



RADICALISATION AND EXTREMISM POLICY

Reviewed and updated autumn 2024 | Next review autumn 2025

Rationale

Data shows that an increasing number of under 18's are being arrested on terrorism offences. Young people are at particular risk from online radicalisation, extremist and terrorist groups and organisations use social media (for example, apps, forums, blogs, chat rooms) to identify and target susceptible individuals. Any learner who uses that has internet is at risk.

Radicalisation is the process through which a person comes to support or be involved in extremist ideologies. It can result in a person becoming drawn into terrorism and is in itself a form of harm.

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. It includes calls for the death of members of the British armed forces (HM Government, 2011)

This policy is written in line with the governments *The Prevent duty: safeguarding learners vulnerable to radicalisation* guidance. It should be read alongside the schools Child Protection, Anti-bullying, Safer Recruitment, Staff Code of Conduct, Equal Opportunities and ICT and Internet Safety policies.

Procedure

If you are concerned that a pupil is susceptible to radicalisation this should be treated as any other safeguarding concern. The incident should be recorded using CPOMS as soon as possible, to notify the DSL.

All staff have the responsibility to disclose any concerns and should 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 artwork promoting extremist messages or images;
- Students 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;
- Students 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 Equal Opportunities 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.

The best person to speak to a learner is any professional, parent or carer (if under 18) who has a good relationship with them. Ask open and specific questions. Do not subjectively add details to your report, but ask the learner to clarify if you need to. For example, you could say: 'Can you explain what you mean by that as I did not understand?'

Use TED (Tell, Explain, Describe) questions to get them talking, avoiding leading questions. Get them to think about what they are saying (What are you basing that judgement on? How do you know that?) and ask them to clarify if you are unsure.

It is important not to make assumptions about the learner's behaviour based on any aspects of their background or identity. Avoid starting a direct confrontation of their opinions or attitudes, raise concerns about their behaviour rather than their beliefs.

Make it clear that you will need to pass on the information that has been discussed to the DSL.

When recording the conversation, ensure the words of the pupil, not your interpretation is used.

If in doubt confidential advice can be sought from the Hampshire Prevent team. When asking for advice, you do not need to identify the learner. Keep a written record of all concerns, discussions and decisions made, and the reasons for those decisions. If you're in any doubt, make a Prevent referral.

Risk

There are many reasons a pupil could become susceptible to radicalisation. The process around this could be very quick or take place over a long time. Learners who are vulnerable to grooming for sexual exploitation, criminal exploitation or county lines, may also be vulnerable to radicalisation. Factors could include things like being a victim or witness of crime, abuse or bullying, or having personal or emotional difficulties. Adverse childhood experiences, combined with specific influences from family and peers or online connections, may make someone more susceptible to radicalisation.

Extremist influences could include, but are not limited to:

- family members having direct contact or involvement with extremist or terrorist groups
- staff members of an education or community setting promoting an extremist ideology
- peers promoting an extremist ideology or sharing extremist material
- access or exposure to online extremist material via social media or the internet - for example, propaganda including pictures, videos, blogs and fake news
- exposure to extremist, terrorist or other violent activity in overseas settings
- access or exposure to extremist leaflets, magazines or stickering
- exposure to extremist groups hosting marches, protests or stall.

Push and pull factors can make a learner at risk of extremism or radicalisation. Often there are several risk factors present that, seen together, can cause concern. Form more information see Appendix 1, identifying risk.

Push factors may include a learner feeling:

- isolated
- they do not belong
- they have no purpose
- low self-esteem
- their aspirations are unmet
- anger or frustration
- a sense of injustice
- confused about life or the world
- real or perceived personal grievances

Pull factors could include an extremist or terrorist group, organisation or individual:

- offering a sense of community and a support network
- promising fulfilment or excitement
- making the learner feel special and part of a wider mission
- offering a very narrow, manipulated version of an identity that often supports stereotypical gender norms
- offering inaccurate answers or falsehoods to grievances
- encouraging conspiracy theories
- promoting an 'us vs. them' mentality
- blaming specific communities for grievances
- encouraging the use of hatred and violent actions to get justice
- encouraging ideas of supremacy

Prevention

Creating a safe space where pupils can discuss controversial topics is vital in helping pupils understand the views of others as well as express their own opinions. Speaking about these issues can help build resilience to challenge extremist narratives. It may also prompt them to raise concerns that staff may not otherwise be aware of.

Pupils have PSHE lessons on the topic, they learn about what radicalisation and extremism are, with examples in the world. They are also taught about having their own voice and not always heeding the views of other people, especially if they have doubts about them. Resources from the Education against hate and the Safe4me websites are used.

Assemblies are used to promote Fundamental British Values.

The school has completed a Prevent Risk assessment which should be read alongside this policy.

Staff Training

All staff, teaching and non-teaching, receive prevent training on induction and update training every three years. The DSL holds training records. The DSL completes additional training through the Hampshire training partnership.

External Speakers

At St Nicholas' School we encourage the use of external agencies or speakers to enrich the experiences of our students, however, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.

