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Last modified :	23 September 2022
Document no :	**SP 04.06.004**
Replaces Version :	12 February 2020

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High School for Girls

SCHOOL POLICY

SAFEGUARDING STUDENTS FROM EXTREMISM AND RADICALISATION

Approved:

Strategic Planning Committee

27 September 2022

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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 statement)
- 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 PSCHE 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.
- On-line training is offered to parents throughout the school year
- 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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- Extensive Digital Parenting advice is available on the WCHS website
- 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
4. SP.05.08   Equality Statement

7. The role of School ethos and our shared values

Our shared values are expressed in terms of the qualities we want out 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 2022]

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, Equality* Objectives & Equality Charter.

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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.

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 Officers) 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 Ms 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 2022'*, 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 annually as part of a suite of 3 Safeguarding Policies: SP04.01 Safeguarding & Child Protection & SP02.12 Safer Recruitment

The link governor for Safeguarding and Child Protection reviews Safeguarding procedures and practice at least twice annually and provides a written report to the Governing Board.

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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
- 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 2022' DfE
https://www.gov.uk/government/publications/keeping-children-safe-in-education
https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty
- 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 DBS Checks	Ms Jo Pomeroy Headteacher Mrs Sheila Fonseca, School Business Manager Mrs Natalie Diamond Headteacher's PA HR
Prevent Governors Lead	Mr Amjad Sharif
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: Mrs Julia Gorst 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

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Appendix 1: The vetting and monitoring of guests / organisations who are visitors to the school

This document outlines the procedures to be followed before inviting a speaker or organisation to visit the school in order to address students or staff.   (Separate, but not dissimilar, guidelines are available with regards to the vetting and monitoring of those who lease our buildings out of school hours.)

The school is responsible for assessing any associated risks BEFORE a speaker or event is confirmed. This is important, particularly if the visitor or speaker has personal or professional interests or associations that may conflict with statutory responsibilities under the Prevent Duty and the Equalities Act 2010. The conflict needs to be considered in the light of its impact on pupils and staff as well as the community.

These procedures should be used alongside other relevant WCHS policies and procedures for booking events and speakers.

It is understood that colleagues may not have all the information required to complete an assessment when discussion with a speaker / organisation is initiated. Colleagues may need to contact the speaker / organisation prior to confirmation of the event for necessary further information. In case of concern, the school can seek the advice of the Local Authority. In the interest of fairness and transparency, basic information should be obtained and considered when booking events. A further internet search may be conducted. No booking should be confirmed until this procedure has been followed and the visit of the speaker agreed by the relevant SLT line manager.

The school is within its rights to refuse and event or a speaker based on its assessment of risk.

CONTEXT

The Prevent Duty requires all staff and responsible adults to undertake due diligence when receiving event or speaker requests.

"Specified authorities will need to…[have] robust safeguarding policies in place to identify children at risk...These policies should set out clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised."

- **(Prevent Duty Guidance in England and Wales HM Government July 2015)**

The Prevent Strategy defines extremism as:

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"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." - (Prevent Duty Guidance in England and Wales HM Government July 2015)

In order to meet the Government's definition of extremism, an individual does not have to meet every part of the definition, some of the key areas of concern are:

- Opposition to democratic government
- Intolerance towards other groups, including the protected characteristics
- Inciting hatred, violence, or calling for the breaking of the law.
- Encouraging, glorifying or promoting any acts of terrorism, including individuals, groups or organisations that support such acts
- Insulting other faiths, beliefs or groups.

In reaching decisions about the appropriateness of a visiting speaker / organisation, the school should consider our legal obligations in protecting freedom of speech but balanced with other legal duties such as the Prevent Duty 2015 and the Equality Act 2010. In addition, this sits alongside existing requirements which require schools to secure a balanced treatment of political issues, and to ensure that pupils are "offered a balanced presentation of opposing views", including during extra-curricular activities (Education Act 1996).

PRACTICAL STEPS

The following summarises the key considerations colleagues should undertake when considering inviting a speaker or organisation into school.

Identify: What is planned and who initiated it?

1. Did a staff member approach the speaker / organisation or did they approach us?

2. Who is the individual or organisation presenting the event?
- ask for their name and any associated names they operate under
- ask for their address and a phone number
- get details of the individual or organisation's website and associated websites

3. Does the organisation/individual implement a policy that promotes equality and diversity and challenges all forms of discrimination? Or will they agree to their event subscribing to our equality and diversity policy?

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4. Ask for details of the event including: theme; title; agenda; content; speakers; details of how the event will be promoted or reported

Assess: Undertake due diligence to confirm requester's information

1. Run a check on the individual/organisation/speakers by:

- viewing their websites, articles or speeches
- considering what other people are saying about them (articles/blogs etc.)

