



RADLEY

The Prevention of Radicalisation and Extremism

December 2024

Preventing Radicalisation and Extremism Policy

To be read in conjunction with the [PSHE policy](#) (which includes Fundamental British Values) and [Safeguarding Policy](#).

This policy has been developed in accordance with:

[Keeping children safe in education 2024](#) (2024)

[Prevent duty guidance: Guidance for specified authorities in England and Wales](#) (2023)

[Promoting fundamental British values through SMSC - GOV.UK](#) (2014)

[Channel Duty Guidance: Protecting people susceptible to radicalisation](#) (2023)

a) Introduction

Radley College is fully committed to safeguarding and promoting the welfare of all its pupils. We recognise that protecting pupils against the dangers of radicalisation and political/religious extremism is an integral part of a comprehensive safeguarding programme.

Radley College is fully cognisant of the ongoing threats to 'British values' and society from political and religious extremism, emanating from a variety of quarters, including radical political Islam, Irish-based political extremism, the neo-fascist far right, anarchist groups, animal rights' extremists, extreme environmental protesters, and other groups and individuals who threaten 'British values', as defined in the November 2014 DfE document:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

b) Definitions of Extremism and Radicalisation

The UK Government updated its definition of extremism in 2024 ([New definition of extremism \(2024\) - GOV.UK](#)) to be:

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

Radicalisation is defined by the UK Government as “*the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.*”

c) Our specific aims:

We aim to play our part in fully supporting the goals of the government’s PREVENT strategy (updated 2023):

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

and its related CHANNEL programme:

<https://www.gov.uk/government/publications/channel-guidance>

as well as seeking to protect pupils and staff from the dangers of radicalisation and extremism for the happy and safe running of our own school community. We recognise that the PREVENT programme is itself one of the four main strands of the national anti-extremist/counter-terror CONTEST programme and support the wider goals of this national policy initiative.

[CONTEST](#)

To these ends, our specific aims are:

- To ensure that all staff have an understanding of what constitutes radicalisation and extremism. This is covered as part of ongoing Safeguarding training. Additionally, all boarding staff have completed Prevent training. (The list is held by HR.)
- To ensure that boys will understand the nature of ‘British values’, will have had these inculcated and reinforced through the school curriculum and wider life of the school and will be aware of the need to be vigilant against extremist views of any kind.
- To ensure that parents/carers and boys will be aware of school policies regarding the promotion of British values and our efforts to support national counter-terror initiatives; that they will know that the school is vigilant regarding the ongoing danger posed by a) online and other extremist propaganda and b) terror attacks (even if the statistical danger of such remains small); and that we accept that we must always guard against the belief that ‘it can’t happen here’.
- To ensure that we are working closely with local agencies, notably the Thames Valley Police Counter-Terror Team, to ensure our in-house strategies mean our pupils and all staff are as safe from harm from radicalisation and extremism as we can reasonably prepare for. CPD is provided periodically by the Thames Valley PC-TT, and there is an in-house committee, chaired by the Bursar, which structures and oversees school drills and counter-terror planning.

d) The school curriculum

- The school rules and its foundational ethos promote the key principles of respect, tolerance and diversity and an inherent understanding of 'British values'. Boys live and work in an environment where debate is free, but within the parameters of the law of the land. Intolerance – racial, political, religious or otherwise – is overtly discouraged.
- The dangers of political extremism are covered explicitly in the school curriculum in, for example, the 20th Century History course covered by all Year 9 (Shell) boys (and the vast majority of boys who then opt for GCSE History), and aspects of the compulsory English and Theology classes.
- The prolific range of school speakers includes academics, journalists, NGO officials, diplomats, military and intelligence personnel and others who address aspects of political extremism – past, current and future – directly or indirectly in an ongoing programme of education on history/philosophy/current affairs etc., available to all in the school.
- Our P.S.H.E. education programme – threaded through the life of the school as well as provided under that explicit label – is reemphasised in school Chapel, house assemblies, Form Master Meetings, and in every day classes and meetings of societies. Those who for reasons of low self-esteem, lower ability or other reasons might be vulnerable to radicalisation are carefully nurtured and encouraged through a wide range of activities to develop self-belief and resilience and to cherish those principles inherent to 'British values'.
- With regard to online radicalisation, Shell boys are instructed from the first term of their school career to be aware of the dangers of the Internet. In this context, it would be stressed that in the same way that sexual predators exist online, there are websites with organisations and individuals behind them who challenge 'British values' and security. These themes might be pursued further in discussions in History, Politics, Theology, PSHE and Independent Learning classes during a boy's career at Radley.

e) Understanding the indicators of radicalisation or the first steps towards it:

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. The UK Government updated its definition of extremism in 2024 ([New definition of extremism \(2024\) - GOV.UK](#)) to be:

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

- negate or destroy the fundamental rights and freedoms of others; or
 - undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
 - intentionally create a permissive environment for others to achieve the results in (1) or (2).
3. 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.
4. 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 are able to recognise those vulnerabilities.
5. Indicators of vulnerability include:
- Identity Crisis** – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- 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, 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** – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- 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.
6. 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.

7. 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.

Further information on radicalisation risk factors can be found here: [Managing risk of radicalisation in your education setting - GOV.UK](#)

f) Our processes are:

i) Staff training:

Ensuring our staff are aware of the need to be vigilant against radicalisation of pupils, this issue is covered as part of our ongoing Safeguarding training.

ii) Visiting Speakers:

As part of our PREVENT duties, we are obliged to assess the suitability of visiting speakers (anyone giving talks to boys in lessons, APT, societies etc.) and to keep a central Visiting Speaker Register.

