HOLYWELL CHURCH OF ENGLAND ACADEMY

Preventing Extremism and Radicalisation Safeguarding Policy for Holywell School

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Rationale

As a Church of England School, our Preventing Extremism and Radicalism Safeguarding Policy at Holywell School is rooted in our distinctively Christian character and our core beliefs which are Gospel inspired and which support the school's Vision:

At Holywell, our vision is that everyone in our community chooses to "Live Life in all its Fullness" (John 10:10).

Inspired by the teaching of Jesus, the Good Shepherd,

> we choose to live our values,
>
> being the best we can be
>
> in community."

As a school, we are guided by 'Live life in all its fullness' (John 10:10). We encourage everyone in our community to make the right choices, to follow the teachings of Jesus, to be committed to keeping each other safe, to keep the focus on learning and to be peaceful problem-solvers. All behaviour is a choice: living life in all its fullness is also a choice; it changes the way we see each other and is revealed in our most challenging moments; it is in these challenging moments that we look to the inspiration of Jesus to make the right choices.

Holywell School is committed to providing a secure environment for students, where children feel safe and are kept safe. All adults in our 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. In adhering to this policy and procedures staff and visitors will contribute to our 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 s175 of the Education Act 2002 (s157 of the Education Act 2002.)

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- Education Act 1996
- Counter-Terrorism and Security Act 2015
- Childcare Act 2006
- Equality act 2010
- Data Protection Act 2018
- UK GDPR
- Home Office (2024) 'Prevent duty guidance: England and Wales'
- DfE (2024) 'Keeping children safe in education'
- DfE (2023) 'The Prevent duty: safeguarding learners vulnerable to radicalisation'
- DfE (2023) 'Working Together to Safeguard Children'
- Home Office (2021) 'Channel Duty guidance: protecting people vulnerable to being drawn into terrorism'

This policy operates in conjunction with the following school policies and documents:

- Attendance Policy
- Safeguarding Children Policy
- Allegations of Abuse Against Staff Policy
- Behaviour for learning Policy
- Whistleblowing Policy and Procedure
- Anti-Bullying Policy
- Exclusion Policy
- ICT and E-Safety Policy

School Ethos and Practice

When operating this policy, we use the following accepted Governmental definitions which are:
- **Extremism** – is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This includes calling for the death of members of the armed forces.
- **Radicalisation** – is defined as the process of a person legitimising support for, or use of, terrorist violence.
- **Terrorism** – is defined as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
- **Fundamental British values –** are a set of expected standards by which people resident in the UK must live, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.

Roles and responsibilities

The governing body is responsible for:
- ensuring the appropriate measures are in place to protect students from radicalisation.
- ensuring the Prevent Duty is seen as part of our school's wider safeguarding duties.
- ensuring the school has a designated lead in a senior management role who is responsible for the delivery of Prevent.
- having robust safeguarding policies in place to ensure that those at risk of radicalisation are identified and appropriate support is provided.

- ensuring that policies are in place which are proportionate and based on an understanding, shared with partners, of the threat and risk in the local area, the phase of education, and the size and type of school.
- undertaking appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.
- supporting the ethos and values of our school and in supporting the school in tackling extremism and radicalisation.
- challenging the school's senior leadership team on the delivery of this policy and monitor its effectiveness in line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education'
- reviewing this policy regularly (annually); amending and adopting the policy 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.

