



# Clifton High School

co-educational nursery pre-school to sixth form

<b>Policy applies from EYFS to Sixth Form</b>	<b>Child Protection and Safeguarding – Preventing Radicalisation</b>
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*Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors and volunteers to share this commitment.*

Clifton High School understands its statutory duty to help protect all pupils from extremist and violent views. Protecting children from radicalisation is seen as part of its wider safeguarding duties. The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and British Values. The same procedures will apply for staff and all members of the Clifton High School community.

The school constitutes a safe space in which pupils can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

## Definitions

‘Extremism’ is defined in the 2011 Prevent strategy as 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. Clifton High School also includes in our definition of extremism, calls for the death of members of our armed forces, whether in this country or overseas. ‘Radicalisation’ refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

The school is committed to working with others to prevent vulnerable pupils, being drawn into terrorism or activity in support of terrorism. It does this through the following

## School culture

The school promotes the spiritual, moral, social and cultural development of its pupils. This includes the encouragement and exercise of free speech, and the articulation and discussion of opinions. If a

pupil were to express discriminatory or extremist opinions or behaviours, these would be challenged as a matter of course.

Mutual respect is central to the ethos of the school, and is modelled by pupils and staff alike. The school promotes respect for others in the classroom and in all other activities. Pupils are encouraged to explore ideas and develop opinions, always understanding that disagreement does not entail loss of respect for and understanding of others' opinions. They are given the opportunity to explore and understand their place in the UK's culturally diverse society, and they are given the opportunity to experience diversity within the school community.

There is no place at the school for the promotion of partisan political views. There are occasions when it is appropriate to present pupils with different political views; in these cases, we undertake to ensure a balanced presentation of those views. Teaching cannot involve the promotion of partisan political views. In discussing political issues, pupils are offered a balanced presentation of opposing views. Refer to Spiritual, Moral, Social and Cultural Policy.

### **Curriculum**

The school actively promotes the values of democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Its curriculum incorporates the desired learning outcomes published by the Department for Education (DfE)

- An understanding of how citizens can influence decision-making through the democratic process
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the Police and the army can be held to account through Parliament, others such as the courts maintain independence
- An understanding that the freedom to hold other faiths and beliefs is protected in law
- An acceptance that people having different faiths or beliefs or none should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- An understanding of the importance of identifying and combatting discrimination

Pupils gain these understandings through PSHE (where questions about extremism may arise), assemblies and schemes of work in relevant curriculum subjects.

### **Safeguarding framework**

Identifying and acting appropriately on any evidence that an individual is vulnerable to extremism or radicalisation is part of the broader child protection and safeguarding role of the school and its staff, visitors and volunteers.

With regard to preventing radicalisation, Clifton High School

- Prohibits extremist speakers/events and ensures that any visiting speakers are suitable and appropriately supervised by the implementation of the Visiting Speakers Policy
- Manages access to extremist material including through the Internet. Every effort is made to filter extremist sites, and ensure that pupils are safe from terrorist and extremist material when accessing the Internet in school. Pupils are taught about online safety through assemblies, PSHE, and circle time
- Assesses the risk to pupils of being drawn into terrorism
- Ensures the DSL or a DSLS has completed the required level of Prevent Duty Awareness training and is able to provide support to other members of staff on protecting pupils from radicalisation
- Trains staff to recognise signs of radicalisation/extremism, and to know what to do; with the result that staff have the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. Key members of staff have completed the Channel e-learning training. Staff know where and how to refer pupils for further help

- Has established referral mechanisms set out in the Child Protection and Safeguarding Policy and understands that referrals are made in liaison with Channel (Appendix 1) and Children's Social Care as appropriate, when pupils are identified as being vulnerable to extremism or radicalisation. Clifton High School will work with local partners to develop appropriate support strategies for such pupils
- Ensures the Deputy Head of School with responsibility for Child Protection and Safeguarding has completed online training at the level required

Possible activities or events that would raise initial concerns

- A pupil disclosing their exposure to the extremist actions, views or materials of others outside of school
- 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
- Other local schools, local authority services, and Police reports of issues affecting their pupils
- A pupil voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Expressions of intolerance to difference, whether it be religious, gender, disability, sexuality or ethnicity
- Attempts to impose extremist views or practices on others
- Expressions of extreme anti-Western or Anti-British views

Some of the concerns listed above, may be discovered through the online monitoring system. Refer to the Online Filtering and Monitoring Policy.

#### **What to do if you have a concern**

Anyone with concerns about a pupil being vulnerable to radicalisation or extremism should follow the procedures set out in the Child protection and Safeguarding Key Policy. A referral can be made directly to Channel or Children's Social Care but it is normal to inform the DSL or relevant DSLS.

## Appendix 1

### The Channel process

The Channel process is part of the government's overall strategy of preventing radicalisation, and sets out a framework within which its agencies work together to

- Identify individuals at risk of being drawn into terrorism
- Assess the nature and extent of that risk
- Develop the most appropriate support plan for the individuals concerned

Safeguarding pupils from radicalisation is no different from safeguarding them from other forms of harm. Indicators for vulnerability to radicalisation overlap with those, which underlie other vulnerabilities that might give rise to safeguarding concerns, including

- Family tensions
- Sense of isolation
- Distance from cultural heritage
- Experience of racism or discrimination either personally or as a witness to the event
- Feeling of failure

Channel assesses vulnerability using a consistently applied vulnerability assessment framework built around 3 criteria. The 3 criteria are

- Engagement with a group, cause or ideology
- Intent to cause harm
- Capability to cause harm

Pupils at Clifton High School present a low risk of intent or capability to cause harm but the examples below are useful to highlight possible indicators.

Example indicators that an individual is engaged with an extremist group, cause or ideology include

- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance to accord with the group
- Day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- Possession of material or symbols associated with an extremist cause (e.g. the swastika for far-right groups)
- Attempts to recruit others to the group/cause/ideology
- Communications with others that suggest identification with a group/cause/ideology

Example indicators that an individual has an intention to cause harm, use violence or other illegal means include

- Clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills
- Using insulting or derogatory names or labels for another group
- Speaking about the imminence of harm from the other group and the importance of action now
- Expressing attitudes that justify offending on behalf of the group, cause or ideology
- Condoning or supporting violence or harm towards others
- Plotting or conspiring with others

Example indicators that an individual is capable of causing harm or contributing directly or indirectly to an act of terrorism include

- Having a history of violence
- Being criminally versatile and using criminal networks to support extremist goals
- Having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction)
- Having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills)

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It should not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability. Outward expression of faith, in the absence of any other indicator of vulnerability, is not a reason to make a referral to Channel.

The Channel referral process requires that concerns should be passed on to the DSL or DSLS, who may consult with the local Prevent Officer (Police/Local Authority). If further action is considered appropriate, screening by the Police Channel Coordinator might take place, followed by a preliminary assessment by the Local Authority's Prevent Lead and Police Channel Coordinator. Again, if further action is considered necessary, the next step might be the creation of an assessment and action plan by the local Multi-Agency Channel Panel, and subsequent implementation of that plan, which would be aimed at re-engaging the individual and preventing radicalisation. The framework for referral, review and action is not intended to criminalise individuals, but to set a course to avoid precisely that.