



Ysgol Tŷ Coch  
Learning Together - Dysgu Gyda'n Gilydd

## Preventing Extremism Policy

**This document was:**

**Generated by SMT/School Staff in December 2016**

**Latest Review/ Revision/ Approval at a meeting of the full Governing Body held on: 26<sup>th</sup> October 2022; 22<sup>nd</sup> November 2023; 16<sup>th</sup> October 2024**

**Review date: November 2025**

**Signed: \_\_\_\_\_ Chairperson schools governing body, on behalf of the governing body**

**Date: \_\_\_\_\_**

**Signed: \_\_\_\_\_ Headteacher**

**Distribution: Staff, governors, pupils, parents/ carers, visitors and volunteers at the school**



Ysgol Ty Coch Special School is a Rights Respecting School. As a Rights Respecting School, we aim to embed children's human rights in our ethos and school culture. We base our practice on the principles of equality, dignity, respect, non-discrimination and participation. Working within these principles not only empowers our children and young people, but also leads to enhanced learning, improved standards and better relationships.

The United Nations Convention on the Rights of the Child (UNCRC) is the most complete statement of children's rights ever produced and is the most widely ratified international human rights treaty in history.

This policy relates to 'Articles 15 and 36 of the UNCRC.

**Article 15:** Children have the right to meet together and to join groups and organisations as long as this does not stop other people from enjoying their rights

**Article 36:** Children should be protected from any activities that could harm their development.

## **PREVENTING EXTREMISM and RADICALISATION**

**This policy should be read in conjunction with key national and local legislation, guidance and policies – see Appendix 4 for full bibliography. This policy should also be read in conjunction with the school's main safeguarding policy.**

### **Introduction**

The United Kingdom's Strategy for Countering Terrorism entitled CONTEST, as referenced in the Counter-Terrorism and Security Act 2015, contains four key work streams: Pursue, Prevent, Protect and Prepare. Each work stream comprises of a number of key objectives. This Policy deals with the Prevent work stream only.

### **Prevent**

The aim of the Prevent strategy is to reduce the threat to the UK, from terrorism, by stopping people becoming terrorists or supporting terrorism.

Guidance in England and Wales, see Appendix 4, explains the obligations for specified authorities to have due regard to the need to prevent people from being drawn into terrorism.

## **Statement**

Ysgol Ty Coch Special School is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. This policy sets out the beliefs, strategies and procedures in place to protect vulnerable individuals, from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

## **Aims and Principles**

The main aims of this policy are to ensure that all staff:

- are fully engaged in being vigilant about radicalisation
- overcome professional disbelief that such issues will happen at the school
- work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

Ysgol Ty Coch Special School's Preventing Extremism and Radicalisation Policy provides a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions. The objectives are that:

all staff and governors will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school in addressing these matters.

all staff and governors will know the school policy and will follow the policy guidance swiftly should any issues arise.

all pupils will understand the dangers of radicalisation and exposure to extremist views; building resistance against these and know what to do if they experience them.

all parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

### **1.Preventing Violent Radicalisation / Extremism**

The school is aware of its responsibilities under Section 26 of the Counter Terrorism and Security Act 2015 and the accompanying Prevent Duty Guidance under Section 29 of the Act<sup>1</sup> to safeguard pupils at risk of radicalisation.

Within a formal educational context, the Prevent Duty objectives can best be translated to apply to:

safeguarding and wellbeing processes and protocols;

the enhancement of respect and resilience through shared British values/core values supported by challenge, debate, critical thinking and safe spaces.

The school does this by:

Providing a safe environment for pupils to talk about issues that may concern them, including sensitive topics such as terrorism and extremist ideology.

Identifying and risk assessing individuals who may be drawn into terrorism, violent or non-violent extremism.

Knowing how to complete a Prevent referral and how to seek support for the child/young person.

Ensuring all staff receive appropriate training, at least the Home Office basic Workshop to Raise Awareness of Prevent (WRAP version 3, 2014).

**Ensuring that staff have annual reminders with regard to prevent and radicalisation within the safeguarding updates**

Ensuring staff have the knowledge and confidence to identify pupils at risk of being drawn into violent extremism and challenge extremist ideas.

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<sup>1</sup> <https://www.gov.uk/government/publications/prevent-duty-guidance>

Ensuring children are safe from terrorist and extremist material when accessing the Internet at school, including having in place appropriate levels of filtering, which are controlled by RCT

Ensuring that the Welsh Government ‘Respect and resilience – developing community cohesion Self-assessment tool 2016’<sup>2</sup> has been completed. This assessment will provide a whole school needs analysis and highlight best practice.

Sharing this policy annex with the Governing Body, with consideration for the child protection Governor to jointly complete the self-assessment toolkit with the schools Designated Safeguarding Lead.

