Preventing Extremism and Radicalisation Safeguarding Policy

St Vincent's Catholic Primary School

The School Mission Statement

To love, serve and learn as Jesus shows us

DOCUMENT STATUS

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1. Introduction

St Vincent's Catholic Primary School is committed to providing a secure environment for pupils, where they feel safe and are kept safe. All professionals at St Vincent's Catholic Primary School recognise that safeguarding is everyone's responsibility, irrespective of the role they undertake and whether or not their role has direct contact or responsibility for children and young people.

2. Definitions

The following definitions create clarity when discussing radicalisation and extremism:

Ideology - a set of beliefs.

Extremism - a 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.

Radicalisation - the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Terrorism - an action that endangers or causes serious violence damage or disruption and is intended to influence the Government or to intimidate the public and is made with the intention of advancing a political, religious or ideological cause.

3. Guidance and Legislation

The Preventing Extremism and Radicalisation Safeguarding Policy draws upon the guidance contained in:-

- Warrington Safeguarding Children Board procedures
- Keeping Children Safe in Education; 2022
- The Prevent Duty: Departmental advice for schools and childcare providers: DfE June 2015
- Tackling Extremism in the UK; Prime Ministers Taskforce: December 2013
- Teaching Approaches that help Build Resilience to Extremism among Young People; DfE 2011
- Report into Allegations Concerning Birmingham Schools Arising from Trojan horse Letter; Peter Clarke: July 2014.
- Promoting Fundamental British Values as part of SMSC in Schools; Nov 2014
- OFSTED School Inspection Handbook

In adhering to this policy and the procedures therein, staff and visitors will comply with our statutory duties to:-

- Safeguard and promote the welfare of all children as set out in s175 and s157of the Education Act 2002.

- Contribute to the delivery of the outcomes for all children, as set out in s10 (2) of the Children Act 2004.

4. School Ethos and Practice

St Vincent's Catholic Primary School recognises the Governments concern that the UK continues to face a threat from terrorism. One security concern is the potential for British citizens and residents to become radicalised and commit acts of violence or terrorism.

Violent Extremism is defined by the Crown Prosecution Service (CPS) as:

"The demonstration of unacceptable behaviour by using any means or medium to express views, which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts;
- Foster hatred which might lead to inter-community violence in the UK."

Our school is a safe place where pupils can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens. However 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.

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

Furthermore 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, including 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 Policy and the Code of Conduct for staff.

Where misconduct by a teacher is proven, the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

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, especially where pupils have not actively sought these out.

- 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 communicating 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, sexuality, ethnicity or culture.

- Attempts to impose extremist views or practices on others.

Our school will closely follow any locally agreed procedure as set out by the Local Authority and the Warrington Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

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 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.

- 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, so as to address specific issues to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success following the three broad categories of:

- Making a connection with young people through good [teaching] design and a pupil centred approach.
- Facilitating a ‘safe space’ for dialogue, and
- 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 our schools approach to the spiritual, moral, social and cultural development of pupils as defined in OfSTED’s School Inspection Handbook 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 achieve this by using a curriculum that includes:-

- Citizenship
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout curriculum and behaviour management
- Focussed educational programmes

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views, and to assist in the broadening of our pupil’s 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 support through referral to the Warrington CHANNEL team – see section 13.

We will also promote the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect difference, especially those of 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.

6. Use of External Agencies and Speakers

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 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.

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.

We recognise, however, that the ethos of our 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.

Therefore by delivering a broad and balanced curriculum, 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.

7. Whistle Blowing

Where there are concerns of extremism or radicalisation, pupils and staff are able to discuss this with the Designated Safeguarding Lead. If, for any reason they feel unable to do this, then they are able to make use of our internal systems to Whistle Blow or raise any issue in confidence. Please refer to School Whistle Blowing Policy.

8. Child Protection

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

Staff will be alert to the fact that whilst Extremism and Radicalisation is 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.)

Therefore 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 Designated Safeguarding Lead.

9. Role of the Designated Safeguarding Lead (DSL)

The DSL is: Dominic Vernon
The Deputy DSL is: Paula Williams
The role of the DSL is set out in our Child Protection and Safeguarding Policy.
The DSL is the focus person who school staff, and others, may come to if they have concerns about an individual child's safety or well-being, and they are the first point of contact for external agencies.

The DSL is also the person who leads on concerns regarding extremism or radicalisation. Where there are concerns regarding extremism and radicalisation, the DSL should contact The Cheshire Police Prevent Team to establish if a referral needs to be made.

