



PREVENTING EXTREMISM AND RADICALISATION SAFEGUARDING POLICY

Senior Leader Responsible: Rhianne Bond

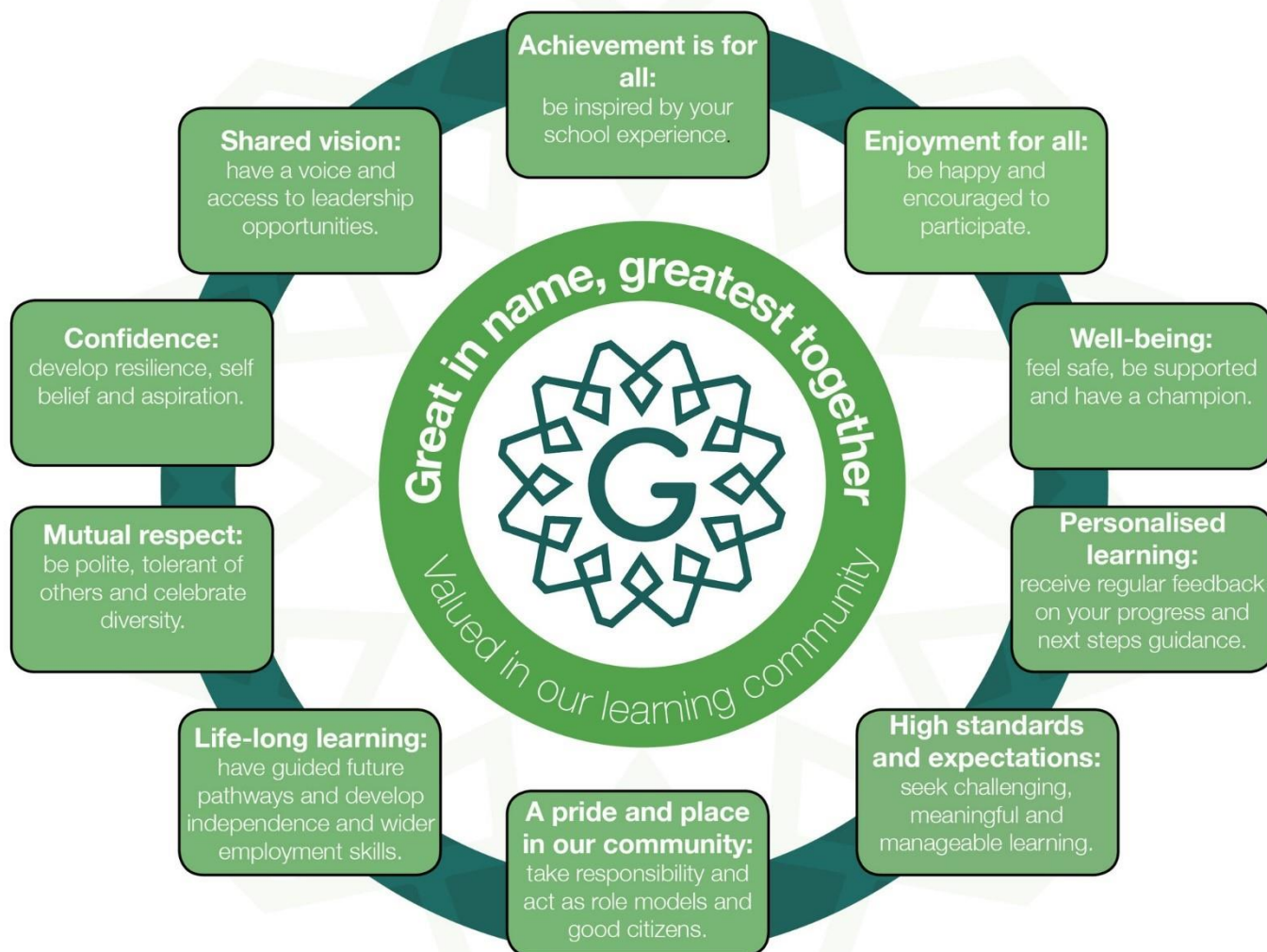
Date Created: July 2017

Last Reviewed: October 2021

Date of Next Review: October 2022

Great Sankey High School Mission Statement

The Great Sankey learning community provides excellent teaching and learning with passion and purpose, based on core values, devised with our students. Working in a warm and welcoming, yet purposeful environment, our mission is for everyone to be happy and inspired by their school experience. We empower students to harness their own creativity, to raise their aspirations and to achieve their potential. Working together, they gain confidence and pride to take their place in our community.