The headteacher is responsible for:
- The overall implementation and management of this policy.
- Ensuring every staff member is familiar with the scope of this policy.
- Ensuring pupils are taught about British values through the curriculum.
- Ensuring that the teaching of the school curriculum encourages learners to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010.
- Ensuring the school is a safe space in which pupils can understand and discuss sensitive topics, including terrorism and extremism, and are able to challenge these ideas.
- Undertaking a risk assessment which assesses how their learners or staff may be at risk of being radicalised into terrorism, including online.
- Identifying extremist risks in the local area.
- Ensuring that the school's safeguarding policies set out clear protocols for ensuring that any visiting speakers, whether invited by staff or by children themselves, are suitable and appropriately supervised.
- Ensuring that invited speakers do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Ensuring appropriate prevent training is undertaken by each member of staff.
- Ensuring DSLs or Prevent leads receive in-depth training, including on extremist and terrorist ideologies, how to make referrals and how to work with Channel panels - updated at least every two years.
- Ensuring the school has robust procedures for sharing information, both internally and externally.
- Having measures in place to prevent their facilities being exploited by radicalisers.
- Ensuring that policies relating to the appropriate use of IT equipment and networks contain specific reference to the Prevent duty.

The DSL, and any deputies, are responsible for:
- Handling any referrals to Prevent and/or Channel and supporting staff who make referrals.
- Co-operating as reasonably practicable with LA-led Channel panels.
- Following up any referrals made to the Prevent.
- Providing advice and support to staff on protecting students from the risk of radicalisation.
- Delivering staff training on the Prevent duty.
- Working with external agencies to support students at risk of being drawn into terrorism.
- Providing guidance to other staff members to help them support students at risk of being drawn into terrorism.

- Understanding local procedures for making a Prevent referral and making Prevent referrals where appropriate.
- Considering if it would be appropriate to share any information with a new school or college in advance of a student leaving, e.g. if the student is currently receiving support through the 'Channel' programme and the information would allow the new setting to have support in place for when the student arrives.
- Undertaking specific prevent awareness training and providing advice and support to other staff on protecting students from the risk of radicalisation.
- Maintaining an awareness of the risks relating to extremism in the local area.
- Maintaining a clear understanding of prevent reporting and referral mechanisms.

All staff members are responsible for:
- Being alert to the risk factors of extremism and radicalisation and any changes in a student's behaviour which could indicate that they may be in need of help or protection.
- Raising any concerns with the DSL (or any deputies, in their absence).
- Notifying the DSL (or any deputies, in their absence) when they make any referrals to the Channel programme.
- Engaging in staff training on the Prevent duty.
- Using their professional judgement to identify students who may be at risk of radicalisation and acting proportionately.

Safeguarding from extremism

Holywell protects the right to freedom of expression. This policy is not intended or designed to restrict or prevent legitimate and lawful congregation or debate.

We have two dedicated DSLs who deal with any incidents of extremism and/or terrorism within our school community. As is the school's responsibility under law, we will do our utmost to safeguard our students from being drawn into extremism and terrorism.

We have strong relationships with our local safeguarding partners and will involve them at the earliest opportunity if safeguarding issues arise.

We encourage any student, parent, staff member or member of the wider school community to speak to the DSL if they have concerns about:
•   students becoming radicalised.
•   Groups, clubs or societies with extremist or radical views.
•   Friends and/or families of students becoming radicalised or involved in extremism.
•   students planning to visit known areas of conflict.
•   Members of the school and wider community attempting to draw young and/or vulnerable students into extremism.

Visitors and speakers coming into the school will be vetted prior to them having access to students. All materials handed out to students, whether by teachers or visitors and speakers, will be checked by the headteacher. Due diligence checks will also be carried out on those hiring and using the school premises,

Student-led groups, clubs and societies will be subject to monthly unannounced inspections by our DSL.

The school will incorporate appropriate filtering and monitoring systems to limit students' exposure to online risks, including extremist content.

The DSL and ICT team will work together to ensure that there is a clear reporting process in place where filtering systems raise safeguarding or prevent-related concerns.

