



FOREFIELD COMMUNITY INFANT & NURSERY SCHOOL

Preventing Extremism & Radicalisation Policy

Introduction

At Forefield Community Infant & Nursery School we are fully committed to providing a secure environment where children feel safe and are kept safe. All adults at Forefield Community Infant & Nursery School recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact with 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/S175 of the Education Act 2002.

This policy draws upon guidance contained in documentation published by the DfE including 'Keeping Children Safe in Education 2016'; HM Government document 'Prevent Strategy; A Guide 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 to have due regard to the need to prevent people from being drawn into terrorism and extremist ideas - known as The Prevent Duty.

This policy should be read in conjunction with the school's Safeguarding & Child Protection Policy; the school's Statement on its Commitment to Fundamental British Values; Equality Policy; E-Safety Policy; Acceptable User Policies; Codes of Conduct for pupils, staff and Governors and Confidential Reporting 'Whistle Blowing' Policy.

School Ethos and Practice

All staff and Governors at Forefield Community Infant & Nursery School are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

We believe that the following list exemplifies some of the values held by British citizens:

- Democracy
- Respect of the rule of law
- Individual liberty
- Mutual respect
- Appreciation of the rights of other citizens
- The promotion of opportunities for all
- Religious tolerance and respect for cultural diversity
- Treating others with fairness
- Participation in local community life and global community life

Although this list is not exhaustive, we believe it encapsulates the key attitudes we value at Forefield Community Infant & Nursery School and which we seek to promote and begin to develop in our young children.

We have a zero tolerance approach to extremist behaviour for all community members. We rely on our British values to steer our work and ensure that the pastoral care of our children protects them from exposure to negative influences.

As a school, we aim to develop and nurture fundamental principles of British values by:

- The promotion of our Golden Rules as a code of conduct which underpins the school's Behaviour & Discipline Policy and which have at their heart, mutual respect, individual responsibility and appreciation of the rights of others. Children are supported in making good choices so they understand the impact and consequences of their actions on others
- Active School Councillors voted into office by the children developing an early understanding of democracy, and responsibility. Our School Council plans charity events; contributes to staff recruitment processes, interviewing candidates alongside school Governors; act as a steering group work collaboratively towards UNICEF Rights Respecting School Award
- Participation in local community projects and initiatives e.g CAPITAL School Cluster Cultural Diversity Concert, Dance Festival celebrations and inter-school sports competitions with other local primary, high and special school pupils;
- Development of pupils as global citizens through international school partnership projects e.g. Comenius Talking Art-Art Talking Project including bilateral family visits to/from our Spanish partner school; Mandarin Language & Chinese Culture Project with a local independent high school; cultural Family Learning Days extending values within the local community
- From Nursery to Y2, children have weekly Spanish lessons providing a basis for later language learning, building enthusiasm, curiosity and respect for other languages and cultures.
- Programme of Collective Worship based on weekly themes many of which focus on British values and are enhanced by local faith leaders and community group representatives
- RE programme which follows Sefton's Agreed Syllabus focusing on developing children's understanding of Christianity and Judaism within Foundation Stage and KS1
- Strong Spiritual, Moral, Social and Cultural development through the curriculum and hidden curriculum e.g. raising awareness of different religious festivals, cultural traditions and customs - recognising and celebrating cultural similarities and differences
- School Enterprise Committee working collectively on initiatives to improve our school and school environment promoting a sense of pride and social responsibility
- Strong personal, social and emotional development across the school with children encouraged to actively to listen to each other, take turns and treat each other with respect and to value the differences we all have
- School is committed to UNICEF's Rights and Respecting School developing children's awareness of their rights and responsibilities as global citizens
- The school supports local, national and international charities e.g Jospice International, Radio City Cash for Kids, Children in Need, Operation Christmas Child, Epilepsy Research UK
- A rigorous commitment to pupil safety and safeguarding

When operating this policy, Forefield Community infant & Nursery School uses the following accepted Governmental 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 within 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 document. We also recognise that if we fail to challenge the 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, at Forefield Community Infant & Nursery School, we 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 marginalised.

