

The King's School Preventing Extremism and Radicalisation Policy



Policy updated November 2018 and presented to Governors Monday 26th Nov

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

At The King's School we celebrate success and encourage everyone to achieve their full potential by working together in partnership with parents, churches and the wider community.

The Oxfordshire Safeguarding Children's Board have informed the DSL through training that our area of Oxfordshire is a very low risk area, and this training and information is updated every 2 years. The general level assessed for Oxfordshire under the Prevent duty, is deemed in this policy as the level relevant for TKS.

Introduction

The King's School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. We recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

In adhering to this policy, and the procedures, staff and visitors will contribute to The King's Schools' delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2014. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002.

Our school's **Preventing Extremism and Radicalisation** Policy also draws upon the guidance contained in the DfE Guidance "Keeping Children Safe in Education, 2018"; and specifically 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. It also draws on the advice given in the 'Prevent Duty Guidance' document from March 2015 revised July 2015, where the duty extends to Early years providers.

School Ethos and Practice

When operating this policy we use the following accepted Governmental definition of extremism which is:

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, parents, staff or governors, or external sources - wider school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a **safeguarding** concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

We will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for pupils and by the schools' senior management team for staff.

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

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

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

Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily via PSHE.

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

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

- Making a connection with young people through good teaching and our relational approach.
- Facilitating a 'safe space' for dialogue, and
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for such resilience.

Therefore this approach will be embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our schools approach to the spiritual, moral, social and cultural development of pupils and will include the sound use of assemblies to help further promote this rounded development of our pupils.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes open discussion and debate. We will also promote anti-violence and a biblical restorative approach addressed throughout curriculum and conflict resolution efforts.

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 pupil's experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that pupil is offered mentoring. Additionally, in such instances our school will seek external support from the Local Authority (through the OSCB) working to prevent extremism.

At The King's School we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

Use of External Agencies and Speakers*

At The King's School we encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. When delivering a message, such visiting speakers will always be supervised.

Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in compete opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to pupils. We keep a record of agencies and speakers that visit The King's School.

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

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies

- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of pupils
- Activities are carefully evaluated to ensure that they are effective

We recognise, however, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

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

The greater risk for our school is in having a Christian speaker who may express views or demonstrate a style which could be considered intolerant to those of a different view. Senior leaders and teachers will always be in attendance when visiting speakers are present in case any of the vetted speakers errs in this way.

Whistle Blowing

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

Safeguarding and Child Protection

Please refer to our Child Protection Policy for the full procedural framework on our Child Protection duties. In addition, Staff will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm.

Therefore, all adults associated with The King's School (including parents, visiting staff, volunteers, contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Principal.

Training

Whole school in-service training on Safeguarding and Child Protection will be organised for staff, governors and parents will, in part, include training on extremism and radicalisation and its safeguarding implications. Prevent and Channel training will be carried out and cascaded to all staff as necessary.

Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks.

We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement.

We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our school's character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail

Role of Governing Body

The Governing Body of The King's 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 Governors will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2018' the governing body will monitor the school's senior management team on the delivery of this policy and its effectiveness.

Governors will review this policy as part of our Safeguarding policies and may amend and adopt it in accordance with any new legislation or guidance.

Policy Adoption, Monitoring and Review

This policy was considered and adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education'

Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the school website.

Appendix A: DfE 2011

Extremism and Radicalisation

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

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

Pull Factors - factors that draw young people into extremist messages

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

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

- Teacher confidence
 - in existing abilities, skills and methods
- Teacher attitudes and behaviours
 - willingness to admit you don't know
 - acknowledging controversial issues exist
 - awareness that you have a role to play
 - turning to others for help when you don't know about something
- Specific knowledge
 - understanding other cultures and cultures as well as alternative values and beliefs whilst being careful to avoid 'othering'
 - knowledge of an alternative values framework
- Practice and Pedagogy
 - boosting critical thinking, seeing through propaganda
 - helping to see multiple perspectives
 - using multiple resources/methods
 - embedding or sustaining dialogue following specialist interventions
 - enable pupils to tackle difficult issues
 - linking school work to wider community
 - drawing evidence from across the curriculum
 - developing in young people a sense of multiple identities and help young people to become aware of, and comfortable with, multiple personal identity
 - support from leadership / management