

## SCHOOL POLICY

# SAFEGUARDING STUDENTS FROM EXTREMISM AND RADICALISATION

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## 1. Introduction

Woodford County High School (WCHS) recognises that working to educate pupils and to identify and report the potential for or realisation of radicalisation is part of our holistic approach to safeguarding pupils against any threat to their health, safety and wellbeing. Our policy statement on *Safeguarding Students from Extremism and Radicalisation* sets out our beliefs, strategies and procedures to protect pupils from being radicalised or exposed to extremism. The school also works closely with the LBR Prevent team to provide staff training and make effective referrals.

## 2. Context

We have a diverse population, including parents and students who will have a variety of outlooks. We recognise a responsibility to ensure that students learn about British values both within the curriculum and through what they assimilate through the positive ethos of the school. Students need also to be aware of other world views and to be supported to develop the critical thinking skills to form confident independent opinions of their own. Meanwhile protecting our young people from the grooming processes employed by those who would exploit them is a fundamental safeguarding duty for us.

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## 3. Aims and Principles

The policy statement is intended to outline our commitment to building the resilience of our students (here, their ability to think critically and to keep themselves safe) and to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. It clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

The objectives are that:

- All governors, staff and pupils will have an understanding of what radicalisation is and why we need to be vigilant in school.
- All parents/carers and pupils are aware that WCHS has a policy in place to keep pupils safe from harm (via lessons, workshops, assemblies, e-safety and website management and through personalised support, as necessary) and that WCHS regularly reviews its systems to ensure they are appropriate and effective.

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

## 4. Definitions and Indicators

*Radicalisation is the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. The Counter-Terrorism and Security Act 2015 places a duty on schools (and other specified authorities) to have due regard to the need to prevent people from being drawn into terrorism. Radicalisation is usually a process not an event – it is possible to intervene to prevent vulnerable people being drawn into terrorism. Vulnerable individuals identified as being at risk of radicalisation are referred to the Channel programme. This is a multi-agency panel that provides support to the individual through specialised intervention providers. Whilst the risk of radicalisation is remote it is still a possibility to consider when assessing behavioural changes.*

*[SP 04.01 Child Protection and Safeguarding]*

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance to accord with the group
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.

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- Attempts to recruit others to the group/cause
- Communication with others that suggests identification with a group, cause or ideology.
- Using insulting derogatory names for another group
- Increase in prejudice-related incidents committed by that person – these may include physical or verbal assault, provocative behaviour, damage to property, derogatory name calling, possession of prejudice-related materials, prejudice related ridicule or name calling, inappropriate forms of address, refusal to co-operate, attempts to recruit to prejudice-related organisations, condoning or supporting violence towards others.
- Refusal to listen to / show tolerance of views expressed by others (in contravention of the school's equality policy)
- References to an extremist narrative in pupil's work.
- Concerns raised by parents or carers about the changing behaviour of their child.
- Erratic and unexplained / unauthorised absences from school

## 5. The role of the curriculum

Our curriculum promotes respect and tolerance and seeks to celebrate diversity. Subjects across the curriculum contribute to the Spiritual, Moral, Social and Cultural (SMSC) development of our students and share a duty to promote positive British values. Provision is audited on a regular basis. Students are encouraged to share their views and to recognise that it is healthy and appropriate to explore and question their beliefs and preconceptions and (respectfully) those of others. We aim, in an age appropriate way, to give students a forum in which to discuss issues and topical news items which may be troubling or confusing them. Our PSCE and Core Religious Education programmes, in particular, build in opportunities to discuss issues in a safe and supported environment. Specialist workshops (appropriately vetted) may also from time to time be commissioned to meet this aim.

It is recognised that disengaged pupils are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance. We set high expectations of them all, showing that each is equally valued and we trust that this will encourage them to have high expectations for themselves.

## 6. E-safety

Those aiming to groom young people often seek to do so via the internet and social media. Our full and regularly updated programme of e-safety training is designed to alert students, parents, staff and governors to potential dangers and to ensure everyone is aware of the steps to take when abuse is encountered or suspected and to follow robust reporting procedures. WCHS adopts a consistent and whole school approach to e-safety.

- Online student surveys are carried out in Year 7
- Students receive e-safety training in all three key stages
- Staff training on e-safety is updated annually.
- Workshops are offered to parents annually
- Online training is also made available to staff, governors, and parents
- Information is made available to all parties via the schools website and via e-Safety Bulletins.

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- Digital Parenting magazines are distributed at parents' evenings
- CEOP is linked from the school website
- WCHS participates in the Digital Leaders Scheme which trains young people to act as e-safety ambassadors
- WCHS promotes Internet Safety Day and anti-bullying week annually
- *Smoothwall* the school's firewall and web filtering system is used to block access to inappropriate websites and to monitor and report usage for identified e-safety risks (Suicide, Abuse, Radicalisation, Substance Abuse, Bullying, Adult Content and Criminal Activity).
- WCHS subscribes to *e-safety support*
- WCHS subscribes to *Tootoot* an online platform which allows students to report their concerns and to attach evidence.

