
SAINT NICHOLAS SCHOOL

PREVENTING EXTREMISM AND RADICALISATION POLICY

Note: This policy applies to all sections of the school including EYFS

Reviewed April 2016

Review Date April 2017

1. INTRODUCTION

Saint Nicholas School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. The Proprietors, Governors and all staff recognise that safeguarding is everyone's responsibility irrespective of their role or whether their role has direct contact or responsibility for children or not.

From 1 July 2015 all schools are subject to a duty under the Counter-Terrorism and Security Act 2015, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It is essential therefore that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Schools can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.

The Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, schools should provide a safe space in which pupils and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes

- DfE guidance: Keeping Children Safe in Education 2015 (KCSIE) Working Together to Safeguard Children 2015 (WTSC) The Prevent Duty (2015)
- Teaching approaches that help build resilience to extremism among young people' (2011)

When operating this policy we use will the statutory guidance definition of extremism:

'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'.

The full Government Prevent Strategy can be viewed at

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/pr_eventstrategy-review.pdf

2. SCHOOL ETHOS AND PRACTICE

At Saint Nicholas 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. We also recognise that if we fail to challenge extremist views, we are failing to protect our pupils.

There is no place for extremist views of any kind in our school, whether from internal sources –pupils, staff or governors, or external sources - school community, external agencies or individuals. Pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this. 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.

At Saint Nicholas School we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of differences and diversity and also to ensure that they thrive, feel valued and are not marginalized.

We are also aware that young people can be exposed to extremist influences or prejudiced views from an early age and from a variety of sources including via the internet. At times pupils 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 pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for pupils and the Code of Conduct for staff.

3. RISK ASSESSMENTS

In line with Prevent Guidance (DfE 2015) we will assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology as part of the Risk Assessment Policy.

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, especially where pupils have not actively sought these out.
- 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 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

We will follow any locally agreed procedure as set out by the Local Authority Safeguarding Team's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

In the event of concerns about a person becoming radicalised, consideration will be given to using the Channel Programme. Channel is part of the government's Prevent Strategy and focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned about an individual. An individual's engagement with the programme is entirely voluntary at all stages.

4. TEACHING APPROACHES

We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

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 children may experience elsewhere may make it harder for them to challenge or question these radical influences.

This will be achieved by good teaching, primarily via PSHE. 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.

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 approach to the spiritual, moral, social and cultural development of pupils 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 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. Our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

5. USE OF EXTERNAL AGENCIES AND SPEAKERS

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 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 all pupils.

6. WORKING IN PARTNERSHIP

We will work with our families and communities to ensure we understand and embrace our local 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 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 offered mentoring. Additionally in such instances our school will seek external support from the Local Authority.

7. WHISTLE BLOWING

Where there are concerns of extremism or radicalisation Pupils and Staff will be encouraged to make use of our internal systems to raise any issue in confidence. Please also refer to School Whistle Blowing Policy.

8. CHILD PROTECTION

Please refer to our Child Protection Policy for detailed information on our procedures for Child Protection.

Saint Nicholas School Staff will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue 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. (These examples are for illustration and are not definitive or exhaustive) Therefore all adults working at our 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 the Head.

8.1 Role of the Designated Safeguarding Lead

The role of the 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.

8.2 Training

Training on Safeguarding and Child Protection is organised for staff and governors at least every three years and this will include training on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead will attend training at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

In addition, all members of the senior leadership team and the Safeguarding Governor undertake a certificated, on-line General Awareness training module.

(http://course.ncalt.com/Channel_General_Awareness/01/index.html)

8.3 Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow 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 be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our school's 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 on-going culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

8.4 Role of Governing Body

The Governing Body 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 school in tackling extremism and radicalisation.

In line with the 'Keeping Children Safe in Education, (DfE 2015), the Governing Body will challenge the school's senior leadership team on the delivery of this policy and monitor its effectiveness.