**SWITCHED-ON CHRISTIAN SCHOOL**

**Preventing Extremism and Radicalisation**

**Policy**

This Policy was written 14th January 2015 by Head Teacher and School Administrator

Review Date: Annually

Head Teacher: Mrs C Hill

School Administrator: Mr G Hill

Preventing Extremism and Radicalisation

British Values, Christian values and high expectations are at the heart of all aspects of our school life, providing a safe and happy learning environment where children are encouraged to develop respect, self-esteem and confidence. We aim to find exciting ways to educate, making use of the latest developments in technology.

At Switched-On Christian School we celebrate success and encourage everyone to achieve their full potential by working together in partnership with parents, churches and the wider community.

**Introduction**

Switched-On Christian School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. We 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, staff and visitors will contribute to Switched-On Christian Schools’ delivery of the outcomes to all children, as set out in s10 (2) of the Children’s Act 2014. 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** Policy also draws upon the guidance contained in the DfE Guidance “Keeping Children Safe in Education, 2014”; “Prevent: Resources Guide”, “Tackling Extremism in the UK”, DfE’s.

*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 and 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’.***

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, parents, staff or governors, or external sources - wider 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.

We 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.

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 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 and Discipline Policy for pupils and by the schools’ management for staff.

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 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 or culture
* Attempts to impose extremist views or practices on others
* Anti-Western or Anti-British views

Our school will monitor any locally agreed procedure set out by the Local Authority for safeguarding individuals vulnerable to extremism and radicalisation.

**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 and Teaching on British Values.

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. Our key phrase *"Some people think differently."* will be evident in our thinking and planning.

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 methodologies following three broad categories of:

* Making a connection with young people through good teaching and our relational 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 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 programmes
* Open discussion and debate
* Work on anti-violence and a biblical restorative approach addressed throughout curriculum
* Focussed educational programmes

We will also work with local partners, schools, police, 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 mentoring. Additionally in such instances our school will seek external support from the Local Authority working to prevent extremism.

At Switched-On Christian 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 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 Switched-On Christian 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 compete 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. We keep a record of agencies and speakers that visit Switched-On Christian School.

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 schools 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, 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. *\*Individuals and groups invited to the school will be made aware of this extract.*

**Whistle Blowing**

Where there are concerns of extremism or radicalisation pupils and Staff are encouraged to make use of our internal systems to raise any issue in confidence.

**Child Protection**

Please refer to our Child Protection Policy for the full procedural framework on our Child Protection duties. In addition, 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.

Therefore all adults associated with Switched-On Christian School (including parents, 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 Head Teacher (CPO).

In line with Recommendation 2 of Peter Clarke’s Report, the role of the Designated Safeguarding Lead will be extended 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, governors and parents will, in part, include training on extremism and radicalisation and its safeguarding implications.

**Recruitment**

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow 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 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 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 “Chair” of the Governing Body of Switched-On Christian School will undertake appropriate training to ensure that the body is clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

The Governors will support the 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, 2014’ the governing body will monitor the school’s senior management team on the delivery of this policy and its effectiveness.

Governors will review this policy regularly and may amend and adopt it in accordance with any new legislation or guidance.

**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 the school website.

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| **1.3.31 Prevent Policy** |  |

**NOTE:** Working together to Prevent and support young people from being drawn into extremism & terrorism

These procedures support work with children and young people before they commit offences and are central to safeguarding these young people.

**Quick Links:**

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| [**Definition**](http://pandorsetscb.proceduresonline.com/chapters/p_prevent_pol.html#Definition) |
| [**Indicators**](http://pandorsetscb.proceduresonline.com/chapters/p_prevent_pol.html#Indicators) |
| [**Protection & Action to be taken**](http://pandorsetscb.proceduresonline.com/chapters/p_prevent_pol.html#Protection) |
| [**Further Information**](http://pandorsetscb.proceduresonline.com/chapters/p_prevent_pol.html#Further) |
| [**Amendments to this chapter**](http://pandorsetscb.proceduresonline.com/chapters/p_prevent_pol.html#amends) |

**Definition**

**Terrorism**

Terrorism can occur anywhere in the world with atrocities carried out in support of various ideologies and campaigns. There is no single definition of terrorism but it commonly refers to criminal acts intended to provoke a state of terror in the general public.

The most serious threat we face is from international terrorism linked to or influenced by al-Qaeda or ISIS, who wrongly use religion to justify their actions. There are currently significant risks associated with individuals travelling to Syria & Iraq, both young men seeking to fight and young women seeking to become "jihadi brides".

