



Preventing Extremism and Radicalisation Policy

This policy applies to all areas of the School.

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Introduction

Children and young people continue to make up a significant proportion of Channel cases. Schools are in a unique position often interacting with learners on a regular basis to be able to identify concerning behavior changes that may indicate that they are susceptible to radicalisation. Schools should not only be alert to violent extremism but also non-violent extremism including certain divisive or intolerant narratives which can reasonably be linked to terrorism.

Educate Against Hate and Gov.UK Prevent duty training provide further information on extremist narratives.

Kirkstone House School is committed to providing a secure environment for all of our pupils, staff and visitors.

Schools have had a legal duty to prevent extremism since the Counter-Terrorism and Security Act 2015 came into force on 1 July 2015. Schools are required to have “due regard to the need to prevent people from being drawn into terrorism”.

The current threat from terrorism extremism in the United Kingdom can involve the exploitation of vulnerable people, including children, young people and vulnerable adults to involve them in terrorism or activity in support of terrorism.

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been 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.

Kirkstone House values freedom of speech and the expression of beliefs / ideology as fundamental rights. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibilities and free speech that is designed to manipulate the vulnerable or that leads to violence and harm to others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies restricting free speech in the interests of public safety, national security and the prevention of disorder or crime.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people so as to involve them in terrorism or in activities in support of extremism and terrorism. Kirkstone House School is clear that this exploitation and radicalisation is viewed as a safeguarding concern.

The School’s preventing extremism and radicalisation policy has regard to: ‘Prevent Duty Guidance for Lincolnshire Schools and registered childcare providers June 2024’; ‘Prevent Duty Guidance for England and Wales 2023’; ‘Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism’ 2020 and ‘Keeping Children Safe in Education’ (September 2024). ‘Working together to safeguard children 2023’; ‘Tackling Extremism in the UK – Dec 2013’, DfE’s ‘Teaching Approaches that help Build Resilience to Extremism among Young People’ and Peter Clarke’s Report of July 2014.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are to be found in Appendix 1. Practical advice for teachers, parents and school leaders on



protecting children from extremism and radicalisation can be found on the website Educate Against Hate (HM Government).

In adhering to this policy, and the procedures therein, staff, volunteers, and visitors will contribute to the safety and wellbeing of all children, as set out in the Children Act 2004.

School Ethos and Practice

There is no place for the expression of extremist views of any kind in the School, whether from internal sources – pupils, staff, parents, or external sources - school community, visiting speakers, volunteers, contractors, external agencies or individuals.

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It is imperative that pupils and parents see school as a safe place where they can discuss and explore controversial issues safely and in an unbiased way and where our teachers encourage and facilitate this.

The School recognises that extremism and exposure to extremist materials and influences can lead to poor outcomes for its pupils. It also recognises that if it fails to challenge extremist views it is failing to protect its pupils.

Extremists 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.

Therefore, the School will provide a broad and balanced curriculum, delivered by skilled professionals, so that its pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

The School's staff are aware that young people can be exposed to extremist influences 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, or extremist, including using derogatory language.

Any discrimination or extremist views, including derogatory language, displayed by pupils, staff volunteers, visitors or parents will always be challenged and where appropriate disciplinary action will be taken or the School will cease to use the services of individuals.

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.
- Local 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, in particular with regard to protected characteristics.
- Attempts to impose extremist views or practices on others.

Reducing Risk of Radicalisation and Extremism

At Kirkstone House, we have assessed the risk, with local partners of our pupils and staff being drawn into terrorism as well as their support for extremist ideas and terrorist ideology. Lincolnshire is currently a low risk area in terms of terrorist acts and radicalisation but it is important that we remain vigilant in our approach to supporting vulnerable young people.

We will help pupils build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills. At Kirkstone House, this will be achieved through teacher awareness; the PSHE curriculum; discussion in Tutor Time and assemblies; but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011. We will ensure that all of our teaching staff are trained to recognise the risk of radicalisation and extremism.

We will address themes relevant to the current issues of extremism and radicalisation.

