

Preventing Radicalisation and Extremism Policy



Formby High School
Determined To Achieve

Preventing Extremism and Radicalisation Safeguarding Policy

Policy Statements

Formby High School adopts the following accepted Government 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.'

- There is no place for extremist views of any kind in our school.
- We have a duty to ensure students view school as a place where they can explore controversial issues safely and where our teachers encourage and facilitate this.
- We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so are addressed as a safeguarding concern.
- We provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity.
- We seek to ensure that all students thrive, feel valued and not marginalised.
- 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.
- 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 and Discipline Policy for students and the Code of Conduct for staff.
- By adhering to safer recruitment best practice and by ensuring that there is an on-going culture of vigilance within our school we will minimise the opportunities for extremist views to prevail.

Links to Other Documents

This policy has been written using the following safeguarding legislation and guidance:

- DfE guidance *'Keeping Children Safe in Education'* (March 2015) updated September 2016
- DfE resources *'Learning Together to be Safe'*, *'Prevent: Resources Guide'*, *'Tackling Extremism in the UK'*
- DfE guidance *'Teaching Approaches that help Build Resilience to Extremism among Young People'*
- Peter Clarke's *'Report into allegations concerning Birmingham schools arising from the 'Trojan Horse' letter'* (July 2014)
- DfE guidance *'How social media is used to encourage travel to Syria and Iraq'* (July 2015)
- DfE guidance *'The Prevent Duty departmental advice for schools and childcare providers'* (June 2015) updated August 2015

Definitions

- **Extremism** is more than simply stubbornness in one's views or general intolerance of others. It involves holding views which are considered by equals, peers and society as being beyond collective norms and at odds with core beliefs of the whole. Extremism can relate to a number of different subjects from gender relations to politics, and does not necessarily result in violence. In a national context in the UK, extremist views may include those which are directly opposed to values such as democracy, mutual tolerance, individual liberty and the rule of law.
- **Violent extremism** is related to terrorism, which is 'at the extreme end of an extreme position, using fear and violence to achieve political ends'. It describes the attitudes, beliefs and actions that condone violence as a means of political end. This includes views that:
 - Foment, justify or glorify terrorist violence in furtherance of particular beliefs
 - Seek to provoke others to terrorist acts
 - Foment other serious criminal activity or seek to provoke others to serious criminal acts
 - Foster hatred intended to cause violence between communities in the UK

- **Radicalisation** is the process by which people adopt an extreme position in terms of politics and religion, a violent extremist ideology, or move to violent action in support of their beliefs.
- **PREVENT** is one of the four components that make up the Home Office counter-terrorism strategy. Its aim is to 'stop people from becoming terrorists or supporting violent extremism' through:
 - Challenging violent extremist ideology
 - Disrupting those who promote violent extremism
 - Supporting vulnerable individuals
 - Increasing the resilience of communities to violent extremism
 - Addressing the grievances that ideologues are exploiting
- **Critical thinking** refers to the ability to analyse and evaluate information and arguments. It is not necessarily negative, but focused on questioning assumptions and values that underpin statements and conclusions with a view to assessing their validity.
- **Resilience** is, broadly, 'the ability to 'bounce back' from adversity'. It is used by educationalists and mental health professionals (among others) to describe a process in which people can overcome or resist negative influences that block (for instance) emotional well-being and / or achievement.
- **CHANNEL** is a programme developed by the Government to provide support to people at risk of being drawn into violent extremism. A local panel meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence. The CHANNEL Panel meets when a referral has been made. Referrals should ordinarily be made by the Designated Safeguarding Lead although it may be appropriate for another member of staff to make a referral.

Roles and Responsibilities

The Role of the Governing Body:

- To undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.
- To support the ethos and values of our school and support the school in tackling extremism and radicalisation.
- In line with Recommendation 13 of [Peter Clarke's report](#), details of our Governing Body will be published on our school website to promote transparency.
- In line with the provisions set out in the DfE guidance '*Keeping Children Safe in Education*', to challenge the school's Senior Leadership Team on the delivery of this policy and monitor its effectiveness.
- To review this policy regularly (every two years) and amend it outside of this timeframe 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 at Formby High School.