Channel and Prevent

Channel, a key element of the Home Office's Prevent strategy, is a multi-agency approach to protect people at risk from radicalisation. The school will work with the LA, local law enforcement, and religious and community leaders, to identify children vulnerable to radicalisation and to challenge extremism if it arises. This includes identifying students to whom any of the following criteria applies:

- Displaying feelings of grievance and injustice
- Feeling under threat
- Searching for identity, meaning and belonging
- Displaying a desire for status amongst their peers
- Displaying a desire for excitement and adventure
- Displaying a need to dominate and control others
- Displaying a susceptibility to indoctrination
- Displaying a radical desire for political or moral change
- Appearing susceptible to opportunistic involvement
- Having family or friends involved in extremism
- Appearing susceptible to being influenced or controlled by a group
- Displaying relevant mental health issues

Referrals made to Prevent will first be handled by Prevent Case Management, which will screen for genuine vulnerabilities. The Prevent Case Management will decide whether further action is required and, if so, will either refer the issue to mainstream services as required or carry the investigation forward to a Channel panel which will gather further information from partners and agree on the support required. Holywell will ensure that information is shared as required.
We will cooperate with local panels involved in the Channel process. A representative of the school will attend meetings as required to aid the mitigation of identified risk and vulnerabilities. This includes contributing towards the support plan and sharing information necessary and proportionate to the effective working of the panel.

Preventing radicalisation

Holywell will assess the risk of students being drawn into terrorism through identifying the factors that affect children in the local area and knowing how to identify those at risk. Allegations and concerns of radicalisation and/or terrorism will always be taken seriously and staff will act proportionately, which may include making a Prevent referral.
Where appropriate, students will be helped to channel their desire for excitement and adventure into suitable and healthy activities.

Extremist propaganda is widely available online – the school will ensure that British values are promoted regularly to encourage students to develop an appreciation of society. The school will work with local religious and cultural organisations to instil a strong sense of identity in our students, as well as a clear place and purpose within the school.

Holywell recognises that students' parents and families are best placed to spot signs of radicalisation and, as such, will promote effective engagement with parents and families.
All internet activity that takes place on site will be recorded, as well as activity on any school-owned computers, laptops and tablets off site, and appropriate filters will be installed to protect children from terrorist and extremist material online, in accordance with the Acceptable Use of ICT Policies. In accordance with KCSIE and our Child Protection and Safeguarding Policy, students will be taught about the importance of staying safe online through PSHE and ICT lessons.

Holywell will always aim to integrate and engage every child within the school community, and in the wider community. A range of different religious and cultural festivals will be celebrated across the year giving every student the opportunity to take part.

The school will monitor and assess incidents which suggest students are engaging, or are at risk of engaging, in extremist activity and/or radicalisation. Where a student has been identified as at risk of radicalisation, the school will take action proportionate to the incident or risk.

Making a judgement

Although extremist behaviour can be presented in many forms, the school recognises the following as potential indicators of radicalisation or a susceptibility to radicalisation:
- Disclosure about extremist or radicalised behaviour by students – this could include exposure to materials outside of school
- Use of specific terms associated with certain ideological views, e.g. 'hate' language
- Intelligence reports from local and national agencies regarding the radicalisation of groups of people in the local area
- Focus on specific narratives that highlight particular extremist views
- Evidence of accessing online materials that include extremist materials
- Refusal to accept views expressed by others which is counter to the school's Equality Information and Objectives Policy
- Documented concerns raised by parents or family members about the changing behaviour of the student
- References to an extremist narrative in the student's work
- Disassociation from existing friendship groups
- A loss of interest in activities in which they previously engaged
- Behavioural characteristics, such as low self-esteem, isolation, and perceptions of failure and injustice
- Family tensions
- Events affecting their country or region of origin
- Alienation from UK values
- Grievance triggered by personal experience of discrimination
- Property damage
- Refusal to cooperate with the requests of teachers or other adults

