



THE LATYMER SCHOOL

Founded 1624

POLICY FOR THE PREVENTION OF EXTREMISM AND RADICALISATION

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1. PURPOSE AND AIMS

1.1 The Latymer School is fully committed to safeguarding and promoting the welfare of all its students. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

1.2 Protecting children from the risk of radicalisation is part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

1.3 There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology ([Appendix 2: Warning Signs/Indicators of Concern](#)).

1.4 This policy sets out our strategies and procedures to protect vulnerable students from being radicalised or exposed to extremist views. The elements of our policy are prevention, protection and support.

1.5 At The Latymer School, we will ensure that:

- All staff, volunteers and governors, have an understanding of what radicalisation and extremism is and why we need to be vigilant in school.
- Through training, staff, volunteers and governors will know what the school policy is on tackling extremism and radicalisation and how to respond when concerns arise.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of students.
- Parents/carers and students will know that the school has policies in place to keep students safe from harm and that the school regularly reviews these systems to ensure they are appropriate and effective.

1.6 This policy applies to all students, staff, parents, governors, volunteers and visitors.

1.7 A glossary of related terms and indicators of vulnerability to extremism can be found in [Appendices 1 & 2](#) of this policy.

2. ROLES AND RESPONSIBILITIES

2.1 It is the responsibility of *every* member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the students at this school.

2.2 Staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

2.3 The Governing Body of The Latymer School is accountable for ensuring the effectiveness of this policy and our compliance with it. The Governing Body will ensure that:

- This policy is reviewed annually alongside our Safeguarding & Child Protection Policy.
- All staff undertake appropriate training that equips them with the skills to identify and respond appropriately to concerns regarding extremism and radicalisation.
- The Headteacher and Designated Safeguarding Lead will assess the risk of students being drawn into extremist views.
- The risk assessment may include consideration of the school's curriculum, the use of school premises by external agencies and any other local issues relating to the school community.
- A broad curriculum is in place to deliver the spiritual, moral, social and cultural development of students.
- Appropriate safeguarding arrangements are in place by working in partnership with other agencies and communities as required.
- There are systems in place for keeping students safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.

2.4 The Designated Safeguarding Lead (DSL) will carry out their role in accordance with the responsibilities outlined in Annex A of *'Keeping Children Safe in Education'*. As part of this responsibility, the DSL will act as the point of contact within our school for any concerns relating to radicalisation and extremism.

2.5 If there is a concern that a student is at risk of extremism the member of staff and/or the DSL will contact the police and make a referral to Children's Social Care through the Enfield Single Point of Entry (SPOE). The Prevent Officer for Enfield is Sujeevan Ponnampalam.

2.6 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedures they need to follow. They will ensure that all staff have received appropriate training.

3. TRAINING

3.1 Through training, we will ensure that all of our staff are made fully aware of the threats, risks and vulnerabilities that are linked to radicalisation. Staff will be able to identify children at risk of being drawn into extremism and develop the confidence to challenge extremist ideas. All staff will understand how we can provide support to ensure that our students are resilient and supported to resist involvement in radical or extreme activities.

3.2 All staff members receive appropriate safeguarding and child protection training which is regularly updated. All all staff members will undergo safeguarding and child protection training at induction. They will receive further child protection training at least every three years. In addition all staff members should receive safeguarding and child protection updates (via email, the newsletter and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;

3.3 The Designated Senior Lead for safeguarding and child protection will undertake suitable and appropriate training and will up-date the training at least every two years.

3.4 Heads of Learning and the Governing Body will undertake the HM Government E-Learning

Training on Prevent . This online training is an introduction to the Prevent duty, and explains how it aims to safeguard vulnerable people from being radicalised to supporting terrorism or becoming terrorists themselves.

4. THE ROLE OF THE CURRICULUM

4.1 At the Latymer School we will provide students with a broad and balanced curriculum and promote the spiritual, moral, social and cultural (SMSC) development of our students. Students will be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

4.2 Through our curriculum we will aim to:

- 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; and 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.

