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## **Preventing Extremism and Radicalisation Policy**

***Reviewed: Autumn 2020***  
***Next review: Autumn 2021***

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## 1. Introduction

Prevent is about safeguarding people and communities from the threat of terrorism. Prevent is part of [CONTEST](#), the Government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism and violent extremism.

The [Prevent statutory duty](#), which came into force on 1 July 2015, has prompted a significant step forward in the delivery of Prevent work across all public sector organisations including education.

Prevent addresses all forms of extremism but continues to ensure resources and effort are allocated based on the greatest threat to our national security. At the heart of Prevent is safeguarding children and adults and providing early intervention to protect and divert people away from being drawn into terrorist activity.

Baginton Fields School values freedom of speech and the expression of beliefs as fundamental rights underpinning our society's values. Students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

Baginton Fields School is committed to providing a secure environment for students, where children and young people feel safe and are kept safe. All adults at the 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.

This Preventing Extremism and Radicalisation 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 S157 and S175 of the Education Act 2002.

Our school's Preventing Extremism and Radicalisation Policy also draws upon DfE Guidance "[Keeping Children Safe in Education, 2020](#)", HM government document "[Prevent strategy: guidance for local partners in England](#)" and the "[Counter Terrorism and Security Act 2015](#)".

The Counter-Terrorism and Security Act 2015 contains a duty on specified authorities, which includes all schools including academies, free schools, maintained schools and studio schools to have due regard to the need to prevent people from being drawn into terrorism. The legislation is measured through various inspection frameworks, with schools and Children Services measured through OFSTED.

**Manjeet Pangli is the Prevent Coordinator for Coventry** and offers guidance on all aspects of the Prevent agenda across the city. [Manjeet.Pangli@coventry.gov.uk](mailto:Manjeet.Pangli@coventry.gov.uk) / 07944 208499.

**Support is also available from the Prevent Education Officers:**

Viv Brosnahan: [viv.brosnahan@coventry.gov.uk](mailto:viv.brosnahan@coventry.gov.uk) / 07701 022994

Balbir Sohal: [balbir.sohal@coventry.gov.uk](mailto:balbir.sohal@coventry.gov.uk) / 07525 908786

**The Department for Education** has set up a helpline for teachers who may have questions or concerns about extremism. [Counter.extremism@education.gov.uk](mailto:Counter.extremism@education.gov.uk) / 0207 340 7264

## **2. School Ethos and Practice**

When operating this Policy, the 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’.*

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 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.

Therefore, the school 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.

## **3. The Counter Terrorism and Security Act July 2015**

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on Schools in England and Wales to prevent people from being drawn into terrorism. The duty applies to all schools, including academies, free schools, maintained schools, studio schools and organisations covered by the Early Years Foundation Stage Framework. In addition the duty applies to all care homes. Statutory guidance was issued and came into force 1 July 2015.

### **Schools leaders (including governors) must:**

- establish or use existing mechanisms for understanding the risk of extremism
- ensure staff understand the risk and build capabilities to deal with it
- communicate and promote the importance of the duty
- ensure staff implement the duty effectively

**Other duties on schools include:**

- effective partnership working with other local agencies, e.g. LSCB, police, health, etc.
- information sharing
- maintaining appropriate records
- assessing local risk of extremism (including Far Right extremism)
- demonstrating they are protecting children
- developing clear protocols for visiting speakers
- safeguarding policies that take account of LSCB policies and procedures training staff to give them knowledge and confidence
- ensuring there is robust ICT protocols that filter out extremist material
- school buildings must not be used to give a platform to extremists

**Ofsted are responsible for monitoring how well schools are implementing this duty.**

Some guidance and support on Ofsted inspections is available in the [Coventry Prevent Duty Toolkit](#).

#### **4. Recognising the indicators of vulnerability to radicalisation**

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff can recognise those vulnerabilities and know what measures are available to prevent people being drawn into terrorism and how to challenge the extremist ideology that may be associated with it. In addition staff need to understand how to obtain support for those who may be being exploited by radicalising influences.

