ST MARY MAGDALENE CE PRIMARY SCHOOL
Agreed Whole School Policy

Preventing Extremism & Radicalisation Policy

STATUS:	DRAFT	☐	AGREED	☑	

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Signed ………………………………….. Name ……………………………………. Date ……………………

As a Church of England School, we recognise that each person is valuable, precious and **unique** before God. Our school is a community based on **trust**, **honesty** and **love**. We aim to live in **peace** with each other and to **forgive** those who have wronged us, as taught and demonstrated in the life of Jesus. We seek to foster in our members **wonder** in discovery, **thankfulness** for what we have, **compassion** for others and **hope** for the future. We therefore strive to ensure that our delivery of the curriculum meets the needs of each individual and helps foster an environment where the motivation for all to achieve and reach their full potential is at the core of our commitment.

St Mary Magdalene CE Primary School
Preventing Extremism and Radicalisation
Safeguarding Policy

Southwark Diocesan Board of Education Statement

As a Church of England school, St Mary Magdalene CE Primary is a place where Christian values underpin all we do and where diversity and difference is celebrated. Christ entreats us to love one another and love our neighbour as ourselves and our children and young people learn in an atmosphere of mutual respect and acceptance.

St Mary Magdalene CE Primary School has the responsibility for developing our children and young people to achieve their potential and with promoting a positive vision of society. In our school this means ensuring high quality Religious Education (RE), equipping children with critical skills and teaching pupils that those who advocate violence and hatred in the name of God are distorting their faith. The RE curriculum in our school equips children and young people to debate ethical issues in the light of insights from the major faith traditions and belief systems. Our school promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and acceptance of those of different faiths and beliefs through their RE, Collective Worship and Spiritual, Moral, Social and Cultural provision.

Introduction

St Mary Magdalene CE Primary School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults at St Mary Magdalene CE Primary 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.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to St Mary Magdalene CE Primary School's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004[1]. 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 set out at s175 of the Education Act 2002.

Our school's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the London Child Protection Procedures and DfE Guidance Keeping children safe in education 2015; and specifically DCSF Resources Learning together to be safe, Prevent resources guide, Tackling extremism in the UK; DfE's "Teaching approaches that help to build resilience to extremism among young people" and Peter Clarke's Report of July 2014.

This policy should be read with the following guidance:

- Working Together to Safeguard Children March 2015. The guidance is available via the following link: http://workingtogetheronline.co.uk/

- Prevent Duty Guidance for England & Wales; a Guidance for specified authorities (Counter Terrorism & Security Act 2015) June 2015:
  https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance__England_Wales_V2-Interactive.pdf

- Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers, March 2015. The guidance is available via the following link: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

- Educate Against Hate is a website supported by the DfE, and provides links to a wide variety of the most up-to-date guidance for teachers and school leaders in this area, as well as third-party resources: https://educateagainsthate.com/

- The Prevent Duty for Schools and Childcare Providers (2015): https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

- 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

- Prevent e-learning training package: https://www.elearning.prevent.homeoffice.gov.uk/

- Let's Talk About It (LTAI): http://www.ltai.info/

[1] *the physical, mental health and emotional well-being of children; the protection of children from harm and neglect; the education, training and recreation of children; the contribution made by them to society; and their social and economic well-being.*

School Ethos, Practice and Procedures for Referrals

When operating this policy St Mary Magdalene CE Primary School uses 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'.

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, at St Mary Magdalene CE Primary School we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and ***learn to accept*** difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

Furthermore at St Mary Magdalene CE Primary School we are aware that young people may 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 Policy for pupils 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 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 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 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, culture *or faith.*
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or the Southwark Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. All referrals go to the MASH team.

As a Church of England school, this school will be inspected regularly under the Statutory Inspection of Anglican and Methodist Schools (SIAMS). The principle objective of this inspection is to evaluate the distinctiveness and effectiveness of the school as a church school; it will also verify how well our distinctive Christian character and values ensure the development and achievement of the whole child, or young person, in our care. We recognise and understand that preventing extremism and radicalisation is part of developing the whole child and a responsibility that our school shares. We will therefore ensure that, through our distinctive Christian values, we aim to develop well-balanced pupils with non-extremist views of Christianity, other faiths, or of any other difference.

Through our church school's self-evaluation, we will regularly review how our school prevents extremism and radicalisation and promotes and supports fundamental British values, however we will look at these values from a broader perspective as shared human values and values found at the heart of all faiths. Our accountability through SIAMS will focus specifically on how our school's distinctive Christian character meets this policy to develop respectful and tolerant individuals and the impact of Collective Worship, the effectiveness of RE and the leadership and management in achieving this.

Links to other policies

- Safeguarding & Child Protection Policy
- Staff Code of Conduct
- Single Equalities Policy
- SEND Policy
- Anti-Bullying Policy
- Online Safety Policy
- Behaviour Policy
- RE Policy
- Our Mission Statement

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 **RE** and **PSHE**; but also by adopting the methods outlined in the Government's guidance 'Building resilience and preventing radicalisation and extremism through the curriculum.'

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 so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success as set out in the Table at Page 15 of that document, 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 through good (teaching) design and a pupil centered 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 **Christian** 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 school's approach to **RE and** the spiritual, moral, social and cultural development of pupils as defined in OFSTED's School Inspection Handbook and will include the sound use of **Collective Worship** 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:

- PSHE & Wellbeing curriculum framework
- Citizenship programmes
- Open discussion and debate

- Work on anti-violence and a restorative approach addressed throughout the curriculum
- Focused 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 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 our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At St Mary Magdalene CE Primary School we will promote the values of democracy, the rule of law, individual liberty, mutual respect and acceptance for those with different faiths and beliefs. **Christian values are embedded in our school and in our worship and** 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.

