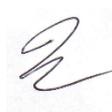


Preventing Extremism and Radicalisation Policy

Ellesmere Port Catholic High School



Approved by:	Mr J Coucill, Chair of Governors 
Lead of Review:	Mrs J Jones, Associate Deputy Headteacher
Last reviewed on:	August 2020
Next review due by:	July 2021

Status

Statutory

Rational

The current threat from terrorism and extremism in the United Kingdom is real and severe and can involve the exploitation of vulnerable people, including Prevent Policy 2019 children and young people. The country is on high alert of imminent attack, although the north west region remains a relatively low risk area. Complacency must not set in. The Prevent Strategy has three specific strategic objectives:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- Work with sectors and institutions where there are risks of radicalisation that we need to address. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. Schools' work on Prevent needs to be seen in this context. The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law, school and British values. Awareness of Prevent and the risks it is intended to address are both vital. Staff can help to identify, and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism.

1. Introduction

Ellesmere Port Catholic High School is committed to providing a supportive and inclusive learning environment in which individuals can reach their potential. All adults at Ellesmere Port Catholic High School recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

This policy is designed to provide a clear framework to structure and inform our response to safeguarding concerns for those young people who may be vulnerable to the messages of extremism. In addition, it provides details of the local inter agency process and expectations in identifying appropriate interventions based on the threshold of need and intervention model and the Channel process (see below). The School's approach to the Prevention of Extremism and Radicalisation (Prevent) will focus on:

Safeguarding all students and staff from exposure to circumstances that exacerbate the risk of radicalisation

- The education of all students and staff regarding the risk and nature of radicalisation.
- The provision of information and resources that support awareness raising.
- Liaison and communication with relevant local and national agencies that support the Prevent agenda including the Prevent Duty Delivery Board. (See Safeguarding and Child Protection Policies)
- Promotion of the support mechanisms available should a student or staff member have concerns relevant to terrorist and extremist activity.

Scope

This policy refers to any activity or risk of activity that would be categorised as promoting radicalisation or extremism.

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

Extremism 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

CONTEST, The United Kingdom's Strategy for Countering Terrorism was updated in June 2018 on the back of an increase risk to terror in the United Kingdom following a series of attacks escalating in 2017. There is a legal duty on certain bodies in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". Authorities subject to the provisions must have regard to this guidance and the Prevent Duty when carrying out their business. There is a statutory responsibility for education providers as detailed above.

Prevent is 1 of the 4 elements of 'CONTEST', the government's counter-terrorism strategy. The 4 elements are: Prevent, Pursue, Protect, Prepare. It aims to stop people becoming terrorists or supporting terrorism.

2. School Ethos and Practice

When operating this policy Ellesmere Port Catholic High 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 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 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 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, at Ellesmere Port Catholic High School we 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 to ensure that they thrive, feel valued and not marginalized.

Furthermore, at Ellesmere Port Catholic High School we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

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 and Discipline Policy for students and the Code of Conduct for staff. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Students accessing extremist material online, including through social networking sites;
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Partner schools, local authority services, police reports of issues affecting students in other schools or settings;
- Students voicing opinions drawn from extremist ideologies and narratives;
- Use of extremist or 'hate' terms to exclude others or incite violence;
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture;
- Attempts to impose extremist views or practices on others;
- Anti-western or Anti-British views.

Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or Cheshire's Safeguarding Children in Education team agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

At Ellesmere Port Catholic High School, we have determined "British Values" to be:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

As a school we aim to develop and nurture these by:

- Planning a vibrant, engaging Assembly programme with core ethical values and beliefs at its heart
- A well-structured Personal, Social, Health and Citizenship Education programme which addresses all of the requirements of the programmes of study (looking at Democracy, Freedom, the rule of law, Human Rights and responsibilities, promoting British values.)
- A strong Religious Studies and Ethics programme at every Key Stage
- Effective and well-managed School Council and Student Leadership Team enabling students to actively participate in the democratic process
- A broad and balanced curriculum which addresses many of these core values across a range of subject areas
- Having a clearly communicated and consistently applied Behaviour Policy so that students understand what is expected of them and the consequences of both meeting and failing to meet these expectations
- A Code of Conduct which is regularly referred to and communicated with students, reiterating

that we are a school community built on mutual respect and understanding

- Adopting restorative approaches, where possible, to resolve any difficulties between members of our school community
- Having a rigorous commitment to student safety (for example: trips and visits policy and procedures, Safeguarding procedures, Code of Conduct and Health and Safety procedures including online)

3. Whole school targets:

- ensure that teachers and other school staff know what to do when they see signs that a child is at risk of radicalisation;
- continue to collaborate and encourage collaboration with policing and the development of products for teachers;
- work to reduce the risk that children and young people are exposed to extremist views
- help children's services work with us, including Channel, to identify children at risk of radicalisation and take necessary steps to protect them from harm.

