



Bradford Christian School

Preventing Extremism and Radicalisation Policy

Policy written November 2018 – Review date November 2019

1.0 **Statement**

- 1.1 At Bradford Christian School there is nothing more important to us than the physical, emotional and spiritual welfare of our pupils. For this reason, we regard Safeguarding as vitally important. The school recognises its legal and moral duty to promote the well-being of children, protect them from harm, and respond to child abuse, by following the Department for Education's (DfE's) statutory guidance for schools and colleges, 'Keeping Children Safe in Education', September 2018.
- 1.2 At Bradford Christian School we take our duty under Section 26 of the Counter Terrorism and Security Act 2015 to do all we can to prevent students from being drawn into terrorism.
- 1.3 Christian values and high expectations are at the heart of all aspects of our school life, providing a safe and happy learning environment where children are encouraged to develop respect, self-esteem and confidence. We aim to find exciting ways to educate, making use of the latest developments in technology. At Bradford Christian School we celebrate success and encourage everyone to achieve their full potential by working together in partnership with parents, churches and the wider community.
- 1.4 Bradford Christian School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. We 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.
- 1.5 In adhering to this policy, and the procedures, staff and visitors will contribute to Bradford Christian Schools' delivery of the outcomes to all children:
- the physical, mental health and emotional well-being of children
 - the protection of children from harm and neglect
 - the education, training and recreation of children
 - the contribution made by them to society
 - their social and economic well-being
- in accordance with s10 (2) of the Children Act 2004.
- 1.6 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 in accordance with s175 of the Education Act 2002.

2.0 **Roles and Responsibilities**

2.1 **Role of Governing Body**

The governing body of Bradford Christian 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 Governors 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 Governing Body will be published on our school website to promote transparency.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, September 2018' the governing body will monitor the school's senior management team on the delivery of this policy and its effectiveness.

2.2 **Role of the DSL**

The DSL will undertake appropriate Prevent training to ensure that they are clear about their role and the parameters of their responsibilities.

Staff will notify the DSL of any concerns relating to extremism or radicalisation using the existing safeguarding forms and the DSL will make an assessment on what action to take based on the information available.

This may involve speaking to the child or young person to ask informative questions to ascertain if it was an isolated incident or indicative of a more worrying mindset.

The DSL may also need to speak to the parents of the child to make them aware of the behaviours that have been observed.

Where concerns are serious, or repeat incidents occur, the DSL will contact the local prevent practitioner for further advice.

In extreme cases, the DSL and prevent practitioner may submit the case to CHANNEL who will work with the child and their family to reduce the risk of harm.

2.3 **Role of Staff**

Staff have a responsibility to report any concerns relating to extremism or radicalisation that they may have however minor they appear to the DSL using the existing safeguarding reporting mechanism.

3.0 **Means**

3.1 When operating this policy, we use the following accepted Governmental definition of extremism which is: **'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'**. [Revised Prevent Duty Guidance: for England and Wales 16th July 2015.]

3.2 There is no place for extremist views of any kind in our school, whether from internal sources – pupils, parents, staff or governors, or external sources - wider school community, external agencies or individuals.

3.3 If an individual is suspected of being engaged in illegal terrorist-related activity, it will be referred to the police.

3.3 Our pupils see our school as a safe place where they can understand and discuss sensitive topics including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. Our teachers will encourage and facilitate this and we have a duty to ensure this happens.

3.4 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 concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

3.5 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. We will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and

become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

3.6 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. Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Discipline Policy for pupils and by the schools' management for staff.

3.7 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 pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Wearing clothing and/or logos that are indicative of an extremist group.
- Pupils accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings.
- Pupils 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.

3.8 Our school will monitor any locally agreed procedure set out by the Local Authority for safeguarding individuals vulnerable to extremism and radicalisation and will work with the authority to work to prevent people from being drawn into terrorism thereby fulfilling our obligation under Section 26 of the Counter Terrorism and Security Act 2015. The school will also continue to forge working relationships with local prevent co-ordinators and the police.

3.9 Where appropriate the school will share personal information with specified authorities to ensure that a person at risk of radicalisation is given appropriate support. Information will only be shared where it is strictly necessary and where possible consent of the person or their parent as appropriate will be obtained before the information is shared.

3.10 Bradford Christian School will complete an annual risk assessment in relation to the Prevent Objectives and take appropriate action on the findings.

4.0 **Teaching Approaches**

4.1 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 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 good teaching, primarily via PSHE and RE; 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.