5. THE ROLE OF ENRICHMENT ACTIVITIES

5.1 An extensive enrichment programme is used to promote SMSC and British Values. Whole school assemblies, year assemblies, form time activities, extra-curricular teacher led activities and student led clubs and societies are all used to enhance student and learner resilience. The enrichment activities are a core component of the schools aim to provide a first class, liberal education where pupils achieve their full potential and show consideration for others. The school's aims and goals are:

- To help pupils develop lively enquiring minds, apply themselves to tasks and acquire practical skills and knowledge that are valued both for their own sake and for the broader good of society.
- To ensure that school life is valued for itself as well as a preparation for adulthood and employment.
- To help pupils develop the ambition and self-esteem to realise their full potential.

- To encourage pupils to be aware of and understand their own and others' feelings.
- To assist pupils to develop an understanding of and respect for the beliefs and values of others.
- To provide a wide range of opportunities for all pupils.
- To help pupils understand the world and the interdependence of individuals, communities and nations.
- To help pupils understand the consequences for the environment of their actions and those of others.
- To encourage pupils to contribute to the common good both now and in the future.

5.2 A safe learning environment is created across the School where behaviours which harm the ability of different individuals and groups to work together are challenged. Students' awareness and confidence to further develop critical thinking skills are promoted via the extensive enrichment activities.

The enrichment activities are based around students participating in school life, developing skills for their future life and mutual respect. Open, democratic discussion is encouraged in an inclusive, safe environment. Ground rules are established and reinforced which encourages constructive, open discussion where opinions are freely given. Students are aware that discussions must be objective and no sessions should become a platform for personal, racist or offensive remarks. To achieve this aim we encourage students to work collaboratively and consider how their words and actions impact upon others.

6. VISITORS AND THE USE OF SCHOOL PREMISES

6.1 At The Latymer School School we recognise the role that external agencies and speakers can play in enhancing the learning experiences of our students. Where we use external agencies and individuals in this way, we will positively vet them to ensure that their messages are consistent with, and not in opposition to, the school's values and ethos.

6.2 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 schools to ensure that they are effective.

6.3 Any guest speakers or external agencies will be provided with a copy of our safeguarding procedures on arrival at the school. The guest speaker or external agency will be supervised at all

times whilst on the school grounds by a member of staff who is in regulated activity (see Safeguarding, Child Protection Policy and Procedures).

6.4 When an agreement is made to allow non-school groups or organisations to use the school premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in- keeping with the Prevention of Extremism and Radicalisation, the school will contact the police and terminate the arrangement.

7. PROCEDURES FOR MANAGING CONCERNS

7.1 The Latymer School adheres to the procedures that have been agreed locally through the Enfield Children’s Safeguarding Board for safeguarding individuals vulnerable to extremism and radicalisation. Please also refer to our Safeguarding & Child Protection Policy for further information about our wider safeguarding responsibilities.

7.2 We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned and this includes vulnerability to radicalisation.**

7.3 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2015).

7.4 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for any safeguarding concerns in our school. Any member of staff or visitor to the school who receives a disclosure of or suspects that a child is at risk of radicalisation must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

7.5 Following receipt of any information raising concern about vulnerability to radicalisation, the DSL will consider what action to take and will follow the Enfield Safeguarding Children Board procedures by contacting the police and making a referral to Children's Social Care through the Enfield Single Point of Entry (SPOE). All information and actions taken, including the reasons for any decisions made, will be fully documented.

7.6 If there are significant concerns, following an assessment by the SPOE, the referral may be passed on to the Enfield Borough ‘Channel’ safeguarding group ([Appendix 4: Channel](#)) to consider what support and interventions may be available.

7.7 If an allegation is made or information is received about an adult who works in our school which indicates that they may be unsuitable to work with children because of concerns relating to extremism and radicalisation, the member of staff receiving the information should inform the Headteacher or Chair of Governors immediately in line with the procedures outlined in our Safeguarding Policy and the Whistleblowing Policy.