**Indicators of vulnerability include:**

- Identity Crisis - the student is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions and events affecting the student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, poor resettlement/reintegration;

- Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- extremist narratives and a global ideology to explain personal disadvantage;
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and/or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

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 Behaviour Policy for pupils and the Code of Conduct policy for staff.

### **Training:**

We will ensure that all staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. They should know where and how to refer children and young people for further help. Prevent awareness training will be a key part of this.

### **Safeguarding:**

Schools will be required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. **The SPOC for Baginton Fields School is Franck Lavie**

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC or the headteacher. 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 assistance. Additionally, in such instances Baginton Fields School will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

Baginton Fields School will closely follow the locally agreed procedure as set out by the Local Safeguarding Children Board for safeguarding individuals vulnerable to extremism and radicalisation.

## 5. 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 each school this will be achieved by good teaching, primarily via Citizenship and PSHEC sessions; 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. These approaches include:

- setting targets for young people to build a sense of ownership;
- creating a safe space for dialogue between staff and students;
- building resilience in students;
- improving students' skills for collaborative work;
- improving students' ability to interact with each other and a peer mentoring scheme.

We will ensure that all teaching approaches help students build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. 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 accept difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep students safe and prepare them for life in modern multi-cultural Britain and globally.

We will be flexible enough to adapt teaching approaches as appropriate to address specific issues to become even more relevant to the current issues of extremism and radicalisation.

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 students' experiences and horizons.

## 6. Use of External Agencies and Speakers

The school encourages 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. This includes checking the DBS of all external providers, viewing material that will be used beforehand and conducting a social media check on such agencies or individuals.

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.

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 pupils
- Activities are carefully evaluated by the school to ensure that they are effective

Therefore, 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.

## **7. Raising Concerns at Work**

Where there are concerns of extremism or radicalisation students and staff will be encouraged to make use of our internal systems to raise any issue in confidence.

Please refer to the separate Raising Concerns at Work Policy.

## **8. Recruitment**

The arrangements for recruiting all staff, permanent and volunteers, to our school 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 positions within our school to unduly influence our 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.

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.

## **9. Role of Governing Body**

The Governing Body of the school will undertake annual training led by the Designated Safeguarding Lead and any other 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 the 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 2020'. 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 at the start of a new academic year (on an annual basis) 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

## **10. Standards for Teachers**

The 2011 (updated 2013) Standards for Teachers (part two) states:

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes that set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by:

- Treating students with dignity, building relationships rooted in mutual respect, and always observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard students' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways that exploit students' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality. They must understand and always act within, the statutory frameworks that set out their professional duties and responsibilities.

## **11. Supporting children who are travelling or have travelled abroad to locations of concern**

If a student/parent/carer seeks permission to travel abroad and this falls within the academic school term, then the family should be provided with the template letter contained in the [Prevent Duty Toolkit \(section 3 appendices\)](#). The Dangers of travelling for terrorism (or Forced Marriage or Female Genital Mutilation) are becoming increasingly apparent and concerning. While this guidance refers to children and young people returning; there is an absolute desire to stop them travelling wherever possible. School staff must also be alert and refer cases of potential concern if they become aware that a student is intending to travel during school holidays.

If you have concerns either post travel or pre travel and/or identify any concerns in relation to extremism as identified above, please refer to your DSL/SPOC who will refer to the local MASH. If any of the indicators of concern are noted at any stage or an extremism risk identified then consideration via the [MASH](#) will be given to making a [Prevent referral](#) and an assessment will be made for the Channel panel who may suggest a safeguarding intervention.

## **12. 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' 2020 and duties as set out in the Counter Terrorism and Security Act 2015.

Parents/carers will be issued with a hard copy of this Policy on request. This Policy will also be made available to parents/carers via the school's website.

Governors will review this policy annually at the start of a new academic year but may adopt any amendments outside this timeframe in accordance with any new legislation or guidance.