



Preventing Extremism  
and Radicalisation  
Safeguarding Policy

2024 -2025

## Introduction

St Anne's School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults at St Anne's 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 the procedures therein, staff and visitors will contribute to St Anne's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004<sup>1</sup>. 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 – for Independent Schools and Academies.

Our school's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the "London Child Protection Procedures" and DfE Guidance "Keeping Children Safe in Education, 2015"; and specifically DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and Peter Clarke's Report of July 2014.

<sup>1</sup>

*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; and their social and economic well-being.*

## Related Legislation:

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996    ✦ Education Act 2011
- Children Act 2004    ✦ Counter Terrorism and Security Act 2015
- Safeguarding Vulnerable Groups Act 2006    ✦ Special Educational Needs and Disability
- Equality Act 2010    (Detained Persons) Regulations 2015
- Children and Families Act 2014

The following documentation is also related to this policy:

- Protecting children from radicalisation: the prevent duty (DfE)
- Promoting fundamental British values through SMSC (DfE)
- Taylor et al: Addressing extremism through the classroom (Centre for Teachers and Teaching Research, UCL Institute of Education)
- Prevent – how well maintained schools implement their duties under the Counter-Terrorism and Security Act 2015 (Estyn 2020)
- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Prevent Strategy (HM Gov)
- Teaching approaches that help build resilience to extremism among people (DfE)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Channel Duty Guidance - Protecting vulnerable people being drawn into terrorism (HM Government) ✦ Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We believe this policy should be viewed in **conjunction** with the following policies:

- Safeguarding Part 1 of 4
- Safeguarding Part 2 of 4 : Roles and Responsibilities
- Safeguarding Part 3 of 4: Recognising the Signs of Abuse † Safeguarding Part 4 of 4: Safeguarding Procedures

### **School Ethos and Practice**

We believe that all children have the right to be safe in our society. Therefore, we recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We understand that radicalisation ' is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo or reject and/or undermine contemporary ideas and expressions of freedom of choice'. (Wikipedia) While extremism is best defined as the holding of extreme political or religious views

We are aware of the Channel programme 'which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism' and it uses a 'multiagency approach to protect vulnerable people by identifying individuals at risk; assessing the nature and extent of that risk; and developing the most appropriate support plan for the individuals concerned.'

We understand that is our duty under the statutory guidance on the Prevent duty to have in place a risk assessment, a working partnership with the Local Safeguarding Children Boards (LSCBs), training school personnel and IT policies.

We have a duty to actively promote and embed British values such as 'democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs' within this school and to challenge pupils, school personnel or parents who express extremist views contrary to these values. We want to ensure pupils are prepared for life in modern Britain by the active promotion of and respect of British values.

We aim to be judged at least good in all school inspections by ensuring that we have in place arrangements to promote pupils' welfare and curriculum measures in place to prevent radicalisation and extremism.

We will refer any concerns we may have regarding individuals or groups of individuals who have or demonstrate extremist views to the relevant outside agencies as we feel that we have a duty to intervene at the earliest opportunity and to protect those concerned.

We will ensure that counter-radicalisation strategies will not prevent teachers discussing with their pupils controversial ideas and topics as we wish pupils to further develop their own critical thinking skills.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

When operating this policy St Anne's School uses 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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.*

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

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 do not shy away from teaching British values as we believe that schools have a major role to play in upholding them in order to develop children's resilience against extremism and acts of terrorism.

We work hard to ensure British values are embedded across the whole curriculum and the school ethos through spiritual, moral, social and cultural lessons, citizenship and PSHE

We acknowledge the findings of the Race Disparity Audit that clearly shows *how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.*

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

Therefore, at St Anne's School 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.

Furthermore at St Anne's School 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 the Code of Conduct for staff. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

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
- 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

Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or Lambeth's Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

### **Teaching Approaches**

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; 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.

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.

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. In doing so we will apply the 'key ingredients' for success as set out in the Table at Page 15 of that document, see Appendix A, and we will apply the methodologies set out in that document following the three broad categories of:

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

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 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 pupils.