When assessing whether a student is at risk of radicalisation, staff will ask themselves the following questions:
- Does the student have access to extremist influences through the internet?
- Does the student possess or actively seek extremist material?
- Does the student sympathise with, or support, extremist groups or behaviour in their speech or written work?
- Does the student's demeanour suggest a new social, religious or political influence, e.g. through jewellery or clothing?
- Has the student previously been a victim of discrimination or a religious crime?
- Has the student experienced any major disagreements with their peers, family or faith groups, leading to rejection, isolation or exclusion?
- Does the student display an irregular and distorted view of religion or politics?
- Does the student display a strong objection towards specific cultures, faiths or race?
- Is the student a foreign national awaiting a decision regarding deportation or immigration?
- Is there an irregular pattern of travel within the student's family?
- Has the student witnessed or suffered from trauma or violence in a war zone or through sectarian conflict?
- Is there evidence of a relative or family friend displaying extremist views?
- Has the student travelled for extended periods of time to international locations?
- Does the student have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the student display a lack of affinity or understanding for others?
- Is the student a victim of social isolation?
- Does the student have insecure, conflicted or absent family relationships?

Critical indicators include where a student is:
- In contact with extremist recruiters.

- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- In possession of extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

The school will encourage staff to engage with online government resources, including the website Educate Against Hate, and the Prevent e-learning modules provided by the Home Office.

Staff will be trained to be vigilant toward the push and pull factors that could make a student vulnerable to being drawn into extremism or radicalisation.

Staff will look out for 'push factors' including where a student may be feeling:
- Isolated
- That they do not belong
- That they have no purpose
- Low in self-esteem
- That their aspirations are unmet
- Angry or frustrated
- A sense of injustice
- Confused about life or the world
- Real or perceived personal grievances

In conjunction with these push factors, staff will be aware of the 'pull factors' that could make extremist or terrorist groups and ideologies attractive to those experiencing the above feelings.

Staff will be aware that pull factors can include where extremist or terrorist groups:
- Offer a sense of community and a support network.
- Promise fulfilment or excitement.
- Make the student feel special and part of a wider missions.
- Offer a very narrow, manipulated version of an identity that often supports stereotypical gender norms.
- Offer inaccurate answers or falsehoods to grievances.
- Encourage conspiracy theories.
- Promote an 'us vs. them' mentality.
- Blame specific communities for grievances.
- Encourage the use of hatred and violent actions to get justice.
- Encourage ideas of supremacy.

Making a referral

In accordance with the school's Child Protection and Safeguarding Policy, if any member of staff has any concerns about a student, they will raise this with the DSL.

Parents will be contacted to discuss the issue and investigate where there are any mitigating home circumstances, unless doing so would put the student at further risk of harm. A decision will be made at this meeting to determine whether a referral should be made to Prevent. In most cases, the DSL will refer the case to Prevent where there is a radicalisation concern, as appropriate.

If there is a concern about potential radicalisation into terrorism or reason to believe that someone is susceptible to radicalisation staff members may make referrals using the Prevent national referral form – the DSL will be notified in all cases and will support staff members who do so.

Prevent referrals will usually follow the process set out below:

1. The local police force will look at each referral first. They will check if there is an immediate security threat. They will also check if there is a genuine risk of radicalisation.
2. If the person isn't at risk of radicalisation, they will not be deemed a case for Prevent. Where appropriate, the person may instead be offered other support, for example being referred to mental health services or social services.
3. If there is a risk of radicalisation, a panel of local experts will assess the referral. The panel is led by the LA and may include the police, children's services, social services, education professionals and mental health care professionals.
4. If the panel decides that a person is at risk, they will be invited to join a support programme called Channel. This is voluntary, so a person can choose whether to take part. If a person chooses not to take part in the programme, they may be offered other support instead and any risk will be managed by the police.

The support provided by the Channel programme may include the following:
- Mentoring
- Mental health support such as counselling
- Education or career development support
- Online safety training for parents

The police will be notified immediately if someone is about to put themselves or others in immediate danger, or if they appear to be involved in planning to carry out a criminal offence and the school's emergency procedures will be followed.

The DSL will record and retain all incidents for school records in accordance with the Data Protection Act 2018 and the UK GDPR, as outlined in the Data Protection Policy.

