



Trinity High School

& SIXTH FORM CENTRE

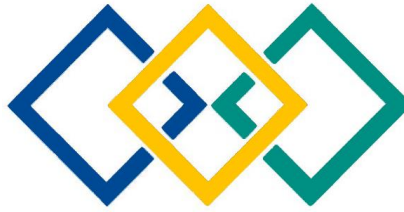
An Independent State Funded Academy

PREVENTING EXTREMISM AND RADICALISATION POLICY

Also to be read in conjunction with:
- Whistleblowing Policy

Reviewed:
Adopted by Governing Body:
Policy Responsibility:

May 2019
2 July 2019
Mrs Horton



PREVENTING EXTREMISM AND RADICALISATION POLICY

Rationale

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist, homophobic or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Trinity High School values freedom of speech and the expression of beliefs as fundamental rights underpinning our society's values. Both 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 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.

Trinity High School is committed to providing a secure environment for students, where they 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 students or not.

This Preventing Extremism and Radicalisation Policy is one element of our overall school arrangements to safeguard and promote the welfare of all students in line with our statutory duties set out in S157 of the Education Act 2002.

Our school's Preventing Extremism and Radicalisation Policy also draws upon the guidance produced by the WSCB; DfE Guidance "Keeping Children Safe in Education 2018" and HM Government document "Prevent Strategy: A guide for local partners in England".

School Ethos and Practice

When interpreting this policy Trinity High School uses the following accepted Government definition of extremism;

"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 young people 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 students.

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, Trinity High School will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also ensure that they thrive, feel valued and not marginalised.

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, and 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 isolate them from their families and their communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student is distanced from their cultural/religious heritage and experiences uncertainty 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, 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, and poor resettlement/reintegration
- SEND – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivation of others

More critical risk factors could include:

- Being in contact with extremist recruiters
- Accessing violent extremist websites
- Possessing or accessing violent extremist literature
- Using extremist narratives to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance or behaviour
- Experiencing a high level of social isolation

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy and Staff Code of Conduct.

We are committed to ensuring that all our staff are equipped 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 staff safeguarding training.

Schools are required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The Designated Safeguarding Lead (Mrs F Horton) is also the SPOC for Trinity High School.

When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC or Headteacher. We will help to support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will ensure that that student is offered assistance. Additionally, in such instances we will seek external support from other agencies working to prevent extremism.

Our school will closely follow the locally agreed procedure as set out by WSCB for safeguarding individuals vulnerable to extremism and radicalisation.

Teaching Approaches

Trinity High School will strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches students may experience elsewhere may make it harder for them to challenge or question these radical influences. This will be achieved through quality first teaching, primarily through our SMSC Active Learning Days, ICT, Drama, School Assemblies and the Pastoral Programme.

“Teaching approaches that help build resilience to extremism among young people” DfE 2011.

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 students to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain and globally.

We will also work with local partners, families and communities to challenge extremist views to assist in the broadening of our students' experiences and horizons.

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.

By delivering a broad and balanced curriculum augmented by the use of external sources where appropriate, we will strive to ensure that our students recognise risk and build resilience to manage any such risks themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

Whistleblowing

Where there are concerns of extremism or radicalisation students and staff will be encouraged to make use of our internal systems to whistle blow or raise any issues in confidence. Please refer to the Whistleblowing Policy.

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. By adhering to safer recruitment best practice combined with an ongoing culture of vigilance within our school we will minimise the opportunities for extremist views to prevail.

Role of Governing Body

The Governing Body of Trinity High School will undertake annual training led by the DSL to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties. They 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 2018" the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Policy Adoption, Monitoring and Review

Governors will review this policy annually but may adopt any amendments outside this timeframe in accordance with any new legislation or guidance.

This policy was reviewed in May 2019 with an amendment to the date of Keeping Children Safe in Education to 2018. No other amendments were made.

This policy was adopted by governors on 2 July 2019.

This policy will be reviewed annually.

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

Prevent Contacts

Prevent Governor – Mr Barry Prever

Worcestershire LA Prevent Lead – Mr James Wheeliker

Warwickshire and West Mercia Police – DS Philip Colley and DC Gary Shephard