# Prevention of Extremism & Radicalisation Policy

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**Date of implementation:**  September 2015

**Date of review:**          N/A

**Date of next review:**      October 2022

This policy and procedure document links with and is supported by the following other policy and procedure documents:

- Anti-Bullying Policy & Procedure
- Attendance Policy & Procedure
- Conduct and Safety Policy & Procedure
- e-Safety & Internet Acceptable Usage Agreement
- Equality Policy
- Exclusions Policy & Procedure
- Safeguarding Policy & Procedure
- Screening, Searching and Confiscation Policy & Procedure
- Staff Code of Conduct
- Whistle-blowing Policy

## PURPOSE & AIMS

Tytherington School is fully committed to safeguarding and promoting the welfare of all its students and staff; providing a secure environment where they feel safe and are kept safe. All adults in our school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake. The approach we take towards protecting our children against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

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.

Our school fully recognises the contribution it can make to promoting the welfare of children and protecting them from harm. This policy sets out our strategies and procedures to protect vulnerable students from being radicalised or exposed to extremist views.

At Tytherington School, we will ensure that:

- All staff, volunteers and governors, have an understanding of what radicalisation and extremism is and why we need to be vigilant in school.
- Through training, staff, volunteers and governors will know what the school policy is on tackling extremism and radicalisation and how to respond when concerns arise.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of students.
- Parents/carers and students will know that the school has policies in place to keep students safe from harm and that the school regularly reviews these systems to ensure they are appropriate and effective.

This policy applies to all students, staff, parents, governors, volunteers and visitors.

## SCHOOL ETHOS & 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'.*

The full Government Prevent Strategy can be viewed at:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

There is no place for extremist views of any kind in our school, whether from internal sources –students, staff or governors, or external sources - school community, external agencies or individuals. Our students 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.

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

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for students and the Code of Conduct for staff.

We will ensure that all of our teaching approaches help our students build resilience to extremism and give students 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.

Our approach will be embedded within the ethos of our school so that students 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 students and will include assemblies. 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:

- Personal Development curriculum

- Citizenship programmes
- Open discussion and debate
- Work on anti-violence and restorative approaches
- Focussed educational programmes

Our school will closely follow any locally agreed procedures as set out by the Local Safeguarding Children Board'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 LA Channel process. Channel is a bespoke panel which meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence.

## ROLES & RESPONSIBILITIES

It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the students at this school.

The Governing Body of Tytherington School is accountable for ensuring the effectiveness of this policy and our compliance with it. The Governing Body will ensure that:

- This policy is reviewed annually alongside our Safeguarding Policy.
- All staff undertake appropriate training (The Prevent) that equips them with the skills to identify and respond appropriately to concerns regarding extremism and radicalisation.
- The Headteacher and Designated Safeguarding Lead will assess the risk of students being drawn into extremist views. The risk assessment may include consideration of the school's curriculum, the use of school premises by external agencies and any other local issues relating to the school community.
- A broad curriculum is in place to deliver the spiritual, moral, social and cultural development of students.
- Appropriate safeguarding arrangements are in place by working in partnership with other agencies and communities as required.
- There are systems in place for keeping students safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.

The Designated Safeguarding Lead (DSL) will act as the point of contact within our school for any concerns relating to radicalisation and extremism.

The DSL at Tytherington School will make referrals in accordance with Cheshire East Channel procedures to ChECS, where appropriate, and will represent our school at Channel Panels as required.

The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedures they need to follow. They will ensure that all staff have received appropriate training.

## TRAINING

Through training, we will ensure that all of our staff are made fully aware of the threats, risks and vulnerabilities that are linked to radicalisation. Staff will be able to identify children at risk of being drawn into extremism and develop the confidence to challenge extremist ideas. All staff will understand how we can provide support to ensure that our students are resilient and supported to resist involvement in radical or extreme activities. All staff have completed "Prevent" training on EduCare.

Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school.

# THE ROLE OF THE CURRICULUM

At Tytherington School we will provide students with a broad and balanced curriculum and promote the spiritual, moral, social and cultural development of our students. In addition, students have access to a robust personal development curriculum. Students will be encouraged to regard people of all faiths, races and cultures with respect and tolerance. 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 students to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is our fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain and globally

Through our curriculum we will aim to:

- enable students to develop their self-knowledge, self-esteem and self-confidence
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people;
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

We approach these and issues relating to radicalisation and British Values through our personal development curriculum and assembly programme.

# VISITORS & USE OF THE SCHOOL PREMISES

At Tytherington School we recognise the role that external agencies and speakers can play in enhancing the learning experiences of our students. Where we use external agencies and individuals in this way, we will positively vet them to ensure that their messages are consistent with, and not in opposition to, the school's values and ethos.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to students 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 students 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 students.

Any guest speakers or external agencies will be provided with a copy of our safeguarding procedures on arrival at the school and will be appropriately supervised at all times.

When an agreement is made to allow non-school groups or organisations to use the school premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in keeping with the Tackling Extremism and Radicalisation Policy, the school will contact the Prevent Officer and terminate the arrangement.

