

THE SHROPSHIRE GATEWAY EDUCATIONAL TRUST

Preventing Extremism and Radicalisation Policy

Author	Angela Cole
Review Cycle	Annually
Date Approved	July 2017
Approved By ¹	
Next Review Date	July 2018

¹ This policy will be amended at any time in line with any statutory changes or changes adopted by the Shropshire Safeguarding Children Board (SSCB)

Contents

1.0	Introduction	2
	Statutory Duties	2
	Non-statutory Guidance	2
	Other related policies within school	2
2.0	Roles and responsibilities	3
2.1	Role of the Board of Directors	3
2.2	Role of the Local Governing Body	3
2.3	Role of the Headteacher	3
2.4	Role of Designated Safeguarding Lead	4
2.5	Role of staff	4
3.0	Curriculum and teaching approaches	4
4.0	IT	5
5.0	Staff training	5
6.0	Working in partnership	5
7.0	Use of external agencies and speakers	5
8.0	Referral process	6
9.0	Monitoring and review	6
	Appendix 1- Recognising the indicators of vulnerability to radicalisation	7
	Appendix ii – Clee Hill	8
	Appendix iii – Cleobury Mortimer Primary School	9
	Appendix iv – Lacon Childe	10
	Appendix v – Stottesdon C of E Primary	11
	Appendix vi - Equality impact assessment screening form	12

1.0 Introduction

This 'Preventing Extremism and Radicalisation Policy' is part of our commitment to keeping children safe. All staff working in within the Shropshire Gateway Educational Trust recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact with or responsibility for students.

When operating this policy, the Trust uses the following Government 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'.

In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism. 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

This policy draws on both statutory and non-statutory guidance:

Statutory Duties

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2016)
- Prevent Duty Guidance (2015)
- Working together to Safeguard Children (2015)

Non-statutory Guidance

- The Prevent Duty: Departmental advice for schools and childcare providers (DfE 2015)
- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained school (DfE 2014)
- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)

Other related policies within school

- Acceptable Use Policy (ICT) policy
- Behaviour Policy

- Child Protection and Safeguarding Policy
- Equality Policy
- Lettings Policy
- Personal, Social and Health Education (PSHE) Policy
- Staff code of conduct
- Teaching and Learning Policy
- Visitors Policy
- Whistle-blowing Policy

The Shropshire Educational Trust and its schools recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for students 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 students.

2.0 Roles and responsibilities

2.1 Role of the Board of Directors

It is the role of the Board of Directors to:

- Approve this policy and in doing so ensures that it reflects statutory duties with regard to preventing radicalisation.
- Ensure that safeguarding arrangements take into account the policies and procedures of Shropshire Safeguarding Children Board.
- Have an overview of the Prevent agenda within its schools and for ensuring that the requirements set out in this policy implemented across the trust.

2.2 Role of the Local Governing Body

It is the role of the governing body to:

- Implement the policy within its school thereby ensuring that the school meets its statutory duties.
- Ensure that the effectiveness of the policy is reviewed and for communicating suggested amendments to the Board of Directors.

2.3 Role of the Headteacher

It is the role of the Headteacher within each school to:

- Ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis
- Ensure that the school's curriculum addresses the issues involved in radicalisation
- Ensure that staff conduct is consistent with preventing radicalisation
- Report to the governing body on these matters

2.4 Role of Designated Safeguarding Lead

It is the role of the safeguarding lead to:

- Ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability to radicalisation and know how to refer their concerns
- Receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- Make referrals to appropriate agencies with regard to concerns about radicalisation
- Liaise with partners, including the local authority and police
- Offer support and advice to staff

2.5 Role of staff

It is the role of staff to:

- Understand the issues of radicalisation.
- Be able to recognise signs of vulnerability or radicalisation and know to refer concerns to the designated lead promptly.

3.0 Curriculum and teaching approaches

All schools within the trust will ensure that teaching approaches help pupils build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills. Schools will ensure that staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

The trust and its schools will 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 make it harder for them to challenge or question these radical influences. In our schools this will be achieved primarily through subject lessons, PSHE and assemblies.

Trust schools will be flexible to adapt teaching approaches, as appropriate, so as to address specific issues so they become even more relevant to the current issues of extremism and radicalisation.

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 through the curriculum and the behaviour policy
- Programmes such as RESPECT

Trust schools will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. They 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 students safe and prepare them for life in modern multi-cultural Britain and globally.

4.0 IT

Each trust school will ensure that children are safe from terrorist and extremist material when accessing the internet in school by having secure filters which will block inappropriate content. Pupils and staff are aware of the procedures within schools and the trust for reporting any concerns relating to inappropriate content found on the internet.

