



Preventing Extremism and Radicalisation Policy

Approved by:

Date:

Last reviewed on: December 2023

Next review due by: December 2024

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1. Introduction

Sharples School is committed to providing a secure environment for pupils, where pupils feel safe and are kept safe. All adults at Sharples School recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for pupils or not.

2. Aims:

To ensure that all staff and governors are vigilant for the signs of 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 children are safe from harm.

- 2.1. All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- 2.2. All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise.
- 2.3. Sharples will ensure this policy is available to the wider community through its website and in hard copy from the school reception on request.

3. Legislation

Adhering to this policy and the procedures therein forms part of our school's commitment to keeping children safe.

- 3.1. Since the ['Education and Inspections Act 2006'](#), schools have a duty to promote 'community cohesion'. Over the recent years, global events have led to a growth in extremist viewpoints, including advocacy of violent extremism.
- 3.2. In March 2015, new statutory duties were placed on schools by the [Counter Terrorism and Security Act \(2015\)](#) which says All schools and colleges are subject to a duty under section 26 of the Act to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the ['The Prevent duty'](#).
- 3.3. Our school's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the Department for Education Guidance "[Keeping Pupils Safe in Education, 2022](#)", the Peter Clark ['Report into allegations concerning Birmingham schools arising from the 'Trojan Horse' letter'](#) and Bolton's 'Prevent training handbook: Safeguarding against harmful Radicalisation'.

4. Definitions

As stated in the [Prevent duty](#) guidance:

Radicalisation- refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism- is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

British Values- democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

5. Indicators of vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk. These include:

- Life stage transition or major life change
- Mental health issues, stress or depression
- Peer or family pressure
- Influenced by other people or via the internet
- Victim of bullying or discrimination
- Being a victim or perpetrator of crime, anti-social behaviour or hate crime
- Family tensions
- Lack of self-esteem or identity, isolated or lonely
- Personal or political grievances
- Financial and other worries

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

6. Indicators that someone is being radicalised

It is very difficult to know at what stage certain views can become dangerous, or if someone is being exploited and manipulated into becoming a part of an extremist group. Signs aren't always obvious, but indicators that someone is being radicalised may include:

- Withdrawal from family and friends or changing circle of friends
- Displaying feelings of isolation, depression or losing interest in activities they used to enjoy
- Questioning their own identity or beliefs
- Hostility towards others, talking as if from a script, being unwilling to discuss their views

- Increased levels of anger
- Being secretive, particularly around what they are doing on the internet
- Using extremist terms to exclude people or incite violence 'us and them' thinking
- Supporting violence and terrorism towards other cultures, nationalities, or religions
- Possession of extremist literature or other material, or trying to access extremist websites
- Possession of any material about weapons, explosives, or military training

These signs don't necessarily mean that someone is being radicalised. Sometimes this can be normal behaviour, particularly for teenagers or an indicator that something else is going on.

7. School Ethos and Practise

- 7.1. 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.
- 7.2. As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for students 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.
- 7.3. 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.
- 7.4. Therefore, at Sharples 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.
- 7.5. Furthermore at Sharples 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 pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

7.6. 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.

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

- Disclosures by pupils 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
- Local authority services and police reports of issues affecting students in other academies, 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 Bolton Safeguarding Children's Board agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

8. Teaching Approaches

- 8.1. 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 students 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 in form time, PSHE and curriculum subjects as well in assembly time.
- 8.2. 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.
- 8.3. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

- 8.4. 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 methodologies following the three broad categories of:
- Making a connection with young people through good [teaching] design and a student centred approach;
 - Facilitating a 'safe space' for dialogue; and
 - Equipping our students with the appropriate skills, knowledge, understanding and awareness for resilience
- 8.5. 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](#) encouraging pupils to 'be reflective about their own beliefs (religious or otherwise) and perspective on life' and have 'interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity'.
- 8.6. 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 the curriculum and the behaviour policy
 - Focussed educational programmes
- 8.7. 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 student's 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 working to prevent extremism.
- 8.8. At Sharples we expect our pupils to understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. 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 differences, 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 multicultural Britain and globally.

