



# Archbishop Tenison's

CHURCH OF ENGLAND HIGH SCHOOL

## School policy 5a - Addendum to Safeguarding Policy:

### *Preventing Extremism and Radicalisation*

It should be read in conjunction with the overarching policy for **Safeguarding**.

The Governors' Committee responsible for this is the Ethos and Pastoral Care Committee.

The person in the school who prepares the text of this policy for the Governors is the Headteacher.

#### **Introduction: SOUTHWARK DIOCESAN BOARD OF EDUCATION STATEMENT**

*Church of England schools are places 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 tolerance. Our schools are charged with developing our children and young people to achieve their potential and with promoting a positive vision of society. In all schools 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 schools equips children and young people to debate ethical issues in the light of insights from the major faith traditions and belief systems. Our schools promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those of different faiths and beliefs through their RE, collective worship and Spiritual, Moral, Social and Cultural provision. In their different localities our schools provide a sense of belonging to a family and community and to the wider family of church schools in the Diocese of Southwark.*

#### **Rationale**

As part of providing a secure environment for pupils, where children feel safe and are kept safe, we recognise that safeguarding is the responsibility of every member of staff irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

The Preventing Extremism and Radicalisation Safeguarding Policy is one element in our overall school arrangements to safeguard and promote the welfare of children in line with statutory duties.

It also draws upon the guidance contained in the [London Child Protection Procedures](#) and DfE Guidance [Keeping children safe in education 2014](#); 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](#)

<sup>1</sup> *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**

In this policy, the following Government definition of extremism applies: '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'.

In order that the school can be a safe place for pupils where they can explore controversial issues safely and where teachers encourage and facilitate this, we have a duty to ensure that they are protected from exposure to extremist views, whether from internal sources – pupils, staff or Governors, or external sources - school community, external agencies or individuals.

We also recognise that protecting our pupils involves challenging any such extremist views and equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an

informed way, particularly where those with extreme views seek to develop destructive relationships between people by promoting division, fear and mistrust of others based on ignorance or prejudice.

Within a broad and balanced curriculum it is our aim that pupils are enriched by their contact with others, that they understand and learn to respect difference and also that they thrive, feel valued and not marginalized within the wider community.

Being 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, 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 the Code of Conduct for staff.

### **Responsibilities**

- As part of wider safeguarding responsibilities school staff will be alert to:
  - (i) Disclosures by pupils of their exposure to the extremist views, actions or materials of others outside school, especially where pupils have not actively sought these out.
  - (ii) Graffiti symbols, writing or art work promoting extremist messages or images.
  - (iii) Pupils accessing extremist content online, including through social networking sites.
  - (iv) Parental reports of changes in behaviour, friendship or actions and requests for assistance.
  - (v) Local authority services; police reports of issues affecting pupils in other schools or settings.
  - (vi) Pupils voicing opinions drawn from extremist sources.
  - (vii) Use of extremist or 'hate' terms to exclude others or incite violence.
  - (viii) Intolerance of difference, whether secular or religious, in line with equality policy.
  - (ix) Attempts to impose extremist views or practices on others.
  - (x) Anti-Western or Anti-British views.

### **Principles**

- Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or the LA's Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.
- *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 leadership and management in achieving this.*

### **Teaching Approaches**

- Giving pupils a positive sense of identity through development of critical thinking skills.
  - Helping pupils build resilience to extremism.
  - Ensuring staff are equipped to recognise extremism and skilled and confident to challenge it.
- Adopting methods outlined in the Government's guidance ('Teaching approaches that help build resilience to extremism among young people' DfE 2011); addressing specific issues relevant to the current issues of extremism and radicalization (e.g. applying 'key ingredients' for success as set out in the Table at Page 15 of that document)
  - (i) making a connection with young people through good lesson design;
  - (ii) facilitating a 'safe space' for dialogue;
  - (iii) equipping pupils with the appropriate skills, knowledge, understanding and awareness.
- This approach is embedded in the Christian ethos of our school, such that pupils know and understand what safe and acceptable behaviour is in the context of a society where they could be exposed to extremism and radicalisation. This is in conjunction with the teaching of religious education, work to promote the spiritual, moral, social and cultural development of pupils and the use of Christian assemblies to help promote pupils' rounded development.
- In work and conversation with the pupils, the goal is to build mutual respect and understanding and to promote the use of dialogue to resolve conflict.
- This will be supported by curricular and pastoral processes such as:
  - (i) Citizenship themes within Personal and Social Development lessons.
  - (ii) Open discussion and debate within PSD lessons and Tutor Time.
  - (iii) A restorative approach to issues of bullying and disrespect, when these occur.
  - (iv) Educational programmes or events relating to specific issues.
- Work with local partners, families and communities helps to ensure the school understands its local context, challenges extremist views and broadens pupils' experiences and horizons.
- Support for pupils who may be vulnerable to extremist influences is seen as part of our wider safeguarding responsibilities; where we believe a pupil is being directly affected by extremist materials, the response will include mentoring within school, contact with outside agencies, and external support from the Local Authority and others working to prevent extremism.
- In the context of the Church of England and the school's Christian educational vision, we seek to promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs and to prepare pupils for life in a multi-cultural society, both in the United Kingdom and in the modern world.

### **Use of External Agencies and Speakers**

The school draws frequently on external agencies or speakers to enrich the experiences of our pupils in different ways, through subjects, work experience, assemblies, presentation evenings, careers, progression periods and PSD lessons. These are subject to DBS and other checks, as well as active consideration as to their appropriateness for the task in hand. Where necessary, guidance can be

sought from the Local Authority or the Diocesan Board of Education. Through the regular publication and updating of the school calendar we are aware of which visitors are in school, when and for which purpose.

