



MALVERN ST JAMES
Girls' School

Preventing Extremism and Radicalisation Policy

This policy is the responsibility of The Chaplain and the Designated Safeguarding Lead to review and update annually and should be read in conjunction with the Safeguarding Policy

School Safeguarding Contact Details

Designated Safeguarding Lead:

Deputy Head, Mrs Fiona Fowles

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Deputy Safeguarding Lead and Prevent Single Point of Contact:

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Deputy Safeguarding Leads

Director of Pastoral Care, Mrs Z Wilkinson: 01684 584628;
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Channel/Prevent contacts:

Local Authority: Paul Kinsella 01905 846550 (pkinsella@worcestershire.gov.uk)

West Mercia Police: 01386 591826 or 01386 591825

prevent@warwickshireandwestmercia.pnn.police



Scope

In the context of recent national and international events arising from the radicalisation of individuals and their subsequent involvement in extremist or terrorist activity, schools now have a statutory duty (Counter-terrorism and Security Act 2015, Section 26) to be aware of and to be ready to respond to any signs that individuals are vulnerable to radicalisation or are being influenced towards supporting terrorism and forms of extremism leading to terrorism.

Aim

Malvern St James aims to be a safe space in which children and young people 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. The aim of this policy is to inform Staff and Governors of their duties to identify and report any such behaviour.

Prevent Duty

The Revised Prevent Duty Guidance for England and Wales (originally issued on 12th March 2015 and revised on 16th July 2015) emphasises that it is the duty of all Staff to have due regard to the need to prevent children from being drawn into terrorism. It is an aspect of safeguarding. 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. MSJ aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views and to know how to seek help safely in situations where they feel they may be vulnerable to extremist views.

The School has adopted the Government's definitions of the following terms:

Radicalisation: "The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups."

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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas."

MSJ is committed to working with others to prevent vulnerable people, including children, being drawn into terrorism or activity in support of terrorism. It does this through:

1. School ethos

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. However, with rights come responsibilities. If a pupil were to express discriminatory or extremist opinions or behaviours, it is the responsibility of Staff to be challenging this as a matter of course.

Mutual respect is central to the culture of the School, and is modelled by pupils and staff. The School promotes respect for others in the classroom and in all other activities. Supported by Staff, 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.

Staff are to ensure that all are aware that there is zero tolerance 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 opposing views.

2. Curriculum

The School actively promotes the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Its curriculum incorporates the desired learning outcomes in relation to fundamental British values published by the DfE. Pupils gain these understandings through PSHEE programmes (where questions about extremism may arise), assemblies and the schemes of work in relevant curriculum subjects.

3. Safeguarding

Identifying and acting appropriately on any evidence that an individual is vulnerable to extremism or radicalisation is part of the broader safeguarding role of the School and its staff. The MSJ Safeguarding (including Child Protection) Policy sets out in detail the framework, which is supported by other policies, such as Anti-Bullying, including cyber-bullying and E-Safety and Acceptable Use Policy.

With regard to preventing radicalisation, the School:

- Maintains a Prevent Duty Risk Assessment/Action Plan which is reviewed annually and/or following any arising issues. The Action Plan is available for staff on Firefly.
- Prohibits extremist speakers/events at the School and has established clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised. The MSJ Visiting Speakers procedure is accessible on Firefly.
- Manages access to extremist material – including through the Internet. MSJ uses Barracuda screening which filters Internet traffic coming through the School. Websites with militancy and extremist content are screened through this system. In addition, Impero will alert the assigned members of SLT. The processes of the management of extremist material are outlined in greater detail in the School's IT Policy on Firefly.
- Trains its staff and governors 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. All staff must complete online the Home Office Prevent e-learning training course. Staff know where and how to refer children and young people for further help.

- Works in partnership: risk assessments and referrals are made in liaison with other local agencies. Channel is the multi-agency process designed to safeguard vulnerable people from being drawn into extremist behaviour. MSJ aims to work with local partners to develop appropriate support strategies. All records in relation to the Prevent Duty are confidentially kept and stored.