Use of External Agencies and Speakers

At St Mary Magdalene CE Primary 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.

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 using age appropriate language.
- Activities are carefully evaluated by schools to ensure that they are effective

We recognise, however, that **within our Christian** ethos we 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, 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.

Whistle Blowing

Where there are concerns of extremism or radicalisation, pupils and staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence. Please refer to the Whistle Blowing policy.

Child Protection

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

Staff at St Mary Magdalene CE Primary School 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 in St Mary Magdalene CE Primary 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 or Headteacher.

In St Mary Magdalene CE Primary School our Child Protection reporting arrangements, including reporting form, are set out fully in our Safeguarding Policy.

Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead is: Anna Harding

The Deputy Designated Safeguarding Lead is: Nicola Kershaw, Damith Bandara, Katherine Rose and Rachel Butcher.

The Designated Safeguarding Lead works in line with the responsibilities as set out at Annex B of the DfE Guidance 'Keeping Children Safe in Education'.

The Designated Safeguarding Lead is the focus person and local 'expert' for school staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies

In line with Recommendation 2 of Peter Clarke's Report; In St Mary Magdalene CE Primary School the role of the Designated Safeguarding Lead will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

Training

Whole school in-service training on Safeguarding and Child Protection will be organised for staff and governors at least every three years and will comply with the prevailing arrangements agreed by the Local Authority and the LA's Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Lead will attend LA training courses as necessary and the appropriate inter-agency training organised by the LA's Safeguarding Children Board at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

Contacts for Training and Learning
Prevent, WRAP, Channel, CONTEST

- LA's designated contact for Prevent-related enquiries within schools:
  Charlotte.Mumford@southwark.gov.uk
- https://www.gov.uk/government/publications/counter-terrorism-strategy-contest
- https://www.gov.uk/government/publications/prevent-duty-guidance
- https://www.gov.uk/government/publications/channel-guidance
- https://www.gov.uk/government/publications/prevent-strategy-2011

Useful websites
- UK Safer Internet Centre:
  Guidance for teachers, and other professionals supporting children about how to stay safe online and from radicalisation includes: checklists for Facebook, Twitter, Snapchat, Instagram, can be downloaded and used in schools – www.saferinternet.org.uk

- For complementary but distinctive set of resources and support around online safety: http://www.childnet.com/

- London Grid for Learning has a range of short videos with clear explanations relating to extremism and radicalisation – http://counterextremism.lgfl.org.uk/

- Teaching approaches that help to build resilience to extremism amongst young people - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/182675/DFE-RR119.pdf

PREVENT

- www.gov.uk/government/policies/protecting-the-uk-against-terrorism/supporting-pages/prevent
- PREVENT Tragedies – www.preventtragedies.co.uk
- Families Matter – www.familiesmatter.org.uk
- NCALT: an e-learning module which gives awareness of the CHANNEL process. Issued with certificate – http://course.ncalt.com/Channel_General_Awareness/01/index.html

Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow LA's guidance for safer recruitment best practice in education settings, 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 school's 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.

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 **Christian** ethos and values of our school and will support the school in tackling extremism and radicalisation.

In line with Recommendation 13 of Peter Clarke's report details of our Governing Body will be published on our school website to promote transparency.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2015' 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.

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'

Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via our website.

In St Mary Magdalene CE Primary School the Head Teacher 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 A:
'Key Ingredients' for successful teaching in the context of 'push' and 'pull' factors.

PUSH FACTORS – factors that push an individual/make an individual vulnerable to extremist messages

Lack of excitement, frustration

Lack of sense of achievement – seen as significant. 'lack of purpose' // Confidence in the future, life goals.

Lack of an outlet for views.

Gaps in knowledge or understanding of Islam – both young people and their parents   Sense of injustice

Actual or perceived humiliating experiences. (including bullying, racial discrimination as well as perceived humiliating experiences: Perhaps linked closely to sense of injustice)

Exclusion – lack of belonging to peer or community networks, associations etc.

Below the line: factors that are out of scope of this study

Disruptive home life.   Disaffection with wider societal issues

OPM

KEY INGREDIENTS

Teacher confidence in many cases it will be the use of existing teaching skills and methods which may well be the most effective approach. From prison settings, staff who are more confident in their abilities tend to perform much better even though they have not received specialist training

Teacher attitudes and behaviours
• Willingness to admit you don't know
• Acknowledging controversial issues exist
• Awareness that I have a role to play
• Willingness to turn to others for help when you don't know about something

Specific knowledge:
• Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering')
• Knowledge of an alternative values framework

Teaching practice/pedagogy:
• Boosting critical thinking (seeing through propaganda, singular messages etc)
• Helping to see multiple perspectives
• Using multiple resources/methods
• Embedding or sustaining dialogue following specialist interventions.
• Enabling students to tackle difficult issues.

• Linking school work to the wider community
• Drawing evidence from across the curriculum
• Developing in young people a sense of multiple identities: help young people become aware of, and comfortable with, multiple personal identity

Other factors
Support from senior leaders
Pupil support processes

PULL FACTORS - Factors that draw young people into extremist messages

Charismatic/confident individuals (recruiters).

Networks/sense of belonging

Broader community views which enable or do not oppose extremism.

Persuasive, clear messages. Exploiting knowledge gaps

Sense of dignity and importance and loyalty
Exciting (non-teaching) activities.
Sense of purpose in life