10. Training

Whole school training on Safeguarding and Child Protection will be organised for staff and governors on an annual updates. This training should be approved by the Local authority and will, in part, include training on extremism and radicalisation and its safeguarding implications.

The DSLs will attend training courses as necessary and the appropriate inter-agency training organised by the Warrington Safeguarding Children Board at least every two years. Again this will include training on extremism and radicalisation and its safeguarding implications.

There is a list of resources within this document that are being used by our school to enable us to train our staff. (Please see appendix 3)

11. Recruitment

The arrangements for recruiting all staff, (permanent, temporary and volunteers) to our school will follow statutory guidance in Keeping Children Safe in Education.

We will apply safer recruitment best practice principles and sound employment practice in general, which include, but are not limited to, ensuring that DBS checks are 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 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 operating safer recruitment best practice and by ensuring an ongoing culture of vigilance within our school, we will minimise the opportunities for extremist views to prevail.

12. Role of Governing Body

The Governing Body of our 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 our school will support the ethos and values of our 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' the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy annually 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.

13. Warrington PREVENT Programme

The Prevent Programme is Warrington's response to the Government's national counter-terrorism strategy, which aims to stop people being drawn into or supporting terrorism. The national strategy focuses on three key areas which are:-

- Respond to the ideological challenge of terrorism and the threat from those who promote it
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- Work with sectors and institutions where there are risks of radicalisation that we need to address

Warrington's Prevent Programme is designed to:-

- Divert vulnerable individuals away from the radicalisation process and ensure that they are given the appropriate advice and support through local safeguarding structures
- Deter extremist groups from creating disharmony, division and spreading hate
- Keep the majority safe from the few who seek to harm others
- ensure that sectors and institutions develop an appropriate response to tackle extremism
- Ensure that media and wider public recognise that the illegal or extreme actions of a few individuals from a particular background do not reflect the values and views of others with the same background, faith or belief
- Ensure that the reputation of the city and its residents is maintained and enhanced.

For further information about Warrington's Prevent Program please contact Stephen Gillham the single point of contact (SPOC) for the WBC on 01925 442928

14. Prevent Multi-agency group

Warrington is developing a multi-agency group to provide support to people at risk of being radicalised, recognising that the radicalisation of vulnerable children and adults is a safeguarding issue. The Channel Panel is chaired by a representative from the Local Authority.

The objectives of the group are to:-

- to identify individuals at risk of being drawn into violent extremism
- to assess the nature and extent of that risk
- to develop the most appropriate support for the individuals concerned.
- to consider the strategic plan for prevent and implement any necessary changes

It is important to trust your professional judgement - if you are concerned that someone is at risk of getting involved in extremism, you should discuss this with your DSL without delay.

The DSL should contact The Cheshire Police Prevent Team to discuss if a referral needs to be made.

When a referral is received, the Channel Co-ordinator will, in partnership with other safeguarding professionals, investigate further to assess the nature and extent of the risk and develop the most appropriate support package for the individual concerned.

Cheshire Police Prevent Team can be contacted on:
Email: prevent@cheshire.pnn.police.uk

Please copy Stephen Gillham into these emails**:** sgillham@warrington.gov.uk

Appendix 1

Education Check List - Preventing Extremism and Radicalisation

WARRINGTON
Borough Council

SCHOOL SELF ASSESSMENT for PREVENT

PREVENT OBJECTIVE 1: **LEADERSHIP - Structures are in place and visible throughout the school**
PREVENT OBJECTIVE 2: **CAPABILITIES – Staff and governors are adequately trained on Prevent Duty**
PREVENT OBJECTIVE 3: **RISK ASSESSMENT - Risks around extremism are understood and appropriate referral process is in place**
PREVENT OBJECTIVE 4: **WORKING IN PARTNERSHIP – Develop multi-agency approaches to address safeguarding issues and deliver quality curriculums**
PREVENT OBJECTIVE 5: **TEACHING and LEARNING – Develop effective learning opportunities to safeguard children from extremism and promote community cohesion**
SCHOOL NAME: Name of assessor(s): Dominic Vernon Date of assessment: September 2019 Last reviewed: February 2023