The school will ensure that all of those involved in a referral understand that referrals are not made to the Home Office and that getting support from Prevent is not a punishment and will not go on a person's criminal record.

Promoting fundamental British values

Through the national curriculum, the school will:
- Teach our students a broad and balanced international history.
- Represent the cultures of all of our students.
- Teach a wide range of English and non-English literature.
- Commemorate World War 1 and 2.
- Discuss the UK's relations with the rest of Europe, the Commonwealth and the wider world.

Through our social, moral, spiritual and cultural programme (delivered through our PSHE lessons, community time discussion and our general values-driven ethos), the school will:
- Enable students to develop their self-knowledge, self-esteem and self-confidence.
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable students to acquire a broad general knowledge of, and respect for, public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of, and respect for, their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The school will do this by:
- Including material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain as part of our curriculum.
- Ensuring that all students within the school have a voice that is listened to, e.g. by demonstrating how democracy works via a school council whose members are voted for by the students.
- Using opportunities such as general or local elections to hold mock elections to offer students the chance to engage in politics from an early age.
- Encouraging debate in community time, PSHE and English lessons to provide students with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help students understand a range of faiths.
- Considering the role of extra-curricular activities, including any activity run directly by students, in promoting fundamental British values.

Training

All staff will attend safeguarding training which includes information on preventing people from being drawn into terrorism or extremist groups. Prevent training will be provided annually and will be updated as required. Training will include details of the 'Notice, Check, Share' process.

Staff will be provided with regular updates, notices and emails regarding Prevent and anti-extremism as required.

The SLT and DSL will receive additional support from local partnerships and training on local processes for Prevent. When identifying training needs, consideration will be given to the level of knowledge needed for different roles.

Records will be maintained of training provided to ensure that training needs are being met and kept up to date.

Training will be quality assured by the DSL and its effectiveness reviewed regularly. The school will make use of government quality assured prevent training resources.

Staff will be trained to be aware of and to identify concerning behaviour that may indicate a pupil is susceptible to radicalisation, e.g. voicing intolerant narratives.

Training will take account of, and be proportionate to, the risk of terrorism and extremism in the local area.

Staff will be trained to be vigilant toward the push and pull factors that could make a pupil vulnerable to being drawn into extremism or radicalisation.

Staff will look out for 'push factors' including where a pupil may be feeling:
- Isolated
- That they do not belong
- That they have no purpose
- Low in self-esteem
- That their aspirations are unmet
- Angry or frustrated
- A sense of injustice
- Confused about life or the world
- Real or perceived personal grievances

In conjunction with these push factors, staff will be aware of the 'pull factors' that could make extremist or terrorist groups and ideologies attractive to those experiencing the above feelings.

Staff will be aware that pull factors can include where extremist or terrorist groups:

- Offer a sense of community and a support network.
- Promise fulfilment or excitement.
- Make the pupil feel special and part of a wider missions.
- Offer a very narrow, manipulated version of an identity that often supports stereotypical gender norms.
- Offer inaccurate answers or falsehoods to grievances.
- Encourage conspiracy theories.
- Promote an 'us vs. them' mentality.
- Blame specific communities for grievances.
- Encourage the use of hatred and violent actions to get justice.
- Encourage ideas of supremacy.

Further advice on training will be sought from the LA safeguarding team as appropriate.
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Community links

The school will engage in community round-table discussions with local community and religious leaders, and local law enforcement. Governing board meetings will include discussion about extremism and terrorism where appropriate.

The school will operate an open-door policy for community members to report concerns.

The school will, where appropriate, partake in community festivals, religious celebrations and other events. The school will select a range of charities to support across the year which represent our school community, including local community groups.

The school will develop effective partnerships with local Prevent leads, the police and the LA through multi-agency forums.

The school will maintain an up-to-date awareness of the risk and threat posed in the local area and the latest developments in best practice through local partnerships.

Monitoring and review
This policy is reviewed annually by the DSL and the headteacher.