

**SHENFIELD  
HIGH SCHOOL**



# **COMBATING EXTREMISM POLICY**

School Staff were consulted on this document and it was accepted by the standards and performance committee on :	<b>October 2017</b>
It was ratified by the Governing Body on :	<b>December 2017</b>

## **STATEMENT ON THE DUTY TO COMBAT EXTREMISM**

### **INTRODUCTION**

1. This Statement has been agreed in order to make clear the response of Shenfield High School to the Prevent Strategy as outlined in Learning Together To Be Safe: A Toolkit To Help Schools Contribute To The Prevention Of Violent Extremism (2008). We work in accordance with 'The Counter Terrorism and Security Act' (HMG 2015). It is a summary of our existing, and updated practice rather than a new departure but has the status of a policy of the Governing Body.

2. The Statement will be reviewed annually in accordance with the Handbook of Governance.

### **3. Related documents:**

Shenfield High School Values

Curriculum Policy

Social Science and PHSE Schemes of Work

Community Cohesion Policy.

Performance Management Policies for Teachers and Support Staff.

Disciplinary, Capability, Harassment and Grievance Procedures.

Behaviour for Learning Policy.

Safeguarding Policy

Assembly and form time programme.

### **DUTIES OF MEMBERS OF STAFF**

4. All members of staff are made aware through the process of Performance Management of their fundamental responsibilities in this area. The Performance Management Policy for Teachers requires reviewers to evaluate their reviewees against the Standards for Teachers, including these elements in Part 2 of the Standards:

- "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 which exploit pupils’ vulnerability or might lead them to break the law.”

The Performance Management Policy for Support Staff contains an equivalent requirement.

5. Staff must not promote partisan political views in the teaching of any subject and are required to ensure that whenever political issues are brought to the attention of pupils a balanced presentation of the opposing views is offered. This requirement applies not only during scheduled lessons but in all other contexts.

## **THE CURRICULUM AND COMBATING EXTREMISM**

6. Shenfield High School’s Charter of Values informs the curriculum, as it does all aspects of our work. The values include the following, which help to set the context for our corporate attitude to extremism:

Learning, Respect, Responsibility, Community, Success and Security: Learning for Life

7. The promotion of both (a) personal responsibility, understanding of the differences between right and wrong and respect for the civil and criminal law and (b) an understanding of how individuals can contribute to the wellbeing of those in the locality and beyond are addressed in many different subjects and contexts, including assemblies and form time programmes.

8. Shenfield High School takes pride in the personal development of its young people and seeks to provide every opportunity for pupils to become positive and emotionally resilient adults with the knowledge and confidence to stand by their own convictions. Some of the most valuable work at Shenfield High School in combating extremism is carried out in Social Science lessons. The department describes its approach in the following way:

Social Science lessons at Shenfield High School allow all pupils to develop in a safe learning environment. Pupils are encouraged to discuss a huge range of subjects, and the current issue of extremism is one of them.

The curriculum provision in the department is constantly under review and is flexible enough to allow us to respond to current issues and news items. In y8, pupils study a unit on equality and discrimination, including issues of racism, sexism, treatment of migrants and islamophobia.

The ethos of the department gives pupils a safe environment to explore ideas; we use role plays, hot seating, class votes and class debates in order to encourage deep philosophical thinking. The department also works closely with the pastoral (behaviour and standards) and the wellbeing (interventions) teams so that any concerns are promptly reported so that incidents can be quickly assessed for further intervention.

9. Assemblies and Form Time also give time to explore the issue of extremism and to combat its potential effects.

10. If there are concerns about signs of students showing radicalism, there is clear reporting procedure to follow – this is the same procedure as for reporting safeguarding concerns about children and young people. Staff and adults working in the school are reminded that any concerns are to be reported to the Designated Safeguarding Leads, any member of The Safeguarding Board, the pastoral managers for each year group or any member of the SLT. Any child/young person perceived to be at risk in this respect will be referred to CHANNEL and Social Care in line with SET procedures (ESCB 2017).

All staff have undertaken the PREVENT training issued online by the DfE. PREVENT training is also a part of our annual safeguarding. Three members of staff are WRAP trained, and PREVENT training is also included in training for Governors.

In particular, staff are trained to recognise the elements of radicalisation that relate to grooming of young people, to recognise the personal and external factors in a young person's life that may make them more vulnerable to radicalisation; and then to recognise the signs and symptoms that a young person may be subject to grooming.