Ensuring that all staff are aware of Estyn Safeguarding Guidelines, Annex 5 (2015)<sup>3</sup>.

Secondary School Sector consider curriculum-based interventions (such as the Getting on Together Project)<sup>4</sup>.

## 1. **Definitions**

**‘Extremism’**<sup>5</sup> is defined 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.

**‘Non-violent extremism’** is extremism, as defined above, which is not accompanied by violence.

**‘Prevention’** in the context of this document means reducing or eliminating the risk of individuals becoming involved in terrorism. *Prevent* includes but is not confined to the identification and referral of those at risk of being drawn into

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<sup>2</sup> Welsh Government 12/01/2016  
<http://gov.wales/topics/educationandskills/publications/guidance/respect-and-resilience-2015/?lang=en>

<sup>3</sup> Estyn Safeguarding Supplementary Annex 5 (2015)  
<https://www.estyn.gov.wales>

<sup>4</sup> WJEC Accredited for Pre-16 Delivered through the National Curriculum; live for secondary school sector from 11/01/2016 [www.got.uk.net](http://www.got.uk.net)

<sup>5</sup> HM Governments Prevent Strategy (2011)

terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.

**‘Radicalisation’** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**‘Reciprocal Radicalisation’** or **‘cumulative extremism’** refers to the reinforcement of an ongoing cycle of blame, a connectivity between extremists or simply as an escalating spiral of tension.

If there are concerns of a child protection nature the usual child protection procedure should be followed and advice sought from the Safeguarding team in conjunction with advice from the Prevent Team.

## **2. Channel Multi-Agency Partnership<sup>6</sup>**

Referral to Prevent can result in a further referral by Counter Terrorism to the Channel multi-agency partnership where appropriate.

There is a Channel multi agency partnership within each local authority area, chaired by the local authority. The aims of this partnership are:

Identifying individuals at risk of becoming vulnerable to violent extremism;

Assessing the nature and extent of that vulnerability;

Developing the most appropriate support plan for the individuals concerned.

### **Governors, leaders and staff:**

The Head teacher and all other members of the School Leadership Team (SLT)/Designated Safeguarding Person (DSP) are the leaders for referrals relating to extremism and radicalisation. In the unlikely event that SLT members are not available, all staff know the channels by which to make referrals via the safeguarding notice board located in the administration corridor.

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<sup>6</sup> HM Government's 'Channel Duty Guidance - Protecting Vulnerable People From Being Drawn Into Terrorism. Statutory Guidance For Channel Panel Members & Partners of Local Panels' (2015)  
<https://www.gov.uk/government/publications/channel-guidance>

Staff will be fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a pupil, or if they need to discuss specific children whom they consider to be vulnerable to radicalisation or extremist views.

The SLT will work in conjunction with the Headteacher and external agencies to decide the best course of action to address concerns which arise.

Prejudicial behaviour can be a factor in radicalisation and extremism. With this in mind, the school has updated procedures for dealing with prejudicial behaviour, as outlined in the Positive Behaviour Policy and Strategic Equality Plan/Policy.

### **The School's Curriculum:**

Ysgol Ty Coch Special School has a curriculum that is "broad and balanced". It promotes understanding, respect, tolerance and diversity. Pupils 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 Health and Wellbeing provision is embedded across the curriculum. It directs our assemblies and underpins the ethos of the school. We strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves. The Relationship and Sexuality Education Policy and associated 'Relationship Rainbow' further reinforces these key messages.

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

### **Staff Training and Safeguarding**

Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation, how this might be identified early on and how we can provide support as a school to ensure that our children think critically, develop self-esteem, global citizenship, resilience and are thus able to resist involvement in radical or extreme activities.



All staff are trained to Level 1 in Safeguarding, all Wider Leadership Team are trained to Level 3 and most teachers have had Level 3 training.

All staff receive update training at least bi-annually and are required to sign for receipt and understanding of the latest safeguarding policy.

Training in prevent is online and from the government home office. Follow the link <https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/>

Staff have training in the awareness course and safeguarding leads have training in awareness and referrals.

### **Visitors and Use of the School Premises**

If any member of staff wishes to invite a visitor to the school, they must first ask the Headteacher's permission and, in doing so, state the reason for the visit and details of the proposed visitor. It will be a matter for the Headteacher to approve or reject the request.

If approval for a visit is given the visitor will enter school subject to Safeguarding Checks including DBS checks and photo identification.

Upon arriving at the school, all visitors including contractors, will read the child protection and safeguarding summary and be made aware of who the Designated Senior Leaders are and how to report any concerns which they may experience during their time in the school.

Children are NEVER to be left unsupervised with external visitors, regardless of safeguarding check outcomes.

