



## Anti-radicalisation policy and staff guidance 2019

*This policy has been written with reference to Keeping Children Safe in Education 2019*

### **Principles**

York Steiner School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs.

#### **Designated Safeguarding Lead:**

Annabel Gibb (07948 551401)  
[Annabel@yorksteinerschool.org](mailto:Annabel@yorksteinerschool.org)

#### **Deputy Safeguarding Lead & Early Years Lead:**

Karen Foster (07407 444704)  
[karen@yorksteinerschool.org](mailto:karen@yorksteinerschool.org)

#### **Deputy Safeguarding Lead & Main School Lead:**

Fiona Dudley (07764 616313)  
[fiona@yorksteinerschool.org](mailto:fiona@yorksteinerschool.org)

Should the Designated Lead be absent please speak with another member of the Safeguarding Team or the designated person on the Board of Trustees:

#### **Trustee responsible for Child Protection & Safeguarding:**

Fionna McEwan  
[fionna.mcewan@yorksteinerschool.org](mailto:fionna.mcewan@yorksteinerschool.org)

***If you have immediate and significant concern and the above named person is not available please contact:***

***Jane Mowat (City of York Council Lead)***

***Tel: 01904 555742 or 07984 496 352***

***Jane.mowat@york.gov.uk***

## Table of Contents

Principles .....	1
Aims .....	3
Definitions and Indicators.....	3
Procedures for Referrals .....	3
Visiting Speakers .....	4
Staff Guidance.....	4
Indicators of vulnerability include: .....	4
Channel.....	6
Raising Concerns – Staff & Trustees.....	6
The Role of the Curriculum .....	7
Additional Information .....	8
Links to Other Policies.....	8
Key Documents.....	8
Approval & Review .....	8

## ***Aims***

The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation; that they adopt a 'it could happen here' approach and that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

From 1 July 2015 all registered providers of education are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, to have "due regard to the need to prevent people from being drawn into terrorism". The Prevent Duties include:

1. Identifying children who may be vulnerable to radicalization.
2. Aware of what to do when vulnerable children are identified.
3. Promoting fundamental British values and challenging extremist views.
4. Offering appropriate training and development.

The objectives are that:

- All trustees, teachers and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All trustees, teachers and non-teaching staff will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise.

## ***Definitions and Indicators***

Radicalisation refers to the process by which a person come to support terrorism and extremist ideologies associated with terrorist groups.

Extremism is the vocal or active opposition to our fundamental values including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

## ***Procedures for Referrals***

It is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. Staff are reminded to adopt an 'it could happen here' approach and to refer any concerns to the Designated Safeguarding Lead.

Protecting children from the risk of radicalisation is seen as part of York Steiner School's wider safeguarding duties and is similar in nature to protecting children from other forms of abuse. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combine with specific influences such as family and friends may contribute to a child's vulnerability. Similarly radicalisation can occur through many different methods e.g. social media and settings e.g. internet. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate they need help or protection.

### ***Visiting Speakers***

The school will not allow its premises to be used by any visiting speaker who does not support the principles of this document.

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## ***Staff Guidance***

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We will ensure that our staff are fully aware of this policy and the guidance below. Members of the Safeguarding Team and all Kindergarten and Class Teachers will be expected to undertake the government 'Prevent training' in order to provide further background and raise awareness.

### ***Indicators of vulnerability include:***

#### Identity

- the student/pupil is distanced from their cultural /religious heritage and experiences;
- discomfort about their place in society;
- personal crisis – the student/pupil may be experiencing family tensions;
- a sense of isolation;
- 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;
- rejection of civic life;

### Experiences of Criminality

- involvement with criminal groups
- imprisonment; and
- poor resettlement/reintegration on release

### Special Educational Needs

- social interaction
- empathy with others
- understanding the consequences of their actions; and awareness of the motivations of others

### 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

## **Channel**

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Guidance on Channel is available at: [Channel guidance](https://www.gov.uk/government/publications/channel-guidance), (<https://www.gov.uk/government/publications/channel-guidance> ) and a Prevent awareness e-learning programme is available for staff at: <http://www.elearning.prevent.homeoffice.gov.uk>

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. If you are asked to take part in a Channel panel then the following e-learning would be beneficial:

<https://www.elearning.prevent.homeoffice.gov.uk/channelawareness>

## **Raising Concerns – Staff & Trustees**

If any trustee or member of staff has any concerns about a pupil they should refer their concerns immediately to the Designated Safeguarding Lead (DSL) in the same way that a child protection concern is referred. This may be a very obvious concern (e.g. a pupil has been seen accessing websites promoting violent extremism) or a less obvious concern (e.g. a pupil matches many of the above warning signs or risk factors: they have become isolated, angry, are experiencing family tensions, have changed friendship groups and have begun to justify the use of violence to resolve injustices).

The Department for Education has a dedicated telephone helpline and email address.

DfE dedicated helpline: 0207 340 7264

Dedicated email: counter.extremism@education.gsi.gov.uk

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## ***The Role of the Curriculum***

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Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

Our PSHE provision is embedded across the curriculum, and underpins the ethos of the school. Children throughout the school learn about a wide variety of religions and beliefs in a respectful and balanced way. Active debate and questioning is promoted in the delivery of lessons.

It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Children are regularly taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

Please also refer to our E-safety Policy

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## ***Additional Information***

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Additional information can be accessed here for the [City Of York Prevent Strategy and Channel Referral Process](#)

### ***Links to Other Policies***

***This policy should be read in conjunction with all other safeguarding policies as they all work together to safeguard the child, staff and school. These policies collectively support Keeping Children Safe in Education 2019***

### ***Key Documents***

Key documents which inform this policy are:

The Prevent Duty – June 2015

Revised Prevent Duty Guidelines: for England and Wales – July 2015

Keeping Children Safe in Education 2019

### ***Approval & Review***

This policy has been approved by the Board of Trustees  
Policy review date:

November 2019  
November 2020