At Forefield Community Infant & Nursery School we are aware that children can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources including the media and the internet, and at times children may themselves reflect or display views, either intentionally or unintentionally may be discriminatory, prejudiced or extremist, including use of derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by children or staff will always be challenged and where appropriate dealt with in-line with our Behaviour & Discipline Policy for pupils or Code of Conduct and Disciplinary Policy for staff or Code of Conduct for Governors.

The Counter Terrorism & Security Act 2015

The Counter Terrorism and Security Act 2015 places a duty on schools in England to prevent people being drawn into terrorism.

School 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 that 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 that there is robust ICT protocols that filters out extremist materials
- School buildings must not be used to give a platform to extremists

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

Recognising Indicators of Vulnerability to Radicalisation

Radicalisation is defined as "the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind".

There is no such thing as a 'typical extremist' : those who become involved in extremist actions come from a range of backgrounds and experiences, and 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 extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- **Identity crisis** - the pupil is distanced from their religious/cultural heritage and experiences discomfort about their place in society
- **Personal crisis** - the pupil may be experiencing family tensions; a sense of isolation; 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 about their identity, faith and belonging
- **Personal circumstances** - migration; local community tensions; events affecting the 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 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, and poor resettlement/reintegration;
- **Special Educational Need** - 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
- 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

We will ensure that all of our staff are quipped to recognise extremism and are skilled and confident enough to challenge it. All staff will receive WRAP training (Workshop to Raise Awareness of Prevent) and radicalisation and extremism will be an integral part of annual safeguarding training.

Our school has a Prevent Safeguarding Lead, who will be the lead within school for safeguarding in relation to protecting individuals from radicalisation and involvement in extremist activity - Mrs Elaine Haney.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in extremist activity, they should speak with Mrs Haney or in her absence a member of the school's Safeguarding Team - Mrs Pugh, Mrs Roberts, Mrs Buckley or Mrs Boardman.

We will help to support pupils 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 our school will

seek external support from the Local Authority and/or local partnership structures working to prevent extremism. Our school will follow closely the locally agreed procedure as set out by Sefton's Local Safeguarding Children Board for safeguarding individuals vulnerable to extremism and radicalisation <http://www.seftonlscb.co.uk/media/11057/Section-18-CHANNEL-Procedure-Sept-15.pdf>

The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

Any concerns related directly to extremism can be reported to:

Contact Numbers Channel (Police) Tel: 0151-777-8383
Email: Channel@merseyside.police.uk
Merseyside Police Prevent Engagement Team Tel: 0151-777-8328
Email: www.merseyside.police.uk

Sefton Local Authority Channel Lead (Children) Trish Galloway Tel: 0151-934 2356
Email: trish.galloway@sefton.gov.uk
Sefton Local Authority Channel Lead (Adults) Nick Roberts Tel: 0151-934 2554
Email: nick.roberts@sefton.gov.uk
Sefton Local Authority - Channel SPOC Head of Service Tel: 0151-934 3128
Sefton Local Authority - Prevent SPOC Andrea Watts Tel: 0151 934 2030
Email: andrea.watts@sefton.gov.uk

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.

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 our school this will be achieved by good teaching, primarily via PSHE; 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:

- strategies to promote British values. We will teach and encourage children to respect one another and to respect and celebrate difference, especially those of a different faith or no faith;
- Strategies to promote children's spiritual, moral, social and cultural development;
- creating a safe space for dialogue between children and adults within the school setting;
- developing language and communication skills to support effective interactions with others;
- actively promote opportunities for children to collaborate with others;
- developing pupils' positive sense of identity through the development of critical thinking skills and resilience to extremism

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success as set out in the Table in Appendix 1 taken from the DfE document above and we will apply the methodologies set out in that document following the three broad categories of:

- Making a connection with young people through good teaching and a pupil centered approach;
- Facilitating a 'safe space' for dialogue, and

- Equipping our students with the appropriate skills, knowledge, understanding and awareness for resilience.

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 pupils' experiences and horizons. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

E-Safety

The increasing popularity of the Internet means that young people have much more access to content which could include extremist material, and social media means that extremist groups have greater means of reaching a wider audience. The school has measures in place to minimise the risk of children accessing such content or groups:

- The curriculum network is hard-wired and has two layers of firewalls. The first layer is our own Smoothwall system. This is controlled and monitored in school, filtering and logging all internet activity. The second layer is operated by the Local Authority. This blocks specific core content and not only filters but logs all on-line activity.
- The administrative network has one firewall provided by Arvarto Services which blocks specific core content. Additionally all activity is filtered and logged by Arvarto Services.

