

The
Hawthorns
Primary School

Preventing Extremism and Radicalisation
Prevent Policy

Agreed and Adopted by the Governing Body on :...May 2020

Signed : ... J Shepherd... ..

The policy will be formally reviewed on: May 2021.....

Introduction

The Hawthorns Primary School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults in our 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.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to our school's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004¹.

This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall school arrangements to Safeguard and Promote the 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.)

Our school's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the "London Child Protection Procedures" and DfE Guidance "Keeping Children Safe in Education, 2014"; 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.

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

See Appendix 3. For WBC Prevent Guidance.

¹ the physical, mental health and emotional well-being of children; the protection of children from harm and neglect; the education, training and recreation of children; the contribution made by them to society; and their social and economic well-being.

School Ethos and Practice

When operating this policy we use 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'.

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. 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.

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.

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.

We therefore will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understands and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

We are also 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.

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 and Discipline Policy for pupils and the Code of Conduct for staff.

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 to a Prohibition Order is warranted.

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
- Partner 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

Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or our Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

See Appendix 2 for further parental support.

Teaching Approaches

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. In our school this will be achieved by good teaching, primarily via PSHE but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

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 skill. We will ensure that all of our staff are equipped to recognize 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 so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success as set out in the Table at Page 15 of that document, 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 through good [teaching] design and a pupil centred approach.
- Facilitating a 'safe space' for dialogue, and
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

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 as defined in OfSTED's School Inspection Handbook and will include the sound 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 includes:

- Citizenship programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout curriculum
- Focussed educational programmes

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces 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 and/or local partnership structures working to prevent extremism.

At our school 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

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. To do this we will use Wokingham Borough Councils guidance for Managing the Work of External Agencies and or our local school procedures.

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 all pupils.

Our school will therefore 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

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.

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.

Whistle Blowing

Where there are concerns of extremism or radicalisation Pupils and Staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence.

Child Protection

Please refer to our Safeguarding Policy for the full procedural framework on our Child Protection duties.

Staff at our school 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 Headteacher.

Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead is: Carolyn Hare, Deputy Head teacher

The Deputy Designated Safeguarding Lead is: **Raha Razeghi-Headteacher/**

The Designated Safeguarding Lead works in line with the responsibilities as set out at Annex B of the DfE Guidance 'Keeping Children Safe in Education'.

The Designated Safeguarding Lead is 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 is the first point of contact for external agencies

In line with Recommendation 2 of Peter Clarke's Report; In The Hawthorns Primary School 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.

Training

Whole school in-service training on Safeguarding and Child Protection will be organised for staff and governors at least every three years and will comply with the prevailing arrangements agreed by the Local Authority and the Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Lead will attend training courses as necessary and the appropriate inter-agency training organised by the Safeguarding Children Board at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow LA 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. 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.

Role of 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 of our school will support the ethos and values of our school and will 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, 2014' the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy regularly (every year) and may amend and adopt 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 made.

Designated Governor for Safeguarding : Mrs Judith Shepherd (Chair of Governors) and Dozie Nnabuife.

Policy Adoption, Monitoring and Review

This policy was considered and adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education'

Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the school website.

The Headteacher will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy as their overall duty to safeguard children.

Management of this policy

This policy will be reviewed annually.

Policy Adopted by Governors on: July 2020


Policy Due for Review on: July 2021

Links to other policies:

- Safeguarding;
- Equal Opportunities;
- Behaviour including Anti-bullying and Harassment;
- Staff Code of Conduct.
- PSHE, SMCS and R.E.
- Whistleblowing

Online training:

<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

<p>PUSH FACTORS – factors that push an individual/make an individual vulnerable to extremist messages</p> <p>Lack of excitement; frustration</p> <p>Lack of sense of achievement – seen as significant. 'lack of purpose' // Confidence in the future, life goals.</p> <p>Lack of an outlet for views.</p> <p>Gaps in knowledge or understanding of Islam – both young people and their parents</p> <p>Sense of injustice</p> <p>Actual or perceived humiliating experiences. (Including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely to sense of injustice)</p> <p>Exclusion – lack of belonging to peer or community networks, associations etc.</p> <p>Below the line: factors that are out of scope of this study</p>	<p>KEY INGREDIENTS</p> <p>Teacher confidence in many cases it will be the use of existing teaching skills and methods which may well be the most effective approach. From prison settings, staff who are more confident in their abilities tend to perform much better even though they have not received specialist training</p> <p>Teacher attitudes and behaviours</p> <ul style="list-style-type: none"> -Willingness to admit you don't know -Acknowledging controversial issues exist -Awareness that I have a role to play -Willingness to turn to others for help when you don't know about something <p>Specific knowledge:</p> <ul style="list-style-type: none"> -Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering') -Knowledge of an alternative values framework <p>Teaching practice/pedagogy:</p> <ul style="list-style-type: none"> -Boosting critical thinking (seeing through propaganda, singular messages etc) -Helping to see multiple perspectives -Using multiple resources/methods -Embedding or sustaining dialogue following specialist interventions. -Enabling students to tackle difficult issues. -Linking school work to the wider community -Drawing evidence from across the curriculum -Developing in young people a sense of multiple identities. help young people become aware of, and comfortable with, multiple personal identity <p>Other factors</p> <p>Support from senior leaders</p> <p>Pupil support processes</p>	<p>PULL FACTORS - Factors that draw young people into extremist messages</p> <p>Charismatic/confident individuals (recruiters).</p> <p>Networks/sense of belonging</p> <p>Broader community views which enable or do not oppose extremism.</p> <p>Persuasive, clear messages. Exploiting knowledge gaps</p> <p>Sense of dignity and importance and loyalty</p> <p>Exciting (non-teaching) activities. Sense of purpose in life</p> 
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Disruptive home life. Disaffection with wider societal issues

