Preventing Extremism and

Radicalisation Policy

Approved by:	Date:
Full Governing Body	November 2021
Last reviewed on: November 2021	
Next review due by: November 2022	

Staff Responsibilities

Single Point of Contact (SPOC)	Mr G McClarey Miss K Mason	office@blessededward.co.uk kmason@blessededward.co.uk
Designated Safeguard Lead	Miss K Mason	kmason@blessededward.co.uk
Deputy Safeguard Lead	Mr G McClarey Mrs S Thomas Mrs K Ennis	office@blessededward.co.uk sthomas@blessededward.co.uk ke20@blessededward.co.uk
Safeguard Governor	Mrs S Girling	-
Chair of Governors	Mr P Carney	-

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1.**Introduction**

Blessed Edward Oldcorne Catholic College is committed to providing a secure environment for pupils, where students feel safe and are kept safe. All adults at Blessed Edward Oldcorne Catholic College recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for students or not.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to Blessed Edward Oldcorne Catholic College delivery of the outcomes to all students, as set out in s10 (2) of the Children's Act 2004. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Students 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 DfE Guidance "Keeping Children Safe in Education, 2021", "Working Together to Safeguard Children, 2018" and specifically "Prevent Duty Guidance for England & Wales".

2. **Definition**

Extremism is defined 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'.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

British values are defined as democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

3. **Ethos & Practice**

There is no place for extremist views of any kind in our school, whether from internal sources – students, staff or governors, or external sources - school community, external agencies or individuals. Our students 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 students 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 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.

The Prevent Duty Guidance states that: *"All publicly-funded schools in England are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. They must also promote community cohesion. Independent schools set their own curriculum but must comply with the Independent School Standards, which include an explicit requirement to promote fundamental British values as part of broader requirements relating to the quality of education and to promoting the spiritual, moral, social and cultural development of pupils."*

Therefore, at Blessed Edward Oldcorne Catholic College we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

Furthermore, at Blessed Edward Oldcorne Catholic College 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 students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

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;
- Partner schools, local authority services, police reports of issues affecting students in other schools or settings;
- 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.

Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or Worcestershire's Safeguarding Children partnership's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. At Blessed Edward Oldcorne Catholic College, we have determined "British Values" to be:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

As a school we aim to develop and nurture these by:

- Planning a vibrant, engaging assembly programme with core ethical values and beliefs at its heart

- A well-structured personal development education which includes RSHE, personal, social, health and citizenship education programme which addresses all of the requirements of the programmes of study (looking at democracy, freedom, the rule of law, human rights and responsibilities)
- A strong religious studies and ethics programme at every key stage
- Effective and well-managed school council enabling students to actively participate in the democratic process
- A broad and balanced curriculum which addresses many of these core values across a range of subject areas
- Having a clearly communicated and consistently applied behaviour policy so that students understand what is expected of them and the consequences of both meeting and failing to meet these expectations
- A code of conduct which is regularly referred to and communicated with students, reiterating that we are a school community built on mutual respect and understanding
- Adopting restorative approaches, where possible, to resolve any difficulties between members of our school community
- Having a rigorous commitment to student safety (for example: trips and visits policy and procedures, safeguarding procedures, code of conduct and health and safety procedures)

4. 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 students may experience elsewhere may make it harder for them to challenge or question these radical influences, this guidance and support be delivered in tutorials.

We will ensure that all of our support and approaches will help our students build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff have been trained through the use of the Worcestershire Children's Services 'Extremism & Radicalisation' package and 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 and address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will be following the guidance as set out by Worcestershire Children's Services:

Ensuring that students know and understand:

- How people can influence decision making through the democratic process. That living under the rule of law protects people.
- The right to choose other faiths and beliefs is protected in law.
- People with other faiths and beliefs should be accepted and tolerated.

Therefore this approach will be embedded within the ethos of our school so that students 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 the spiritual, moral, social and cultural development of students.

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 an approach that includes:

- Citizenship programmes
- Open discussion and debate

- Work on anti-violence and a restorative approach to conflict resolution

Practical implementation of these aims could include:

- Facilitating a 'safe space' for students to understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology and learn how to challenge these ideas.
- Equipping our students with the appropriate skills, knowledge, understanding and awareness for resilience.
- Engaging students in understanding how democracy and the law works in Britain in contrast to some other forms of government.
- Demonstrating how democracy works eg voting for School Council members, issues, mock elections.
- Enabling a 'student voice' to be heard.
- Teaching about a range of faiths.
- Consider how to provide and extra-curricular activity that promotes these values.