This approach will be embedded within our ethos 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 school's spiritual, moral, social and cultural approach. We are committed to promoting fundamental British values to help further promote this rounded development of our pupils.

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces 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 supported. Additionally, in such instances we will seek external support from the nominated Local Police Officer and/or local partnership structures working to prevent extremism.

We promote values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We encourage pupils to respect one another and to tolerate and embrace differences, especially those of a different faith or no faith.

The School uses filtering and monitoring software on internet use through the School's network to reduce the risks of extremism and also to teach all pupils how to stay safe online. The School gives clear guidance to staff on acceptable behaviour in the acceptable use of ICT policy for staff and the Code of Conduct.

Use of Visiting Speakers and External Agencies

At Kirkstone House we encourage the use of external agencies or speakers to enrich the experiences of our pupils, however, as a minimum, we will check (through internet searches), those external agencies individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. More detail can be found in the Visitors and Visiting Speakers policy.



Monitoring

The Proprietor, designated member of the advisory board, the Head and the Designated Safeguarding Personnel (which includes the Designated Safeguarding Lead (DSL), Deputy DSL and Prevent Lead) will assess the level of risk within the School and put actions in place to reduce that risk. This risk assessment will be reviewed annually.

Risk assessment may include consideration of the School's assembly schedule, PSHE programme, acceptable use of ICT policy for pupils, acceptable use of ICT policy for staff, SEND policy, visiting speakers, anti-bullying policy, Behaviour and other issues specific to the School's profile, community and philosophy.

Response

The School is required to identify a Prevent Lead (who is a DSL or DDSL) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The responsibilities of the Prevent Lead are described in Appendix 2.

At Kirkstone House this is:

Emma Wilson who is also the DDSL.

Staff at Kirkstone House 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).

All staff are required to report instances where they believe a child may be at risk of harm or neglect or if they have concerns that a pupil may be at risk of radicalisation or involvement in terrorism. They should speak to the DSL or DDSL (which includes the Prevent Lead) and complete the Child Protection logging concerns sheet.

Staff Training

The School will ensure that all teaching staff doing teaching work and those in a pupil supervisory role are equipped to identify children at risk of being drawn into terrorism and refer them appropriately, as well as challenge extremist ideas. Prevent duty training will be consistent with Home Office WRAP (Workshop to Raise Awareness of Prevent) training.

All other staff learn about radicalisation and extremism as part of the Safeguarding and Child Protection training.

Working in Partnership

The Prevent Lead liaises regularly with the Lincolnshire and Cambridgeshire and Peterborough Safeguarding Children Boards) which provides the School with information on general levels of risk in the local area.



Record Keeping

All records created in accordance with this policy are managed in accordance with the School's records management policy and records retention schedule and GDPR.

Linked Policies

Acceptable use of ICT Policy for Pupils

Acceptable use of ICT Policy for Staff

Staff Code of Conduct

Safeguarding and Child Protection Policy

Policy on Special Education Needs

Behaviour and Discipline Policy

PSHE Schemes of work

Visitors and Visiting Speaker Policy

Authorised by

Mrs Corinne Jones
Headteacher
On behalf of the Proprietors

Dated November 2024

Date of next review November 2025

Useful contacts:

- ASCL Association of School and College Leaders
- Ruth Fox, Safeguarding and education Welfare Supervisor (Education settings)
01522 554695
- Richard Clare, Prevent Officer Lincoln County Council
prevent@lincolnshire.gov.uk



Appendix 1 – Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person come to support terrorism and forms of extremism leading to terrorism. A radicaliser is an individual who encourages others to develop or adopt beliefs and views supportive of terrorism and forms of extremism leading to terrorism. Radicalisation is a form of grooming and therefore abuse.

2. Extremism is defined by the Government in the Prevent 2011 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. We also include in our definition of extremism calls for death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs; □
- Seek to provoke others to terrorist acts;
- Encourage or seek to provoke others to serious criminal activity;
- Foster hatred which might lead to inter-community violence in the UK.

4. This is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activities.

5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognize those vulnerabilities.

6. Indicators of vulnerability include:

- Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated 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 identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejections of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.