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:

- Citizenship programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout curriculum
- Focussed educational programmes

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 and/or local partnership structures working to prevent extremism.

At St Anne's 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 pupils safe and prepare them for life in modern multi-cultural Britain and globally.

### **Role of the Governing Body**

- has appointed a senior member of staff to act as the Designated Safeguarding Lead;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring full compliance with all statutory responsibilities;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly; ✦  
responsibility for ensuring all policies are made available to parents; ✦ the  
responsibility of involving the School Council in:

- determining this policy with the Governing Body;

- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

✦ nominated a link governor to:

- visit the school regularly;
- work closely with the Headteacher and the Designated Safeguarding Lead;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy.

✦ responsibility for the effective implementation, monitoring and evaluation of this policy

### **Role of the Headteacher**

✦ work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy; ✦ assess the risk of children being drawn into terrorism; ✦ ensure risk assessments are:

- in place and cover all aspects of this policy;
- accurate and suitable;
- reviewed annually;
- easily available for all school personnel

✦ review and if necessary, implement the recommendations of the recent report 'Prevent – how well maintained schools implement their duties under the Counter-Terrorism and Security Act 2015' (Estyn) namely schools should:

- include risks to pupils from radical and extremist ideologies in the school's policies, in particular policies that cover ICT and online safety;
- record and report all incidents of racist language and racial bullying properly, and offer suitable support and challenge to victims and perpetrators;
- acknowledge that radicalisation and extremism are real risks to pupils in all schools and ensure staff training, policies and curriculum suitably address these risks;
- ensure that all pupils have a voice and can share with the school any concerns they have about behaviours or expressions of radical or extremist ideas

✦ have in place an excellent working partnership with the LSCB;

✦ ensure all school personnel attend the 'Workshop to Raise Awareness of Prevent (WRAP)';

✦ provide training for school personnel about the risks to children of online activity from terrorist and extremist groups;

✦ ensure children are safe from terrorist and extremist material when accessing the school's internet;

✦ provide an effective Personal, Social and Health Education curriculum in order to develop in all pupils resilience, determination, self-esteem and confidence;

- ✦ develop Citizenship in order for all pupils to play an active part in society;
- ✦ ensure school personnel are vigilant against radicalisation and extremism;
- ✦ ensure a broad and balanced curriculum is taught;
- ✦ ensure that British values are promoted and embedded in the school;
- ✦ ensure pupils are taught about staying safe;
- ✦ ensure that pupils are not influenced by the views and beliefs of others;
- ✦ refer any concerns about individuals or groups of individuals to the appropriate outside agencies;
- ✦ organise a series of safeguarding and child protection workshops to ensure parents are aware of:

- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children

- the Safeguarding and Child Protection policy
- safeguarding procedures in place;
- all safeguarding policies;
- their role in safeguarding and child protection

- ✦ work closely with the link governor and Designated Safeguarding Lead;
- ✦ provide leadership and vision in respect of equality;
- ✦ make effective use of relevant reports, research and general information to improve this policy;
- ✦ provide guidance, support and training to all staff;
- ✦ make effective use of relevant research and information to improve this policy;
- ✦ monitor the effectiveness of this policy by:

- monitoring learning and teaching through observing lessons
- monitoring planning and assessment
- speaking with pupils, school personnel, parents and governors

- ✦ annually report to the Governing Body on the success and development of this policy

### **Role of the Designated Safeguarding Lead**

- ✦ ensure the implementation of this policy;
- ✦ ensure everyone connected with the school is aware of this policy;
- ✦ work closely with the Headteacher and the nominated governor; ✦ be trained in child protection policy procedures; ✦ renew training every two years in order to:

- understand the assessment process
- understand the procedures of a child protection case conference and child protection review conference
- understand the specific needs of children in need
- understand the specific needs of children with special educational needs and those of young carers
- have in place a secure and accurate record system of all concerns and referrals

