

Preventing Extremism and Radicalisation Policy Scotholme School

*‘Providing Pupils with
firm foundation whilst
developing their
uniqueness and allowing
them to shine’*



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Introduction

The SHINE Multi Academy Trust and its family of schools are committed to providing a secure environment for students, where children feel safe and are kept safe. All adults within SHINE 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.

When operating this policy, SHINE MAT uses the following accepted government definition of extremism, as outlined in the Prevent Duty June 2015, 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'

We recognise that extremism and radicalisation can arise from many influences. There is no place for extremist views of any kind in any of our schools, whether from internal sources — students, staff or governors or external sources - school community, external agencies or individuals. We want our students to feel confident that the schools within the SHINE MAT are as safe places where they can explore controversial issues safely and where our teachers encourage and facilitate this — we have a duty to ensure this happens.

As a Trust, 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 students.

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 limit 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.

Therefore in the SHINE Trust, we will provide a broad and balanced curriculum, delivered by qualified professionals so that our students are enriched, understand and become tolerant of difference and diversity and ensure that they thrive, feel valued and are not marginalised.

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 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 where appropriate dealt with in line with our Behaviour Policy, Child Protection/Safeguarding Policy, our Take Care Charter and Teacher Standards. Where misconduct by a teacher is proven, the matter will be referred to the relevant authorities for their consideration, as to whether a Prohibition Order is warranted.

Main Policy Aims

The main aims of this policy statement are to ensure that:-

- Staff are fully engaged in being vigilant about radicalisation
- Staff overcome professional disbelief that such issues will not happen here
- Staff work alongside other professional bodies and agencies to ensure that our pupils are safe from harm

Principle Objectives

The principle objectives are:-

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, teaching assistants and non-teaching staff will know what the SHINE Trust policy is on anti-radicalisation and extremism and will follow the policy when issues arise.
- All governors, teachers, teaching assistants and non-teaching staff will receive regular training in such areas and keep up to date with issues, both locally and nationally.
- All parents and pupils will know that the Trust has policies in place to keep pupils safe from harm and that the family of schools regularly reviews its systems to ensure they are appropriate and effective.
- Pupils are encouraged to adopt and live out the key "British Values" of tolerance, respect, understanding, compassion and harmonious living.
- Pupils are helped to understand the importance of democracy and freedom of speech
- Pupils are taught how to keep themselves safe, in school and when using the internet.
- Pupils participate in local community events so that they appreciate and value their neighbours and friends with whom they may not share their faith background.
- Pupil's wellbeing, confidence and resilience is promoted through our planned curriculum and out of hours learning opportunities.
- Pupils are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others.

The Office for Security & Counter Terrorism works to counter the threat from terrorism and their work is detailed in the Counter Terrorism Strategy. This strategy is based upon four 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

Definitions:

Radicalisation - is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economical or social conditions, institutions or habits of mind

Extremism - is defined as the holding of extreme political or religious views.

Potential warning signs of extremist behaviour and radicalisation

As part of wider safeguarding responsibilities, the SHINE MAT staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out;
- Graffiti, writing, art work or tattoos promoting extremist messages or images;
- Students 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 students in other schools or settings;
- Students 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.

Indicators of vulnerability to radicalisation

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.

Indicators of vulnerability include:

- **Identity Crisis** - the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- **Personal Crisis** - the student 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'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 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** - students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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.

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;
- Significant changes to appearance and/or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Promoting Core British Values

At the SHINE Multi Academy Trust, we have determined "British Values" to be:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

As a Trust, we aim to develop and nurture these in each school by:

- Planning an engaging assembly programme with core ethical values and beliefs at its heart.
- A well-structured PSHE scheme covering Citizenship and British Values.
- An effective Religious Education scheme.
- An effective and well-managed student voice/school council enabling students to actively participate in the democratic process.
- A broad and balanced curriculum that addresses many of these core values across a range of subject areas.
- Having a clearly communicated and consistently applied Behaviour Policy so that students understand what is expected of them and the consequences of both meeting and failing to meet these expectations.
- Adopting restorative approaches, where possible, to resolve any difficulties between members of our school community.
- Having a rigorous commitment to student safety (for example: Child Protection/Safeguarding procedures, Health and Safety procedures, Take Care Charter and Teacher Standards).

Teaching Approaches - Building Resilience

In the Trust, we will strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches some children may experience elsewhere, may make it harder for them to challenge or question these radical influences. Across our schools this will be achieved by good teaching, including via PSHE policies and scheme. We will adopt the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011 and

Promoting fundamental British values as part of SMSC in schools - Departmental advice for maintained schools, 1 November 2014.

We will ensure that all of our teaching approaches help pupils to 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.

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues and be relevant to the current issues and insight into extremism and radicalisation. In doing so, we will apply the 'key ingredients' see Appendix 1 and we will apply the methodologies set out in that document following 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

Therefore this approach will be embedded within the ethos of the Trust 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 approach to the spiritual, moral, social and cultural development of pupils as defined in OfSTED's School Inspection Handbook September 2016 and will include the use of assemblies to help further promote this rounded development of our pupils.

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 may include:

- Citizenship programmes
- Open discussion and debate
- P4C
- Work on anti-violence and a restorative approach addressed throughout the curriculum
- Focussed educational programmes e.g. Life Education Bus, DARE, Great Project

We will also work with local partners, families and communities in our efforts to ensure our school community understands and embraces the local context and our values in challenging extremist views, to assist in the broadening of our pupil's experiences and horizons. We will help support pupils who may be vulnerable to adverse influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that pupil is safeguarded, supported and offered mentoring intervention. Additionally in such instances, the Trust members will seek external support from their Local Authority and/or local partnership structures working to prevent extremism.