For more information on how we manage the risk posed by visiting speakers please refer to the Visiting speaker policy.

How to make a report

If you need to report extremism concerns about an adult working in a school, college or organisation that works with children, young people or adult learners, you should:

- contact your local authority designated officer (LADO) through your local safeguarding partnership or local authority
- Submit a report through [Report Extremism in Education - Start](#)

If the threat is considered an immediate threat to life, call 999 without delay.

If you're concerned about possible terrorist activity or risk of radicalisation and there is no immediate threat, you can refer the individual for support by contacting any one of the following:

Hampshire Constabulary non-emergency number: 101

Anti – Terrorism Hotline: 0800 789 321

Report it online [Report online material promoting terrorism or extremism - GOV.UK \(www.gov.uk\)](#)

The DfE has a dedicated telephone helpline and mailbox to give non-emergency advice to staff and governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk.

Appendix One

Identifying Risk

Risk	Low	At Risk	Medium	High
Behaviours	<p>Holds strong opinions or values (non-violent or non-extremist). Criticises government policies. Adopts visible signs, for example wearing clothing (non-violent or non-extremist), to express identity or sense of belonging. Being active on social media. Taking a keen interest in national and international affairs. Demonstrates support and supporting causes, for example animal rights (non-violent). Showing new interest in a political ideology or religion. Holds or expresses conservative values or practices, whether traditional, cultural or religious (unless they cause harm to a child or others, for example female genital mutilation).</p>	<p>Being drawn to conspiracy theories. Beginning to isolate themselves from family and friends. Viewing or engaging with inappropriate online content and having uncontrolled or unsupervised access to the internet. Expressing concerns about being victimised, for example feeling under attack. Discriminating against other individuals or groups of people. A sudden change in behaviour, showing interest in extremists or extreme groups. Expressing views that divide us, for example talking about 'us' and 'them'.</p>	<p>Legitimising the use of violence to defend ideology or cause. Accessing extremist or terrorist websites, forums and publications. Expressing dehumanising views. Expressing an interest to travel to a conflict zone. Being in contact with a group or individuals known to support a violent extremist ideology, either online or in real life. Expressing persistent intolerance towards groups of people perceived as 'other' - this may be based on protected characteristics such as gender, religion or ethnicity, but not exclusively. Demonstrating a fixation with weaponry or explosives (this may include posing in concerning photographs or videos with weaponry), without an otherwise reasonable explanation. Being obsessed with massacre, or extreme or mass violence, without targeting a particular group (for example, high school shootings).</p>	<p>Verbally or physically attacking someone due to their race, religion or sexuality. Committing violent acts guided by a violent extremist ideology or group. Taking part in any proscribed violent extremist group (financing, sharing material online or recruiting others). Having a 'kill list' or detailed plan to carry out mass violence. Producing or sharing terrorist material offline or online. Recruiting others to a proscribed terrorist group or organisation.</p>
Ask Yourself		<p>If you have enough information to make a comprehensive assessment.</p>	<p>Is there reasonable cause to suspect that the learner is suffering or likely to suffer significant harm.</p>	<p>If the learner needs support from more than one agency. Is the learner is about to put themselves or others in danger.</p>

		<p>What's happened in the past to trigger the incident.</p> <p>If this is an isolated incident or a pattern of behaviour.</p> <p>What else you know and if there are any relevant vulnerability factors.</p> <p>If there are any relevant contextual factors - for example, previous safeguarding concerns, behaviour, attendance, attainment, general wellbeing.</p> <p>If there are any protective factors - for example, supportive personal relationships with peers and family, environmental factors such as school, college, provider or home life</p>	<p>What the risks are and what would happen if these needs are not met - what the impact will be on the learner - what you're worried about.</p> <p>What else you know and if there are any relevant vulnerability factors.</p> <p>If there are any relevant contextual factors - for example, previous safeguarding concerns, behaviour, attendance and attainment records and general wellbeing.</p> <p>If there are any protective factors - for example, supportive personal relationships with peers and family, environmental factors such as school, college, provider or home life</p>	<p>Are they at risk due to actions of their parents or carers, or wider family members.</p> <p>Have they made violent threats to your setting.</p>
Action	<p>Talking informally to the learner about the changes in their behaviour.</p> <p>Provide an opportunity to debate controversial issues in a safe space.</p> <p>Offering information about how to keep safe online.</p>	<p>Talk to the learner in a safe space - see how to speak to a learner susceptible to radicalisation</p> <p>Talk to the parents or carers (if under 18) about your concerns - see 'informing the child, young person, parents or carers' in making a referral to Prevent</p> <p>Make a holistic assessment of</p>	<p>You should act immediately and follow your internal safeguarding policy.</p> <p>The DSL should consider making a referral to prevent.</p> <p>DSL should consider if further agencies need to be involved, for instance mental health services.</p> <p>DSL should consider if it is safe to get parental consent.</p>	<p>Contact the police immediately if the pupil is about to put themselves or others in danger or appears to be involved in planning to carry out a criminal offence.</p>

		vulnerability, examining risk and protective factors as set out on page 15 of working together to safeguard children		
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