



**SHENFIELD  
HIGH SCHOOL**

# **Extremism & Radicalisation Policy**

School Staff were consulted on this document and it was accepted by the Standards and Performance committee on :	<b>March 2021</b>
It was ratified by the Governing Body on :	<b>March 2021</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 standalone document, but has the status of a policy of the Governing Body.

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

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

'Keeping Children Safe in Education' DfE 2020, 'Safeguarding and Child Protection Policy' SHS 2020, 'Staff Code of Conduct' SHS 2020, 'Behaviour for Learning Policy' SHS 2020, 'Assembly and Form Time Programme' SHS 2020, 'Social Science and PHSE Schemes of Work' SHS 2020, 'Equalities Objectives Policy' SHS 2020, 'Performance Management Policies for Teachers and Support Staff, Disciplinary, Capability, Harassment and Grievance Procedures' SHS 2020.

### **SCHOOL ETHOS and PRACTICE**

4. All members of staff are made aware of their responsibilities with regards to preventing extremism through annual and induction Safeguarding training, including compulsory PREVENT training for all staff issued online by the DfE. PREVENT training is also a part of our annual safeguarding training programme. 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.

In addition, Standards for Teachers, paragraph 2 quotes the following that all teachers in the school must be aware of:

- "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, including social media personal accounts that reference working at the school or supporting the school in some context.

## **DEFINITIONS – taken from The Government’s Prevent Strategy – CONTEXT June 2018**

The following definitions are agreed upon by the school’s community and create clarity when referencing radicalisation and extremism.

**Ideology:** a set of beliefs.

**Extremism:** a vocal or acute 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 that can lead to terrorism.

**Terrorism:** an action that endangers or causes violence, damage and 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.

## **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. The school takes note of and understands the advice given on The Government run website ‘Educate Against Hate’, and includes materials and resources from this site in our curriculum and wider curriculum.

9. 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. The ethos of the School gives students a safe environment to explore ideas, and to identify at an early stage students who may be vulnerable to extremist ideas.

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

11. 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 (DSLs), 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 2020).

12. Risk Assessment – the DSLs have worked in conjunction with the Safeguarding Governor to produce a risk assessment regarding the potential risk of radicalisation to all students at our school. This can be accessed on our W Drive in the safeguarding area. It is reviewed regularly as part of

the review of this statement. In addition, where it has been necessary to refer individuals who may be at risk of radicalisation, a further personal risk assessment has been undertaken to help protect the student when statutory agencies are no longer working with them and their families. Such risk assessments are kept in the confidential files of students as kept by the lead DSL.

This statement and the generic risk assessment has been reviewed in September 2020 by the lead Designated Safeguarding Officer.

**APPENDIX:**

**Extremism and Radicalisation Self-Assessment and Risk Assessment – January 2019**

Risk	Mitigating the risk	Who is responsible
<p>Ensure the PREVENT strategy is understood by all staff and governors.</p>	<p>There is an identified PREVENT Lead.</p> <p>PREVENT is explicitly explained and referenced in our Safeguarding and Child protection Policy 2018</p> <p>PREVENT is always part of the annual Safeguarding training delivered to all staff and governors.</p> <p>PREVENT is always explained in at least one Safeguarding newsletter per year.</p> <p>All staff and governors sign to evidence that they have completed the DfE online PREVENT training and this signed list is reviewed and updated termly.</p> <p>3 of the DSLs are WRAP trained and in October 2018 DBA delivered PREVENT reminder training to tutors Y7 – Y11.</p> <p>The Anti – Extremism statement has been reviewed and updated January 2019. All staff have had the opportunity to consult on this document.</p> <p>Parents are informed about safeguarding issues personally where it affects their family and generically by attention to issues through our termly newsletter, where additional resources are often signposted.</p>	<p>JCO</p> <p>JCO</p> <p>JCO</p> <p>JCO</p> <p>All Staff and JCO</p> <p>Form tutors and DBA</p> <p>JCO</p> <p>Pastoral Managers, DSLs, JCO</p>
<p>Ensuring an appropriate reporting and referral process is in place.</p>	<p>Annual and update training ensures that all staff, governors and visitors know what to do in the event that</p>	<p>JCO and all staff</p>

	<p>they have a concern about a child – there is a clear referral process – reminder on Pink safeguarding cards and on visitor handout.</p> <p>New concern templates are used to ensure that the appropriate processes are followed. Files are kept confidentially and safely and provide an appropriate audit trail for referrals and follow up action.</p> <p>Top concern cases are shared weekly at Safeguarding board to provide appropriate information to those working closely with the students and to provide checks in the processes. This ensures that vulnerable students are consistently identified, that support is put in place when needed and they are closely monitored at all times.</p> <p>Any priority concerns are shared with SLT and the appropriate governors.</p> <p>DSLs have established close and appropriate relationships with partner agencies; all relevant meetings are attended and the wide network of safeguarding professionals are known and meet regularly.</p>	<p>JCO</p> <p>Safeguarding Board</p> <p>DSLs</p> <p>DSLs</p>
<p>Ensuring a broad and balanced curriculum that helps to protect students against extremism and promotes community cohesion.</p>	<p>Published and shared school values provide the bedrock for decisions made about any policy or procedure, but also regards the curriculum.</p> <p>We ensure a wide range of initiatives and activities throughout the curriculum and the extra curriculum and the super curriculum that promote</p>	<p>SLT</p> <p>SLT, Tls, all staff offering additional activities such as school trips.</p>

	<p>the spiritual, moral, social and emotional needs of our students and staff – all of which contribute towards protecting them from radicalisation and extremist ideas.</p> <p>Our form time and assembly programme is developed with the intention of providing students with the ability to recognise risks and seek help when required. All students should be able to signpost an adult from whom they would ask for help if required.</p> <p>Whistleblowing and #tellsomeone #saysomething is promoted throughout our Safeguarding education in order to promote challenge or support to challenge opinions and ideas that may be contrary to fundamental British values.</p> <p>Broad and balanced pathways are provided at each key stage, with a commitment to bespoke provision where necessary to lessen the risk of disengagement and therefore lessen the pull of outside ideologies, which are contrary to the values we promote.</p> <p>Our Behaviour for Learning Policy supports the requirements of the curriculums and of our school as a whole designed to uphold expectations of conduct and support students who may struggle with this at different times in their lives. This policy includes our policy and procedures for dealing with any kind of 'hate' motivated behaviours – again with clear and consistent responses</p>	<p>JRI and GD</p> <p>SLT, DSLs and all staff</p> <p>SLT and AIG provision.</p> <p>SLT, JRI and pastoral team and all staff.</p>
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	<p>known to all staff, students and parents.</p> <p>Our clear and constant IAG is designed to ensure that all students remain engaged with the idea of progression on their pathways – reducing the risk of NEET and isolation from wider societal values.</p>	
<p>All potential extremism issues are collated and analysed annually for potential source of risk.</p>	<p>Currently risk from fundamentalist ideology is low. No cases currently known about.</p> <p>Risk from racially aggravated ideology (more prevalent as the issues around BREXIT remain unresolved) is present but not high, and both curriculum work and individual work has been developed and implemented to mitigate risk. 2/3 concerns raised since September 2017.</p> <p>Risk from online grooming is present and Esafety work has been developed and implemented to mitigate risk. 1/3 concerns raised since September 2017.</p>	<p>DSLs, JCO, DBA</p>