All members of staff are made aware through the process of Performance Management of their fundamental responsibilities in this area.

- "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."

4. 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 PSHCE; 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.

We will ensure that all of our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

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 student centered approach;
- Facilitating a 'safe space' for dialogue, and

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

Therefore this approach will be embedded within the ethos of our school so that students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our school's approach to the Spiritual, Moral, Social and Cultural development of students as defined in OfSTED's School Inspection Handbook and will include the sound use of assemblies to help further promote this rounded development of our students.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:

- Citizenship programmes;
- Open discussion and debate;
- Work on anti-violence and a restorative approach addressed throughout curriculum and the behaviour policy;
- Focused educational programmes.

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 students' experiences and horizons.

We will help 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 mentoring. Additionally, in such instances our school will seek external support from the Local Authority and/or local partnership structures (SCIE, CHANNEL and PREVENT teams) working to prevent extremism.

At Ellesmere Port Catholic High School we 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.

5. Use of External Agencies and Speakers

At Ellesmere Port Catholic High School we encourage 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.

These external agencies will be vetted 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. 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 students.

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

- Any messages communicated to students are consistent with the ethos of the school and do not

- marginalize any communities, groups or individuals;
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students 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 students;
- Activities are carefully evaluated to ensure that they are effective.

We recognise, however, that the ethos of our school is to encourage students 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 students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

6. Reporting

Where there are concerns of extremism or radicalisation Students, Staff and Governors will be encouraged to make use of our internal reporting systems to raise any issue in confidence such as CPOMS.

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

7. Safeguarding

Please refer to our Safeguarding Policy for the full procedural framework on our Safeguarding and Child Protection duties.

Staff at Ellesmere Port Catholic High School will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive).

Therefore, all adults working in Ellesmere Port Catholic High School (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead or Headteacher through CPOMS.

In Ellesmere Port Catholic High School our Safeguarding reporting arrangements are set out fully in our Safeguarding Policy.

The Designated Safeguarding Lead is: Mrs J Jones

The Deputy Designated Safeguarding Leads are: Mrs C Hughes

The Designated Safeguarding Lead works in line with the responsibilities as set out at Annex B of the DfE Guidance 'Keeping Children Safe in Education' which is detailed in the Safeguarding Policy.

Referral and Intervention Process

Any identified concerns as the result of observed behaviour or reports of conversations to suggest that the young person supports terrorism and/or extremism, must be reported to the Prevent Lead or any member of Safeguarding Officer or Designated Safeguarding Leads.

Where a young person is thought to be in need/or at risk of significant harm, and/or where investigations need to be carried out, a referral to Children's Social Care will be made in line with the School Safeguarding and Child Protection Policy and Procedures. However, it should be recognised that concerns of this nature, in relation to violent extremism, are most likely to require a police investigation, as part of the Channel Panel process. As part of the referral process, the designated professional will also raise an electronic referral to the Cheshire West and Cheshire Channel Coordinator.

Channel referral process

Some concerns which are identified may have a security dimension to them. For this reason, it is important that liaison with the police forms an early part of all investigations. The Manchester and Cheshire Prevent Police Team will carry out an initial assessment and, if appropriate, set up a multi-agency meeting to agree actions for supporting the individual. If it is deemed that there are no concerns around radicalisation, appropriate and targeted support will be considered for the young person. Some cases that are not picked up by the Channel team may be more appropriately picked up by the Safeguarding and Independent Reviewing. The School will continue to follow the current Channel Referral process.

8. Role of Governing Body

The Governing Body of our School will undertake appropriate training 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 radicalisation.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, September 2019' the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Data Protection

All data relating to Prevent, Child Protection and Safeguarding concerns is held in accordance with the School's Data Protection Policy. This policy conforms to the Data Protection Act 2018 and GDPR.

In relation to data on Prevent, Child Protection and Safeguarding concerns will be held for the specific purpose of enabling the School to put in place any support, guidance and advice which these learners may need above and beyond that offered to other learners. In some instances, the need to

prevent harm or the risk of harm, in conjunction with police request, may override data protection considerations.

Review

Governors will review this policy annually.

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

<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</p> <p>Disruptive home life</p>	<p>Other factors</p> <p>Support from senior leaders</p> <p>Pupil support processes</p>	<p>Sense of dignity and importance and loyalty</p> <p>Exciting (non-teaching) activities</p> <p>Sense of purpose in life</p>