



Clovelly House School  
Stay safe, respect, achieve

# Preventing Extremism and Radicalisation Safeguarding Policy

January 2023



## Clovelly House School Policy

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## Preventing Extremism and Radicalisation Safeguarding Policy

### 1. Introduction

Clovelly House School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults at the schools 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 these policy and procedures, staff members and visitors will contribute to the school's delivery of the outcomes for all children, as set out in s10 (2) of the Children Act 2004, which refers to '*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.*' This 'Preventing Extremism and Radicalisation Policy' is one element within our overall schools arrangement to safeguard and promote the welfare of all children in line with our statutory duties set out at S157 of the Education Act 2002.

Our school's 'Preventing Extremism and Radicalisation Safeguarding Policy' is subject to section 26 of the 'Counter Terrorism and Security Act 2015', and also draws upon the guidance contained in the 'London Child Protection Procedures' and DfE Guidance 'Keeping Children Safe in Education, Sep 2020' and specifically, 'Tackling Extremism in the UK, DfE's 'Teaching Approaches that help to Build Resilience to Extremism among Young People' and the Education Commissioner, (Birmingham), Peter Clarke's report on July 2014. The 'Channel Helpline' number, 02073407264, providing advice for staff about extremism and radicalisation, will be posted in key areas of the school.

### 2. School Ethos and Practice

When implementing this policy, the school uses 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 county or overseas.'*

There is no place for extremist views of any kind in our schools, whether from internal sources – pupils, or staff members - or external sources – 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 that this happens.

At our schools 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 chance of young people. Education is a powerful force against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, the schools 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.

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 and media, including via the internet, and at time 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 the schools' 'Positive Behaviour Management Policy' 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 or not a Prohibition Order is warranted.



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As part of wider safeguarding responsibilities school staff members 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 artwork 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 and/or incite violence,
- \* Intolerance of difference, whether secular or religious, or, in line with our equalities policies, 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.

All concerns must be reported immediately to the schools' Designated Senior Safeguarding Person, ' (DSL), and the Principal.

Our schools will closely follow any locally agreed procedure as set out by Local Authorities and the Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

### 3. 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 to build resilience to extremism among young people', DfE May 2011.

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 members 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 the key ingredients for success as set out in Appendix A, and we will apply the methodologies set out in that document, 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 pupils with the appropriate skills, knowledge, understanding and awareness for 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 school's approach to the spiritual, moral, social and cultural development of pupils 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 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:

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



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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 influence we will ensure that the pupil is offered mentoring. Additionally, in such instances our school will seek external support for the Local Authority and/or local partnership structures working to prevent extremism.

The school 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. We will treat it as our fundamental responsibility to keep our pupils safe and prepare them for life in multi-cultural Britain and globally.

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

The schools encourage the use of external agencies and/or speakers to enrich the experiences of our pupils, however we will positively vet those external agencies, individual or speakers who we engage to provide such learning opportunities or experiences for our pupils. This includes checking the DBS of all external providers. 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 schools' 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.

Our schools 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 scheme of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of the pupils
- Activities are carefully evaluated by schools 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.

### **5. Whistleblowing**

Where there are concerns of extremism or radicalisation Pupils and Staff will be encouraged to make use of our internal systems to whistle blow or raise any issue in confidence. (See 'Whistle Blowing Policy').

### **6. Child Protection**

This Policy is bound by the Schools' Child Protection' and 'Safeguarding Policies'.

Staff members at the school will be alert to the fact that whilst 'Extremism and Radicalisation' is broadly a safeguarding issue, there may be some instance 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



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involved in or the groups they are associated with or staff members may be aware of information about a child's family that may equally place a child at risk of harm, etc.

Therefore, all adults working in the school, (including visiting staff, volunteers, contractors and students on placement), are required to report instances, (or concerns), where they believe a child may be at risk of harm or neglect to the 'Designated Safeguarding Officer' and Head Teacher.

### **7. Role of the Designated Person**

The schools Designated Person for Child Protection is: Caroline Kelly

The Organisational Designated Person for Child Protection is: Jennifer Collighan

The Designated Person works in line with the responsibilities as set out at Annex B of the DfE Guidance, 'Keeping Children Safe in Education, Sep2022'.

The schools Designated Person 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 the Education Commissions (Birmingham), Peter Clarke's report, (2014), the role of the Designated Person will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

### **8. Training**

Whole school in-service training on Safeguarding and Child Protection will be organised for staff and manager 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 Senior Person 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.

All staff will have 'Prevent' training within the first year of service, updated thereafter according to regulations.

### **9. Recruitment**

The arrangements for recruiting all staff members to the schools will follow government guidance on 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 position within our schools so as to unduly influence the schools' 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.

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

### **10. Role of the Senior Managers and Directors**

Designated persons from the Senior Management team will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Managers, including their statutory safeguarding duties.



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The senior managers of the schools will support the ethos and values of the schools and will support the schools in tackling extremism and radicalisation.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in education, 2020', the senior managers will challenge the schools' management team on the delivery of this policy and monitor its effectiveness.

The senior managers will review with policy regularly prior to the start of a new academic year, (annually) but may amend and adopt any amendments 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.

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

This Policy was considered and adopted by the senior managers 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, 2020'. Parents/carers will be issued with a hard copy of this Policy on request. The Policy will also be made available to parents/ cares via the Organisational website.

The Principal 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.

**See also:** Keeping Children Safe in Education, DfE, Sep 2022  
Working Together to safeguard Children, Jul 2018  
Code of Conduct for Staff  
'Positive Behaviour Management Policy'  
'Child Protection Policy'  
'eSafety Policy'  
'Whistle Blowing Policy'  
'Promoting tolerance and equality in Education Policy'  
'SMSC and British Values Policies.'