However, terrorism can be motivated by a range of ideologies or other factors, including religion, politics and race. In the UK extreme right-wing groups and single-focus groups such as animal rights campaigners can also pose a significant threat.

**Radicalisation**

Young People can become vulnerable to radicalisation and terrorism for a variety of reasons and if exposed to extremist rhetoric may adopt more fundamental views. This is the radicalisation process in which someone adopts extreme views and actions and this can lead to acts of violent extremism.

**Violent extremism**

Violent extremism is where people seek to justify or promote terrorism or encourage others to commit such acts.

**What is Prevent?**

Prevent is part of the UK strategy for countering terrorism. The Prevent Strategy aims are to work closely with individuals likely to adopt extremist views and with other agencies and communities to identify individuals who may need support.

Prevent is about stopping people becoming terrorists. It looks at building a deeper understanding of how individuals become radicalised, to prevent people from becoming terrorists or supporting violent extremism.

**Identification**

There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences.

Most individuals, even those who hold radical views, do not become involved in violent extremism.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism. It is important to consider these factors in order to develop an understanding of the issue. It is also necessary to understand those factors that build resilience and protect individuals from engaging in violent extremist activity.

It is important to be cautious in assessing these factors to avoid inappropriately labelling or stigmatising individuals because they possess a characteristic or fit a specific profile.

It is vital that all professionals who have contact with vulnerable individuals are able to recognise those vulnerabilities and help to increase safe choices.

It is necessary to remember that violent behaviour operates on many levels in the absence of protective factors and that individuals largely act within the context of their environment and experiences.

Research shows that indicators of vulnerability can include:

*Identity Crisis* - Distance from cultural / religious heritage and uncomfortable with their place in the society around them;

*Personal Crisis* - Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging;

*Personal Circumstances* - Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

*Unmet Aspirations* - Perceptions of injustice; feeling of failure; rejection of civic life;

*Criminality* - Experiences of imprisonment; poor resettlement/reintegration; previous involvement with criminal groups.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of exploitation for the purposes of violent extremism.

More critical risk factors could include:

* Being in contact with extremist recruiters;
* Articulating support for violent extremist causes or leaders;
* 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.

**Indicators**

There is no one profile of individuals who are vulnerable to radicalisation or extremism, but a number of factors may indicate that a young person is at risk. These include:

Articulating extremist views, whether extreme right-wing or AQ/ISIS influenced.

Inappropriate interest in videos and internet material relating to Syria and Iraq; for example films of beheadings etc.

Expressing interest in travelling to Syria & Iraq.

Certain extreme right-wing groups are associated with football violence and other criminality.

**Information sharing**

All information sharing must be conducted in accordance with a relevant legal power of duty, and be proportionate and relevant to the circumstances presented.

For further detailed guidance see [**Information Sharing Procedure.**](http://pandorsetscb.proceduresonline.com/chapters/p_info_sharing.html)

**Protection & Action to be taken**

**Referral to the Channel Process**

Channel is a multi-agency approach, to provide support to individuals who are **at risk** of being drawn into terrorist related activity. This safeguarding process can support the young people in your community if it is needed. A practitioner may have concerns that an individual is susceptible to radicalisation or recruitment by terrorists or violent extremists

If Practitioners recognise or think that vulnerable individuals are being exploited by someone holding extreme views they can help them get support and prevent them becoming involved in terrorism by referring them to the Channel process.

Channel seeks to:

* Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
* Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist related activity;
* Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability;
* A range of options are available including mentoring, welfare support and access to key services and these often help people before become involved in crime.

The earlier the safeguarding Channel intervention the more likely it is to be effective,so make the referral at the earliest opportunity.

**To refer an individual to Channel, contact the Safeguarding Referral Unit:**

[**sru@dorset.pnn.police.uk.**](mailto:sru@dorset.pnn.police.uk.) **Telephone: 01202 222229skypec2c://r/20401202 222229**

[**To access the referral form please click here.**](http://pandorsetscb.proceduresonline.com/chapters/document_lib.html#temp_tools)

Once a referral is made, the Police will undertake necessary background checks and risk assessments and where appropriate a multi-agency Channel Panel will be arranged to develop an action plan for the young person involved. For young people, Children's Social Care will always be involved in these Panels.

Where a young person is already open to Children's Social Care, existing safeguarding processes will be utilised.