7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. 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 in appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and /or personal crisis.

9. Example indicators that could suggest an individual is engaged with an extremist group, cause or ideology could include:

- Changing their style of dress or personal appearance to accord with the group.
- Self-segregation
- Day to day behaviour becoming increasingly centered on extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group / cause.
- Communications with others that suggests identification with a group, cause or ideology of concern.
- Using insulting and / or derogatory names for another group.
- Increase in prejudice-related incidents committed by that person-these may include:
 - Physical or verbal assault
 - Provocative behaviour
 - Damage to property
 - Derogatory name calling
 - Possession of prejudice-related materials
 - Prejudice related to ridicule or name calling
 - Inappropriate forms of address
 - Refusal to co-operate
 - Attempts to recruit to prejudice-related organisations
 - Condoning or supporting violence towards others.



Appendix 2 – Roles and Responsibilities of The Prevent Lead and Procedures for Referrals

The Prevent Lead is responsible for:

- providing training consistent with Home Office WRAP (Workshop to Raise Awareness of Prevent);
- ensuring that staff of the School are aware of the Prevent Lead in relation to protecting pupils from radicalisation and involvement in terrorism;
- maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- raising awareness about the role and responsibilities of Kirkstone House in relation to protecting pupils from radicalisation and involvement in terrorism;
- monitoring the effect in practice of the School's RS, Spiritual Moral Social and Cultural (SMSC) and PSHE curricula and assembly schedule to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- raising awareness within the School about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism;
- In accordance with their role as DSL or DDSL, the Prevent Lead acts as the first point of contact within the School for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;
- making contact with the nominated local police officer where necessary – all contact details can be found in the School's safeguarding and child protection policy;
- collating relevant information from in relation to referrals of vulnerable pupils into the Channel* process;
- attending Channel* meetings as necessary and carrying out any actions as agreed;
- reporting progress on actions to the Channel* Co-ordinator;
- sharing any relevant additional information in a timely manner; and sharing all concerns raised with the DSL

*Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It aims to:

- establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

The role of proprietor and all staff

Procedures are clearly outlined for dealing with prejudicial behavior within the Behaviour and Discipline Policy which all staff should have read and understood.

If there are any allegations against staff these should be reported to the Local Authority Designated Officers (LADO) on 01522 554674



The role of the curriculum

The School promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

Children are regularly taught how to stay safe on the internet.

Visitors are screened in accordance with our Visitors and Speakers Policy.

Children are educated through lessons and assemblies on the concepts of radicalization and extreme ideology.

Procedures for Referrals

We will follow our usual Early Help and safeguarding processes in the first instance. If through completing early Help Assessment with the child and family a setting identifies or is concerned about radicalisation, then a channel referral form should be completed.

Early intervention is vital and any concerns no matter how small can be discussed with the Prevent Officer, East Midlands Special Operations Unit- Special Branch, 01522 885350. E-mail: prevent@lincs.pnn.police.uk. Or by Local Authority prevent Officer, Lincolnshire County Council-prevent@lincolnshire.gov.uk. This may lead to a referral to CHANNEL using the referral form Prevent, Lincolnshire Police (lincs.police.uk)

CHANNEL is a key element of the PREVENT strategy. It is a multi-agency safeguarding approach to protect people at risk of radicalisation and is not a criminal justice sanction. Channel uses existing collaboration between local authorities, statutory partners, the police and the local community to:

- Identify individuals at risk of being drawn into terrorism
- assess the nature and extent of the risk; and
- develop the most appropriate support plan for those concerned.

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity.

It is about early intervention to protect and divert people away from the risk they face before it illegally occurs.

If you suspect a criminal offence has taken place or a child is at immediate risk of harm, you must contact the police on 101 or in an emergency 999.

IT policies

The School has systems for filtering with Smoothwall being set up this year. Pupils are expected to abide by user policies which make clear that accessing terrorist and extremist sites is unacceptable. Using school equipment to send terrorist publications to others would be a criminal offence. We restrict access to social media sites so that children and young people understand how to keep safe online.