

# St Richard's Catholic College

## Safeguarding pupils who are vulnerable to Extremism Policy



The Policy was approved by the Governing Body: September 2016

Chair of Governors: \_\_\_\_\_

The Governing Body will review the policy in September 2017

## **General Statement.**

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 several occasions 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.

We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils; reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils.

### **1. Our aim**

St Richard's Catholic College values freedom of speech and the expansion of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils and staff have the right to speak freely and voice their opinions. However, 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. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

### **2. Risk**

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. St Richard's Catholic College is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

### **3. Definitions**

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation can be found in Section 10

St Richard's Catholic College seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

### **4. Risk reduction**

The Governors, Principal and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's PSHEe/Citizenship Curriculum, RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, friendship and anti-bullying policy and other issues specific to the school's profile, community and philosophy.

This risk assessment will be reviewed as part of the annual review by the Governors.

## **5. Response: Designated Lead of Child Protection**

Our school, like all others, is required to identify a 'Prevent Single Point of Contact' (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead.

The SPOC for St Richard's Catholic College is: **Mrs Deborah Bligh**

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC or one of the Designated Safeguarding team: Miss Cronin, Mrs Hoyle, Miss Easton, Mr Bligh and Mr Doherty. In the first instance a referral should be made to Duty & Assessment at Children's services. Following this it may be necessary to refer to the PREVENT team and the prevent referral form (found in T/Drive – Pastoral Care – Referral forms) should be completed.

## **6. Response: Interventions**

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues

## **7. Indicators of vulnerability to radicalisation**

7.1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

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

7.3. 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 other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK.

8. There 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 activity.

9. 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 is able to recognise those vulnerabilities.

**10. Indicators of vulnerability**

Indicators of vulnerability include:

<b>Engagement</b>	<b>Intent</b>	<b>Capability</b>
<ul style="list-style-type: none"> <li>• Feelings of grievance and injustice</li> <li>• Feeling under threat</li> <li>• A need for identity, meaning and belonging / the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society</li> <li>• A desire for status</li> <li>• A desire for excitement and adventure</li> <li>• A need to dominate and control others</li> <li>• Susceptibility to indoctrination</li> <li>• A desire for political or moral change</li> <li>• Opportunistic involvement</li> <li>• Family or friends involvement in extremism</li> <li>• Being at a transitional time of life</li> <li>• Being influenced or controlled by a group</li> <li>• Relevant mental health issues</li> <li>• 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,</li> </ul>	<ul style="list-style-type: none"> <li>• Over-identification with a group or ideology</li> <li>• ‘Them and Us’ thinking</li> <li>• Dehumanisation of the enemy</li> <li>• Attitudes that justify offending</li> <li>• Harmful means to an end</li> <li>• Harmful objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Individual knowledge, skills and competencies</li> <li>• Access to networks, funding or equipment</li> <li>• Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration</li> </ul>

Engagement	Intent	Capability
faith and belonging; <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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.</li> </ul>		

**11. 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; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

This policy will be reviewed annually or when new guidance is issued during the school year.