- 4.2 We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. Our key phrase "Some people think differently", will be evident in our thinking and planning.
- 4.3 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.
- 4.4 In doing so we will apply methodologies following three broad categories of:
- Making a connection with young people through good teaching and our relational approach.
 - Facilitating a 'safe space' for dialogue, and
 - Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.
- 4.5 Therefore this approach will be embedded within the ethos of our school so that pupils 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 pupils and will include the sound use of assemblies to help further promote this rounded development of our pupils.
- 4.6 Our goal is to build mutual respect and understanding and to promote the use of dialogue, not violence as a form of conflict resolution.
- 4.7 We will achieve this by using a curriculum that includes:
- Citizenship programmes
 - Open discussion and debate
 - Work on anti-violence and a biblical restorative approach addressed throughout curriculum
 - Focused educational programmes
- 4.8 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 pupil's experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being 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 the Local Authority working to prevent extremism.
- 4.9 At Bradford Christian School 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 pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupil's safe and prepare them for life in modern multi-cultural Britain and globally.

5.0 **Use of External Agencies and Speakers**

- 5.1 At Bradford Christian School we encourage the use of external agencies or speakers to enrich the experiences of our pupils, for example PC Paul Sutherland and the 'Act Now' training with students.
- 5.2 Staff 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.

5.3 Therefore, all adults associated with Bradford Christian School (including parents, 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, Mrs Z Chadwick

5.4 In line with Recommendation 2 of Peter Clarke's Report, the role of the Designated Safeguarding Lead will be extended to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

6.0 **Training**

6.1 Whole school in-service training on Safeguarding and Child Protection will be organised for staff, governors and will, in part, include training on extremism and radicalisation and its safeguarding implications.

7.0 **Recruitment**

7.1 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.

7.2 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.

7.3 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 pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence. 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.

8.0 This policy was written with due regard to the following documents and legislation:

- Children Act 2004
- Education Act 2002
- Keeping Children Safe in Education September 2018
- Working Together to Safeguard Children March 2015
- Learning Together to be Safe
- Prevent: Resources Guide
- Tackling Extremism in the UK
- Teaching Approaches that help Build Resilience to Extremism among Young People
- Peter Clarke's Report of July 2014

8.1 This policy should also be read in conjunction with the school's

- Anti-Bullying Policy
- Safeguarding Policy

- Behaviour and Discipline Policy
- Safer Recruitment Policy
- Child protection Policy

9.0 Review

9.1 This policy was written in July 2017 and will be reviewed annually. This latest review being completed in November 2018

Formally agreed through Governors compliance:	7th November 2018
Signed Andrew Taylor – Chair of Governors	A Taylor
Signed Phill Moon – Head Teacher	Phill Moon
Review Date:	November 2019

Appendix A:

DfE 2011 Extremism and Radicalisation

Push Factors - things that push or make an individual vulnerable to extremist messages.

- lack of excitement
- frustration
- lack of sense of achievement - seen as a significant lack of purpose, confidence in the future, life goals
- lack of outlet for views
- gaps in knowledge or understanding of Islam - both young people and parents
- sense of injustice
- actual or perceived humiliating experiences (including bullying, racial discrimination as well as perceived humiliating experiences, perhaps linked closely to a sense of injustice)
- exclusion - lack of belonging to peer or community networks/associations
- disaffection with wider societal issues
- disruptive home life

Pull Factors - factors that draw young people into extremist messages

- charismatic or confident individuals (recruiters)
- networks and sense of belonging
- broader community views which enable or do not oppose extremism
- persuasive, clear messages exploiting gaps in knowledge
- sense of dignity, importance or loyalty
- exciting activities
- sense of purpose in life

Key ingredients: Teaching approaches that help build resilience to extremism among children and young people:

- Teacher confidence
 - in existing abilities, skills and methods
- Teacher attitudes and behaviours
 - willingness to admit you don't know
 - acknowledging controversial issues exist
 - awareness that you have a role to play
 - turning to others for help when you don't know about something
- Specific knowledge
 - understanding other cultures and cultures as well as alternative values and beliefs whilst being careful to avoid 'othering' - knowledge of an alternative values framework
- Practice and Pedagogy
 - boosting critical thinking, seeing through propaganda
 - helping to see multiple perspectives
 - using multiple resources/methods
 - embedding or sustaining dialogue following specialist interventions
 - enable pupils to tackle difficult issues
 - linking school work to wider community
 - drawing evidence from across the curriculum

- developing in young people a sense of multiple identities and help young people to become aware of, and comfortable with, multiple personal identity - support from leadership / management