

St Bede's School

Policy for Preventing Extremism and Radicalisation

1 Introduction

- 1.1 St Bede's School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All staff and volunteers working here should recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.
- 1.2 Under the Counter Terrorism and Security Act 2015 the school also has a statutory duty to have due regard to the need to prevent people from being drawn into terrorism.
- 1.3 This policy is one element within our overall school arrangements to safeguard and promote the welfare of all children in line with our statutory duties and should be read in conjunction with our Policy for Safeguarding incorporating Child Protection.
- 1.4 This Policy also draws upon the guidance contained in the "Staffordshire SSCB Procedures" and DfE Guidance "Keeping Children Safe in Education (May/September 2016)"; and specifically DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and Peter Clarke's Report of July 2014 .

2 School Ethos and Practice

- 2.1 When operating this policy St Bede's School uses the following accepted Governmental definition of extremism which is:
 - '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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.
- 2.2 There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or other adults, or external sources - school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.
- 2.3 As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.
- 2.4 Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

- 2.5 Therefore we will provide a broad and balanced curriculum, delivered by skilled professionals, so that pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.
- 2.6 Furthermore we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.
- 2.7 Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with appropriate policies. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether a Prohibition Order is warranted.
- 2.8 As part of wider safeguarding responsibilities school staff will be alert to:
- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups.
 - Graffiti symbols, writing or art work promoting extremist messages or images
 - Pupils accessing extremist material online, including through social networking sites
 - Parental reports of changes in behaviour, friendship or actions and requests for assistance
 - Local schools, local authority services, and police reports of issues affecting pupils in other schools or settings
 - Pupils voicing opinions drawn from extremist ideologies and narratives
 - Use of extremist or 'hate' terms to exclude others or incite violence
 - Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
 - Attempts to impose extremist views or practices on others
 - Anti-Western or Anti-British views
- 2.9 Our school will closely follow any locally agreed procedure as set out by Staffordshire Safeguarding Children Board's (SSCB) agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

3 Teaching Approaches

- 3.1 We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences.
- 3.2 We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it
- 3.3 We will be flexible enough to adapt our teaching approaches, as appropriate, as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will follow the three broad categories of:
- Making a connection with young people using a pupil centred approach
 - Facilitating a 'safe space' for dialogue
 - Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience
- 3.4 Therefore this approach will be embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism

and radicalisation. This will work in conjunction with our schools approach to the spiritual, moral, social and cultural development of pupils.

- 3.5 Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:
- Citizenship programmes
 - Open discussion and debate including focussed educational programmes
 - Work on anti-violence and a restorative approach addressed throughout the curriculum
- 3.6 We will also work with families and communities in our efforts to ensure our school understands and embraces our local and wider context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our safeguarding responsibilities and, where we believe a pupil is being directly affected by extremist materials or influences, we will ensure that that pupil is offered mentoring. Additionally in such instances our school will seek external support from Staffordshire County Council and other partnership structures working to prevent extremism.
- 3.7 We will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

4 Use of External Agencies and Speakers

- 4.1 At St Bede's School we encourage the use of external agencies or speakers to enrich the experiences of our pupils. However, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to pupils.
- 4.2 Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:
- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
 - Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies
 - Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication
 - Activities are matched to the needs of pupils
 - Activities are carefully evaluated by schools to ensure that they are effective
- 4.3 We recognise, however, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.
- 4.4 Therefore by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

5 Referring Concerns

- 5.1 Where there are concerns of extremism or radicalisation parents, pupils and staff will be encouraged to make use of our internal systems to raise any issue in confidence with senior management.
- 5.2 With due regard for Keeping Children Safe in Education (May/September 2016), a member of the SMT will discuss concerns about radicalisation with a child's parents unless doing so would put the child at risk.
- 5.3 Our lead person for Prevent is the Designated Safeguarding Lead who would normally be the first point of contact should there be concerns. If for any reason this creates a difficulty for the referrer, they can contact the Local Authority 'Prevent' co-ordinator, First Response Team, Education Safeguarding Advice Service or Ofsted depending on the level of concern. Contact details for these agencies can be found at the end of this policy document.
- 5.4 If a member of staff refers a child to Channel (see 12.1) they may be asked to attend a Channel panel to discuss the individual and the circumstances.
- 5.5 Staff should refer to the Whistleblowing Policy under which they are entitled to employment protection for raising genuine concerns outside of the school environment.

