groups or people they are talking to online?

Exposure to online propaganda can increase the desire for adventure for some people that involve potentially dangerous situations. This desire for risk taking can be exploited by radicalisers who are intent on recruiting susceptible people to participate in 'exciting opportunities.'

An obsessive or angry desire for change or 'something to be done'

Some people react strongly to acts of extremism and terrorism, or to perceived injustices, whether in the UK or in other countries. Sometimes, this can lead to a powerful desire for change or 'something to be done' to address these concerns.

Radicalisers can exploit these feelings and offer an 'answer' to the problem or issue the person is angry or upset about.

They might believe that becoming involved in extremist groups offering a chance for violent action and not just 'talk' will help them achieve a solution.

Personal crisis

Many people will experience a significant conflict or trauma at some point in their lives such as a bereavement or a relationship breakdown with a partner, friends or family. This could also be a major transition in life, such as moving to university, changing jobs or a job loss. If they're already feeling alone, under threat or insecure, this can make them seek new solutions or comfort in unexpected places.

Most people find ways of navigating life's challenges and will not find themselves drawn into extremism. However, some might turn to new ways of behaving and thinking that help them cope. Radicalisers are sensitive to the signals that people in this position may exhibit, and will seek to exploit their vulnerability. Have you noticed someone is struggling with significant change?

Need for identity, meaning and belonging

Sometimes people experience issues concerning their identity or where they feel they fit in or belong. This can make them feel very distant from their friends, family and community and lead them to seek out new groups or people.

There is nothing concerning on its own about finding new interests or making new friends. But are they cutting themselves off completely from old friends or family?

Are they happy to share any details or information about any new friends or groups they are involved with?

Mental health issues

The vast majority of people suffering from depression, anxiety, Post Traumatic Stress Disorder or other mental health issues or personality disorders are not drawn down the path of extremism.

However, for some people it can increase their vulnerability to influence by extremists who seek to capitalise on their mental health issues and exploit any instability.

Looking to blame others

For some people when life isn't turning out like they thought or wanted it to be, they can look to blame things on other people, groups or events. They might feel a sense of injustice or grievance about their own situation or others.

Is the person you are worried about feeling angry and frustrated by the way they feel others may perceive them? Do they feel overlooked or rejected by society? Do they feel they are being left behind and blame other groups or communities for their situation? Do they seem very critical or intolerant of other people or groups?

Have you tried to have a conversation with them but found they would not engage in any alternative views and seemed inflexible or rigid in their opinion?

Desire for status, need to dominate


For some people a feeling of inadequacy or lack of identity may lead to a desire for greater power and standing in their community. Is the person you're worried about showing signs of a desire to command respect and control others? Are they talking about their unmet aspirations?

POLICY ADOPTION, MONITORING AND REVIEW

This policy was considered and adopted by the Governing Body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education'.

Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the school website.

The Executive Head Teacher will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy as their overall duty to safeguard children.

<p>PUSH FACTORS – factors that push an individual/ make an individual vulnerable to extremist messages</p> <p>Lack of excitement; frustration</p> <p>Lack of <i>sense</i> of achievement – seen as significant. 'lack of purpose' // Confidence in the future, life goals.</p> <p>Lack of an outlet for views.</p> <p>Gaps in knowledge or understanding of Islam – both young people and their parents</p> <p>Sense of injustice</p> <p>Actual or perceived humiliating experiences. (Including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely to sense of injustice)</p> <p><i>Exclusion – lack of belonging to peer or community networks, associations etc.</i></p> <p>Below the line: factors that are out of scope of this study</p>	<p style="text-align: center;">KEY INGREDIENTS</p> <p>Teacher confidence in many cases it will be the use of existing teaching skills and methods which may well be the most effective approach. From prison settings, staff who are more confident in their abilities tend to perform much better even though they have not received specialist training</p> <p>Teacher attitudes and behaviours</p> <ul style="list-style-type: none"> •Willingness to admit you don't know •Acknowledging controversial issues exist •Awareness that I have a role to play •Willingness to turn to others for help when you don't know about something <p>Specific knowledge:</p> <ul style="list-style-type: none"> •Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering') •Knowledge of an alternative values framework <p>Teaching practice/pedagogy:</p> <ul style="list-style-type: none"> •Boosting critical thinking (seeing through propaganda, singular messages etc) •Helping to see multiple perspectives •Using multiple resources/methods •Embedding or sustaining dialogue following specialist interventions. •Enabling students to tackle difficult issues. <ul style="list-style-type: none"> •Linking school work to the wider community •Drawing evidence from across the curriculum •Developing in young people a sense of multiple identities. help young people become aware of, and comfortable with, multiple personal identity 	<p>PULL FACTORS - Factors that draw young people into extremist messages</p> <p>Charismatic/confident individuals (recruiters).</p> <p>Networks/sense of belonging</p> <p>Broader community views which enable or do not oppose extremism.</p> <p>Persuasive, clear messages. Exploiting knowledge gaps</p>
<p>Disruptive home life.</p> <p>Disaffection with wider societal issues</p> 	<p>Other factors</p> <p>Support from senior leaders</p> <p>Pupil support processes</p>	<p>Sense of dignity and importance and loyalty</p> <p>Exciting (non-teaching) activities.</p> <p>Sense of purpose in life</p>

Appendix 2 THE PREVENT PROCESS IF YOU HAVE A CONCERN

1. Speak to your Designated Safeguarding Lead (DSL) or an equivalent, for example, a line manager, if you are concerned about someone.
2. Your DSL or an equivalent will assess the concern and determine whether the person is appropriate to be referred to Prevent.
3. If referred, a police gateway assessment will determine if the referral needs to be discussed at a multi-agency meeting. The assessment determines the level of vulnerability and risk around the referred person.
4. A multi-agency meeting, called a Channel panel decides whether the person will be adopted as a case and how they will be supported, this is detailed in the action plan created at the meeting.
5. You may be called upon to provide information to the panel and provide support to the person as agreed in the action plan.

THE REFERRAL PROCESS

Staff must refer all concerns about pupils and young people who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns.

Concerns about a child or an adult should always be made to either children's or adult's social care as appropriate as well as reporting to Thames Valley police by completing the referral form:

1. Reporting a concern for a child: Contact MASH: 0118 908 8002 or email triage@wokingham.gov.uk
2. Reporting a concern for an adult: Contact Adult Safeguarding Hub: 0118 974 6371 or email adultsafeguardinghub@wokingham.gov.uk
3. A referral is then made to the Channel Panel to provide tailored support for the individual
4. Complete a Thames Valley Police referral form (see below) which should be emailed to preventreferralswokingham@thamesvalley.pnn.police.uk
5. If you have any Prevent-related queries or would like assistance completing the Prevent referral form, please contact the local Thames Valley Prevent Team or the Prevent Gateway team: PreventGateway@thamesvalley.pnn.police.uk
6. You can complete a referral form here: <https://www.berkshirerwestsafeguardingchildrenpartnership.org.uk/scp/professionals/prevent-1>

Contacts at Wokingham:

Chair Wokingham Channel Panel lorna.pearce@wokingham.gov.uk
Prevent and Channel lead: Zoe Hanim zoe.hanim@wokingham.gov.uk