# PROCEDURES FOR MANAGING CONCERNS

Tytherington School adheres to the procedures that have been agreed locally through Cheshire East Safeguarding Children Board for safeguarding individuals vulnerable to extremism and radicalisation.

We recognise that all staff at our school play an important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating.

*All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and this includes vulnerability to radicalisation.*

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018).

The Designated Safeguarding Lead (DSL) should be the first point of contact for any safeguarding concerns in our school. Any member of staff/visitor who receives a disclosure of or suspects that a child is at risk of radicalisation must report it immediately to the DSL or, if unavailable, to the Deputy Designated Safeguarding Lead.

Following receipt of any information raising concern about vulnerability to radicalisation, the DSL will consider what action to take and will follow Cheshire East Safeguarding procedures by consulting with ChECS and contacting the Prevent Co-ordinator.

All information and actions taken, including the reasons for any decisions made, will be fully documented.

If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children because of concerns relating to extremism and radicalisation, the member of staff receiving the information should inform the Headteacher or Chair of Governors immediately in line with the procedures outlined in our Safeguarding Policy and the Whistleblowing Policy.

# APPENDIX 1: WARNING SIGNS/INDICATORS OF CONCERN

**Taken from Prevent Duty Guidance: England & Wales, HM Government 2021**

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Factors which may make students more vulnerable may include:

- **Identity Crisis**: the pupil/student is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- **Personal Crisis**: the pupil may be experiencing family tensions; a sense of isolation; low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- **Personal Circumstances**: migration; local community tensions and events affecting the pupil/student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination.
- **Unmet Aspirations**: the pupil/student may have perceptions of injustice; a feeling of failure.
- **Experiences of Criminality**: involvement with criminal groups, imprisonment, poor resettlement or reintegration.
- **Special Educational Need**: students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

Students who are vulnerable to radicalisation may also be experiencing:

- Substance and alcohol misuse
- Peer pressure
- Influence from older people or via the Internet
- Bullying
- Domestic violence
- Race/hate crime

Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:

- Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause; attempts to recruit others to the group/cause;
- Accessing extremist material online, including through social networking sites; possessing or accessing materials or symbols associated with an extremist cause;
- Voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues;
- Changing their style of dress or personal appearance to accord with the group;
- Using insulting to derogatory names for another group.

## APPENDIX 2: EXTERNAL SPEAKER/PRESENTER PLANNING DOCUMENT

| **Pre-Delivery Meeting:** | |
|---|---|
| Details of staff member identified as main contact prior to the day and on the day: | Name:<br><br>Contact Number: |
| Details of visiting presenter/s on the day: | Names:<br><br>Contact Numbers: |
| Arrangements for checking DBS status of all presenters | |
| Date/s of sessions | |
| Timings of session/s | |
| Risk Assessment in relation to the session/s | |
| Number of students attending each session | |
| Age and Year Group of students attending | |
| Number and names of adults supporting in each session | |
| **School**: let students and their parents know the types of things to be covered. Obtain written parental permission if necessary | Agreed content of the session |
| **School:** Identify any students exempt on religious grounds or due to emotional issues and communicate the alternative arrangements to those students prior to the session | |
| **Trainer:** 5 working days before the event send items to be photocopied through to the school<br><br>**School**: ensure that these are copied and to hand on the day | |
| Agree how and when the session/s will be evaluated | |

| | |
|---|---|
| **School:** communicate the following responsibilities to staff prior to their attending the session: <br> • Identify any key information relating to students to the trainer prior to the start of the session e.g. students with disabilities or medical conditions which may impact e.g. hearing, sight, epilepsy etc. <br> • The expectations of staff while in the session: to monitor pupil/student responses, to identify those who act out of character, to identify areas for further work/reinforcement, to positively praise those contributing well <br> • What to do if a student discloses/becomes visibly upset/starts to disrupt the session/becomes medically unwell <br> • To bring to the attention of the DSL safeguarding concerns <br> • To ensure that the presenter sticks to the agreed brief and to step in if content, delivery, or behaviour of the presenter is unacceptable <br> *(the trainer should never be unsupported in the sessions)* | |
| School to ensure that a suitable room is identified e.g. <br> • Adequate seating <br> • Flipchart/projector/sound system <br> • Good ventilation <br> • No interruptions | Room layout <br><br> Equipment needed |

### On the day:

| | |
|---|---|
| Trainer to notify the school asap if there are any changes to timings/if they are held up etc. <br><br> School to notify the trainer asap if there are any changes <br> (These occasions should be extremely rare) | |
| Students to be on time <br> Trainer to keep to timings | |
| Mutual responsibility to that agreements made prior to the session/s are adhered to and any concerns/alterations are notified to the key contact at the school without delay | |

### Following the event:

| | |
|---|---|
| Date on which follow up meeting will take place with a group of students and key members of staff | |
| Action plan to be agreed | |

**RADICALISATION AND EXTREMISM CONCERN FORM - Part 1**

| Pupil Name: | Staff Logging Concern | Date: |
|---|---|---|
|  |  |  |

**Nature of Concern (please tick):**

| Inappropriate contact on phone/ student IT files |  |
|---|---|
| Inappropriate material held by student |  |
| Overheard conversation |  |
| Propaganda material |  |
| Gang mentality |  |

| Describe in a much detail as possible your concern and note any behaviours observed |
|---|
|  |

Once complete please email this form IMMEDIATELY to Pam Shatwell (DSL & Head of Student Welfare – pshatwell@tytheringtonschool.co.uk).   Log form on CPOMs.