Great Sankey High School Values	How this policy addresses these values
Achievement is for all: be inspired by your school experience.	At Great Sankey High School, we are committed to working with our students, staff, governors and parents/carers to ensure that our school community is a place where extremist views are not tolerated and that each individual is given the best opportunity to be inspired, engaged and successful.
Enjoyment for all: be happy and encouraged to participate.	We are committed to creating a safe and secure environment where all students are able to reach their full potential, academically and socially, by feeling safe, happy and confident that an adult will listen and offer support when it's needed.
Well-being: feel safe, be supported and have a champion.	Through our pastoral system, we have developed a culture of trust where all students are supported and have access to a member of staff who is there to champion their needs. We encourage all members of Great Sankey High School to report any concerns related to extremism and/or radicalisation.
Personalised Learning: receive regular feedback on your progress and next-steps guidance.	The Safeguarding Team should ensure that the situation is monitored closely working with the Warrington Prevent Team and Channel. Feedback will be given to relevant staff, parents and students according to the advice given by the relevant authorities.
High Standards and Expectations: seek challenging, meaningful and manageable learning.	We expect all students to uphold the highest standards of behaviour and, through our Pastoral support and Character Education Programme, for students to understand the impact of extremist views and radicalisation.
A pride and place in our community: take responsibility and act as role models and good citizens.	As members of the Great Sankey High School community, we all have a responsibility to ensure that any concerns related to extremism and/or radicalisation is reported and tackled appropriately. We are committed to working together with our students, staff, governors and parents/carers to ensure that our school community is a place where such views are not tolerated.
Life-long learning: have guided future pathways and develop independence and wider employment skills	From our core values, and through our everyday practice, our students are taught to be assertive, resilient, considerate and confident – skills for life which will enable them to take their place as positive members of our local and global community.
Mutual respect: be polite, tolerant of others and celebrate diversity.	All students, from the day of their admission, will be made aware of our core values, highlighting our 'Mutual respect: be polite, tolerant of others and celebrate diversity' value which supports our zero tolerance approach to all forms of extremism, and the concept of our being a "Telling School".
Confidence: develop resilience, self-belief and aspiration.	From our core values, and through our everyday practice, our students are taught to be assertive, resilient, considerate and confident – skills for life which will enable them to take their place as positive members of our local and global community.
Shared vision: have a voice and access to leadership opportunities.	We also check the effectiveness of our systems and support through a range of student voice activities to gauge how our students feel in: <ul style="list-style-type: none"> • being heard • being able to report extremism/radicalisation • being confident in the school's ability to deal with the concern

Introduction

Great Sankey High School is committed to providing a secure environment for students, where they feel safe and are kept safe. All professionals at Great Sankey High School recognise that safeguarding is everyone's responsibility, irrespective of the role they undertake and whether or not their role has direct contact or responsibility for children and young people.

Definitions

The following definitions create clarity when discussing radicalisation and extremism:

- **Ideology** - a set of beliefs.
- **Extremism** - a 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.
- **Radicalisation** - the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
- **Terrorism** - an action that endangers or causes serious violence damage or disruption and is intended to influence the Government or to intimidate the public and is made with the intention of advancing a political, religious or ideological cause.

Guidance and Legislation

The Preventing Extremism and Radicalisation Safeguarding Policy draws upon the guidance contained in:-

- Warrington Safeguarding Children Board procedure
- Warrington Prevent Strategy 2020-23
- Keeping Children Safe in Education; DfE: September 2016 as amended
- The Prevent Duty: Departmental advice for schools and childcare providers: DfE June 2015
- Tackling Extremism in the UK; Prime Ministers Taskforce: December 2013
- Teaching Approaches that help Build Resilience to Extremism among Young People; DfE 2011
- Report into Allegations Concerning Birmingham Schools Arising from Trojan horse Letter; Peter Clarke: July 2014.
- Promoting Fundamental British Values as part of SMSC in Schools; Nov 2014
- OFSTED School Inspection Handbook

In adhering to this policy and the procedures therein, staff and visitors will comply with our statutory duties to:-

- Safeguard and promote the welfare of all children as set out in s175 and s157 of the Education Act 2002.
- Contribute to the delivery of the outcomes for all children, as set out in s10 (2) of the Children Act 2004.