6 Child Protection

- 6.1 Please refer to our Policy for Safeguarding incorporating Child Protection for the full procedural framework.
- 6.2 Staff will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be instances where a child or children may be at direct risk of harm or neglect. For example; due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm.
- 6.3 Therefore all adults working at St Bede's School (including visiting staff, volunteers, contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead or Headmaster who will make a referral to children's social care or the Staffordshire Prevent team when appropriate. St Bede's School acknowledges its duty to put into place procedures and protection protocols to ensure visiting speakers are suitably supervised with due regard to the Prevent strategy. Speakers will not be left alone with children and we will make and record background checks as appropriate.
- 6.4 The Designated Safeguarding Lead is the focus person for school staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies.
- 6.5 In line with Recommendation 2 of Peter Clarke's Report; the role of our Designated Safeguarding Lead will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

7 Training

- 7.1 All staff, including temporary staff, and volunteers will receive an induction in regard to our safeguarding policy and procedures. This will include information and guidance about our duty to prevent people from being drawn into terrorism.
- 7.2 Whole school in-service training in regard to safeguarding and child protection will be organised for staff, governors and volunteers regularly with yearly updates and will comply with the prevailing arrangements approved by Staffordshire Safeguarding Children Board and will, in part, include awareness raising on extremism and radicalisation and its safeguarding implications.

- 7.3 The Designated Safeguarding Lead will attend appropriate and relevant training courses in regard to safeguarding children, including the appropriate inter-agency training organised by the Staffordshire Safeguarding Children Board at least every two years. This will include accessing future training on extremism and radicalisation and its safeguarding implications. The Designated Safeguarding Lead will ensure that all adults working in the school receive appropriate levels of training, guidance and support in regard to safeguarding children from extremism and radicalisation.

8 Recruitment and staff conduct

- 8.1 The arrangements for recruiting all staff, permanent and volunteers, to our school will follow guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks. We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement.
- 8.2 We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence. Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.
- 8.3 Referrals to the Staffordshire LADO service will be made when appropriate as per statutory guidance and our safeguarding policy and procedures.

9 Role of Proprietors/Directors

- 9.1 The Proprietors/Directors of St Bede's School will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities including their safeguarding duties. They will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.
- 9.2 They may amend policy and procedures in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

10 Contact details

- First Response Team (re concerns that an identified Staffordshire child or children are at risk or LADO referrals) 0800 1313 126
- Emergency Duty Service (children's social care) 0845 6042 886
- Staffordshire Prevent Team: Tel: 01785 238239 or 01785 233109
Email: prevent@staffordshire.pnn.police.uk
Education Safeguarding Advice Service (Staffordshire) – 01785 895836

11 References

- Staffordshire Safeguarding Children Board procedures can be found on: www.staffsscb.org.uk
- Prevent Duty Guidance: <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

12 FAQ

12.1 What do I do if I have concerns about an individual in relation to extremism/radicalisation?

- If you have concern about an individual in relation to extremism or radicalisation, you can refer to the Prevent Team. They will be able to offer appropriate advice and guidance and will refer into the Channel process, if required.
- **Prevent Co-ordinator**
 - Tel: 01785 232054
 - Email: Calum.Forsyth@staffordshire.pnn.police.uk
- **Prevent Team**
 - Tel: 01785 238239 or 01785 233109
 - Email: prevent@staffordshire.pnn.police.uk

12.1 What is Channel?

- Channel is a key element of the Prevent Strategy. It is a multi-agency approach to protect people at risk of radicalisation. Channel uses existing collaboration between local authorities, statutory partners, the police and the local community to identify individuals at risk of being drawn into terrorism, assess the nature and extent of that risk and develop the most appropriate support for the individuals concerned.
- More information about Channel can be found at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118194/channel-guidance.pdf

12.2 What happens once I have raised a concern about an individual with the Prevent Team?

- Prevent Team Officers would liaise with you to discuss your concerns. They would complete a vulnerability assessment for the individual (either by engaging directly with them or based on information given by the referrer, depending on the circumstances).
- Information would then be used to make a decision as to whether the case needed to be discussed at the next Channel meeting, where the assessment is discussed and agencies are invited to contribute any shared knowledge about the individual from their own area of business. The vulnerability assessment scoring is also discussed and a decision made about how to ensure the most suitable outcomes for the individual are achieved. If the case is not accepted into the Channel process at this stage, it will be referred back to the Case Management process, where appropriate alternative support and engagement for the individual will be identified.
- If an individual who has been referred to Channel is the subject of an existing statutory process (for example, child protection processes) the Prevent Team would endeavour to contribute to the statutory process along with the other key partners who were working together to achieve the best outcomes for the individual concerned.
- The person making the referral will be kept informed and, in many cases, would be involved in decision-making going forward.