Staff have read and understand '@How Social Media is used to encourage travel to Syria and Iraq- Briefing note for schools DfE 2015'

5.0 Staff training

Statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Staff are aware of the signs of vulnerability and indicators of radicalisation and extremism as set out in Appendix 1.

The National Counter Terrorism Policing Headquarters in conjunction with the College of Policing have developed a general awareness e-learning package for Channel. Staff that are new in post will as part of their induction complete this:

http://course.ncalt.com/Channel_General_Awareness/01/index.html

6.0 Working in partnership

The trust and its schools will work in partnership with local partners, families and communities in our efforts to raise awareness of radicalisation and supporting us with implementing the Prevent Duty.

Schools will engage effectively with parents/families to assist and advise of support mechanisms if concern is raised.

The Board of Directors will ensure that safeguarding arrangements take into account the policies and procedures of Shropshire Safeguarding Children Board.

7.0 Use of external agencies and speakers

The Trust encourages its school to use external agencies or speakers to enrich the experiences of pupils. Schools will ensure that any visitor coming into their school has been 'checked' appropriately in accordance with Keeping Children Safe in Education 2015. Such vetting is to ensure that trust schools do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the trust's and school's values and ethos.

8.0 Referral process

If a member of staff has a concern about a particular pupil/s they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead as set out in the Child Protection policy.

The designated lead should contact West Mercia Prevent Team:

DS Phillip Colley
01386 591835

DC Jamma Greenow
01386 591825

DC Gary Shephard
01386 591816

PC Manjit Sidhu
01386 591815

The Prevent Team email is:

prevent@warwickshireandwestmercia.pnn.police.uk

9.0 Monitoring and review

This policy will be reviewed annually by Local Governing bodies but may need to be adapted as and when new guidance or policy is released. The policy will be approved by the Board of Directors.

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.

Headteachers 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.

Appendix 1- Recognising the indicators of vulnerability to radicalisation

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.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity crisis – the student/pupil distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- Personal crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing family 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 student/pupils country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet aspirations – the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- Special educational needs – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others

More critical risk factors could include:

- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and/or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Appendix ii – Clee Hill

Appendix iii – Cleobury Mortimer Primary School

Appendix iv – Lacon Childe

Pupils and staff are asked to sign the Acceptable Use Policy (AUP) annually to confirm that they understand what is acceptable.

Staff have read and understand ‘How Social Media is used to encourage travel to Syria and Iraq – Briefing note for schools DfE 2015’ .

All staff have attended a Workshop to Raise Awareness of Prevent (WRAP) on 1st February 2016. New staff complete online training as part of the induction process.

Additionally, pastoral staff have completed online training through Safeguarding e-Academy.

The National Counter Terrorism Policing Headquarters in conjunction with the College of Policing have developed a general awareness e-learning package for Channel. Designated Safeguarding Lead at Lacon Childe has completed this and for those staff that are new in post will as part of their induction complete this (http://course.ncalt.com/Channel_General_Awareness/01/index.html).

Appendix v – Stottesdon C of E Primary

Appendix vi - Equality impact assessment screening form

Section one: screening for impact				
Name of policy				
Project lead completing assessment:				
Position:				
1. What is the main purpose of the strategy/project/policy?				
2. Who will be the main stakeholders/users of the policy? Please consider the impact of the policy on the different groups of stakeholder /users.				
3. Use the table to show:				
<ul style="list-style-type: none"> ■ Where you think that the policy could have a negative impact on any of the equality strands, that is, it could disadvantage them – if no impact please note the evidence for this. ■ Where you think that the strategy/project/policy could have a positive impact on any of the groups or contribute to promoting equality, equal opportunities or improving relationships within equality characteristics. 				
	Positive impact	Negative impact	No impact	Reason and evidence (provide details of specific groups affected even for no impact)
Age				
Disability				
Gender				

Gender identity				
Sexual orientation				
Race				
Religion or belief				
4. If you have indicated there is a negative impact on any group, is that impact:				
Legal? (not discriminatory under anti-discriminatory legislation)		Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Intended?		Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Level of impact?		High <input type="checkbox"/>	Low <input type="checkbox"/>	
If the negative impact is possibly discriminatory and not intended and/or of high impact you must complete a full equality impact assessment. If not, complete the rest of section one below.				
5. Could you minimise or remove any negative impact that is of low significance? Could you add any additional action to have a positive impact rather than no impact?				
6. If there is no evidence that the strategy, project or policy promotes equality, equal opportunities or improved relations – could it be adapted so that it does? If so, explain how.				
7. Please list the outcome following this equality impact assessment (this could be no changes, some changes, further work needed around particular groups or cease development of the policy).				
Signed:			Date:	