Any website found to contain extremist material will be recorded and reported. We have an E-safety co-ordinator who monitors the use of all equipment.

Use of External Agencies and Speakers

At Forefield Community Infant & Nursery School we actively encourage the use of external agencies or speakers to enrich the experiences of our children, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. This includes checking the DBS of all external providers, viewing material that will be used beforehand, conducting a social media check on such agencies or individuals, seeking references from independent third parties as to suitability. 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 opposition to our school values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to our children. External speakers will only communicate with our children in the presence of a member of staff.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils 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 pupils 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.

We recognise, however, that the ethos of our school is to encourage children to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

Therefore by delivering a broad and balanced curriculum and enrichment programme augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help children develop the critical thinking skills needed to engage in informed debate now or in the future.

Whistleblowing

Where there are concerns of extremism or radicalisation children, Staff and Governors will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence.

They must inform the Headteacher straight away (or if it relates to the Headteacher inform the Chair of Governors).

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 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 so as to unduly influence our school's 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 radicalization as a consequence.

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 minimize the opportunities for extremist views to prevail.

Role of the Governing Body

The Governing Body of our school will undertake annual training led by the Designated Safeguarding Lead or a member of the school's Safeguarding Team 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 our school will support the ethos and values of our school and will support the school in tackling extremism and radicalization.

In line with provisions set out in the DfE guidance 'Keeping Children Safe in Education' May 2016, the Governing Body will challenge the school's Senior Leadership Team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy regularly prior to the start of a new academic year (on an annual basis) but may amend and adopt any amendments outside of this time frame in accordance with any new legislation or guidance.

Elaine Haney
June 2016

Appendix 1: 'Key Ingredients' for successful teaching in the context of 'push' and 'pull' factors

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| <p>PUSH FACTORS – factors that push an individual/make an individual vulnerable to extremist messages</p> <p>Lack of excitement, frustration</p> <p>Lack of sense of achievement – seen as significant 'lack of purpose'// confidence in the future, life goals</p> <p>Lack of an outlet for views</p> <p>Gaps in knowledge or understanding of Islam – both young people and their parents</p> <p>Sense of injustice</p> <p>Actual or perceived humiliating experiences (including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely/to sense of injustice)</p> <p>Exclusion – lack of belonging to peer or community networks, associations etc</p> <p>Below the line: factors that are out of scope of this study</p> | <p>KEY INGREDIENTS</p> <p>Teacher confidence in many cases it will be the use of existing teaching skills and methods which may well be the most effective approach. From prison settings, staff who are more confident in their abilities tend to perform much better even though they have not received specialist training</p> <p>Teacher attitudes and behaviours</p> <ul style="list-style-type: none"> - Willingness to admit you don't know - Acknowledging controversial issues exist - Awareness that I have a role to play - Willingness to turn to others for help when you don't know about something <p>Specific knowledge:</p> <ul style="list-style-type: none"> - Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering') - Knowledge of an alternative values framework <p>Teaching practice/pedagogy:</p> <ul style="list-style-type: none"> - Boosting critical thinking (seeing through propaganda, singular messages etc) - Helping to see multiple perspectives - Using multiple resources/methods - Embedding or sustaining dialogue following specialist interventions - Enabling students to tackle difficult issues - Linking school work to the wider community - Drawing evidence from across the curriculum - Developing in young people a sense of multiple identities. Help young people become aware of, and comfortable with, multiple personal identity | <p>PULL FACTORS – factors that draw young people into extremist messages</p> <p>Charismatic/confident individuals (recruiters)</p> <p>Network/sense of belonging</p> <p>Broader community views which enable or do not oppose extremism.</p> <p>Persuasive, clear messages. Exploiting knowledge gaps.</p> |
| <p>Disaffection with wider societal issues Disruptive home life</p> | <p>Other factors Support from senior leaders Pupil support processes</p> | <p>Sense of dignity and importance and loyalty Exciting (non-teaching) activities Sense of purpose in life</p> |