



NEWCASTLE UNDER LYME SCHOOL

Preventing Extremism and Radicalisation Policy

This policy relates to Newcastle-under-Lyme School, including the EYFS. This policy is available upon request to parents and prospective parents and is published to parents and prospective parents on the School's website.

See also Appendix 1 (Part 4) of the *Safeguarding Policy*.

1. 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 2020*'.

The Governing Body will actively evaluate the effectiveness of this policy by monitoring the staff's understanding and application of the procedures within this policy as per our duty to safeguard and promote the welfare of children.

2. Introduction

Newcastle-under-Lyme School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All staff and volunteers working at the 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.

Under the Counter Terrorism and Security Act 2015, the School also has a statutory duty to have due regard to the need to prevent people from being drawn into terrorism.

This 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 in section 175 of the Education Act 2002 and should be read in conjunction with the School's Safeguarding Policy.

This Policy draws upon the guidance contained in the '*SSSCB Procedures*' and DfE Guidance '*Keeping Children Safe in Education, 2020*', 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.

3. School Ethos and Practice

When operating this policy the School uses the following accepted governmental definitions 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'*

radicalisation which refers *'to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups'*

terrorism which 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.'*

There is no place for extremist views of any kind in our School, whether from internal sources: pupils, staff or governors, or external sources, the 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.

Therefore we provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, they understand and become tolerant of difference and diversity, and also to ensure that they thrive, feel valued and not marginalised.

Furthermore at Newcastle-under-Lyme School we are 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, Rewards and Sanctions Policy* for pupils and the *Staff Behaviour Policy*. Where misconduct by a teacher is proven the matter will be referred to the Teaching Regulation Agency for their consideration as to whether a Prohibition Order is warranted.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods such as social media or the internet and settings such as within the home.

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
- 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

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

4. 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 and *'Promoting Fundamental British Values'* as part of SMSC in schools, *'Departmental advice for maintained schools'*, November 2014.

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

We will be flexible enough to adapt our teaching approaches, as appropriate, 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' (see Appendix A), and we will apply the methodologies set out in that document following the three broad categories of:

- Making a connection with young people using a pupil centred approach
- Facilitating a 'safe space' for dialogue
- 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 the School's approach to the spiritual, moral, social and cultural development of pupils 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 also work with local partners, families and communities in our efforts to ensure the School understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupils' 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 the School will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At Newcastle-under-Lyme 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.

5. Use of External Agencies and Speakers

At the School 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. 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 pupils.

The School will 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 the 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.

6. Referring Concerns

Where there are concerns of extremism or radicalisation, parents, pupils and staff will be encouraged to make use of our internal systems to raise any issue in confidence with senior management. Our leads for Prevent are the DSL / DDSLs who would normally be the first point of contact should there be concerns.

If for any reason this creates a difficulty for the referrer, they can contact the Local Authority 'Prevent' co-ordinator, First Response Team, Education Safeguarding Advice Service or Ofsted depending on the level of concern. Contact details for these agencies can be found at the end of this policy document.

Staff should refer to the School's *Whistle Blowing Policy* under which they are entitled to employment protection for raising genuine concerns outside of the School environment.

7. Child Protection

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

Staff will be alert to the fact that whilst extremism and radicalisation are 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).

All adults working at the 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 DSL, DDSLs or Headmaster who will make a referral to children's social care or the Staffordshire Prevent team when appropriate.

The DSL, DDSLs and Headmaster work in line with the responsibilities as set out at Annex B of the DfE Guidance '*Keeping Children Safe in Education*' 2019.

The DSL and DDSLs are the focus staff and local 'experts' for school staff, and others, who may have concerns about an individual child's safety or well-being and are the first point of contact for external agencies. In line with Recommendation 2 of Peter Clarke's Report, the role of our Designated Safeguarding Lead includes the responsibilities of the Prevent strand of the Government's counter-terrorism strategy.

8. Training

All staff, including temporary staff, and volunteers will receive an induction in regard to our Safeguarding Policy and procedures. This will include information and guidance about our duty to prevent people from being drawn into terrorism.

Whole School in-service training with regard to safeguarding and child protection updates will be organised annually for staff. All staff and governors will receive Level 1 training at least every three years, which will comply with the prevailing arrangements approved by Staffordshire Safeguarding Children Board and will, in part, include awareness raising on extremism and radicalisation and its safeguarding implications.

