



Preventing Extremism and Radicalisation Policy

Policy title	Preventing Extremism and Radicalisation Policy
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1. Aims

Bridgnorth Endowed School is committed to providing a secure environment for students, where children feel safe and are kept safe. All adults at Bridgnorth Endowed School 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.

The main aims of this policy statement are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm. The principal 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.
- All Staff and Governors will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise.
- All parents 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.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to Bridgnorth Endowed School’s delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004. This Preventing Extremism and Radicalisation Policy is one element within our overall school arrangements to Safeguard and Promote Welfare of all

children in line with our statutory duties set out at S175 of the Education Act 2002 (s157 of the Education Act 2002) and the Counterterrorism and Security Act 2015.

Our school's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in DfE Guidance "Keeping Children Safe in Education 2023"; and specifically:

Prevent duty guidance-Home Office guidance

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

- Prevent duty: additional advice for schools and childcare providers – DfE advice

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

- Educate Against Hate website - DfE and Home Office advice

<https://educateagainsthate.com/>

- *Extremism* is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

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

- *Terrorism* is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

2. School Ethos and Practice

There is no place for extremist views of any kind in our school, whether from internal sources – students, staff or governors, or external sources – school community, external agencies, or individuals. Our students 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.

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 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.

3. Risk Assessment

We should be aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, we should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views.

School staff should use their professional judgment in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

Procedures are in place for protecting children at risk of radicalisation. These procedures are set out in existing safeguarding policies.

Lettings are vetted and monitored by the Director of Business & Finance, who is directly line-managed by the Headteacher.

4. Procedure for referrals

Staff are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and to refer any concerns through the appropriate channels (currently via the Designated Safeguarding Lead or Headteacher).

We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital, and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practice.

The Designated Lead for Child Protection and Safeguarding (Assistant Head) Headteacher and deputies will deal swiftly with any referrals made by staff or with concerns reported by staff.

The DSL will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed.

Channel referrals will be discussed by the school Safeguarding Team if appropriate and in accordance with government guidelines.

We/you may contact our local police force or dial 101 (the non-emergency number).

They can talk to you in confidence about your concerns and help you gain access to support and advice.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable you to raise concerns relating to extremism directly. 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.

5. Working in partnership

The Prevent duty builds on existing local partnership arrangements:

- Local Safeguarding Children Boards (LSCBs) are responsible for co-ordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area.
- Local authorities are vital to all aspects of Prevent work.
- Working in conjunction with other partners, in particular the police and civil society organisations, may be able to provide advice and support.
- Effective engagement with parents / the family is also important as they are in a key position to spot signs of radicalisation. We would look to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

6. The role of the curriculum

Our curriculum promotes respect, tolerance, and diversity. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Children 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 PSHE (Personal, Social and Health Education), RSE SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum and underpins the ethos of the school. Teaching the schools' core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just, and civil society. Children are regularly taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

7. Staff training

The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

- Key staff have received special individual training in accordance with their role in school.
- All our - Teaching and Associate Staff receive training on Prevent as part of Staff training. All new staff who join the school will receive this during induction.

8. IT policies

The statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

- We ensure that suitable filtering and monitoring systems are in place and any concerns are alerted to the Headteacher.
- Internet safety is integral to our IT curriculum and is also be embedded in SMSC.

9. Building children's resilience to radicalisation

Schools of all kinds can play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way. We believe that we can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making.

Schools can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. These are important for reasons which go far beyond Prevent but they connect to the Prevent agenda.

We promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values. This is effective in providing pupils with time to explore sensitive or controversial issues and equipping them with the knowledge and skills to understand and manage difficult situations. The subject teaches pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. Through a robust tutor system that teaches the key principals of the British Values we encourage our students to exude those ideologies in their day-to-day life.

In accordance with the government guidelines surrounding the statutory teaching of relationships, as part of our PSHE/RSE programme we explore the issues of radicalisation and extremism as part of the work we do on healthy and non-healthy relationships.

10. Role of the Governing Body

The Governing Body of our School will 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. The Governing Body will support the ethos and values of our school and will support the school in tackling extremism and radicalisation. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education 2023' the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

11. Equality and Diversity

All developments are intended to ensure that no-one is treated in any way less favourably on the grounds of race, colour, national or ethnic or social origin, race, disability, gender, sexual orientation, gender reassignment, marriage & civil partnership, pregnancy & maternity, age, religion/ belief, or political/ other personal beliefs.

12. Related Policies

Child Protection & Safeguarding Policy