Preventing Radicalisation and Extremism Policy

THE DUSTON SCHOOL
Knowledge itself is power
TDS 4-19

Approved by:	GB	**Date:** 08/03/2018
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Contents

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Context

From "A toolkit to help schools contribute to the prevention of violent extremism" 2008

"Dealing with violent extremism is nothing new. Throughout history there have been groups prepared to use violence to achieve their aims… A small minority seek to radicalise young people with an ideology which justifies the use of violence…While violent extremism influenced by faith-based extremists currently pose the greatest threat to life, other forms of extremism and prejudice are also affecting individuals and communities across the country and can be a catalyst for alienation and disaffection and potentially lead to violence." "Extremists of all persuasions try to paint the world as black and white, accentuating division and difference, and exploiting fears based on ignorance or prejudice. Education can be a powerful weapon against this, equipping young people with the knowledge, skills and reflex to think for themselves, to challenge and to debate; and giving young people the opportunity to learn about different cultures and faiths and, crucially, to gain an understanding of the values we share. Exploring ideas, developing a sense of identity and forming views are a normal part of growing up. Schools can support young people in this: providing a safe environment for discussing controversial topics."

Introduction

The Duston School is committed to providing a secure environment for all of our students, staff and stakeholders.

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism.

The Duston School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The normalisation of extreme views may make children and young people vulnerable to future manipulation and exploitation. The Duston School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern. Our School's "Prevent Policy" draws upon the guidance contained in the "Prevent Strategy, 2011" and DfE Guidance ", Keeping Children Safe in Education, March 2015". The latter refers to the national development of Channels to help keep our young people safe. (Referred to in Appendix 2) Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are to be found in Appendix 1.

School Ethos

The Duston School inspires its students to be respectful, aspirational and resilient.

There is no place for extremist views of any kind in our school. It is imperative that our students and parents see our school as a safe place where they can discuss and explore controversial issues safely and in an unbiased way, and where our teachers encourage and facilitate this.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for our students. We also recognise that if we fail to challenge extremist views we are failing to protect our students. 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 The Duston School we will:

- Challenge

O Extremist views

O Prejudice

O Derogatory language

  • Provide a broad and balanced curriculum so that our students understand and become tolerant of difference and diversity

  • Support our children to ensure that they thrive, feel valued and not marginalised.

Any, discrimination or extremist views, including derogatory language, displayed by students, staff, visitors or parents will always be challenged and where appropriate dealt with. Please also see our "Anti Bullying Policy".

As part of wider safeguarding responsibilities school staff will be alert to:

• Disclosures by students 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 students have not actively sought these out.

• Graffiti symbols, writing or art work promoting extremist messages or images.

• Students accessing extremist material online, including through social networking sites.

• Parental reports of changes in behaviour, friendship or actions and requests for assistance.

• Local schools, Local Authority services, and police reports of issues affecting pupils in other schools or settings. (See appendix 1 and reference to "Channel")

• Students 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.

Teaching Approaches

- We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered.

- We will ensure that our teaching approaches help our students build resilience to extremism and give pupils a positive sense of identity.

- We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities

- Our programme of assemblies dedicated to promoting fundamental British value will further support a holistic approach to student development.

- 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 beyond.

Use of External Agencies and Speakers

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to students support fundamental British Values

- Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals

- Any messages communicated to students do not seek to glorify criminal activity or violent extremism or seek to radicalise students 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 students

Risk reduction

The school governors, the Principal and the Senior Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE and PSHE curriculum, SEND policy, assembly policy, Online Safety policy, visiting speakers, the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

This risk assessment will be reviewed as part of the annual report to governors

Response

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. Staff may also become 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 Chipping Campden School are required to report instances where they believe a child may be at risk of harm or neglect or if they have concerns that a student may be at risk of radicalisation or involvement in terrorism. They should speak with the Principal or to the Senior Designated Safeguarding Lead, Natalie Adams, Vice Principal.