5. <u>Safeguarding</u>

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

Staff at Blessed Edward Oldcorne Catholic College 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 students may be at direct risk of harm or neglect.

Therefore all adults working in Blessed Edward Oldcorne Catholic College (including visiting staff, volunteers, contractors, and students on placement) are required to report instances where they believe a young person may be at risk of harm or neglect to the Single Point of Contact or Designated Safeguarding Lead.

In Blessed Edward Oldcorne Catholic College our Safeguarding reporting arrangements are set out fully in our Safeguarding Policy and are summarised here, as follows:

- Staff will complete a report using the online recording system My Concern.

6. <u>Role of the Designated Safeguarding Lead</u>

The Designated Safeguarding Lead works in line with the responsibilities as set out at Annex C of the DfE Guidance 'Keeping Students Safe in Education 2021'.

The Designated Safeguarding Lead is the focus person 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 Blessed Edward Oldcorne Catholic College the role of the Designated Safeguarding Lead is also the 'Prevent Single Point of Contact' (SPOC) alongside Mr McClarey (Head Teacher) which includes the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

7. <u>Internet safety</u>

The internet provides children and young people with access to a wide range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The

filtering systems used on the school network blocks inappropriate content, including extremist content.

Searches and web addresses accessed via the school network are monitored automatically, and the IT department will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.

Where staff, students or visitors find unblocked extremist content they must inform the IT department and the DSL.

The IT acceptable use policy (AUP) refers to preventing radicalisation and related extremist content. Students and staff are asked to agree to the terms of the AUP annually to confirm they have understood what is acceptable.

Students and staff are advised as part of their IT induction how to report internet content that is inappropriate or of concern.

8. <u>Visiting speakers</u>

Visitors who are invited to speak to students will be informed about the school's Preventing extremism and radicalisation policy as necessary, and staff should use their professional judgment when choosing speakers. Generally, the school would expect that:

- Messages communicated to students should be consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Messages should not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion, culture or other ideologies
- Speakers will be supervised at all times and will not normally be allowed to speak to students without a member of staff being present.
- Staff will have checked with a member of SLT before inviting a speaker whose views are known to cause offence or whose presence is likely to attract adverse publicity.

The ethos of the school is to encourage students 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 speakers to facilitate and support this.

9. <u>Staff training</u>

Whole school in-service training on Safeguarding will be organised for staff and governors at least every three years and will comply with the prevailing arrangements agreed by the WSCP and will, in part, include training on extremism and radicalisation and its safeguarding implications.

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

Staff complete Prevent training on SSS online platform bi annually.

10. <u>Whistle Blowing</u>

Where there are concerns of extremism or radicalisation Students and Staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence.

Staff can raise issues with the Head teacher, DSL or other member of the Senior Leadership Team (the 'Whistleblowing' procedure).

Students can raise issues in confidence to any member of staff, the Safeguarding Team, Head of Year or via the website.

11. Safer recruitment

The school takes steps to ensure that staff appointed to the school are suitable, that its recruitment procedures are rigorous and follow the statutory guidance published in Keeping children safe in education, 2021. Vetting and barring checks of the required level are undertaken on relevant people, including governors and volunteers, and a single central register of appointments is maintained.

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.

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, 2021" the governing body will challenge the school's senior leadership 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. Monitoring and review

This policy will be monitored by the governing body at least annually by receiving a report from the Designated Safeguarding Lead.

Appendix 1 – External Contacts

Children's Services Family Front Door	01905 822666
Out of Hours Emergency Duty Team	01905 768020

Police Public Protection Unit:

24hrs non-emergency	101
Emergency	999
NSPCC Helpline	0808 800 5000
Senior Adviser for Safeguarding Children in Education	01905 844436
Local Authority Designated Officer (LADO)	01905 846221
Anti terrorist hotline:	0800 789 321
Crime Stoppers:	0800 555 111

To report any online terrorist-related material: https://www.gov.uk/report-terrorism

Channel/Prevent contacts:

West Mercia Police – prevent@warwickshireandwestmercia.pnn.police.uk

<u>**Appendix 2 - Possible indicators**</u>

Signs of vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Recognising extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Appendix 3 – Referral process in Worcestershire