8. RELEVANT POLICIES

8.1 To underpin the values and ethos of our school and our intent to ensure that students at our school are appropriately safeguarded, the following policies should be read in conjunction with this policy:

- Safeguarding Child Protection Policy and Procedures
- E-Safety and Online Safety Policies
- Anti-Bullying Policy
- Equal Opportunities Policy
- Whistle-blowing

9. STATUTORY FRAMEWORK

9.1 This policy has been devised in accordance with the following legislation and local and national guidance:

- Enfield Children's Safeguarding Board
- The Counter-Terrorism & Security Act 2015
- 'Prevent Duty Guidance: for England & Wales', HM Government (2015) [Appendix 3](#)
- '[Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools](#)', DfE (2014)
- '[Keeping Children Safe in Education](#)', DfE (2016)
- '[Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children](#)', DfE (2015)
- '[Information Sharing: Advice for practitioners](#)', DfE (March 2015)

Appendix 1: Glossary of Terms

'Extremism' is defined in the 2011 Prevent strategy as 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, whether in this country or overseas.

'Non-violent extremism' is extremism, as defined above, which is not accompanied by violence.

'Prevention' in the context of this document means reducing or eliminating the risk of individuals becoming involved in terrorism. Prevent includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.

'Radicalisation' refers to the process by which a person comes to support terrorism and forms of extremism

The current UK definition of **'terrorism'** is given in the Terrorism Act 2000 (TACT2000). In summary this defines terrorism 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.

'Terrorist-related offences' are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

'Vulnerability' describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.

'Safeguarding' is the process of protecting vulnerable people, whether from crime, other forms of abuse or (in the context of this document) from being drawn into terrorist-related activity.

Appendix 2: Warning Signs/Indicators of Concern

Taken from Prevent Duty Guidance: England & Wales, HM Government 2015 and Keeping Children Safe in Education (September 2016)

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Students may become susceptible to radicalisation through a range of social, personal and environmental factors. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

It is vital that school staff are able to recognise those vulnerabilities. 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.

Factors which may make students more vulnerable may include:

- **Identity Crisis:** the student is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- **Personal Crisis:** the student may be experiencing family tensions; a sense of isolation; low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- **Personal Circumstances:** migration; local community tensions and events affecting the student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- **Unmet Aspirations:** the student may have perceptions of injustice; a feeling of failure; rejection of civic life.
- **Experiences of Criminality:** involvement with criminal groups, imprisonment, poor resettlement or reintegration.
- **Special Educational Need:** students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

Students who are vulnerable to radicalisation may also be experiencing:

- Substance and alcohol misuse
- Peer pressure
- Influence from older people or via the Internet
- Bullying
- Domestic violence
- Race/hate crime

Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:

- Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Students accessing extremist material online, including through social networking sites;
- Possessing or accessing materials or symbols associated with an extremist cause;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Students voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Significant changes to appearance and/or behaviour increasingly centred on an extremist ideology, group or cause;
- Changing their style of dress or personal appearance to accord with the group;
- Attempts to recruit others to the group/cause;
- Using insulting to derogatory names for another group;
- Increase in prejudice-related incidents committed by that person – these may include:
 - physical or verbal assault
 - provocative behaviour
 - damage to property
 - derogatory name calling
 - possession of prejudice-related materials
 - prejudice related ridicule or name calling
 - inappropriate forms of address
 - refusal to co-operate
 - attempts to recruit to prejudice-related organisations
 - condoning or supporting violence towards others.
- 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.

Appendix 3: Summary of the Prevent duty

Taken from Keeping Children Safe in Education (September 2016)

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes:

1. Schools and colleges are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.
2. The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards.
3. The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to students at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.
4. Schools and colleges must ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

Departmental advice regarding the Prevent Duty is outlined in The Prevent duty Departmental advice for schools and childcare providers June 2015:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Appendix 4: Channel

Taken from Keeping Children Safe in Education (September 2016)

- School and college staff should understand when it is appropriate to make a referral to the Channel programme.
- Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.
- It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation.
- An individual's engagement with the programme is entirely voluntary at all stages.
- Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area.
- Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals.
- Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual.
- Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels¹⁷.

Guidance issued under section 36(7) and section 38(6) of the CTSA 2015 in respect of Channel is available at:

<https://www.gov.uk/government/publications/channel-guidance>