9. Use of External Agencies and Speakers

- 9.1. At Sharples 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.
- 9.2. 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. 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.
- 9.3. 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 marginalise 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 by the school to ensure that they are effective.
- 9.4. 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.
- 9.5. Therefore by delivering a broad and balanced curriculum, 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.

10. Reporting and 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 issue in confidence

If a vulnerable young person has been identified in school the process for Bolton referrals is as follows:

- Person vulnerable Identified
- Person in immediate danger or immediate risk to public - PHONE POLICE
- If no immediate danger or risk: Discuss with designated safeguarding lead (DSL) or Ms Webster, the Channel single point of contact (SPOC)
- If the DSL / SPOC decide a referral is necessary, a Bolton [Prevent referral form](#) is completed and sent to the following email addresses:
channel.project@gmp.police.uk gmchannel@manchester.gov.uk
- As much information as possible must be added to the referral form so that it can be fully assessed.
- For advice/guidance about concerns you can also contact Channel Police: channel.project@gmp.police.uk 0161 856 6362, or The GM Channel team on Tel: 0161 227 3543
- Alternatively, people can visit Counter Terrorism Policing's safeguarding website, <https://actearly.uk/> ACT Early or call the national police Prevent advice line on 0800 011 3764 to discuss their concerns.

11. Child Protection

- 11.1. Please refer to the Sharples School Safeguarding Policy for the full procedural framework on our Child Protection duties.
- 11.2. Staff at Sharples 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 students 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 at Sharples 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 Principal.

12. Role of the Designated Safeguarding Lead

- 12.1. The Prevent /Channel Designated Safeguarding Lead is: Ann Webster (Headteacher)
- 12.2. The Designated Safeguarding Lead is: Claire Wood (Assistant Headteacher). Deputy Designated Safeguarding Leads are: Ann Webster (Headteacher) and Lee Savage (Deputy Headteacher) Additional level 3 Safeguarding Leads within school are: Caroline Molyneux (Deputy Headteacher) and the five Year Coordinators.
- 12.3. The Safeguarding School Governor is: James Heyes
- 12.4. The Designated Safeguarding Leads works in line with the responsibilities as set out at Annex C of the DfE Guidance '[Keeping Pupils Safe in Education](#)'. The Designated Safeguarding Lead is the focus person and local 'expert' for staff, and others, who may have concerns about an individual child's safety or wellbeing and is the first point of contact for external agencies.
- 12.5. In line with Recommendation 2 of [Peter Clarke's Report](#), in Sharples School, the role of the Designated Safeguarding Lead will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counter- terrorism strategy.

13. Training

- 13.1. Whole school in-service training on Safeguarding and Child Protection will be organised for staff and local governors at least every three years and will comply with the prevailing arrangements agreed by Bolton Local Safeguarding Children's Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.
- 13.2. The Designated Safeguarding Lead will attend training courses as necessary and the appropriate inter-agency training organised by the Bolton Local Safeguarding Children's Board at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

14. Recruitment

- 14.1. The arrangements for recruiting all staff, permanent and volunteers, to our school will follow guidance for 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.
- 14.2. 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.

- 14.3.** 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 students thereby rendering them vulnerable to extremist views and radicalisation as a consequence.
- 14.4.** Therefore, 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 minimise the opportunities for extremist views to prevail.

15. Role of the Local Governing Body

- 15.1.** The Local 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.
- 15.2.** The Local 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 Recommendation 13 of Peter Clarke's report details of our Local Governing Body will be published on our school website to promote transparency.
- 15.3.** In line with the provisions set out in the DfE guidance 'Keeping Pupils Safe in Education' the local governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.
- 15.4.** Local Governors will review this policy regularly (every two years) and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

16. Policy Adoption, Monitoring and Review

- 16.1.** This policy was considered and adopted by the Local Governing body in line with their overall duty to safeguard and promote the welfare of pupils as set out in the DfE guidance 'Keeping Pupils Safe in Education'. Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the school website.
- 16.2.** At Sharples School, the Headteacher will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy as their overall duty

to safeguard students.