

# Bethany School

## PREVENTING EXTREMISM AND RADICALISATION POLICY

### Nov 2024

#### Introduction

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. Bethany School is committed to providing a secure environment for students, where children feel safe and are kept safe and the spiritual, moral and cultural development of its pupils is promoted.

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 seriously, and encourage an “it could happen here” attitude among our school community. We recognise our statutory duty to be aware of and respond to signs that individuals are vulnerable to radicalisation or being influenced towards supporting terrorism and forms of extremism leading to terrorism.

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 section 175 of the Education Act 2002 (section 157 of the Education Act 2002.)

Our school’s Preventing Extremism and Radicalisation Safeguarding Policy also draws on:

- DfE Guidance “Keeping Children Safe in Education” [Keeping children safe in education - GOV.UK](#)
- The Prevent duty: [The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK](#)
- Channel Guidance: [Channel and Prevent Multi-Agency Panel \(PMAP\) guidance - GOV.UK](#)
- The full Government Prevent Strategy can be viewed at: [Prevent Strategy - GOV.UK](#)
- Bethany School Safeguarding Policy
- Bethany School Promoting Fundamental British Values Policy

When operating this policy, we use the following accepted Governmental definitions of extremism, radicalisation and terrorism, which are:

**Extremism:** *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.’*

**Radicalisation:** *the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.’*

**Terrorism:** *action that endangers or causes serious violence, damage or interference to a person, property, or electronic system, to influence the government or intimidate the public, in order to advance a political, religious or ideological cause.*

#### School Ethos and Practice

Our pupils see our school as a safe place where they can explore controversial issues safely and exercise freedom of speech, and where our teachers encourage and facilitate this. However respect for others is a core element of our Christian and Bethany school values and so any extremist opinions or behaviours will be challenged.

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. At times they may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

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 therefore will provide a broad and balanced curriculum, so that our students understand and are aware of difference and diversity, and to ensure that they thrive, feel valued and are able to explore ideas and even disagree in a way that maintains respect for others.

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.

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

- 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.
- Graffiti symbols, writing or artwork 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
- Partner schools, local authority services, and police reports of issues affecting students in other 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

## Teaching Approaches

We will ensure that 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. We will ensure that our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

In our school this will be achieved by good teaching, primarily via the PSHE curriculum, tutor time and schemes of work in relevant curriculum subjects such as Topic.

Desired learning outcomes, as defined by the Department for Education:

- *An understanding of how citizens can influence decision-making through the democratic process;*
- *An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;*
- *An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;*
- *An understanding that the freedom to hold other faiths and beliefs is protected in law;*
- *An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;*
- *An understanding of the importance of identifying and combating discrimination.*

We will be flexible enough to adapt our teaching approaches, as appropriate, to address specific issues to become even more relevant to the current issues of extremism and radicalisation. Using methodologies including

- Making a connection with young people through good [teaching] design and a pupil centred approach
- Facilitating a 'safe space' for dialogue, and
- Equipping our students with the appropriate skills, knowledge, understanding and awareness for resilience

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 and will include the sound use of assemblies to help further promote this rounded development of our students.

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 our PSHE, World-View studies and Topic based curriculum that includes:

- British Values
- Open discussion and debate
- Work on anti-violence and a restorative approach

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 students 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 and/or local partnership structures working to prevent extremism.

At our school, we will promote the fundamental British 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, including those of a different faith or no faith. In order to keep our students safe and prepare them for life in modern multicultural Britain and globally.

Resources to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people may be found at: [www.educateagainsthate.com](http://www.educateagainsthate.com)

The platform provides information on and access to training resources for teachers, staff and school and college leaders.

### **Use of External Agencies and Speakers**

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 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 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.

By delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our students develop the critical thinking skills needed to engage in informed debate.

### **Training**

Staff are trained to recognise signs of radicalisation/extremism, and to know what to do; with the result that they have the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. Staff know where and how to refer children and young people for further help.

This is achieved by whole school in-service training on Safeguarding and Child Protection for staff and Governors at least every three years and will, in part, include training on extremism and radicalisation and its safeguarding implications. and Prevent specific training as part of induction. [Prevent duty training](#)

The Designated Safeguarding Lead will attend training courses as necessary and the appropriate inter-agency training organised by the local Safeguarding Children Partnership at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications, with updates every year.

### **Child Protection and Safeguarding**

Safeguarding children and young people from radicalisation is no different from safeguarding them from other forms of harm. Indicators for vulnerability to radicalisation overlap with those which underlie other vulnerabilities that might give rise to safeguarding concerns.

Please refer to our Safeguarding Policy for more information on our Child Protection practices. Including the Online Safety Policy, for details of how our school filters and monitors websites with radical and extremist content using appropriate software.

Possible activities or events that would raise initial concerns:

- A pupil disclosing her exposure to the extremist actions, views or materials of others outside of school
- 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
- Other local schools, local authority services, and police reports of issues affecting their students
- A pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Expressions of intolerance to difference, whether it be religious, gender, disability, sexuality, ethnicity
- Attempts to impose extremist views or practices on others
- Expressions of extreme anti-Western or Anti-British views.
- Changing their style of dress or personal appearance to accord with the group.

All adults working at our 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 (DSL).

In the event of concerns about a person becoming radicalised the DSL will use the LA Channel process. Channel is a bespoke panel, which meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence.

The Channel Panel meets when a referral has been made and referrals can be made by anyone. Our school will closely follow the locally agreed procedure as set out by the Local Authority and our local Safeguarding Children Partnership for safeguarding individuals vulnerable to extremism and radicalisation.

[Sheffield Children Safeguarding Partnership - Extremism and radicalisation](#)

### **Role of Governing Body**

The 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.

The 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 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' the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy regularly 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.

### **Policy Adoption, Monitoring and Review**

This policy was considered and adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children 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.

The Head Teacher 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 children.

Policy Adopted by Governors on: november 2024

Policy Due for Review on: 2027