**RADICALISATION AND EXTREMISM CONCERN FORM - Part 1**

**Actions Taken:**

**To be completed by DSL:**

| | | |
|---|---|---|
| Referral to Social Care | Name of contact: | |
| Phone call to police | Name of contact: | |
| Discussed with Headteacher / SLT | Date and time: | |
| Timeline started and risk assessment undertaken | Date and time: | |

| Designated Safeguarding Lead to describe the outcome and next steps taken to safeguard the student: |
|---|
| |

**Signed:**                                                                 **Date:**

APPENDIX 4: RADICALISATION AND EXTREMISM RISK ASSESSMENT

**The School**

| Element | Yes/No | Notes & Comments |
|---|---|---|
| Does the school have a policy? | | |
| Does the school work with outside agencies on R and E | | |
| Has the school got a nominated R and E lead? | | |
| Do staff have a process to voice concerns? | | |
| Do students have a process to voice their concerns? | | |
| Are their opportunities to learn about R and E? | | |
| Are their documented cases of R and E at the school? | | |
| **Evaluation** (Risk Level – i.e. Low, Medium or High) | | |

**The Pupils**

| Element | Yes/No | Notes & Comments |
|---|---|---|
| Are pupils aware of what R and E is? | | |
| Are individual pupils risk assessed? | | |
| Pupils at risk | | |
| **Evaluation** (Risk Level – i.e. Low, Medium or High) | | |

**The Community**

| | | |
|---|---|---|
| **Evaluation** (Risk Level – i.e. Low, Medium or High) | | |

| Date of Assessment: | | Assessor's Name: | | Date of Next Review: | |
|---|---|---|---|---|---|

| |
|---|
| PREVENT OBJECTIVE 1: Clear leadership and accountability structures are in place and visible throughout the organisation |
| PREVENT OBJECTIVE 2: Staff and the Governing Body have been appropriately trained according to their role |
| PREVENT OBJECTIVE 3: An appropriate reporting and referral process is in place and referrals are being managed effectively |
| PREVENT OBJECTIVE 4: A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion |

**PREVENT OBJECTIVE 1: Clear leadership and accountability structures are in place and visible throughout the organisation**

| Evidence | Y/N | Self - Assessment Rating (RAG) |
|---|---|---|
| There is an identified strategic PREVENT lead in school | | |
| The strategic lead understands the expectations and key priorities to deliver PREVENT and that this is embedded within Safeguarding Procedures | | |
| SLT are aware of the PREVENT Strategy and its objectives | | |
| There is a clear awareness of roles and responsibilities throughout the organisation regarding PREVENT | | |
| PREVENT safeguarding responsibilities are explicit within the Schools Safeguarding Team | | |
| The PREVENT agenda and its objectives has been embedded with the appropriate Safeguarding Processes | | |

**PREVENT OBJECTIVE 2: Staff and the Governing Body have been appropriately trained according to their role**

| Evidence | Y/N | Self - Assessment Rating (RAG) |
|---|---|---|
| A plain is in place to include a Workshop to Raise Awareness of PREVENT (WRAP) training so that key staff and governors understand the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable | | |
| Details of WRAP course are cascaded to all staff | | |
| Further training in the PREVENT agenda is made available to strategic PREVENT lead and Safeguarding Leads | | |
| Appropriate staff guidance and literature on the PREVENT agenda | | |

**PREVENT OBJECTIVE 3: An appropriate reporting and referral process is in place and referrals are being managed effectively**

| Evidence | Y/N | Self - assessed Rating (RAG) |
|---|---|---|
| Ensure that preventing young people from being exposed to radicalisation or extremism is part of the school's safeguarding policies and procedures. | | |
| A single point of contact [SPoC] for any PREVENT concerns raised by staff within the school has been identified | | |
| An appropriate internal PREVENT referral process has been developed | | |
| Partner agency communication channels have been developed. | | |
| An audit trail for notification reports/referrals exists | | |
| PREVENT referrals/notifications are being managed or overseen by relevant staff | | |
| A process is in place to identify and develop 'lessons learnt' | | |

# Tytherington SCHOOL

**PREVENT OBJECTIVE 4: A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion**

| Evidence | Y/N | Self - assessed Rating (RAG) |
|---|---|---|
| School has a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children aimed at protecting them from radicalisation and extremist influences | | |
| The school delivers training that helps develop critical thinking skills around the power of influence, particularly on-line and through social media. | | |
| Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations | | |
| Staff are able to provide appropriate challenge to students, parents or governors if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion | | |