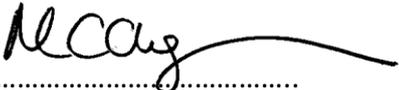
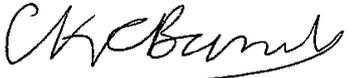


ST ALBANS GIRLS' SCHOOL

	PREVENTING EXTREMISM AND RADICALISATION POLICY (Non-Statutory)		
	GB sub-committee: Personnel and Student Wellbeing		
	Co-ordinator: Miss K Thomas		
	Last Reviewed: Summer 2019	Next Review: Summer 2021	

Signed by.....

 Margaret Chapman (Head Teacher)

Signed by.....

 Claire Barnard (Chair of Governors)

1.	RATIONALE
<p>St Albans Girls' School is committed to providing a secure environment for students, where children 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 children or not.</p> <p>In adhering to this policy, and the procedures therein, colleagues and visitors will contribute to the school's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall school arrangements to safeguard and promote the welfare of all children in line with our statutory duties set out at S157 of the Education Act 2002.</p> <p>Our school's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the DfE Guidance "Keeping Children Safe in Education, 2018"; and specifically, DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", and DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People".</p> <p>Extremism is more than simply stubbornness in one's views or general intolerance to others holding views which are considered by equals, peers and society as being at odds with the core beliefs of the whole. When operating this Policy, the school uses the following accepted Governmental definition of extremism which is:</p> <p><i>'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'.</i></p> <p>Radicalisation is the process by which people adopt an extreme position in terms of politics and religion, a violent extremist ideology, or move to violent action in support of their beliefs.</p>	
2.	AIMS
<p>There is no place for extremist views of any kind in our school, whether from internal sources - students, colleagues 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</p>	

<p>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.</p> <p>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.</p> <p>St Albans Girls' School will therefore aim to 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. We will ensure that our young people know how to become valued members of the British community and embrace British values at every stage of their learning journeys and beyond. We are very 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. We aim to build students' resilience to radicalisation and enable them to challenge extremist views.</p> <p>Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or colleagues will always be challenged and where appropriate dealt with in line with our Behaviour Policy for students and the Safer Working Practices Policy for colleagues. Where misconduct by a teacher is proven the matter will be referred for consideration as to whether to a Prohibition Order is warranted.</p>	
<p>As part of wider safeguarding responsibilities school colleagues will be alert to:</p>	
2.1	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
2.2	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
2.3	Students accessing extremist material online, including through social networking sites
2.4	Parental reports of changes in behaviour, friendship or actions and requests for assistance
2.5	Partner schools, local authority services, and police reports of issues affecting students in other schools or settings
2.6	Graffiti symbols, writing or art work promoting extremist messages or images
2.7	Students voicing opinions drawn from extremist ideologies and narratives
2.8	Use of extremist or 'hate' terms to exclude others or incite violence
2.9	Attempts to impose extremist views or practices on others
2.10	Anti-Western or Anti-British views
2.11	All concerns should be reported immediately to our Designated Safeguarding Person or Head Teacher. Our school will closely follow any locally agreed procedure as set out by the Police and/or Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation
3.	PROCEDURES
3.1	Training
	At least every three years, whole school training on Safeguarding and Child Protection will be organised for all staff and governors and will comply with the arrangements agreed by the Local Authority and the Safeguarding Children Board and will, in part, include training

	<p>on extremism and radicalisation and the safeguarding implications associated with this. The Designated Senior Person will attend training courses as necessary and the appropriate inter-agency training organised by the Safeguarding Children Board at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications</p>
<p>3.2</p>	<p>Teaching</p>
	<p>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 teaching, primarily via PSHE; 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, made available to colleagues via our Shared Area, and highlighted at the beginning of every academic year on our first CPD day.</p> <p>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 and higher order thinking skills. We will ensure that all of our colleagues are equipped to recognise extremism and are skilled and confident enough to challenge it. We will be flexible enough to adapt and update our teaching approaches, as appropriate, so as to address specific issues in order to become even more educated about the current issues surrounding extremism and radicalisation. In doing so we will apply the ‘key ingredients’ for success as set out in Appendix A, and we will apply the methodologies set out in that document following the three broad categories of:</p> <ul style="list-style-type: none"> • Making a connection with young people through good [teaching] design and a pupil centred approach • Facilitating a ‘safe space’ for dialogue • Equipping our students with the appropriate skills, knowledge, understanding and awareness for resilience <p>This approach will therefore 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.</p> <p>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:</p> <ul style="list-style-type: none"> • Citizenship programmes • Open discussion and debate • Work on anti-violence and a restorative approach addressed throughout curriculum • Focused educational programmes <p>We will also work with local partners, families, communities and religious groups 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 pupil is being</p>

		<p>directly affected by extremist materials or influences we will ensure that that pupil is offered mentoring. Additionally, in such instances our school will seek external support from local and/or national partnership structures working to prevent extremism.</p> <p>The school will promote the fundamental British values of:</p> <ul style="list-style-type: none"> • democracy • the rule of law • individual liberty • mutual respect • tolerance for those with different faiths and beliefs <p>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, explicitly in PSHCE and implicitly in other curriculum areas. It is our responsibility at St Albans Girls' School to keep our students safe and prepare them for life in modern multi-cultural Britain and globally.</p>
4.	MONITORING	
	4.1	Curriculum
		<p>Explicit teaching of the topics necessary will be ensured through the monitoring of PSHCE¹. Implicit teaching will be monitored through our SMSC audit²; during every lesson observation (SMSC is a requirement on our lesson observation record form); during work scans and during some student/learner voice opportunities. Opportunities for students to demonstrate their tolerance will be available frequently, such as during assemblies, house events and the annual STAGS in Colour³.</p>
	4.2	Curriculum Enrichment Via Speakers and External Agencies
		<p>Central to the ethos of our school and underpinning our curriculum is the aim 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. We may use external agencies or speakers to facilitate and support this enrichment. Therefore, by delivering a broad and balanced curriculum, enhanced 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 pupils develop the critical thinking skills needed to engage in informed debate.</p> <p>We shall thoroughly vet those external agencies, individuals or speakers who we engage, in order to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in compete opposition to, our values and ethos. This vetting includes DBS checks. We will assess the suitability and effectiveness of input from external agencies or individuals to ensure that messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals; 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. Any activities undertaken must be properly embedded in the curriculum and clearly mapped to schemes of learning to avoid contradictory messages or duplication.</p>
	4.3	Safer Recruitment
		<p>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</p>

¹ See Teaching and Learning Policy for details of curriculum area monitoring procedures

² See SMSC Policy for frequency

³ See Equality and Diversity Policy for full list of opportunities

	<p>opportunities for extremist views to be voiced. The arrangements for recruiting all staff, teaching and support, 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. We will apply safer recruitment best practice principles and employment practice and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools 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, and the monitoring of colleagues through our line management structure is sufficiently robust in order to expect prevention of such occurrences.</p>
4.4	The Governing Body
	<p>The Governing Body of St Albans Girls' 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 will support the ethos and values of our school and will support the school in tackling extremism and radicalisation. In line with the DfE guidance 'Keeping Children Safe in Education, 2014' the governing body will monitor the school's senior leadership team on the delivery of this policy and its effectiveness. Governors will review this policy regularly (see cover sheet for date of next review).</p>
4.5	Whistleblowing
	<p>Any concerns regarding extremism or radicalisation must be reported immediately. Staff and students will be encouraged to make use of our internal systems to whistle blow or raise any issue in confidence via line management or to any member of staff⁴.</p>
4.6	Safeguarding
	<p>Colleagues 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. Therefore, all adults working in the school (including visiting staff, volunteers, contractors, and students on placement) are required to report instances (or concerns) where they believe a child may be at risk of harm or neglect to the Designated Senior Person or Head Teacher⁵.</p>

⁴ See Whistleblowing Policy.

⁵ See Safeguarding Policy.

APPENDIX A

Key Ingredients for successful teaching in a climate of extremist influences and radicalism, in the context of 'push' and 'pull' factors.

[Grab your reader's attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

PULL FACTORS - Factors that draw young people into extremist messages	KEY INGREDIENTS	PUSH FACTORS - factors that push an individual/ make an individual vulnerable to extremist messages
<p>Charismatic/confident individuals (recruiters).</p> <p>Networks/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>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>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>Sense of dignity and importance and loyalty</p> <p>Exciting (non-teaching) activities.</p> <p>Sense of purpose in life</p>	<p>Other factors</p> <p>Support from senior leaders</p> <p>Pupil support processes</p>	<p>Below the line: factors that are out of scope of this study</p> <p>Disruptive home life.</p> <p>Disaffection with wider societal issues</p>



ST ALBANS GIRLS' SCHOOL

Equality Impact Analysis

When reviewing all schools' policies, the following Equality Impact Analysis (EIA) should be undertaken to ensure fairness of the new proposals/policy and to identify any action needed to redress any potential discrimination, positively promoting equal opportunities, improved access and participation for all.

Title of Policy:	Preventing Extremism and Radicalisation Policy
Date:	Summer 2019
EIA carried out by:	Miss K Thomas
EIA reviewed by:	Personnel and Student Wellbeing Committee

1. Identify the aims and objectives of the policy, what will be the proposed change and how will it be implemented	
<ul style="list-style-type: none"> Policy contains information about: Overall aims and objectives? What is the proposed change? Who is intended to benefit from the proposal and in what way? Outcomes of the policy? How will it be put into practice and who is responsible for this? 	<p>To ensure compliance with the “prevent” strategy, recognising the school’s duty in responding to and preventing both extremism and radicalisation in all sections of society</p>

2. Assessment of Impact? To include impact of policy, any plans needed to mitigate any negative impact, equality issues to be addressed		
Characteristic	Group	Effect/Impact
<ul style="list-style-type: none"> Age Disability Gender reassignment Marriage/civil partnership Pregnancy/Maternity Race Religion or Belief Sex Sexual orientation 		None

3. Consultation	
<ul style="list-style-type: none"> New policy contains information about: Policy audience, expected actions and outcomes. Consultation and communication process Accessibility for all Fair access to the consultation process Lessons learnt from previous consultation, if appropriate 	<p>Expectations, requirements and actions all included</p>

4. Decision	
<ul style="list-style-type: none"> Should the new proposal/policy be agreed and any impacts identified following consultations? What reasonable adjustments are required? 	No issues or adjustments required

5. Action Planning	
<ul style="list-style-type: none"> Any actions identified to address inequality for different groups? Any actions identified to promote equality and diversity? Where are these actions recorded and who is responsible for them? 	None in addition to those outlined in the procedures.

6. Monitoring and Review	
<ul style="list-style-type: none"> When will the impact assessment be reviewed? Who is responsible? 	<p>Summer 2021</p> <p>Miss K Thomas</p>

7. Publication of the results of the impact assessment	
<ul style="list-style-type: none"> Results of EIA are published – where and when? The results are kept as a public record of the EIA – where and when? 	With policy