If any agreement is made to allow non-school groups or organisations to use the premises, appropriate checks will be made before finalising the contract/ allowing the use to begin. The use will be monitored and in the event of any behaviour not being in-keeping with the school's Preventing Extremism and Radicalisation Policy, the school will inform the police and terminate the contract.

The school values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers 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.

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. Ysgol Ty Coch Special School is clear that this exploitation and radicalisation will be viewed as a safeguarding concern.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are detailed in Appendix 2.

Ysgol Ty Coch Special School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to extremist Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist ideology.

### **Risk Reduction and Response:**

The school governors, Headteacher and the Designated Safeguarding Leads 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 RVE curriculum, PSHE policy, assembly policy, use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

Our school has identified the Headteacher, Mr. Simon Wilson, as the Prevent Single Point of Contact (SPOC). Mr. Wilson, who is also the safeguarding lead person, will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The responsibilities of the SPOC are described in Appendix 3.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they must speak with the SPOC or, in his absence, a Deputy Designated Person for Safeguarding.

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.

### **Multi-Agency Channel Panels:**

The school will fulfil its Prevent duty and will have due regard to the need to prevent people from being drawn into terrorism. Any immediate concerns will be reported to the Police Welsh Extremism and Counter Terrorism Unit (WECTU) by emailing

**Prevent referrals can be made via the online referral form:**

[All Wales Partners Prevent Referral Form](https://digitalservices.south-wales.police.uk/en/all-wales-prevent-partners-referral-form/)

<https://digitalservices.south-wales.police.uk/en/all-wales-prevent-partners-referral-form/>

### **3. Contacts**

#### **Rhondda Cynon Taf Local Authority Prevent Lead**

Rhondda Cynon Taf Community Safety Department

Ty Elai

Dinas Isaf East

Williamstown

Tonypandy

Telephone: 01443 425640

#### **South Wales Police Prevent Team**

Cardiff Bay Police Station

CF10 5EW

Tel: 02920 527356 / Mob: 07584771011

E-mail: [jonathan.clemens@south-wales.pnn.police.uk](mailto:jonathan.clemens@south-wales.pnn.police.uk)

The above contacts are available for any queries and questions.

This policy annex is to be reviewed annually.

### **Policy Review:**

- Ysgol Ty Coch Special School - Preventing Extremism and Radicalisation Policy will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.

### **Pupil Voice**

The term 'pupil voice' refers to ways of listening to the views of pupils and/or involving them in decision – making. Within Ysgol Ty Coch Special School we promote the use of modified and adapted devices/utilisation of communication channels appropriate to specific and individual learners to ensure all pupils are provided with the opportunity to express opinions / communicate.

### **Equality**

The school operates a policy of equality for all pupils regardless of gender, ethnicity, religious beliefs or culture.

All staff at Ysgol Ty Coch take account of each pupil's learning styles/needs and their development and wellbeing; and how these are affected by a range of social, religious, ethnic, gender, cultural and linguistic differences.

Pupils identified as Children who are Looked After (CLA), More Able and Talented (MAT) and those on the child protection register are supported in line with their particular needs to afford them equal access to the curriculum.

### **Health and Safety**

The school follows the recommendations of the Local Authority's and schools governing body's Health and Safety Policies. Staff accept the responsibility to plan safe experiences / activities using appropriate communication channels to match the cognitive level of each individual. The level of adult supervision and support to the degree of risk is in accordance with manual handling procedures. Any specific issues relating to Health and Safety that require immediate attention must be brought to the attention of the Head teacher or Safeguarding team.

## **Safeguarding**

Safeguarding of pupils is of paramount importance. The school understands its duty to keep learners safe and adheres to the PREVENT agenda and broader safeguarding guidelines. Regular and well planned lessons are taught in e-safety and Relationship and Sexuality education to ensure our pupils are given the very best advice on how to keep themselves safe.

## **Role of Head teacher**

To keep abreast of the legislation/directions from the Welsh Government and the Local Authority relating to PREVENT

To ensure that all appropriate information relating to PREVENT is disseminated to school staff.

To ensure that all staff follow the reporting/recording requirements of PREVENT

To ensure budget provision for staff training

## **Links to Other Policies and Guidance**

This policy should be read in conjunction with the following:

Safeguarding Policy

Strategic Equality Plan / policy Anti-Bullying Policy

Positive Behaviour Management Policy

Online Safety Policy

Equality and Anti-Discrimination

Relationship and Sexuality Education Policy

Health and Wellbeing Policy

ESTYN Safeguarding Self-Assessment

School Emergency Policy

Visitors and External Speakers Policy

Cwm Taf Safeguarding Board Immediate Response Protocol

Social Services and Well-being (Wales) Act 2014

Respect and resilience – developing community cohesion Self-Assessment Tool  
2016 Welsh Government document (appended with this policy