Should concerns required support from other agencies there are a number of ways issues related to terrorism or extremism can be reported. These include:

- Anti-Terrorist Hotline: 0800 789 321

- Crime stoppers: 0800 555 111

- Relevant Police force: 101

- www.gov.uk/report-suspicious-activity-to-mi5

- www.gov.uk/report-terrorism

- DfE (Due diligence and counter extremism group) helpline - 020 7340 7264 - counter.extremism@education.gsi.gov.uk

Appendix 1

Indicators of vulnerability to radicalisation

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

2. **Extremism** is defined by the Government in the Prevent Strategy as: 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. **Extremism** is defined by the Crown Prosecution Service 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; or

- Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

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

6. **Indicators of vulnerability** include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;

- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;

- Experiences of Criminality – which may include involvement with criminal groups, imprisonment and poor resettlement / reintegration;

- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

8. More critical risk factors could include:

- Being in contact with extremist recruiters;

- Accessing violent extremist websites, especially those with a social networking element;

- Possessing or accessing violent extremist literature;

- Using extremist narratives and a global ideology to explain personal disadvantage;

- Justifying the use of violence to solve societal issues;

- Joining or seeking to join extremist organisations; and

- Significant changes to appearance and / or behaviour;

- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

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Appendix 2

Preventing violent extremism – Roles and responsibilities of the single point of contact (SPOC)

The Single Point of Contact for The Duston School is The Principal, Sam Strickland, who is responsible for:

- Ensuring that staff of the school are aware that we work together to protect students from radicalisation and involvement in terrorism;

- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;

- Monitoring the effect in practice of the school's RE and PSHE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;

- Raising awareness within the school about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;

- Acting as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;

- Attending Channel* meetings as necessary and carrying out any actions as agreed;

- Sharing any relevant additional information in a timely manner with appropriate personnel and/or local agencies.

"Further information on Preventing Radicalisation The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, **education and other children's services providers**, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). This guidance will be updated further to reflect the implications of the Prevent duty, which is expected to come into force later in 2015. The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure **Channel panels are in place**. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to cooperate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. **The relevant provisions of the Act will come into force on 12 April 2015** but many local authorities already have Channel panels set up in their area." DfE March 2015

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Appendix 3

'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	KEY INGREDIENTS	PULL FACTORS – factors that draw young people into extremist messages
Lack of excitement, frustration	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	Charismatic/confident individuals (recruiters)

Network/sense of belonging

Broader community views which enable or do not oppose extremism. |
Lack of sense of achievement – seen as significant 'lack of purpose'// confidence in the future, life goals		
Lack of an outlet for views	Teacher attitudes and behaviours Willingness to admit you don't know	Persuasive, clear messages. Exploiting knowledge gaps.
Gaps in knowledge or understanding of Islam – both young people and their parents	Acknowledging controversial issues exist	
Sense of injustice	Awareness that I have a role to play	
Actual or perceived humiliating experiences (including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely/to sense of injustice)	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 Knowledge of an alternative values framework | |
| Exclusion – lack of belonging to peer or community networks, associations etc | | |
| Below the line: factors that are out of scope of this study | 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 | |
| Disaffection with wider societal issues Disruptive home life | Other factors Support from senior leaders Pupil support proesses | Sense of dignity and importance and loyalty Exciting (non-teaching) activities Sense of purpose in life |

Appendix 4

Prevent Self-Assessment

	1. Clear leadership and accountable structures are in place an visible throughout the organisation	
No		**Evidence**
1.1	There is an identified strategic PREVENT lead within each school	Sam Strickland (Principal)
1.2	The strategic lead understands the expectations and key priorities to deliver PREVENT and that this is embedded within safeguarding procedures	At least one senior leader and one governor in each school has had recent relevant training.
1.3	The senior leadership team are aware of the PREVENT strategy and its objectives	All have undertaken CP and Prevent training. All pastoral, inclusion and child protection staff received guidance on extremism and preventing radicalisation.
1.4	PREVENT safeguarding responsibilities are explicit within the schools safeguarding team.	Child Protection and safeguarding staff receive specific guidance from our Child Protection lead.
1.5	The prevent agenda and its objectives has been embedded within the appropriate safeguarding processes	Policies are updated each year and the anti-radicalisation strand strengthened through a separate policy.
	2. Staff and governing body have been appropriately trained accordingly to their roles	
2.1	A plan is in place to raise awareness of PREVENT (WRAP) training 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	All staff completed face to face PREVENT training on (insert date), staff have followed this up with an Channel online Prevent training by 29th September 2017. SLT, DSLs, DOYs and ADOYs have completed CPD online Prevent training. **All Govs undertake online and face-to-face Prevent training as part of their training each year**
	3. An appropriate reporting and referral process is in place and referrals are being managed effectively	
3.1	Ensure that preventing young people from being exposed to radicalisation or extremism is part of the schools safeguarding policies and procedures	See new Preventing Radicalisation and extremism Policy.

