Prevent and Upholding British Values Policy

Appendix 1: Indicators of Vulnerability to Radicalisation

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Owner:	Company Director for Safeguarding
Author:	Deputy Headteacher of The Outdoors School
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Record of changes

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Introduction

The government set out its definition of British values in the Revised Prevent Duty Guidance (August 2015) and Counter-Extremism Strategy (October 2015).

At The Outdoors School, these values are reinforced regularly and in the following ways.

These values are taught explicitly through Personal, Social and Health Education (PSHE). We also teach British values through planning and delivering a broad and balanced curriculum.

The school takes opportunities to actively promote British values through our assemblies and whole school systems and structures such as electing and running a successful School Council.

We also actively promote British values through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values.

Actively promoting British values also means challenging students, staff, or parents expressing opinions contrary to fundamental British values, including 'extremist' views. To this end we have a rolling programme of 'prevent' training and PREVENT elements are built into our policies on safeguarding, equality and diversity, behaviour, and bullying.

At The Outdoors School we uphold and teach students the British values which are defined as:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those with Different Faiths and Beliefs

Democracy

Democracy is an important value at our school. Students have the opportunity to have their voices heard through our School Council. The elections of members of the School Council are based on student votes.

The Rule of Law

The importance of laws and rules, whether they are those that govern the class, the school, or the country, are consistently reinforced throughout regular school days. Students are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Visits are regular parts of our school year, and we have assembly/PHSE to help reinforce the democratic message.

Individual Liberty

Within school, students are actively encouraged to make choices, knowing that they are in a safe and supportive environment.

As a school, we educate and provide boundaries for our students to make choices safely, through the provision of a growth mindset and encouragement of personal responsibility.

Students are encouraged to know, understand, and exercise their rights and personal freedoms and are advised how to exercise these safely.

Students are given the freedom to make choices and are helped to understand the risks and responsibilities associated with personal freedom and decision making.

Mutual Respect

Respect is the core value in our school. This can be seen and felt in our pervading ethos in school.

The core value of respect at The Outdoors School underpins our work every day and forms the basis of the social emotional foundation of our curriculum offer.

Tolerance of those with Different Faiths and Beliefs

This is achieved through enhancing students' understanding and their place in a culturally diverse society and by giving them opportunities to experience such diversity in our local community. Assemblies and discussions involving prejudices and prejudiced based bullying are followed and supported by learning in PSHE.

Prevent Duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the 'Prevent' duty.

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk is part of our safeguarding approach and is detailed in our Safeguarding and Child Protection Policy.

Extremism

Is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.

Radicalisation

Refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism in all its forms has no place at The Outdoors School, as exposure to both extremist materials and influences is detrimental to the development of young people. Extremists of all kinds aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice. Education is a powerful weapon against this as it equips young people with the knowledge, skills, and sound judgment to challenge and debate these issues in a secure environment.

Tackling Extremism

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. At The Outdoors School, we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which can stem from a variety of sources and media, including via the internet, and at times students 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 students or staff will always be challenged and dealt with in line with the relevant policies on student behaviour or staff conduct.

As part of wider safeguarding responsibilities staff will be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection and report this in line with our policy and procedure.

Use of External Agencies and Speakers

External agencies or speakers can enrich the experiences of our students, however we will endeavour to ensure that agencies that are inconsistent with, or are in complete opposition to The Outdoors School values and ethos are not used.

Further Guidance

For further guidance reference the DfE 'The Prevent Duty - Departmental Advice for Schools and Childcare Providers' (August 2015) document.

Appendix 1: Indicators of Vulnerability to Radicalisation

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

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.

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.

4. 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.

5. Students 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 recognise those vulnerabilities.

6. Indicators of vulnerability include:

- **Identity Crisis** – 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; 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 student / 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 student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.

- **Experiences of Criminality** – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration.

- **Special Educational Needs** – students / 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; 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.