Bishop Stopford School
faith | justice | responsibility | truth | compassion

Preventing Extremism and Radicalisation Policy

Review Date: December 2022

Review by: Student Care and Discipline/Personnel

Final Approval by: Full Governors

School Context
The Core Values which relate specifically to this policy state that we are working together to form relationships based on

- **Responsibility** - everyone is expected to understand the consequences of their actions
- **Truth** - everyone is required to be honest and to communicate in a positive manner
- **Justice** - everyone is entitled to be treated fairly and to promote the self-esteem of others
- **Faith** - everyone is invited to develop their understanding of Christian belief, worship and lifestyle.
- **Compassion** - everyone is encouraged to be generous in their concern for others

Such values contribute to our common purpose of 'striving for high quality education with a strong Christian ethos'. Extremism in any form undermines these values and therefore there is no place for extremist views at the Academy.

Data Protection
Any personal data processed in the delivery of this policy will be processed in accordance with the Academy Data Protection Policy.

Introduction
Bishop Stopford School is committed to providing a secure environment for students, where learners feel safe and are kept safe. All staff at Bishop Stopford School recognise that safeguarding is everyone's responsibility, irrespective of the role they undertake, and whether their role has direct contact or responsibility for learners or not.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to Bishop Stopford School's delivery of the outcomes to all learners, as set out in s10 (2) of The Children Act 2004. "*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 policy is informed by:
http://www.legislation.gov.uk/ukpga/2004/31/contents

This Preventing Extremism and Radicalisation Safeguarding Policy is one element within overall academy arrangements to safeguard and promote the welfare of all students in line with statutory duties set out at s175 of the Education Act 2002.

http://www.legislation.gov.uk/ukpga/2002/32/section/175

The Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the "London Child Protection Procedures"

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| Prevent Extremism and Radicalisation | 1 of 5 | Implementation Date: October 2019 | Version 3 |

http://www.londonscb.gov.uk/procedures/

and *Keeping Children Safe in Education* 2019

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/preventduty-departmental-advice-v6.pdf

"How Social Media is Used to Encourage Travel to Syria and Iraq: Briefing Note for Schools"

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440450/How_social_media_is_used_to_encourage_travel_to_Syria_and_Iraq.pdf

and the Report into Allegations Concerning Birmingham Schools arising from the 'Trojan Horse' letter July 2014 by Peter Clarke.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/340526/HC_576_accessible_-.pdf

Bishop Stopford School uses the following accepted government 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'.

Principles
- There is no place for extremist views of any kind in the academy, whether from internal sources (students, staff or governors) or external sources (academy community, external agencies or individuals).
- The academy is a safe place where students can explore controversial issues safely and where teachers encourage and facilitate this.
- Extremism and exposure to extremist materials and influences can lead to poor outcomes for students and will be addressed as a safeguarding concern as set out in this policy.
- 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.
- Bishop Stopford School is committed to building collaborative relationships based around its core values. A broad and balanced programme, delivered through tutorial and PSHE, ensures that students are enriched, understand and become tolerant of difference and diversity. This is further supported by the Religious Education (RE) and Collective Worship provision at the academy.

  http://www.bishopstopford.com/school-information/policies/general-policies

- Students 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.

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| Prevent Extremism and Radicalisation | 2 of 5 | Implementation Date: October 2019 | Version 3 |

- 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 the Behaviour Policy and the Staff Code of Conduct.
- Myths and assumptions that can lead to some students becoming alienated and disempowered, will be challenged.

Policy

The academy will

- Follow locally agreed procedures as set out by the Local Authority and/or Northamptonshire Safeguarding Children Partnership agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.
- Help students to build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills and safe spaces for dialogue.
- Provide training to ensure that all staff are equipped to recognise extremism (see also Safeguarding Policy for cross-reference on training).
- Audit the curriculum to ensure that spiritual, moral, social and cultural development is appropriately delivered Monitor online use to ensure that students are safe from terrorist and extremist material when accessing the internet.
- Teach students about online safety.
- Work with local partners, families and community groups to ensure it understands and embraces the local context.
- Support students who may be vulnerable to community influences as part of wider safeguarding responsibilities, and implement the Safeguarding Policy for any student who is perceived to be affected by extremist materials or influences.
- Promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs by teaching students to respect one another and to respect and tolerate difference.
- Vet those external agencies, individuals or speakers with whom it engages to ensure that it does not unwittingly use agencies that contradict each other or that are inconsistent with, or are in complete opposition to, the academy's core values and ethos.
- Encourage staff and students to make use of internal systems to raise any concerns in confidence
- Ensure that safeguarding policy and procedures include radicalisation and extremism

http://www.bishopstopford.com/school-information/policies/safeguarding-policies

1. Roles and Responsibilities

Governing Body

- Undertake appropriate training to ensure that it is clear about its role and the parameters of its responsibilities, including its statutory safeguarding duties, including extremism and radicalisation.
- Ensure that their statutory duties are appropriately discharged
- Review this policy and amend and adopt it outside of the review 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.
- Ensure there is a nominated governor for safeguarding.

Designated Safeguarding Person

- Ensure any issues which relate to extremism or radicalisation are dealt with in line with the Safeguarding Policy

All Staff

- Follow safeguarding procedures to report any concerns they may have regarding radicalisation and extremism to a member of the Safeguarding Team.

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| Prevent Extremism and Radicalisation | 3 of 5 | Implementation Date: October 2019 | Version 3 |

KEEPING CHILDREN SAFE IN EDUCATION SEPTEMBER 2019
FURTHER INFORMATION ON PREVENTING RADICALISATION

Protecting children from the risk of radicalisation should be seen as part of the academy's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability and are often combined with specific influences such as family, friends or online contacts, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet, and the use of social media in particular, has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Academy staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

PREVENT

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard13 to the need to prevent people from being drawn into terrorism"14. This duty is known as the Prevent Duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 ("the Prevent guidance"). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding partnerships.
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are

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| Prevent Extremism and Radicalisation | 4 of 5 | Implementation Date: October 2019 | Version 3 |

best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

• Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also published advice for schools on the Prevent Duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

CHANNEL

School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to co-operate with local Channel panels.

https://www.gov.uk/government/publications/channel-guidance