Appendix 2. Safeguarding Pupils from Extremism and Radicalisation

Schools have a vital role to play in protecting pupils from the risks of extremism and radicalisation, a role which will be underpinned by the new duty in the Counter-Terrorism and Security Act 2015 “to have due regard to the need to prevent people from being drawn into terrorism”, due to come into force on 1 July. Keeping children safe from these risks is a safeguarding matter and should be approached in the same way as safeguarding children from other risks. We nevertheless recognise that schools need advice and support to carry out effective counter-extremism work. In the first instance, schools can seek help from the local authority and the local police. Local authorities are vital to all aspects of Prevent work and it is the role of the Local Safeguarding Children Board to co-ordinate what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area. In some priority local authority areas, Home Office fund dedicated Prevent co-ordinators to work with communities and organisations, including schools.

Parents who have concerns about their children may look to schools as a trusted source of advice on how to keep their children safe from these risks. In addition to materials produced by local authorities and the police – such as the new “Prevent Tragedies” online campaign launched by the Police (<http://www.preventtragedies.co.uk/>) - there are online resources produced by civil society groups which provide valuable advice, for example ‘Families Matter’ (<http://www.familiesmatter.org.uk/>), (run by Families Against Stress and Trauma). You may wish to alert schools to these resources.

Schools may also wish to be aware that as part of the increased support that DDCEG (Due Diligence and Counter Extremism Division) is able to provide for schools, we have recently launched a dedicated telephone helpline (020 7340 7264) to enable school staff and governors to raise concerns relating to extremism directly and in confidence. We would encourage staff and governors with any such concerns to contact us through the helpline. Please note that the helpline is not intended for use emergency situations, such as a child being at immediate risk of harm or a security incident. In these situations normal procedures should be followed. It would be helpful, however, if schools could also report any significant incidents to the department through the helpline, including where pupils are suspected of travelling to Syria, provided that parents – in the case of incidents involving pupils - and the police, if they are involved, are content.

APPENDIX 3. Prevent Duty Guidance: Schools (excluding higher and further education)

104. In England about eight million children are educated in some 23,000 publicly-funded and around 2,400 independent schools. The publicly-funded English school system comprises maintained schools (funded by local authorities), and academies (directly funded by central government).

105. All publicly-funded schools are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral, social and cultural development of pupils and prepares them for the opportunities, responsibilities and experiences of life. They must also promote community cohesion. Independent schools set their own curriculum but must comply with the Independent Schools Standards, which include an explicit requirement to promote fundamental British values as part of a broader requirement to promote the spiritual, moral, social and cultural development of pupils. These standards also apply to academies, including free schools, as they are independent schools. Guidance on promoting fundamental British values in schools is available at:

<https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>

106. Schools have a duty of care to their pupils and staff. This includes safeguarding them from the risk of being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas.

Education and childcare specified authorities

107. The education specified authorities in Schedule 3 to the Act are as follows:

- Maintained schools
- Non-maintained special schools
- Alternative provision academies
- Independent schools
- Pupil Referral Units
- Maintained nursery schools
- Registered early years childcare providers¹
- Registered later years childcare providers²
- Childcare in schools that is exempt from registration
- Holiday schemes for disabled children

- Persons to whom local authority functions are outsourced when the local authority is performing inadequately.

Question for consultation 17. Are there other areas of activity, or examples of good practice, that should be covered in this guidance?

108. In fulfilling the new duty, we would expect proprietors, governors and head teachers of schools to demonstrate activity in the following areas.

Risk assessment

109. Senior management and governors are expected to assess the risk of pupils being drawn into terrorism, including support for the extremist ideas that are part of terrorist ideology. This should be based on an understanding, shared with partners, of the potential risk in the local area.

110. Institutions will need to demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies in place to identify children at risk, and intervening as appropriate (by referring pupils to Channel or Children's Social Care, for example). These policies should set out clear protocols for ensuring that any visiting speakers – whether invited by staff or by pupils themselves – are suitable and appropriately supervised within school.

111. Institutions should ensure that fundamental British values are promoted in the delivery of the curriculum and extra-curricular activities and reflected in the general conduct of the school.

Working in partnership

112. Institutions will be required to work in partnership with other bodies in the area. In particular, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB). Schools' child protection policies should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB.

Staff training

113. Senior management and governors should make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism and challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. They should know where and how to refer children and young people for further help. Prevent awareness training will be a key part of this.

Safety online

114. Institutions will be expected to ensure children are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering.

Question for consultation

18. Are there other areas of activity, or examples of good practice, that should be covered in this guidance?

Monitoring and enforcement

115. All publicly-funded schools – including academies and free schools – are inspected by the Office for Standards in Education, Children’s Services and Skills (Ofsted) and are subject to intervention if they fail to provide a satisfactory education. Where failure is very severe the governing body can be replaced or they can be closed. When assessing the effectiveness of schools, Ofsted inspectors already have regard to the school’s approach to keeping pupils safe from the risk of radicalisation and extremism, and to procedures when it is suspected that pupils are being drawn into extremism or terrorist-related activity.

116. Independent schools are inspected by Ofsted or one of three independent inspectorates. If they fail to meet the Independent School Standards, they must remedy the problem or be subject to regulatory action, which could include de-registration (which would make their continued operation illegal).

117. Early education funding regulations have been amended to ensure that providers who fail to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs do not receive funding. 118. Ofsted’s current inspection framework for early years provision reflects the requirements in the Statutory Framework for the Early Years Foundation Stage.

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