**Referral to Children’s services**

* As with other safeguarding or child protection issues, where a professional has any concerns that a child may be at risk of significant harm they must refer to Social care, indicating the primary reason for referral but also the concerns about radicalisation. A referral to Channel panel would not taken precedence over a Safeguarding referral. Social care will then discuss matters with the police and decide how best to address the radicalisation issues as part of the plan to work with the child and family.

See [**Referrals Procedure.**](http://pandorsetscb.proceduresonline.com/chapters/p_referrals.html)

**Taking immediate action**

If at any stage, it is felt that the individual poses an immediate danger to themselves or any other person the police should be called immediately.

**Further advice**

Practitioners who would like informal advice before making a referral contact you local Prevent lead:

Borough of Poole  
Anthi Minhinnick, Community Safety Partnership Manager  
[**Anthi.Minhinnick@poole.gcsx.gov.uk**](mailto:Anthi.Minhinnick@poole.gcsx.gov.uk)  
01202 223320

Dorset County Council  
Kay Wilson-White  
Business Manager (Community Safety)  
[**k.wilson-white@dorsetcc.gcsx.gov.uk**](mailto:k.wilson-white@dorsetcc.gcsx.gov.uk)   
01305-224768skypec2c://r/20401305-224768

Bournemouth Borough Council   
Andrew Williams, Community Safety Manager, tel: 01202 458240skypec2c://r/20401202 458240 or [**Andrew.williams@bournemouth.gcsx.gov.uk**](mailto:Andrew.williams@bournemouth.gcsx.gov.uk)

**Other Issues**

Section 26 of the Counter-Terrorism and Security Act 2015 (the Act) places a duty on local authorities, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.

The duty does not confer new functions on any specified authority. The term “due regard” as used in the Act means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

**Training**

Training around Prevent is available Pan Dorset, usually delivered through a one hour WRAP session (Workshop to Raise Awareness of Prevent).  For further details please contact the Prevent lead for you area.

**Suspicions**

If a practitioner suspect terrorism or violent extremism is being promoted or related activity is taking place then these concerns should be reported to the local police by calling 101.

**Inappropriate web content**

There is a dedicated internet page where inappropriate content can be reported. You can visit the site at [**Direct.gov.uk.**](http://www.direct.gov.uk/reportingonlineterrorism)

Inappropriate content includes speeches calling for racial or religious violence or videos glorifying terrorists who have committed atrocities, inciting racial hatred.

**Appendix A: DfE 2011**

Extremism and Radicalisation

Push Factors - things that push or make an individual vulnerable to extremist messages.

* lack of excitement
* frustration
* lack of sense of achievement - seen as a significant lack of purpose, confidence in the future, life goals
* lack of outlet for views
* gaps in knowledge or understanding of Islam - both young people and parents
* sense of injustice
* actual or perceived humiliating experiences (including bullying, racial discrimination as well as perceived humiliating experiences, perhaps linked closely to a sense of injustice)
* exclusion - lack of belonging to peer or community networks/associations
* disaffection with wider societal issues
* disruptive home life

Pull Factors - factors that draw young people into extremist messages

* charismatic or confident individuals (recruiters)
* networks and sense of belonging
* broader community views which enable or do not oppose extremism
* persuasive, clear messages exploiting gaps in knowledge
* sense of dignity, importance or loyalty
* exciting activities
* sense of purpose in life

**Key ingredients:** Teaching approaches that help build resilience to extremism among children and young people

* Teacher confidence

- in existing abilities, skills and methods

* Teacher attitudes and behaviours

-willingness to admit you don't know

-acknowledging controversial issues exist

-awareness that you have a role to play

-turning to others for help when you don't know about something

* Specific knowledge

-understanding other cultures and cultures as well as alternative values and beliefs whilst being careful to avoid 'othering'

-knowledge of an alternative values framework

* Practice and Pedagogy

- boosting critical thinking, seeing through propaganda

- helping to see multiple perspectives

- using multiple resources/methods

- embedding or sustaining dialogue following specialist interventions

- enable pupils to tackle difficult issues

- linking school work to wider community

- drawing evidence from across the curriculum

- developing in young people a sense of multiple identities and help young people to become aware of, and comfortable with, multiple personal identity

- support from leadership / management

**NOTICE**

**You notice a change or are concerned about a particular behaviour, it’s that feeling/niggle you have about someone or something.**

**CHECK**

**You still have concerns, check your concerns with a Head Teacher/Teacher/learning mentor/friend/parents/anyone (remember safeguarding and don’t give names to someone who is not employed by the school)**

**SHARE**

**If you still have a concern share it with the relevant people: - Head Teacher/Learning Mentor**

(CPO)