1. LEADERSHIP - Structures are in place and visible throughout the school		
Evidence	**Red/Amber/ Green**	**Self-Assessed Rating**
The Senior Leadership Team and Governors are aware of the Prevent Strategy and its objectives		**Red (R): not able to evidence any** **Amber (A): evidence of some but not all** **Green (G): evidence of all and more**
There is an identified strategic Prevent lead within the school who understands the expectations and key priorities to deliver the Prevent Duty		
Supporting young people vulnerable to radicalisation is embedded within Safeguarding Policies and Procedures		
Prevent safeguarding responsibilities are explicit within the School's Safeguarding Team and take into account the policies and procedures of the Warrington Safeguarding Children Board (LSCB)		
There is a clear awareness of roles and responsibilities throughout organisation regarding Prevent		
The Senior Leadership Team drives the implementation of the Prevent Duty		
2. CAPABILITIES –Staff and governors adequately trained on Prevent Duty		
Evidence	**Red/Amber/ Green**	**Self-Assessed Rating**
A training plan is in place to deliver Workshop to Raise Awareness of Prevent (WRAP) 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		**Red (R): not able to evidence any** **Amber (A): evidence of some but not all** **Green (G): evidence of all and more**
Further training on the Prevent agenda is made available to the Strategic Prevent lead, Safeguarding leads and other relevant staff where appropriate		
There is appropriate staff guidance and literature available to staff on the Prevent agenda		

3. RISK ASSESSMENT – Risks around extremism are understood and appropriate referral process is in place		
Evidence	**Red/Amber/ Green**	**Self-Assessed Rating**
All key staff show understanding of risks affecting children and how to support individual children who may be at risk		**Red (R): not able to evidence any** **Amber (A): evidence of some but not all** **Green (G): evidence of all and more**
A single point of contact [SPoC] for any Prevent concerns raised by staff, students or parents within the school has been identified		
SPoC understands when it is appropriate to make a referral to the Channel programme		
Prevent referrals/notifications are being managed or overseen by relevant staff		
An audit trail for notification reports/referrals exists		
A process is in place to identify and develop 'lessons learnt'		

4. WORKING IN PARTNERSHIP – Develop multi-agency approaches to address safeguarding issues and deliver quality curriculums		
Evidence	**Red/Amber/ Green**	**Self-Assessed Rating**
Partner agency communication channels have been developed – Multi Agency Safeguarding & Screening Service is the first port of call when outside agencies need to be consulted or for making a Channel referral. Mass can be contacted by or fill in the Multi Agency child Protection Referral Form		**Red (R): not able to evidence any** **Amber (A): evidence of some but not all** **Green (G): evidence of all and more**
SPOC identified in Children's Services to liaise on a range of safeguarding issues		
Effective links established with Children's Services for support on radicalisation and extremism		
School has policy/procedure for working with partner organisations, individuals and external users of school premises		

5. TEACHING and LEARNING – Develop effective learning opportunities to safeguard children from extremism and promote community cohesion		
Evidence	**Red/Amber/ Green**	**Self Assessed Rating**
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		**Red (R): not able to evidence any** **Amber (A): evidence of some but not all** **Green (G): evidence of all and more**
The school delivers training that helps students develop skills to critically assess information, particularly on-line and through social media – supporting students to recognise risk and make safe choices.		
School has systems in place to safeguard students from accessing extremist websites e.g. IT filters/firewalls in place and digital footprints monitored		
Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations		
Schools are able to provide a safe environment for dialogue around controversial issues and support students to understand how they can influence and participate in decision-making.		

For further guidance please contact:

WARRINGTON
Borough Council

Stephen Gillham
Education Safeguarding Officer
Education Safeguarding Team
New Town House
Buttermarket Street
Warrington
WA1 2NJ

Tel: (01925) 442928

Email: sgillham@warrington.gov.uk

Or educationsafeguarding@warrington.gov.uk

Appendix 1 – Useful resources

Useful resources for Prevent, radicalisation and extremism:

1. **Online Channel NCALT Course for practitioners:**

http://course.ncalt.com/Channel_General_Awareness

2. **Revised Prevent Duty Guidance 2015:**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance__England_Wales_V2-Interactive.pdf

3. **New Safeguarding Advice for Schools and Childcare Providers:**

https://www.gov.uk/government/news/new-safeguarding-advice-for-schools-and-childcare-providers

4. **Protecting Children from Radicalisation; The Prevent Duty**

https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

5. **The Use of Media for online radicalization:**

https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

6. **Prevent for FE – useful links for non FE also;**

www.preventforfeandtraining.org.uk