



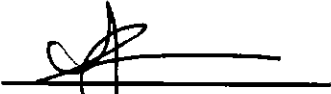

Holy Trinity CE School

Preventing Extremism and Radicalisation Guidance

Date: September 2016

Ratified by the Governing Body on: 20/09/16

Review date: September 2017

Signed:  (Chair of Governors)
Signed:  (Head/Principal)

There is no place for extremist views of any kind in our school, whether from internal sources (pupils, staff or governors) or external sources (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, the school will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

Please see notes on associated terminology on **appendix 3**

3. The Counter Terrorism and Security Act July 2015

The Counter Terrorism and Security Act 2015 was published on 12th March 2015. Section 26 of the Act places a duty on schools in England (and Wales) to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly-funded or independent, and organisations covered by the Early Years Foundation Stage framework. The duty also applies to children's homes. Statutory guidance has been published and comes into force on 1st July 2015.

Schools leaders (including governors) must:

- establish or use existing mechanisms for understanding the risk of extremism
- ensure staff understand the risk and build capabilities to deal with it
- communicate and promote the importance of the duty
- ensure staff implement the duty effectively

Other duties on schools include:

- effective partnership working with other local agencies, e.g. LSCB, police, health, etc.
- information sharing
- maintaining appropriate records
- assessing local risk of extremism (including Far Right extremism)
- demonstrating they are protecting children
- developing clear protocols for visiting speakers
- safeguarding policies that take account of LSCB policies and procedures
- training staff to give them knowledge and confidence
- ensuring there is robust ICT protocols that filter out extremist materials
- school buildings must not be used to give a platform to extremists

Ofsted are responsible for monitoring how well schools are implementing this duty.

See **appendix 1** for optional schools audit

Our school will closely follow the locally agreed procedure as set out by the Local Safeguarding Children Board for safeguarding individuals vulnerable to extremism and radicalisation. www.wlscb.org.uk

5. 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 Citizenship and PSHE sessions; 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. These approaches include setting targets for young people to build a sense of ownership; creating a safe space for dialogue between staff and pupils; building resilience in pupils; improving pupil skills for collaborative work; improving pupils' ability to interact with each other and a peer mentoring scheme. 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. The school 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.

We will also work with local partners, families and communities in our efforts to challenge extremist views and to assist in the broadening of our pupils' experiences and horizons.

6. Use of External Agencies and Speakers

The school encourages 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. This includes checking the DBS of all external providers, viewing material that will be used beforehand and conducting a social media check on such agencies or individuals.

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 compete 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 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 the school to ensure that they are effective

Therefore 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.

- **Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs**
- Ensuring that personal beliefs are not expressed in ways that exploit pupils' vulnerability, or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. They must have an understanding of, and always act within, the statutory frameworks that set out their professional duties and responsibilities.

NB the phrase '**fundamental British values**' refers to the definition of extremism as articulated in the Prevent Strategy, which was launched in June 2011 and updated recently. It includes the need for schools to explore with pupils and students '**democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs**'.

11. 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' March 2015 and duties as set out in the Counter Terrorism and Security Act 2015.

Parents/carers will be issued with a hard copy of this Policy on request. This Policy will also be made available to parents/carers via the school's website.

Governors will review this policy annually prior to the start of a new academic year but may adopt any amendments outside this timeframe in accordance with any new legislation or guidance.

12. Supporting children who are travelling/have travelled abroad to specific locations

If a student/parent/carer seeks permission to travel abroad and this falls within the academic school term then the family should be provided with the letter as set out in **appendix 2**. The Dangers of travelling for terrorism (or Forced Marriage or Female Genital Mutilation) are becoming increasingly apparent and concerning. While this guidance refers to children and young people returning; there is an absolute desire to stop them travelling wherever possible. School staff must also be alert and refer cases of potential concern if they become aware that a student/pupil is intending to travel during school holidays.

If you have concerns either post travel or pre travel and/or identify any concerns in relation to extremism as identified above please refer to the flow diagram on appendix 4 which relies on your professional judgment with full support and guidance from your **SPOC**. If any of the indicators of concern are noted upon return/extremism risk identified then consideration needs to be given to making a referral to Channel, the Channel panel will suggest appropriate intervention. This will be from a safeguarding perspective around a number of issues that will encompass extremism vulnerabilities. If any responses/discussions give further indicators for concern around extremism then the Local Security and Partnership Officer will be contacted.