3.2	A single point of contact [SPOC] for any PREVENT concerns raised by staff within the school has been identified	Sam Strickland (Principal)
3.3	An appropriate internal PREVENT referral process has been developed	Staff are expected to refer any prevent concerns either directly through Sam Strickland or via the online safeguarding tool of MyConcern.
3.4	Leads in partner agencies are known	Northamptonshire Prevent Engagement Officers: (101 ext. 341166 or prevent@northants.pnn.police.uk)
3.5	An audit trail for notification reports/referrals exists	All Safeguarding referrals and follow-up communications and actions are logged on My Concern and monitored by the DSL. They report to the Governing Body Board as part of the safeguarding report in the SEF. As necessary actions are identified as part of the half-termly SEF review
4. A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion		
4.1	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 extremism influences	PSMSC – including assembly programme Cross-curricular themes Extra-curricular activities including Student Council discussions
4.2	The school delivers education that helps develop critical thinking skills around the power of influence, particularly on-line and through social media.	PSMSC – including assembly programme ICT and media/English
4.3	Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations	PSMSC – including assembly programme RS curriculum Cross-curricular themes Student Council Discussions
4.4	Staff are able to provide appropriate challenge to students, parents and governors if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion.	Whistle Blowing policy is promoted on induction. Regular safeguarding reminders through emails and staff briefings.

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RISK ASSESSMENT

DATE	November 2017	DRAWN UP BY	Natalie Adams/Sam Strickland
Review Date	Easter 2018/June 2018	**SCOPE**	The Duston School

	Significant Hazards and Associated Risk Those hazards which may result in serious harm or affect several people	People at risk	INITIAL RISK RATING	Control Measures (CM's) 1. Controls, including relevant sources of guidance e.g. Generic risk assessments, Guidance from providers etc.) 2. Specific CM's e.g. briefings, actions by leaders/participants, qualifications/experience of supervisors.	Additional CM's required (Dynamic Risk Assessment) If existing CM's cannot be met or circumstances have changed.	RISK H, M, L, VL
CURRICULUM	**Hazard:** Lack of choice in qualification pathways for students of all abilities and aspirations **Risks:** - of disengagement from education generally - decline in standards of conduct - potential NEETs	Students	**L**	Dynamic/annual curriculum review to ensure broadest possible offer of accredited but appropriate qualifications for reach year group. Strengthened of careers and work-related learning provision KS4-5 for all students. Revised Behaviour Policy with emphasis on consistency Curriculum leads for subjects understand they must consider opportunities to promote British Values in their SOW. E-Safety education around grooming to reference radicalisation and staff delivering it to be given specific guidance.		**L**
PERSONAL, SPIRITUAL, MORAL, SOCIAL AND	**Hazard:** - Time available	Students	**M**	PSMSC programme needs to be clearly developed and embedded into tutor time. This should be reviewed each year and	Potential need for a single person to oversee PSMSC in order to	**M**