Through these measures, 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.

Use of External Agencies and Speakers

At the SHINE MAT, we encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively vet and risk assess those external agencies, individuals or speakers whom 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 are inconsistent with or are in complete opposition to the Trust's values and ethos and our duties in regard to this and our Safeguarding policy. We must be aware and clear of the benefit to pupils through such activity.

Our family of schools will assess the suitability and effectiveness of inputs from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the Trust 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 well-managed, fully supervised and subject to robust safeguarding procedures.
- Activities are matched to the needs of pupils
- Activities are carefully evaluated by schools to ensure that they are effective

The ethos of our Trust is to encourage pupils to understand diverse views and ideologies appropriate to their age, understanding and abilities; be able to actively engage in informed debate and therefore we may appropriately permit the use external agencies or speakers to facilitate and support this.

Thus 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 to themselves or their peers, where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate as part of a wider community.

Referring Concerns

The Trust requires each school to identify a Prevent Single Point of Contact (SPOC) who 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 this section. More often than not, the SPOC will be an extended role of the school's DSL, as recommended by Recommendation 2 of the Peter Clarke's report.

Staff within the Trust will be alert to the fact that extremism and radicalisation is a safeguarding issue and there may be some instances where a child or children may be at direct risk of harm or neglect. For example, this could be 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.

Therefore, all adults working within the Trust (including visiting staff, volunteers, contractors etc) are required to report instances where they believe a child may be at risk of extremism and radicalisation to the SINGLE POINT OF CONTACT (SPOC) or in the absence of the SPOC, a Child Protection Officer or the Head teacher immediately, following the school's normal procedures outlined in the SHINE Child Protection/Safeguarding Policy.

The Single Point of Contact (SPOC) is responsible for:

1. Ensuring that staff of the school are aware that of the role of the SPOC in relation to protecting students from radicalisation and involvement in terrorism;
2. Maintaining and applying a good understanding of the relevant guidance in relation to preventing students from becoming involved in terrorism and protecting them from radicalisation, by those who support terrorism or forms of extremism which lead to terrorism;
3. Raising awareness about the role and responsibilities of each school in relation to protecting students from radicalisation and involvement in terrorism;
4. Monitoring the effect in practice of the school's PSHE scheme, Religious Education curriculum and assembly programme to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
5. Raising awareness within the school about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;
6. Acting as the first point of contact within the school for professional discussions relating to students who may be at risk of radicalisation or involved in terrorism;
7. Making appropriate referrals to the Channel Police Practitioner and sharing any relevant additional information in a timely manner.

All SPOCs must have undergone WRAP Prevent Training.

In the event any member of staff becomes aware of a concern outside of normal school hours and is unable to contact the SPOC, Head teacher or additional Child Protection Officers then the following options can be used:

Contacting the local Police by dialling 101 (the non-emergency number) and requesting to speak to the Prevent Team. They can talk to you in confidence about your concerns and help you gain access to support and advice.

If a child is in immediate danger, please call the Police using the emergency 999 number.

Referrals can be made to the Channel Police Practitioner for local Police force.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

Details of the named people for each school will follow in Appendix 2.
Appendix 3 details the Referral Pathway and Appendix 4 details the Channel Process.

Training

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.

Whole school in-service training in regard to the Prevent Duty and Preventing Radicalisation and Extremism will be delivered at least every two years with staff being updated regularly on any issues and concerns. in-between.

The SPOC/DSL will attend appropriate and relevant training courses/networks in regard to safeguarding children, including the appropriate inter-agency training organised by the local multi agency safeguarding arrangements at least every two years. This will include accessing 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 on recorded regular basis.

Role of Governing Body/Board of Trustees

The Governing Body of each School and the Board Members of the Trust will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors/Trustees, including their statutory safeguarding duties.

The Governing Body of each school and Board Members of the Trust will support the ethos and values of Trust and will support the schools in tackling extremism and radicalisation.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, September 2018' the Governing Body/Trustees will challenge the school's senior leadership team/CEO on the delivery of this policy and monitor its effectiveness.

Risk Reduction

The school governors, the Head teacher and SPOC 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 curriculum, key policies (inc. Behaviour and E-Safety), the assembly programme, visiting speakers, the use of school premises by external agencies, and any other issues specific to the school's community and ethos.

A risk assessment can be viewed in Appendix 5.

The school will screen staff, visitors and volunteers to ensure that they will not deliver messages of extremism or radicalisation.

This risk assessment will be reviewed as part of the annual report to governors.

Whistle blowing

Where there are concerns that the school is not acting on or dealing with incidents of extremism or radicalisation - students, staff and governors are encouraged to make use of our internal systems to whistle blow or raise any issue in confidence.

They must inform the Head teacher straight away (or if it relates to the Head teacher inform the Chair of Governors or the CEO of the Trust).

Links to other Policies

The SHINE Multi Academy Trust Preventing Extremism and Radicalisation policy statement links to the following policies:-

[Child Protection and Safeguarding Policy](#)

Equality and Diversity Policy

[Behaviour Policy](#)

[Online safety Policy](#)

[Whistle blowing Policy](#)

PSHE Policy

RE Policy

This policy draws upon guidance contained in:

Counter Terrorism and Security Act 2015

Keeping Children Safe in Education 2018

Prevent Duty 2015

Prevent Resources Guide

OFSTED School Inspection Handbook 2016

Tackling Extremism in the UK

DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People"

Peter Clarke's Report of July 2014

Local Multi Agency Safeguarding Arrangements for each authority represented

Review

Governors/Trustees will review this policy and risk assessment annually. However, safeguarding data and any key incidents will be discussed with governors at each local governing body meeting.