Relevant documents:

1. Acceptable Use Policies:
  - SP 03.04 Students
  - SP 03.05 Parents
  - SP 03.06 Staff
2. SP 03.07 e-safety policy
3. SP 03.01 Data Protection Policy

## 7. The role of School ethos and our shared values

Our shared values are expressed in terms of the qualities we want our students to develop. We want them to be:

- *Confident of their own worth, courageous and resilient*
- *Independent in thought and belief*
- *Respectful of difference in other individuals and cultures*

*[Extract of WCHS Values and Vision Statement 2019]*

We encourage a high level of engagement in extra-curricular activities in order to develop a sense of belonging, of being important and feeling valued and knowing about opportunities outside of the taught curriculum in which they can be gainfully occupied whilst socialising in an age appropriate way with other pupils, over whom we can also exert positive influence.

We firmly believe that the ethos of our school, built on equality, tolerance and fairness and with a firm policy base, is contributing to minimising the risk of radicalisation of our students.

This is further supported by the *Woodford Charter* and by our *Equality statement and Equality Objectives*.

## 8. Monitoring of punctuality and attendance

We have high expectations of student attendance and are vigilant in monitoring attendance and punctuality. Unexplained absence is investigated by an immediate phone call home.

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## 9. Referrals

Woodford encourages students to voice concerns and issues on any aspect of their welfare or wellbeing through a variety of methods.

- Form tutors who see students daily are a first port of call
- A trained and supervised Sixth Form team provide peer support
- *TootToot*, an online safeguarding tool (monitored by Mrs Mellisa Greenfield, Designated Safeguarding Officer, supported by Heads of Year and our Student Guidance Officer) allows students to make on-line disclosures

## 10. Procedures for dealing with referrals

Any concerns, from any source, should be communicated promptly to one of the school's designated Child Protection Officers: Mrs Mellisa Greenfield (Assistant Headteacher), Mrs Simone Holman (Student Guidance Officer) or Jo Pomeroy (Headteacher) through the same procedure as any other Child Protection/Safeguarding Concern.

We believe that it is possible to intervene to protect young people who are vulnerable. Early intervention is vital and staff must follow the established processes mindful of previous annual training and instruction in the Safeguarding and Child Protection policies. If in any doubt, consultation with the Safeguarding Lead should take place. All must have the confidence to challenge, the confidence to intervene and to ensure that we maintain effective safeguarding practices.

The designated safeguarding officers will deal swiftly with any referrals made or with concerns reported by staff, parents or other stakeholders, by referring to the Channel Panel and LBR Prevent Team where appropriate.

All staff are reminded that under the terms of 'Keeping Children Safe in Education July 2019', they may make Child Protection referrals directly if neither of the designated child protection officers are available. However, a member of Senior Leadership Team (SLT) should be informed before this is done so appropriate support can be provided.

## 11. Review

This policy will be monitored regularly with a full review being carried out every three years *by the Governing Body*.

## 12. Reference Documents:

- Promoting fundamental British Values as part of SMSC in schools DfE Nov 2014  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)
- The Prevent Duty: Departmental advice for schools and childcare providers DfE June 2015  
<https://www.gov.uk/government/publications/prevent-duty-guidance>
- 'Keeping Children Safe in Education September 2019' DfE

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<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

- ASCL Guidance Paper 121: An exploratory framework – Safety and Safeguarding, Equalities, British Values, the Curriculum and Governance Dec 2014
- ASCL Guidance Paper 123: Statutory Duties related to Safety and Safeguarding, Equalities, British Values, the Curriculum and Governance Dec 2014
- Department Of Education - Protecting children from radicalisation: the prevent duty

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

- 2010 to 2015 government policy: counter-terrorism

<https://www.gov.uk/government/publications/2010-to-2015-government-policy-counter-terrorism/2010-to-2015-government-policy-counter-terrorism>

- Department Of Education & Home Office – The use of social media for online radicalisation

<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>

## 13. Key Personnel

Prevent Single Point of Contact (and Child Protection Deputy)	Ms Jo Pomeroy Headteacher
Designated Safeguarding / Child Protection Officer (and Prevent Deputy)	Mrs Mellisa Greenfield Assistant Headteacher
Deputy Designated Safeguarding / Child Protection Officer	Mrs Simone Holman, SGO
Prevent Curriculum oversight and Community Lead	Dr Cassim Ashraff, Assistant Headteacher
Safer Recruitment Leads	Ms Jo Pomeroy Headteacher
DBS Checks	Mrs Sheila Fonseca, School Business Manager Mrs Christina Thompson Headteacher's PA HR
Prevent Governors Lead	Mr Michael Stark
Prevent Curriculum Lead	Ms Rizwana Rehman Head of Religious Studies and SMSC
e-safety officer	Mrs Rita Del-Giudice Network Manager
Responsibility for checking premises use by outsiders	Mrs Sheila Fonseca, School Business Manager
Responsibility for checking visitors to the school	Staff issuing the invitation Oversight of reception procedures: Ms Emma Wightman School Office Manager
Responsibility for ensuring commissioned services are complying with the Prevent Duty	Mrs Sheila Fonseca, School Business Manager
Responsibility for record keeping to demonstrate compliance with the Prevent Duty	Ms Jo Pomeroy Headteacher