The school assesses the suitability of external agencies or individuals for such a contribution according to the following principles:

- (i) They provide a good role model for the young people to whom they will speak.
- (ii) They have a positive message to bring, consistent with the ethos and purpose of the school and with its aim of academic excellence for each person as a part of a Christian community.
- (iii) They promote an open-minded and generous understanding of human beings, show respect for different people, their culture and way of life, their world-view and their faith, and celebrate the best of what has been thought, done and said. They do not seek to glorify criminal activity or violent extremism or to radicalise pupils with extreme views.
- (iv) They make an effective contribution to the school curriculum, in a way which complements what is provided by teaching and support staff and fits with published schemes of work.
- (v) Their visit is judged to be of benefit to pupils and its effectiveness evaluated by staff.

In the Christian context of the school 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. A broad and balanced curriculum, augmented by the use of external sources where appropriate, can help our pupils recognise risk and build the resilience to manage any such risk as appropriate to their age and ability and develop the critical thinking skills needed to engage in informed debate.

**Whistle Blowing:** where there are concerns of extremism or radicalisation, pupils and staff are encouraged to make use of our internal systems to whistle blow or raise any issue in confidence.

**Child Protection:** see the main **Safeguarding Policy**.

Staff are alert to the fact that extremism and radicalisation are a safeguarding issue and that all adults (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 this as in other instances.

#### ***Role of the Designated Safeguarding Lead***

In line with Recommendation 2 of Peter Clarke's Report, the role of the Designated Safeguarding Lead (and of the Deputy Safeguarding Leads) extends 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, as organised for staff and Governors at least every three years complies with the prevailing arrangements agreed by the Local Authority and the LA's Safeguarding Children Board and now includes training on extremism and radicalisation and its safeguarding implications.

Training for the Designated Safeguarding Lead, as organised by the LA's Safeguarding Children Board at least every two years, includes training on extremism and radicalisation.

### ***Recruitment***

- The arrangements for recruiting all staff, permanent and volunteers, to our school follows LA 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 apply the principles of safer recruitment and sound employment practice in order to ensure the best calibre of staff appointments and avoid inappropriate recruitment or advancement.
- We are alert to the possibility that persons may seek to gain positions within the school so as to unduly influence its character and ethos and aware that such persons will seek to render pupils vulnerable to extremist views and radicalisation as a consequence. We therefore seek to minimise the opportunities for extremist views to prevail, by creating an open school culture in which such practices cannot easily be hidden.

### ***The role of Governors***

The Governors 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 actively supports the Christian ethos and values of the 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 are 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 challenges the school's senior management team on the delivery of this policy and monitors its effectiveness.

### ***Review, Monitoring and Evaluation***

Governors will review this policy every three years and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to recommendations pertaining to this policy and the overall safeguarding arrangements made.

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. The Headteacher 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.

**Source:** Teaching approaches that help build resilience to extremism among young people, DfE 2011

<p><b>PUSH FACTORS</b> – factors that push an individual/ make an individual vulnerable to extremist messages</p> <p>Lack of excitement; frustration</p> <p>Lack of sense of achievement – seen as significant. 'lack of purpose' // Confidence in the future, life goals.</p> <p>Lack of an outlet for views.</p> <p>Gaps in knowledge or understanding of Islam – both young people and their parents</p> <p>Sense of injustice</p> <p>Actual or perceived humiliating experiences. (including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely to sense of injustice)</p> <p><i>Exclusion – lack of belonging to peer or community networks, associations etc.</i></p> <p><b>Below the line: factors that are out of scope of this study</b></p>	<p><b>KEY INGREDIENTS</b></p> <p><b>Teacher confidence</b> 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</p> <p><b>Teacher attitudes and behaviours</b></p> <ul style="list-style-type: none"> <li>•Willingness to admit you don't know</li> <li>•Acknowledging controversial issues exist</li> <li>•Awareness that I have a role to play</li> <li>•Willingness to turn to others for help when you don't know about something</li> </ul> <p><b>Specific knowledge:</b></p> <ul style="list-style-type: none"> <li>•Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering')</li> <li>•Knowledge of an alternative values framework</li> </ul> <p><b>Teaching practice/pedagogy:</b></p> <ul style="list-style-type: none"> <li>•Boosting critical thinking (seeing through propaganda, singular messages etc)</li> <li>•Helping to see multiple perspectives</li> <li>•Using multiple resources/methods</li> <li>•Embedding or sustaining dialogue following specialist interventions.</li> <li>•Enabling students to tackle difficult issues.</li> <li>•Linking school work to the wider community</li> <li>•Drawing evidence from across the curriculum</li> <li>•Developing in young people a sense of multiple identities, help young people become aware of, and comfortable with, multiple personal identity</li> </ul> <p>Other factors</p> <p>Support from senior leaders</p> <p>Pupil support processes</p>	<p><b>PULL FACTORS</b> - Factors that draw young people into extremist messages</p> <p>Charismatic/confident individuals (recruiters).</p> <p>Networks/sense of belonging</p> <p>Broader community views which enable or do not oppose extremism.</p> <p>Persuasive, clear messages. Exploiting knowledge gaps</p>
<p>Disruptive home life.</p> <p>Disaffection with wider societal issues</p> <p>OPAM®</p>		<p>Sense of dignity and importance and loyalty</p> <p>Exciting (non-teaching) activities.</p> <p>Sense of purpose in life</p>

