



**BLACON**  
HIGH SCHOOL  
SUCCESS THROUGH PARTNERSHIP

## **Preventing Extremism and Radicalisation Policy**

### **VISION STATEMENT**

Blacon High School will inspire everyone to work together to create a successful, inclusive and forward looking learning community, supporting excellence for all to make a positive difference to society.

**Committee approved:** 8<sup>th</sup> February 2018

**Ratified by Full Governing Body:** N/A

**Next due for review:** Spring 2019

## Introduction

Blacon High School is committed to providing a secure environment for students, where children feel safe and are kept safe. All adults in our school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

In adhering to this policy and procedures staff and visitors will contribute to our school's delivery of the outcomes to all children, as set out in s10 (2) of the Children 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 Children in line with our statutory duties set out at s175 of the Education Act 2002 (s157 of the Education Act 2002).

Our school's Preventing Extremism and Radicalisation Policy also draws on:

- DfE Guidance "Keeping Children Safe in Education, 2014"
- DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK"
- DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and
- Peter Clarke's Report of July 2014 – 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'.

The full Government Prevent Strategy can be viewed

at: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97976/preventstrategy-review.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/preventstrategy-review.pdf)

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 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 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.

We therefore 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. We are also 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.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for students and the Code of Conduct for staff. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

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, and 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 our Safeguarding Children Board's agreed processes and criteria 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 but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

We will ensure that all of our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skill. We will ensure that all of our staff are equipped to recognize extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will follow the three broad categories of:

- Making a connection with young people through good [teaching] design and a student centred approach.
- Facilitating a 'safe space' for dialogue, and

- Equipping our students with the appropriate skills, knowledge, understanding and awareness for resilience.

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 schools approach to the spiritual, moral, social and cultural development of students as defined in Ofsted's School Inspection Handbook and will include the sound use of assemblies to help further promote this rounded development of our 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 a curriculum that includes:

- Citizenship programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout curriculum
- Focussed educational programmes

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our student's experiences and horizons.

We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will ensure that that student is offered mentoring. Additionally in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At our 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 students 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 students safe and prepare them for life in modern multi-cultural Britain and globally.

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

We encourage the use of external agencies or speakers to enrich the experiences of our students, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students. To do this we will use our Local Authority's guidance for Managing the Work of External Agencies.

Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to all students.

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

- Any messages communicated to students 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 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
- Activities are carefully evaluated by schools to ensure that they are effective

We recognise, however, that the ethos of our 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 agencies or speakers to facilitate and support this.

By delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

### **Whistle Blowing**

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. Please refer to the School Whistle Blowing Policy.

### **Child Protection**

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

Staff at our school will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm (these examples are for illustration and are not definitive or exhaustive). Therefore all adults working at our school (including visiting staff, volunteers' contractors, and student 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.

The Designated Safeguarding Lead is: Adrian Carr (Assistant Head teacher/ SENCO/Safeguarding Lead).

The Deputy Designated Safeguarding Lead is: Stephen Webster (Family support worker/Mentor).

The Designated Safeguarding Lead works in line with the responsibilities as set out at Annex B of the DfE Guidance 'Keeping Children Safe in Education'. The Designated Safeguarding Lead is the focus person and local 'expert' for school staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies In line with Recommendation 2 of Peter Clarke's Report;

In Blacon High School, the role of the Designated Safeguarding Lead will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

### **Training**

Whole school in-service training on Safeguarding and Child Protection will be organised for staff and governors at least every three years and will comply with the prevailing arrangements agreed by the Local Authority and the

Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Lead will attend training courses as necessary and the appropriate inter-agency training organised by the Safeguarding Children Board at least every two years, again this will 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 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 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 students 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 on-going culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

## **Role of Governing Body**

The Governing Body of our School will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

The Governing Body of our school will support the 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 challenge the school's senior management team on the delivery of this policy and monitor its effectiveness. Governors will review this policy regularly (every two years) and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

## **Policy Adoption, Monitoring and Review**

This policy was considered and adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education' Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via 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.

## Version Control

<b>Number</b>	<b>Update</b>	<b>Date</b>	<b>By whom</b>
0.1	Minor amendments – page 2 (Intro), page 3 (Teaching Approaches), final documents	07/10/2016	Rachel Keating
1.0	Policy approved at Governor committee meeting	09/02/2017	Safeguarding and Equality, Community Cohesion committee
	Policy approved by full Governing Body	30/03/2017	Governing Body
1.1	Policy updates	31/01/2018	Adrian Carr
2.0	Policy approved at Governor committee meeting	08/02/2018	Curriculum, Safeguarding and Equality committee



## Conditions of Internet Use Agreement for School Staff 2017/2018

The computer system is owned by the school, and may be used by pupils to further their education and by staff to enhance their professional activities including teaching, research, administration and management. The school's Internet Access Policy has been drawn up to protect all parties – the pupils, the staff and the school.

The school reserves the right to examine or delete any files that may be held on its computer system or to monitor any Internet sites visited and e-mail sent or received.

Staff requesting Internet access are required to sign a copy of this Acceptable Use Statement and return it to the Head of ICT prior to being allowed access.

- All Internet activity should be appropriate to staff's professional activity or the pupils' education.
- Access should only be made via the authorised personal accounts and passwords, which should not be made available to any other person.
- Activity that threatens the integrity of the school ICT systems, or that attacks or corrupts other systems, is excluded.
- I will be alert to students accessing extremist material online, including through social networking sites and will immediately report any illegal, inappropriate or harmful material or incident I become aware of to the appropriate person.
- Use for personal financial gain, political purposes or advertising is excluded.
- Copyright of materials must be respected.
- Posting anonymous messages and forwarding chain letters is excluded.
- E-mail can be forwarded or inadvertently be sent to the wrong person; the same professional levels of language and content should be applied as for letters or other media.
- Use of the network to access inappropriate materials such as pornographic, racist or offensive material is excluded.
- Violation of the above code of conduct will result in temporary or permanent ban on Internet use.
- Additional disciplinary action may be added in line with the school procedures.
- When applicable, police or local authorities may be involved.

### Please sign and return this document

Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



September 2017

Dear Parent/Carer

As part of the school's ICT programme, Blacon High School offers all its students supervised access to the Internet, including e-mail. Before being allowed to use the Internet, all students must obtain parental permission and both they and you must sign and return the enclosed form as evidence of your approval and their acceptance of the school rules on the matter.

Access to the Internet will enable students to explore thousands of libraries, databases and bulletin boards whilst exchanging messages with other Internet users throughout the world. You should be aware that we have installed elaborate safety procedures to minimise the risk of students gaining access to sites that contain illegal, defamatory, inaccurate or potentially offensive material.

Whilst our aim for Internet use is to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. However, ultimately, parents and carers of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the school supports and respects each family's right to decide whether or not to apply for access. At school, teachers will guide students towards appropriate materials.

We would be grateful if you would read the enclosed rules and complete the permission form.

Yours sincerely

Mrs S Yates  
Headteacher