In all cases, the following details should be given to the Deputy Head (Academic) and his P.A. at least two weeks before the date of the proposed talk: name of speaker; details of his/her organisation (where applicable); topic of talk; audience; venue; date. A Google search should be done to assess suitability.

Any member of staff organising a talk by a speaker who might hold views that could be regarded as extreme or potentially inappropriate for the designated age group, should ensure the visit has been approved by the Warden or Deputy Head (Academic). A note of this should be made on the register.

All speakers visiting the College must report to the Bursary where a visitor's badge will be issued. Unless the speaker has a DBS check in place for Radley, they must be accompanied by a member of staff at all times during their stay on campus.

Visitors should return their badge to the Bursary or relevant HoD when they leave the site.

g) Referrals

If any member of the school community (staff, boys, parents and Council) has any concern about potential radicalisation of any pupil or staff member, they should immediately refer the matter to the Designated Safeguarding Lead (DSL). In his absence, the concern should be passed to one of his Deputies: Mr TRG Ryder (Under Master), Miss SL Naylor (Music School), Mrs AM Gilley (Lead Nurse). The DSL will liaise as appropriate with Oxfordshire Children's Services, Thames Valley Police and the National Crime Agency as appropriate.

NB If any member of staff has reason to believe a criminal act is in the process of being planned, is about to be committed, or has been committed, they have a legal duty to report it to the Police.

Prevent Duty Risk Assessment/Action Plan

What is the risk of radicalisation and slide into extremism at Radley?

- 1) We believe that the risk is very small due to our boys' socio-economic backgrounds and the prevailing culture and ethos of the school. However, we realise that radicalisation can happen to anyone at any time in any setting and therefore maintain a vigilant attitude.

- 2) We are confident that our educational programme, in all its academic, extra-curricular and pastoral forms, combined with our ongoing cooperation with and adoption of the national PREVENT and CHANNEL programmes, makes it extremely unlikely that any of our boys or staff would be liable to become radicalised. However, we are very aware that extremism has manifested in the most unlikely of places and we are therefore vigilant in ensuring no one is marginalised, disenchanted or radicalised such that they slide into political and/or religious extremism. Our watchwords are: community; inclusion; tolerance; friendship; and communication.

- 3) Our Anti-Radicalisation, Safeguarding and British Values policies make clear our appreciation of this vital issue and lay out our measures for reducing the possibility of it occurring among our pupils and staff.

| <u>No.</u> | <u>Prevent Vulnerability/Risk Area</u> | <u>Risk Y/N</u> | <u>Action taken/already in place to mitigate/address risk</u> |
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| 1 | <u>Leadership</u> Do the following people have a good understanding of their own and institutional responsibilities in relation to the "Prevent Duty"? Board of Governors (Council) CMT Staff –teaching and ancillary Pupil body Safeguarding team | Yes in all cases | Appropriate training for all staff, via accredited Safeguarding sessions. |
| 2 | <u>Partnership</u> 1) Is there active engagement from Radley's Council, CMT, Tutors and HoDs? 2) Does Radley engage with relevant Local Authority and Police in Prevent matters? | Yes | 1) The Prevent Lead for Radley is the DSL (Mr Edward James). He is responsible for oversight of the Prevent Action Plan & update to SMT and Council. 2) Radley, through the Prevent Lead, meets with both Local Authority and Police Prevent Leads. Other SMT |

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| | | | members and Radley Head of Security, LMH Healy accompany the DSL/Prevent Lead. |
| 3 | <u>Staff Training</u> Do all staff have sufficient knowledge and confidence to: 1) exemplify British Values in their management, teaching and through general behaviour in the institution? 2) understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism? 3) to be able to recognise this vulnerability and be aware of what action to take in response? | Yes Yes Yes | See above. Also Safeguarding Policy |
| 4 | <u>Welfare, pastoral and Chaplaincy support</u> 1) Are there adequate arrangements and resources in place which provide pastoral care and support as required by Radley? 2) Does Radley have chaplaincy provision? 3) Are there adequate monitoring arrangements to ensure that this support is effective and supports Radley's welfare and equality policies? | Yes Yes Yes | |
| 5 | <u>Speakers</u> 1) Is there an effective policy/framework for managing speaker requests? 2) Is it well communicated to staff/students and complied with? | Yes Yes | |
| 6 | <u>Safety Online</u> 1) Does the institution have a policy relating to the use of IT? 2) Does the institution employ filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material? | Yes Yes | Use of IT Policy |

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| 7 | <u>Campus Security</u> <ol style="list-style-type: none"> 1) Are there effective arrangements in place to manage access to the campus by visitors and non-students/staff? 2) Is there a policy regarding the wearing of ID for visitors on campus? Is it enforced? | Yes Yes Yes | |
| 8 | <u>Safeguarding</u> <ol style="list-style-type: none"> 1) Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies? 2) Do Safeguarding and welfare staff receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism? 3) Does the institution utilise Channel as a support mechanism in cases of radicalisation and extremism? | Yes Yes Yes | Safeguarding Policy |
| 9 | <u>Communications</u> <ol style="list-style-type: none"> 1) Is the institution Prevent Lead and their role widely known across the institution? 2) Are staff and students made aware of the Prevent Duty, current risks and appropriate activities in this area? | Yes Yes | Safeguarding Policy |