CULTURAL EDUCATION (PSMSC)	- Number of staff involved - Staff not taking message seriously **Risks:** -inability to deliver all the strands in sufficient detail - consistency could be diluted			content amended as necessary. New staff receive guidance and/or training as necessary. Monitoring of PSHE and assemblies and tutor periods takes place via local Line Managers. Staff training is part of induction and annual staff safeguarding training.	ensure consistency of approach.	
COMMUNITY COHESION	**Hazard:** • Inconsistent message • Decline of behaviour • Community events impact on school harmony • Multicultural community **Risks:** -Rise in racist incidents in school -Rise in community complaints for racist behaviour -Lack of engagement with message - Rise in extremist comments/reactions by stakeholders (including from far right eg: linked to BREXIT) -Rise in racist incidents linked to community and online behaviours resulting in disengagement	Students and staff in school. Members of the community	**M**	Revised Behaviour Policy, Anti-bullying and Safeguarding Polices with emphasis on consistency. Tighter monitoring of racist and bullying incidents through SIMS. Remedial actions are more timely as a result. All staff have undertaken Prevent training. Staff training is part of induction and annual staff safeguarding training.	Closer work with a range of community leaders as necessary through the establishment of the ( ) On-going monitoring of racist/derogatory comments via SIMS –	**L**
STUDENT AWARENESS OF RISKS AND REMEDIES	**Hazards:** - Inconsistent message as wider range of staff teach Global Education and e-safety. - Vehicles for message are too limited (e.g.: ability to run assemblies by	Students	M	New Safeguarding plan which identifies key themes throughout the year with tighter central monitoring to ensure consistent message. Work with the student body (eg: Student Council and Senior Team) to seek their views and monitor impact. Key messages will be delivered in different ways		L

	specific groups i.e. Prevent). **Risks:** - Students misconstrue/misunderstand message or do not take it seriously - Message has the reverse effect and pushes students towards extremists - Students unable to recognise risks and seek help when needed			to mop up students who are absent. Key messages will be shared with parents so they can support students at home.		
STAFF TRAINING	**Hazards:** Number of part-time staff Lack of engagement with subject matter Limited staff training time available **Risks:** -Some staff will miss the training / fail to read key documents -Inconsistency of message -Vulnerable students not identified -Weak or uncommitted staff are less likely to engage with this message	Students and staff	M	Basic training given to staff during induction and through and online course. It is refreshed annually during the September inset days. All staff to undertaken Prevent training.		L
GOVERNOR TRAINING	**Hazards:** Governors do not have a shared awareness of the importance of this issue as a safeguarding one. Limited governor training time available. **Risks:** - It is not given sufficient resource - Students are put at risk of, or become radicalised	Students, staff and governors	**M**	Key governors undertake Prevent training and all do the online course.		**VL**

	- TDS fall from RI to Inadequate because of safeguarding failings					
COMMUNICATION WITH PARENTS	**Hazards:** Lack of clarity about our key messages and methods of delivery. **Risks:** -Families feel targeted -Parents do not understand referrals -Parents withdraw their children from TDS	**Students**	M	Website safeguarding and Online safety pages are clearer. Key messages will be shared with parents as necessary through the termly letters so they can support students at home.		VL
REFERRAL SYSTEMS	**Hazards:** Staff do not follow the correct procedures Staff unaware of vulnerability features **Risks:** -Students are put at risk of, or become radicalised	**Students**	L	Staff training is part of induction and annual Safeguarding training. The training covers procedures but also whistleblowing so that we are aware of staff putting children at risk because of not following protocol.		VL
INTERVENTIONS	**Hazards:** Staff do not know who to contact in local agencies. Local agencies cannot provide appropriate support High potential cost/time resource implications of support. **Risks:** -Delay in getting support for a child/family heightens risk on child. -Impact on other areas of school if resources diverted to supporting a child/family	**Students and families**	L	TDS have link to the prevent team at Northants Police (seen in policy). We have Intervention Fund which can be used to fund some, reasonable adhoc needs.		VL

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IT SYSTEMS	**Hazards:** Students can access radicalisation websites on the school network. Students are not equipped to identify such websites when accessing the internet out of school. Parents are not equipped with IT knowledge to ensure appropriate firewalls etc. on put on digital technology. **Risks:** -Students are groomed by radical extremists.	**Students**	**M**	School network is firewalled – provided by London Learning Gateway which supplies many schools. ICT classes cover e-safety	Regular safeguarding info in the termly letters and on the website to cover guidance for parents about e-safety on the internet (including mobile phones).	**VL**

Approved: Sam Strickland   (Principal TDS)   December 2017

Approved: Ros Clayton   (Chair of the Trust)   December 2017