The DSL, DDSLs and Headmaster will attend appropriate and relevant Level 2 training courses in regard to safeguarding children, including the appropriate inter-agency training organised by the Safeguarding Children Board at least every two years. This will include accessing training on extremism and radicalisation and its safeguarding implications. The DSL and DDSLs will ensure that all adults working in the School receive appropriate levels of training, guidance and support in regard to safeguarding children from extremism and radicalisation.

9. Recruitment and staff conduct

The arrangements for recruiting all staff, permanent and volunteers, to the School will follow guidance for safer recruitment best practice in education settings, as outlined in the Recruitment, Selection and Disclosure Policy and Procedure (*Safer Recruitment Policy*) 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.

Referrals to the Staffordshire LADO service will be made when appropriate as per statutory guidance and our *Safeguarding Policy*.

10. Role of Governing Body

The Governing Body of the 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 the School will support the ethos and values of the 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, 2019*' the Governing Body will question and will challenge the School's Senior Management Team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy regularly (annually) alongside the Child Protection (Safeguarding) Policy 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.

11. Contact details:

First Response Team (re concerns that an identified Staffordshire child or children are at risk or LADO referrals) 0800 1313 126

Staffordshire Emergency Duty Service (children's social care) 0345 6042 886

Staffordshire Police Prevent Team

01785 232054

0800 789321

Helplines for non-emergency advice on religious or political extremism:

- Department for Education 020 7340 7264
counter-extremism@education.gsi.gov.uk

Ofsted contact centre 0300 123 1231

References:

Staffordshire and Stoke Safeguarding Children Board procedures can be found on:

www.ssscb.org.uk

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

J A Simms

Policy Reviewed at SMT:

September 2020

Next Review Due:

September 2021

Appendix A – Referral Pathway

Prevent

What do I do if I have concerns about an individual in relation to extremism or radicalisation?

If you have concern about an individual in relation to extremism or radicalisation, you can refer to the Prevent Team. They will be able to offer appropriate advice and guidance and will refer into the Channel process, if required.

Prevent Team

Staffordshire Police: Tel: 01785 232054 / 0800 789321

What is Channel?

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support requires. A representative of the School may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

More information about Channel can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118194/channel-guidance.pdf

What happens once I have raised a concern about an individual with the Prevent Team?

