



**SHENFIELD
HIGH SCHOOL**

Preventing Extremism & Radicalisation Policy

Approved by:

Governing Body

Date: September 2022

Last reviewed on:

September 2022

Next review due by:

September 2023

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. 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.

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 "[Prevent strategy: guidance for local partners in England](#)" and the "[Counter Terrorism and Security Act 2015](#)". As well as 'Keeping Children Safe in Education' DfE 2021, 'Safeguarding and Child Protection Policy' SHS 2021, '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.

The Department for Education has set up a helpline for teachers who may have questions or concerns about extremism. 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 (pupils, staff or governors) 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 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.

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.

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.

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.

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

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.

Pupils 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/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student/pupil 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/pupil’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/pupil 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/pupils 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/Staff Behaviour policy for staff.

Safeguarding:

If there are concerns about signs of students or stakeholders 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).

5. Curriculum and Combatting extremism

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

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.

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.

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.

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

6 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' 2021 and duties as set out in the Counter Terrorism and Security Act 2015.

This Policy will also be made available to parents/carers via the school's website.

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

APPENDIX:

Extremism and Radicalisation Self-Assessment and Risk Assessment – January 2021

Risk	Mitigating the risk	Who is responsible
Ensure the PREVENT strategy is understood by all staff and governors.	There is an identified PREVENT Lead.	DBA
	PREVENT is explicitly explained and referenced in our Safeguarding and Child protection Policy 2021	DBA
	PREVENT is always part of the annual Safeguarding training delivered to all staff and governors.	DBA
	PREVENT is always explained in at least one Safeguarding newsletter per year.	DBA
	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.	All Staff and DBA
	3 of the DSLs are WRAP trained and in October 2018 DBA delivered PREVENT reminder training to tutors Y7 – Y11.	Form tutors and DBA
	The Anti – Extremism statement has been reviewed and updated January 2021. All staff have had the opportunity to consult on this document.	DBA
Ensuring an appropriate reporting and referral process is in place.	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.	Pastoral Managers, DSLs, DBA
	Annual and update training ensures that all staff, governors and visitors know	DBA and all staff

	<p>what to do in the event that 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>DBA</p> <p>Safeguarding Board</p> <p>DSLs</p> <p>DSLs</p>
Ensuring a broad and balanced curriculum that helps to protect students against extremism and promotes community cohesion.	<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</p>	<p>SLT</p> <p>SLT, TLs, all staff offering additional activities such as school trips.</p>

	<p>the super curriculum that promote 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</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>and consistent responses 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 is present but not high, and both curriculum work and individual work has been developed and implemented to mitigate risk.</p> <p>Risk from online grooming is present and online work has been developed and implemented to mitigate risk.</p>	<p>DSLs, DBA</p>

REFERRAL PROCESS

By sending this form you consent for it to arrive with both your dedicated Local Authority safeguarding team & Prevent policing team for a joint assessment. Wherever possible we aim to give you feedback on your referral, please be aware, however, that this is not always possible due to data-protection & other case sensitivities.

Once you have completed this form, please email it to: **Prevent@essex.police.uk**

If you have any questions whilst filling in the form, please call: **01245 452196**

INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS

Forename(s):	First Name(s)
Surname:	Last Name
Date of Birth (DD/MM/YYYY):	D.O.B.
Approx. Age (if DoB unknown):	Please Enter
Gender:	Please Describe
Known Address(es):	Identify which address is the Individual's current residence
Nationality / Citizenship:	Stated nationality / citizenship documentation (if any)
Immigration / Asylum Status:	Immigration status? Refugee status? Asylum claimant? Please describe.
Primary Language:	Does the Individual speak / understand English? What is the Individual's first language?
Contact Number(s):	Telephone Number(s)
Email Address(es):	Email Address(es)
Any Other Family Details:	Family makeup? Who lives with the Individual? Anything relevant.

DESCRIBE CONCERNS

In as much detail as possible, please describe the specific concern(s) relevant to Prevent.

Please Describe

FOR EXAMPLE:

- How / why did the Individual come to your organisation's notice in this instance?
- Does it involve a specific event? What happened? Is it a combination of factors? Describe them.
- Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How?
- Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact?
- Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information?
- Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly?
- Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider *any* extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures.
- Please describe any other concerns you may have that are not mentioned here.

**COMPLEX
NEEDS**

Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?

Please Describe

FOR EXAMPLE:

- Victim of crime, abuse or bullying.
- Work, financial or housing problems.
- Citizenship, asylum or immigration issues.
- Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings.
- On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency.
- Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories.
- Educational issues, developmental or behavioural difficulties, mental ill health (see **Safeguarding Considerations** below).
- Please describe any other need or potential vulnerability you think may be present but which is not mentioned here.

**OTHER
INFORMATION**

Please provide any further information you think may be relevant, e.g. social media details, military service number, other agencies or professionals working with the Individual, etc..

Please Describe

PERSON WHO FIRST IDENTIFIED THE CONCERNS	
Do they wish to remain anonymous?	Yes / No
Forename:	Referrers First Name(s)
Surname:	Referrers Last Name
Professional Role & Organisation:	Referrers Role / Organisation
Relationship to Individual:	Referrers Relationship To The Individual
Contact Telephone Number:	Referrers Telephone Number
Email Address:	Referrers Email Address
PERSON MAKING THIS REFERRAL (if different from above)	
Forename:	Contact First Name(s)
Surname:	Contact Last Name
Professional Role & Organisation:	Contact Role & Organisation
Relationship to Individual:	Contact Relationship to the Individual
Contact Telephone Number:	Contact Telephone Number

RELEVANT DATES	
Date the concern first came to light:	When were the concerns first identified?
Date referral made to Prevent:	Date this form was completed & sent off?
REFERRER'S ORGANISATIONAL PREVENT CONTACT (if different from above)	
Forename:	Referrers First Name(s)
Surname:	Referrers Last Name
Professional Role & Organisation:	Referrers Role / Organisation
Relationship to Individual:	Referrers Relationship To The Individual
Contact Telephone Number:	Referrers Telephone Number
Email Address:	Referrers Email Address

SAFEGUARDING CONSIDERATIONS	
Does the Individual have any stated or diagnosed disabilities, disorders or mental health issues?	Yes / No
Please describe, stating whether the concern has been diagnosed.	
Have you discussed this Individual with your organisations Safeguarding / Prevent lead?	Yes / No
What was the result of the discussion?	
Have you informed the Individual that you are making this referral?	Yes / No
What was the response?	

Have you taken any direct action with the Individual since receiving this information?	Yes / No
What was the action & the result?	
Have you discussed your concerns around the Individual with any other agencies?	Yes / No
What was the result of the discussion?	

INDIVIDUAL'S EMPLOYMENT / EDUCATION DETAILS	
Current Occupation & Employer:	Current Occupation(s) & Employer(s)
Previous Occupation(s) & Employer(s):	Previous Occupation(s) & Employer(s)
Current School / College / University:	Current Educational Establishment(s)
Previous School / College / University:	Previous Educational Establishment(s)

THANK YOU
<p>Thank you for taking the time to make this referral. Information you provide is valuable and will always be assessed.</p> <p>If there is no Prevent concern but other safeguarding issues are present, this information will be sent to the relevant team or agency to provide the correct support for the individual(s) concerned.</p>