The Channel Process

Channel is about safeguarding people of all ages from being drawn into committing terrorist-related activity. The Internet and Social Media have become a major factor in the radicalisation of some young people. Safeguarding children and young people from radicalisation is no different from safeguarding them from other forms of harm. Anyone with concerns about a pupil being vulnerable to radicalisation or extremism should contact the School's Single Point of Contact (SPOC) or Designated Safeguarding Lead (DSL). Both the SPOC and the DSL have undertaken WRAP (Workshop to Raise Awareness of Prevent) training.

Please see Appendix 1 for further information regarding the Channel Process.

Fundamental British Values

This section of the policy applies to all pupils and staff of the School, including the Early Years Foundation Stage.

MSJ aims to prepare its pupils fully for the opportunities, responsibilities and experiences of life in British society. In doing this, the School fulfils its statutory duty to promote the spiritual, moral, cultural, mental and physical development of all its pupils, and to actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

These values are promoted through the curriculum, through extra-curricular activities, and through the routine behaviour expected of pupils and staff. They are embedded in the ethos of the school.

The Prevent Strategy introduced by the government in 2011 included a commitment to strengthen the Spiritual, Moral, Social and Cultural standard in terms of respecting fundamental British values. In September 2014, the requirement changed so that fundamental British values should now be actively promoted, and not merely respected.

Fundamental British values explicitly focus upon:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

At MSJ, there is a clear regard for the embedding of fundamental British values, and the success of this aim will be measured through ongoing evaluation of the pupils' work in the curriculum as well as regular and informal assessments of the 'health' of the School community in meetings of the Senior Leadership Team and the School Council (Governing body). Opinions or behaviour that undermine or are contrary to fundamental British values will be challenged inside and outside of the classroom. All arbitrary discrimination and partisan political views will be robustly resisted.

The understanding and knowledge expected of pupils is outlined in Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information. Departmental advice for independent schools, academies and free schools, standard 5(a), paragraph 7, November 2014:

- 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 wellbeing 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 to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- An understanding of the importance of identifying and combatting discrimination.

MSJ will aim to achieve these objectives explicitly within the curriculum. However, the knowledge and understanding of pupils will also be fostered by a broad variety of approaches and activities outside of the classroom including:

- Assemblies
- The Enrichment Programme
- Code of Conduct
- D of E Awards
- Pupil Voice
- Surveys of pupils
- Pupil Councils
- Anti-bullying forum and ambassadors
- Monitoring of pupil well-being by Tutors, House staff and Heads of Year
- Mock elections
- Subject Ambassadors
- Buddies System in Prep
- Leadership roles in classes, Houses, 'Ships', and sports teams
- Objective, non-confessional World Religions approaches in Religious Studies
- Model United Nations

- Thought for the Week
- Co-curricular activities and clubs
- Celebrations in School of the festivals and anniversaries of religious and ethnic groups
- Theme exploration in Expressive Arts
- Partnerships with international schools in The Gambia and Kenya
- House Charities, Charities Committee and fundraising
- International visits – cultural, educational, sport
- International visitors to School
- Young Enterprise
- Somerville Suppers
- Social Graces lunches
- Quest exploring theological, philosophical, moral and spiritual issues
- MSJ Newsflash

Appendix 1

Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015), section 6, paragraph 36 notes the following: "There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances."

In the case of concerns about a pupil being at risk of radicalisation, School staff will use their professional judgement and act proportionately, which may include making a referral through the Channel programme.

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

Any Staff with concerns should raise them in the first instance with the School's SPOC or DSL, 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. An individual's engagement with the Channel programme is entirely voluntary at all stages.

The Channel guidance describes the possible indicators of vulnerability to extremism and radicalisation, around the three dimensions of engagement, intent and capability:

1. Engagement

- a. spending increasing time in the company of other suspected extremists
- b. changing their style of dress or personal appearance to accord with the group
- c. day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause
- d. loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- e. possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups)


- f. attempts to recruit others to the group/cause/ideology
- g. communicating with others in a way that suggest identification with a group/cause/ideology

2. Intent

- a. clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills
- b. using insulting or derogatory names or labels for another group
- c. speaking about the imminence of harm from the other group and the importance of action now
- d. expressing attitudes that justify offending on behalf of the group, cause or ideology
- e. condoning or supporting violence or harm towards others
- f. plotting or conspiring with others

3. Capability

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

Authorised by	Resolution of the School Council
Signature	
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