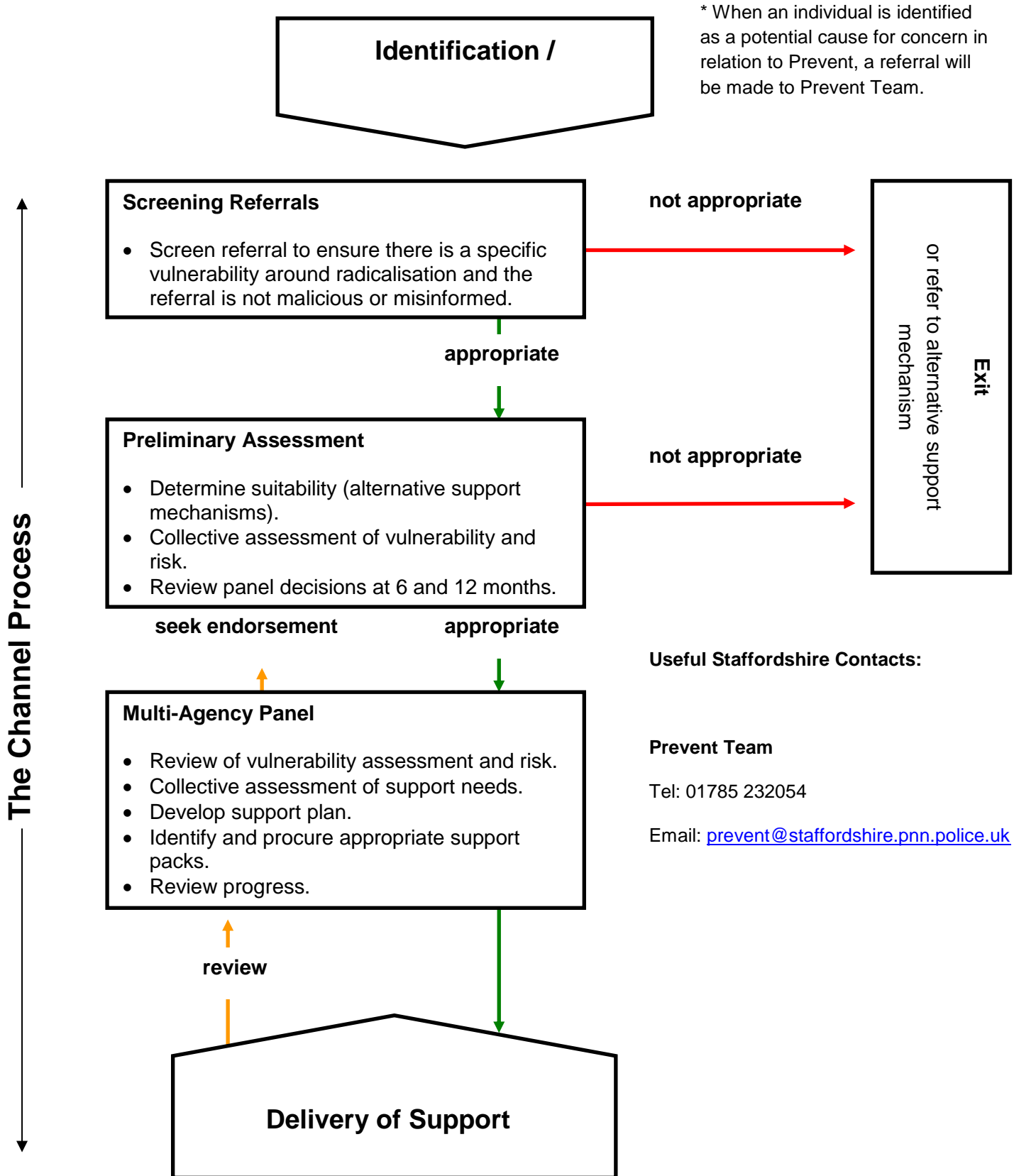
Prevent Team Officers would liaise with you to discuss your concerns. They would complete a vulnerability assessment for the individual (either by engaging directly with them or based on information given by the referrer, depending on the circumstances). The information would then be used to make a decision as to whether the case needed to be discussed at the next Channel meeting, where the assessment is discussed and agencies are invited to contribute any shared knowledge about the individual from their own area of business. The vulnerability assessment scoring is also discussed and a decision made about how to ensure the most suitable outcomes for the individual are achieved. If the case is not accepted into the Channel process at this stage, it will be referred back to the Case Management process, where appropriate alternative support and engagement for the individual will be identified.

If an individual who has been referred to Channel is the subject of an existing statutory process (for example, child protection processes) the Prevent Team would endeavour to contribute to the statutory process along with the other key partners who were working together to achieve the best outcomes for the individual concerned.

The person making the referral will be kept informed and, in many cases, would be involved in decision-making going forward.

Channel Process

The diagram shows the different stages within the Channel process:



Source: 'Channel: Protecting vulnerable people from being drawn into terrorism - A guide for local partnerships'. HM Government, October 2012

Appendix A – Teaching approaches to building resilience in children and young people

Push Factors	Key Ingredients	Pull Factors
Factors which push/make an individual vulnerable to extremist messages	Teacher confidence and skills in dealing with difficult and sensitive issues	Factors that draw young people into extremist messages
Lack of excitement, frustration	Teacher attitude/behaviours <ul style="list-style-type: none"> • Need to be able to admit that do not necessarily know the answers • Able to acknowledge that controversial issues/matters exist • Willingness to seek help when not sure what to do/how to assist • Understanding that they have a role to play re this agenda 	Confident and charismatic recruiters
Lack of a sense of achievement seen as significant. Lacking purpose/confidence in the future/life goals.	Specific knowledge <ul style="list-style-type: none"> • Some understanding of other cultures and religions and belief systems • Knowledge of alternate values framework 	Networks/sense of belonging
Lacking an outlet for views	Teaching pedagogy <ul style="list-style-type: none"> • Working with pupils to enable them to develop critical thinking skills (to be able to see through propaganda... • Enabling pupils to see multiple perspectives • Enabling pupils to deal with difficult situations • Utilizing multiple resources/methods • Working with young people to enable them to develop and have pride in sense of self and sense of having multiple identities • Linking school work with the wider community 	Persuasive clear message which exploit knowledge gaps
Gaps in knowledge and or understanding of Islam both young people and their parents		Wider community views which promote extremist views or do not actively oppose extremism
A sense of injustice		
Actual or perceived humiliating experiences this may be linked to sense of injustice. The experiences may be of being bullied, put down etc		
Exclusion – a lack of belonging to peer/community networks, groups etc.		