13. LINKS AND SUPPORTING DOCUMENTS

HO Foreign Travel Advice-
<https://www.gov.uk/foreign-travel-advice>

Prevent Tragedies
www.preventtragedies.co.uk

Appendix 1 – Prevent audit for primary and secondary schools

An audit of this nature is a useful form of evidence for inspecting bodies such as Ofsted; it is also a useful self-assessment tool for leadership teams and staff to map what they are already doing well and what could be done to improve 'good practice' further. In the past, schools have used Community Cohesion audits in a similar way, with favourable comments from both leadership teams and Ofsted.

Appropriate members of the Senior Management Team, the Prevent Lead and a Governor who has responsibility for this area should carry out the audit; its findings should be shared with the whole staff. The audit must be reviewed at the very least bi-annually and a record of each audit filed and kept in school.

Key

When assessing the school's level of compliance use the following codes

Red (R): no evidence

Amber (A): partial evidence

Green (G): secure evidence

1. PREVENT OBJECTIVE 1: Clear leadership and accountable structures are in place and visible throughout the organisation		
Evidence	Colour code	Action, when and responsibility
There is an identified strategic Prevent Lead within the school		
The strategic Prevent Lead understands the expectations and key priorities of PREVENT and these are embedded and explicit within safeguarding policies		
The Senior Leadership Team have a clear understanding and commitment to the Prevent Strategy and its key objectives		
The PREVENT agenda and its objectives are embedded within the appropriate safeguarding processes established and used in school.		
2. Staff and the Governing Body have been appropriately trained according to their role		
Evidence	Colour code	Action, when and responsibility
All staff and Governors know who the Prevent Lead is in school.		
They understand the risk of radicalisation and extremism and know how to recognise and refer children who may be at risk		
There are appropriate policies, staff guidance and literature readily available to all staff on PREVENT		
Staff are confident and able to provide appropriate challenge to students, parents or Governors if opinions are expressed that are contrary to fundamental British values and the promotion of community cohesion; they know who to go to and how to report concerns		
Regular, continuous CPD updating training on PREVENT is available to the Strategic Prevent Lead and safeguarding leads where appropriate.		
3. An appropriate reporting and referral process is in place and referrals are being managed effectively		
An appropriate internal PREVENT referral process has been developed		
Partner agency communication channels have been established – Local Authority Prevent Lead and the Police, are first port of call when outside agencies need to be consulted or for making a Channel referral		
Evidence of notification reports and/or referrals exists in school		
Prevent notifications or referrals are managed or overseen by designated staff e.g. the Prevent Lead		
A process is in place to identify, and develop 'lessons learnt'; a reflective process that will inform future action.		

Appendix 2 - Supporting children who are travelling/have travelled abroad to specific locations

Dear Parent

Travel Abroad

Name of Pupil has advised us that he/she will be travelling to {destination} on {Date} to {Date}.

Travel abroad can be a fantastic learning experience and we encourage pupils to broaden their life experiences to give them a deeper understanding of how other people live around the world. Any trip during term time is discouraged so that it does not negatively impact children's education, but we do consider any requests on a case by case basis.

We are aware that in some countries travel for British Nationals can mean increased risk of terrorist attack. Please see the link below of the latest advice and risks associated to a number of destinations.
<https://www.gov.uk/foreign-travel-advice>

There have been numerous incidents of young UK nationals travelling abroad which breached current UK legislation, and also legislation of the country of destination if arriving illegally through unsupervised border crossings.

In a handful of cases parents were unaware of their child's plans to travel so this is one of the reasons that we have contacted you to confirm you are fully aware and are happy with the proposed travel arrangements.

Your child's safety is paramount to the school and travel abroad is covered within safeguarding protocols and current legal duties placed upon educational institutions.
Please do not hesitate to contact (insert name) on any issues relating to the content of this letter

Yours sincerely

Insert name

Appendix 4 – flow diagram when concerns are identified