Prevention of Extremism and Radicalisation – Referral Process
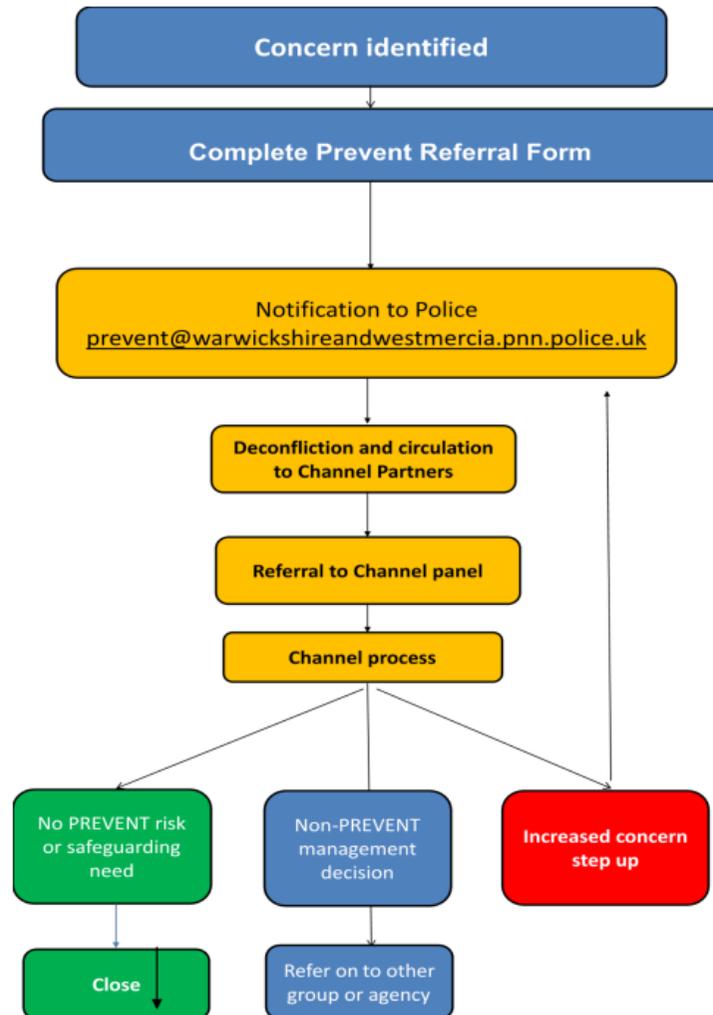
Appendix 4 – Risk Assessment

Location:	Blessed Edward Oldcorne Catholic College	Risk Assessment No:	1.	Assessor:	K Mason
Signed:		Date of Assessment:	20/02/2019	Distribution:	All
Activity:	Prevention of Extremism and Radicalisation	Date of Review:	N/A	Next Review Date:	February 2020

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

"**Extremism** 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas" (HM Government Prevent Strategy 2011)

Since the publication of the **Prevent Strategy**, there has been an awareness of the specific need to safeguard children, pupils and families from violent extremism. There have been attempts to radicalise vulnerable children and pupils to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Risk Area	Hazard	Individuals	Risk Low Medium	Control Measures	Notes/Additional Controls	Residual Risk Low Medium High
Welfare and Safeguarding	Staff or other contracted providers (e.g. regular supply or agency staff) are not aware of the school procedure for handling concerns and or do not feel comfortable sharing issues internally	Pupils	High	• Designated Safeguarding Lead to have received 'Prevent' awareness training and has disseminate the training and key points to all staff, Governors and other regular contracted staff in the setting • Contracted staff are made aware of the person to whom concerns are to be reported • Preventing pupils from being exposed to radicalisation or extremism is part of safeguarding policies and procedures i.e. Child Protection & E-safety • Staff have received appropriate training and are familiar with our Child Protection Policy and procedures • Concerns are reported to the DSL or the SPOC • Records are held of any referrals with an audit trail being maintained – regular monitoring by the DSL takes place	Part of induction procedures.	Low