School Ethos and Practice

Great Sankey High School recognises the Government's concern that the UK continues to face a threat from terrorism. One security concern is the potential for British citizens and residents to become radicalised and commit acts of violence or terrorism.

Violent Extremism is defined by the Crown Prosecution Service (CPS) 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;
- Foster hatred which might lead to inter-community violence in the UK."

Our school is a safe place where students can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens. However, 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.

- 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.
- Therefore, we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and accept difference and diversity and also to ensure that they thrive, feel valued and not marginalised.
- Furthermore 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, including 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 for Learning Policy for students.
- 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 communicating 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, sexuality, ethnicity or culture.
- Attempts to impose extremist views or practices on others.

Our school will closely follow any locally agreed procedure as set out by the Local Authority and the Warrington 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 our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skills.
- We will ensure that all 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 to become even more relevant to the current issues of extremism and radicalisation.

In doing so we will apply the 'key ingredients' for success following the three broad categories of:

- Making a connection with young people through good [teaching] design and a pupil 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 2019 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:-

- Character Education
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout curriculum
- Focused 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 pupil'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 pupil is being directly affected by extremist materials or influences, we will ensure that that pupil is offered support through referral to the Warrington CHANNEL team – see section 13.

We will also promote the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage students to respect one another and to respect difference, especially those of 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.
- 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 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 students.
- Our school will 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 the school 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.

Therefore by delivering a broad and balanced curriculum, 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 are able to discuss this with the Designated Safeguarding Lead. If, for any reason they feel unable to do this, then they are able to make use of our internal systems to Whistle Blow or raise any issue in confidence.

Please refer to School Whistle Blowing Policy.

Child Protection

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

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. (These examples are for illustration and are not definitive or exhaustive.)

Therefore, all adults working at the school (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.

Role of the Designated Safeguarding Lead (DSL)

- The DSL is Mrs Rhianne Bond
- The Deputy DSL's are: Mr Ian McNulty, Miss Stephanie Miller and Mrs Jennifer Edwards.
- The role of the DSL is set out in our Safeguarding and Child Protection Policy.
- The DSL is the focus person who school staff, and others, may come to if they have concerns about an individual child's safety or well-being, and they are the first point of contact for external agencies. The DSL is also the person who leads on concerns regarding extremism or radicalisation. Where there are concerns regarding extremism and radicalisation, the DSL will liaise with the Local Authority single point of contact (SPOC) Steven Panter and the Channel and prevent Coordinator Lesley Price from Cheshire Police and make referrals where appropriate – see section 13.

Training

- Whole school training on Safeguarding and Child Protection will be organised for staff and governors on an annual update. This training should be approved by the Local authority and will, in part, include training on extremism and radicalisation and its safeguarding implications.
- The DSLs will attend training courses as necessary and the appropriate inter-agency training organised by the Warrington Safeguarding Children Board at least every two years. Again, this will include training on
- extremism and radicalisation and its safeguarding implications.

There is a list of resources within this document that are being used by our school to enable us to train our staff. (Please see appendix 3)

Recruitment

Arrangements for recruiting all staff, (permanent, temporary and volunteers) to our school will follow statutory guidance in Keeping Children Safe in Education 2015 and updates thereafter (including September 2021).

- We will apply safer recruitment best practice principles and sound employment practice in general, which include, but are not limited to, ensuring that DBS checks are 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 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 operating safer recruitment best practice and by ensuring an ongoing culture of vigilance within our school, 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 the provisions set out in the DfE guidance 'Keeping Children Safe in Education 2015' 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 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.

