



# Radicalisation and Extremist Behaviour Policy

Written December 2019  
To be reviewed December 2020

## Prevention of extremist behaviour/ radicalisation

### What is this?

The Office for Security and Counter-Terrorism in the Home Office works to counter the threat from terrorism, via its CONTEST strategy. CONTEST is based on 4 areas of work:

- Pursue- to stop terrorist attacks
- Prevent- to stop people becoming terrorists or supporting terrorism
- Protect- to strengthen our protection against a terrorist attack
- Prepare- to mitigate the impact of a terrorist attack.

Prevention work with children and with schools is an important part of the strategy. Schools are important because they can play a vital role in preparing young people to challenge extremism and the ideology of terrorism and effectively rebut those who are apologists for it. Schools can help to protect children from extremist views in the same ways that they help to safeguard children from drugs, violence or alcohol.

North Yorkshire is a safe place in which to live and work and incidents of violent crime are low. However there are vulnerable sites within the county including scientific research laboratories, historical and religious sites and military sites.

### What can we do about it?



Research suggests that young people who feel alienated or isolated are more vulnerable to being influenced by the 'pull' of a single narrative and therefore more susceptible to radicalisation. Universal provision around the prevention of violent extremism is embedded within effective mainstream provision. Work to engage children and young people; develop their social and emotional skills; educate them in citizenship, peaceful protest, global learning and e-safety; recognise and support their individual needs; give them a voice; develop community cohesion and so on. These are important features for primary schools and within other settings where children and young people come together. Effective universal provision should make a young person less susceptible to radicalisation.

### **Early intervention is crucial**

Factors that may contribute to vulnerability to extremism:

- Experience of poverty, disadvantage or social exclusion
- Conflict with family over religious beliefs and/or lifestyle choices/extreme political views
- Identity confusion
- Victim or witness to race or religious hate crime
- Underachievement
- An event or series of traumatic events- global, national or personal
- Rejected by peer, faith or social group or family
- Recent religious conversion
- May possess literature related to extreme views
- Extremist influences
- Pressure from peers associated with extremism

Indicators that a young person may be becoming involved in extremism:

- Obsessed by the internet/social networking sites- and secretive about what they are doing
- Un-corporative/disengaged
- Abusive/aggressive/extremist views/comments/ threats/language.
- Fascination/fixation with weapons (eg drawing guns)/chemicals/explosives/ extremist activity/events
- Carrying weapons
- Changes in relationships/ withdrawal from family/ friends
- Changes in friendship groups (including adult relationships)/desire to be part of a gang.
- Change in behaviour or appearance due to new influences



- Seeking to recruit / 'groom' others to an extremist ideology
- Possession of violent extremist literature
- Absence patterns/ emergent travel plans

Young people may be vulnerable to a range of risks. There is no single profile of a violent extremist and the presence of one or more of the above factors or indicators will not necessarily lead to radicalisation or engagement in violent activity. Every case will need to be considered on an individual basis.

### **Responding to concerns**

As a school we will continue to follow safeguarding procedures and use the Common Assessment Framework (CAF) as tools to support our assessment of vulnerability and the appropriate sharing of information with local partners. We will work with local police on awareness of community issues and tensions which may also be contributory factors.

### **If you feel that a young person may be at risk of being involved in radicalisation or extremism...**

- . Follow usual safeguarding procedures, informing the Local Authority Designated Officer (LADO).
- . Inform the Head teacher (Christina Zanelli- Tyler)
- . Inform the police, who will then advise and support further referral as appropriate

### **Where else can we go for help?**

North Yorkshire Education Development Advisors for advice on the prevention of violent extremism - including curriculum resources and activities, (Clare Barrowman - [clare.barrowman@northyorks.gov.uk](mailto:clare.barrowman@northyorks.gov.uk) 01609 536808

or

Wendy Jemison - [wendy.jemison@northyorks.gov.uk](mailto:wendy.jemison@northyorks.gov.uk) , 01609 532475)

or

visit the Vulnerable Learner Room on Fronter (Personalised Provision) for access to key guidance documents and resources

### **Guidance/Training/Publications:**

North Yorkshire 'Prevent' Toolkit for Schools - available via Fronter in the Vulnerable Learner Room (Personalised Provision).



Dot Com Children's Foundation <http://dotcomcf.org/> includes activities and resources around 'dealing with conflict' and 'influences and pressures'. Targeted at KS2.

[www.britkid.org](http://www.britkid.org) free website that promotes understanding of racial diversity. Targeted at KS2 and KS3.

'Keeping children safe in education: information for all school and college staff' DfE (April 2014)