The Role of the Headteacher:

- To ensure the role of the Designated Safeguarding Lead (DSL) includes the responsibility to deliver the PREVENT strategy and sufficient training and time are provided to enable him/her to carry out the role.
- To ensure that students are provided with opportunities to learn about radicalisation and extremism and develop resilience.
- To ensure the school upholds and actively promotes British values.
- To provide regular feedback to the Governing Body on the implementation of this policy.
- To ensure all educational visits are fully risk assessed for terror threats.

The Role of the Designated Safeguarding Lead:

- To be the focus person and local 'expert' for school staff and others who may have concerns about an individual child's safety or well-being and the first point of contact for external agencies.
- To be responsible for the PREVENT strand of the Government's counter-terrorism strategy.

- To provide necessary training and updates to school staff, Governors and volunteers.

The Role of All Staff and Volunteers:

- To undertake training as required on a regular basis.
- To raise any concerns regarding a student or colleague in accordance with the School's child protection procedures.

Procedures and Practices

The school will ensure the Government's PREVENT strategy is enforced through:

- Challenging violent extremist ideology
- Disrupting those who promote violent extremism
- Supporting vulnerable individuals
- Increasing the resilience of our school community to violent extremism
- Addressing the grievances that ideologues are exploiting

More specifically, and as part of wider safeguarding responsibilities, school 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 symbols, writing or art work 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 and police reports of issues that may affect our students.
- 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 Equal Opportunities 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.

In the event of concerns about a person becoming radicalised consideration will be given to using the Local Safeguarding Children Board's CHANNEL process.

Risk Assessment

- The school closely monitors student intake to risk assess the risk of children being drawn into terrorism, including support for extremist ideas.
- Within this local context we seek to ensure staff understand the risks, especially the increased risk of online radicalisation
- Through the risk assessment process the school recognises that children at risk of radicalisation may display different signs or seek to hide their views.

Staff Misconduct

- Where misconduct by a teacher is alleged it will be managed through the Staff Discipline Policy and the matter may be referred to the National College for Teaching and Leadership for their consideration.

Teaching Approaches

- We strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered.
- We will ensure that our teaching approaches help students to build resilience to extremism and give students 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 and adapt our teaching approaches, as appropriate, so as to address specific issues relevant to the current issues of extremism and radicalisation.

Curriculum

- Our goal is to build mutual respect and understanding and to promote the use of dialogue as a form of conflict resolution. We will achieve this by using a curriculum that includes:
 - An effective PSHEE and Citizenship programme
 - Open discussion and debate
 - The promotion of anti-violence and restorative approaches
- We will offer a broad and balanced curriculum that promotes 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 students to respect one another and to respect and tolerate difference, especially those of a different faith or no faith, preparing them for life in modern multi-cultural Britain.

Use of External Agencies and Speakers

- We encourage the use of external agencies or speakers to enrich the experiences of our students.
- We will positively vet external agencies, individuals or speakers to ensure that we do not unwittingly use agencies that are inconsistent with or are in opposition to the School's values and ethos.
- We will assess the suitability and effectiveness of input from external agencies or individuals to ensure that any messages communicated to students do not marginalise any communities, groups or individuals, and do not seek to glorify criminal activity or violent extremism or seek to radicalise students.

Child Protection

- Staff at Formby High School will be alert to the fact that extremism and radicalisation are safeguarding issues and there may be some instances where a child or children may be at direct risk of harm or neglect.
- All adults working at our school (including visiting staff, volunteers, contractors and trainee teachers) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead or Headteacher, using the procedures outlined in the Child Protection Policy.

Training

- Training on extremism and radicalisation, including its safeguarding implications, will be organised for staff and Governors at least every three years. It will comply with the prevailing arrangements agreed by the Local Authority and the Local Safeguarding Children Board.
- The DSL or Deputy DSLs will attend training courses as necessary at least every two years.

Safer Recruitment

- The arrangements for recruiting all staff, permanent and volunteers, to Formby High School will follow guidance for safer recruitment best practice in an education setting.