Warrington PREVENT Programme

The Prevent Programme is Warrington's response to the Government's national counter-terrorism strategy, which aims to stop people being drawn into or supporting terrorism. The national strategy focuses on three key areas which are:-

1. challenging ideology that supports terrorism and those who promote it;
2. protecting vulnerable individuals from being drawn into terrorism through appropriate advice and support;
3. supporting sectors and institutions where there is a risk of radicalisation.

The Warrington Prevent Action Plan 2020 - 2023 is informed by national and local priorities. The key themes of the action plan are:

1. To gather community intelligence to ensure community tensions are identified and resolved at the earliest opportunity
2. To challenge the ideology that supports terrorism and those who promote it;
3. To support and protect vulnerable individuals from being drawn into terrorism through appropriate advice and support
4. To support sectors and institutions where there is a risk of radicalisation.
5. To ensure effective partnerships are in place to support the delivery of the Prevent action plan in Warrington

A key part of Prevent is "**Channel**". Police work with Local Authority Channel Coordinators (LACC) and public bodies, including local councils, social workers, NHS staff, schools and the justice system to identify those at risk of being drawn into terrorism, assess what the risk might be and then develop tailored support for those referred to them. This could range from mentoring to things like anger management or drug and alcohol programmes.

Not everyone referred to Channel will be deemed suitable for the programme. There is a filtering process in case the person isn't really at risk of radicalisation, and to weed out referrals that are wrong or malicious. The process is about supporting individuals identified as being vulnerable to radicalisation and extremism at an early stage is a key part of Warrington's approach to Prevent.

The Warrington Channel Panel is fundamental to this and is a voluntary safeguarding programme aimed at supporting those individuals identified as being vulnerable.

Prevent Multi-Agency Response

As with other safeguarding practices Channel is reliant on a multi-agency response and multi-disciplinary work to minimise and manage the risk to an individual. It draws on existing collaboration between local authorities, the LACC, police, statutory partners and the local community and has three objectives:

1. Identify individuals at risk of being radicalisation or drawn into extremism
2. Assess the nature and extent of the risk
3. Develop the most appropriate support for the individuals concerned.

Local authorities (via MASH or Adult Safeguarding/First Response) receive Prevent concerns and process them as an appointed body, this is to ensure that social care safeguarding concerns are not missed, that there is no delay on concerns being raised/information being shared, and that the information is going to Prevent also. Social Care can look at the concerns from a Safeguarding point, and the form will also be sent to Prevent colleagues.

Prevent Referral Process

- The DSL will refer any concern in respect of PREVENT to Prevent Police and Warrington Social Care Services, highlighting any potential concerns. The following form will be used: [Prevent Referral | warrington.gov.uk](https://warrington.gov.uk/prevent-referral)
- Upon receipt of a PREVENT referral at either Warrington Children's Social Care Services, any immediate Safeguarding issues will be highlighted and dealt with by the appropriate professional, following standard screening and assessment processes.
- When received at Prevent Police, the Counter Terrorism Triage Team will immediately begin the relevant checks into the person.
- The referral will be assessed by North West Counter Terrorism Police officers and it may subsequently, be adopted as a multi-agency led case or it may be signposted out to other services or agencies if it does not meet threshold criteria.
- If adopted as a multi-agency case, the LACC from the **Merseyside & Cheshire Channel Team**, will begin information gathering and it will be at this stage that they contact colleagues within the MASH and additional Warrington services to formulate the vulnerability assessment. The expected turn around to respond to information requests is 5 working days.
- The case will then be discussed at a Channel Panel, a multi-agency meeting which will discuss and review the referral, gain consent for engagement and plan any appropriate bespoke support packages to reduce or mitigate vulnerabilities to radicalisation.
- This Panel will meet on a monthly basis to review the progress of the case, until such time as the individual is deemed to be no longer vulnerable to radicalisation or consent is withdrawn.

Contact Details

Tel: 01606 362121 (Cheshire Police Prevent Team)

All referrals should be sent to:

prevent@merseyside.police.uk and
childreferral@warrington.gov.uk (if concerns regarding a child) or
servicereception@warrington.gov.uk (if concerns regarding an adult)

Referral Form: [Prevent Referral | warrington.gov.uk](https://warrington.gov.uk/prevent-referral)