		Individuals	Risk Low Medium			Residual Risk Low Medium High
	Pupils are radicalised by factors internal or external to the school	Pupils	Medium	- We have a range of activities to promote the spiritual, moral, social and emotional needs of pupils aimed at protecting them from radical and extremist influences - Staff deliver training to help pupils develop critical thinking around influence, social media and other on-line safety - Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or 'British values' - Staff are able to challenge pupils, parents or governors if opinions expressed are contrary to community cohesion or 'British values' - Staff are aware of local factor i.e. political views etc. which might have an influence on pupils		Low
	School does not work with statutory partners and agencies and/or does not feel comfortable sharing extremism related concerns externally	Pupils	High	- We communicate regularly with statutory partners and agencies regarding a range of concerns - All staff are aware that concerns are reported to the DSL or SPOC - We have an appropriate internal referral process in place for all child protection matters including extremism and the DSL is aware of how to expedite concerns to other agencies.		Low

Curriculum and Learning	Pupils are exposed by school staff or contracted providers to messages supportive of extremism, terrorism or which contradicts 'British values'	Pupils	Medium	● We have appropriate whistleblowing procedures and a range of 'safeguarding' policies which are known and understood by staff, volunteers and regular contracted staff ● Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or 'British values' ● Opportunities to promote 'British values' are clearly identified within all curriculum areas ● Areas of the curriculum e.g. PSHE are used for controlled and safe debate and discussion on radical or extreme issues and ideologies ● We have appropriate filters in place which reduce the risk of pupils being able to access inappropriate information via the school IT system.		Low
	Behaviours which harm the ability of different groups and individuals to learn and work together	Pupils and staff	High	● Pupils are taught about respect for other cultures and gain an understanding of community cohesion ● Opportunities are created both within the environment and the	Assemblies	Low

		Individuals	**Risk** **Low** **Medium**			**Residual Risk** **Low** **Medium High**
	are left unchallenged			curriculum to promote the setting's ethos and values ● Displays and other literature available in school reflects and encourages diversity and community cohesion ● Whole School Behaviour Policy includes information on anti-bullying strategies and preventative measures for dealing with bullying ● Inappropriate behaviour, language and attitudes are challenged by staff		

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		Individuals	Risk	Control measures		Residual Risk
Organisational Culture	Staff or contracted providers are not aware of/do not subscribe to the ethos and values of the school	Pupils and staff	High	• Senior Leadership Team are aware of the 'Prevent' Strategy and its objectives as it relates to both the national and local context and take steps to ensure that the overall values and ethos of the school reflect strategies to support the 'Prevent' duty • Clear awareness of roles and responsibilities regarding 'Prevent' exist across the school • Recruitment, selection and induction programmes exist which include reference to the ethos and values of the school • Staff development programmes include reference to 'British values' and to the promotion of community cohesion • Guidance and literature is available for staff on the 'Prevent duty' and local aspects of extremism and radicalization on My Concern. • A process is in place to identify and develop 'lessons learned' identified either by us or by other organisations/advisers		Low
	Staff are unable to raise extremism related organisational concerns due to the lack of an appropriate whistleblowing procedure	Pupils and staff	High	• Appropriate whistleblowing procedures are in place and adults working with pupils are made aware of them • Records are kept of incidents which are reported to the DSL for consideration and, where appropriate, are referred on to the appropriate agency		Low
Visiting speakers/ environment	Pupils/staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict 'British values'	Pupils and staff	medium	• Materials to be delivered by external speakers are discussed with the speaker prior to delivery • Visiting speakers are not left alone with pupils	Assemblies and class speakers	Low
	Extremist or terrorist related material is displayed within the setting	Pupils/staff /others	medium	• The appropriateness and relevance of all materials or literature are considered prior to display • Staff concerns are discussed with the DSL before materials are used • Requests for externally provided materials to be displayed are considered		Low

		Individuals	Risk Low Medium			Residual Risk Low Medium High

				and, where appropriate, authorised by the Head teacher	
ICT and on-line study	Pupils access extremist or terrorist material whilst using school networks	Pupils	High	● The ICT network has appropriate filters which block sites which are deemed to be inappropriate ● School has robust acceptable use procedures for both pupils and staff which include advice on inappropriate attempts to subvert the network ● E-mail accounts of both pupils and staff are monitored for content on a regular basis ● Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable	Low
	On-line/social media communications relating to extremist or terrorist materials feature the school's branding	All	High	● We have oversight of, or administration rights for, all social media accounts set up by us.	Low
	Pupils access extremist or terrorist materials out of the school setting	Pupils	High	● Parents are provided with advice on where they can access information and support in relation to on-line extremism and radicalisation and how to help keep their children safe on-line ● Information sharing sessions are provided to pupils, staff and parents on staying safe on-line	Low
Additional Notes and further action required:					