2. Ask for a reference from a school previously visited by the individual/organisation.

3. If the booking is for a charity, check the charity number of the organisation with the

Charity Commission at www.charitycommission.gov.uk

4. Complete the Visiting Speaker Request Form

Complete this form (see foot of this document). Available from o-drive. Ensure it is signed and returned by the proposed speaker / visiting organisation.
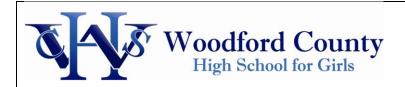
5. Seek final authorisation from your SLT Line Manager

Consult your SLT line manager for support throughout this process and, if you wish the visit to proceed, for final authorisation. If concerns remain from your risk assessment, agree with your line manager the actions to be taken to reduce the risks Use the information collected to inform your decision. If there are any potential risks, the LBR document "Responsible Event Booking" (August 2019) should be consulted and the assessment under **Section 3: WIDER CONSIDERATIONS AND RESEARCH** completed.

6. **Staffing the presentation / event**

Appropriate WCHS staffing must be organised for the event and supervising teachers must be fully briefed on their responsibilities. For example:

- to ensure visitors (unless DBS checked and authorised for the purpose) are not left alone with students
- to ensure visitors without DBS checks are never left alone or allowed to wander in the school
- to intervene in the presentation if concerned that it compromises (or threatens to compromise) Woodford's safeguarding requirements, our Vision and Values or our Equalities Statement.

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7. Follow up: How did it go?

This will include reviewing the outcomes of the speaker's / organisations visit, including any lessons learnt. It may be worth considering whether any cancellation or allowing a booking to take place has caused any negative media or community interest.

Top tips when taking bookings:

• If the booking is being arranged by an event management or another company, make sure you know who their client is

• Be wary of individuals only giving mobile numbers

• If enquiries are made about internet use and bandwidth, investigate whether any speakers are participating in the event remotely

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Appendix 2: VISITING SPEAKER REQUEST FORM
(available from o-drive)

This form should be initiated by the WCHS staff member organising the event and signed by the visiting speaker

Name of Speaker	
Name of Organisation	
Date of Proposed Visit	
Name of Contact	
Reason for Visit	

Please outline below the information you wish to communicate in your talk or event:

Please confirm:
- **The information you have provided is true and accurate**
- **You agree to the 'Guidelines for Visiting Speakers or Events'.**
- **You will bring valid photo ID (Staff photo ID, Driving License, Passport) with you on the day as proof of your ID and DBS if required.**

Signature of visiting speaker: Date:…………………………….

For Staff Use Only:

Signature of event organiser or visiting speaker	**Date:**
Approved by Line Manager	**Date:**

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Appendix 3: Our Spirituality Space and Prayer in School

Woodford County High School promotes equality and recognises that our students and staff are from many different cultures and faiths. For that reason, a quiet room is set aside for the purpose of individual prayer and reflection for those of any faith and of none. Guidelines for its use are displayed in the room and included at the foot of this document. (Other arrangements for unobtrusive personal prayer may, from time to time, be authorised by special arrangement for a time-limited period.)

There will be occasions on which a whole school prayer or reflection or moment of orchestrated silence is appropriate, for example, Remembrance Day, or to mourn the loss of a member of the school community or to facilitate an expression of communal empathy with the plight of individuals or communities caught up in disasters or atrocities. Such prayer or reflection will be accommodated in formal assemblies, led by Senior Staff. The only type of prayer beyond that stated above that is appropriate in school is private, voluntary prayer (student or staff) that does not interfere with delivery of the School's educational vision and curriculum.

Students and staff have the right to engage in voluntary individual prayer that is not coercive and does not disrupt or conflict with the School's educational vision and curriculum intent. For example, all students have a right to say an individual blessing before eating a meal. However, it is not for staff to promote or encourage a student's personal prayer or for students to lead collective prayer. In addition, while students may speak about religious topics with their peers, school staff should intercede if such discussions become religious harassment (or are reasonably interpretable as such). Personal religious activity (staff or students) must not interfere with the rights or well-being of other students.

Spirituality Space   Guidelines for use

This room is set aside for the purpose of individual prayer and reflection for those of any faith and of none. Compliance with the guidelines below is a condition of its use.

- Students of any faith and of none may use this room for individual prayer and reflection
- All those who utilise the room must be respectful of others who use it
- The room is furbished for this above purpose, allowing for seated, standing or supine prayer and contemplation
- Out of respect for its users, the room must be kept clean and tidy, and clear from clutter. Posters and notices – other than this present one and those of an administrative / health and safety nature - must not be displayed. The Head of RS or Deputy Headteacher must authorise any notices or other literature on display

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- Occasionally (for example during public exams) the Spirituality Space may be put to alternative use. On such occasions another room will be set aside for prayer and contemplation (and this advertised to students).
- No food or drink may be consumed in the Spirituality Space
- Students in Years 7 – 11 may use the spirituality space at break or lunchtime or in the 15 minutes immediately after the end of the school day. Sixth Form students may also make brief use of the room for prayer or reflection (if necessary) during available study periods
- A washroom is available in the vicinity of the Spirituality Space
- The room is not to be used for study, for chatter or for socialising
- Organised communal prayer, preaching or evangelising is not authorised in this room
- On safeguarding grounds, visitors to the school (religious clerics or otherwise), are not permitted to use this room. As with any guest to the school, such visitors will be subject to the school's vetting procedure and their access to students supervised at all times while they are on the school site
- Students wishing to voice either concerns or ideas about the room and its use are encouraged to speak either to the Head of RS or to the Deputy Headteacher

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