- ✦ take the lead in dealing with child protection issues and in deciding what steps should be taken;
- ✦ raise awareness of the need to protect pupils who might be vulnerable to radicalisation and involvement in terrorism;

- ✦ make a referral to the regional Channel Police Practitioner if it is thought that a member of the school community is vulnerable to being drawn into terrorism;
- ✦ be aware that on receiving the referral the regional Channel Police Practitioner will:

use a Vulnerability Assessment Framework that will assess whether or not the case is potentially appropriate for Channel by considering the following criteria:

- Engagement with a group, cause or ideology;
- Intent to cause harm; and
- Capability to cause harm

if the case is not suitable for Channel then the case will be referred to other support services

- raise awareness that female genital mutilation (FGM) affects girls particularly from north African countries and it is illegal to allow girls to undergo this practice either in this country or abroad;
- ensure that all concerns regarding FGM and vulnerability to radicalisation are reported;
- keep a confidential Child Protection Register of all those pupils known to be at risk and only if it is confirmed by social services that the child is at risk;
- ensure all confidential child protection information is stored securely in central place;
- inform parents that information is kept on their children;
- ensure that no information will be disclosed to a parent if this would put a child at risk of significant harm;
- be trained in working with all agencies;
- familiarise school personnel with the policy and procedures;
- investigate and deal with all cases of suspected or actual problems associated with child protection;
- ensure parents are aware that referrals about suspected abuse or neglect may be made;
- make child protection referrals;
- record all child protection referrals;
- co-ordinate action within the school;
- liaise and seek advice from the Local Authority Designated Officer (LADO) when the need arises;
- liaise with social care and other agencies;
- record the transfer of all child protection files of any pupil leaving to join another school by keeping the following record:

Date of Transfer	Child's Name	D.o.B.	Means of Transfer			Destination	Records received by
			Electronically	Special/Recorded Delivery	Direct Handover		

- ✦ provide support for any child at risk;
- ✦ not promise confidentiality to any child but always act in the interests of a child;
- ✦ act as a source of advice within the school;
- ✦ help create a culture within the school of listening to children;
- ✦ keep up to date with all new guidance on safeguarding children;

- ✦ keep all school personnel up to date with any changes to procedures;
- ✦ organise appropriate training for school personnel and governors;
- ✦ ensure all incidents are recorded, reported and kept confidential; ✦ keep all paperwork up to date;
- ✦ report back to the appropriate school personnel when necessary;
- ✦ ensure that there is a smooth transition of responsibilities and information when a new Designated Safeguarding Lead takes over the role;
- ✦ annually review the policy with the Head

### **Role of pupils:**

Pupils will learn

- ✦ how to recognise and manage risk;
- ✦ how to make safer choices;
- ✦ how to deal with peer pressure when it threatens their personal safety or wellbeing; ✦ about Internet safety;
- ✦ about British values;
- ✦ about democracy, government and how laws are made;
- ✦ about diversity and the wide-range of ethnic identities in the UK;
- ✦ about the need for mutual respect and understanding; and
- ✦ about political and social issues.
- ✦ be introduced to sensitive or controversial topics;

### **Pupils will be taught to**

- ✦ develop their knowledge, self-esteem and self-confidence;
- ✦ distinguish right from wrong and respect the civil and criminal law of England;
- ✦ accept responsibility for their behaviour;
- ✦ show initiative;
- ✦ demonstrate how they can contribute positively to the lives of those living and working in the locality of the school and society more widely;
- ✦ acquire a respect for public institutions and services;
- ✦ acquire an appreciation of and respect for their and other cultures;
- ✦ respect other people irrespective of their status;
- ✦ use the democratic process to influence decision-making;
- ✦ be made aware of the freedom to hold other faiths and beliefs is protected by law;
- ✦ ensure that people with different faiths or beliefs, or none, should be tolerated, not subjected to prejudicial or discriminatory practices or behaviour;
- ✦ be made aware of the importance of identifying and tackling discrimination.
- ✦ be advised to report any concern they have to a member of the school personnel;
- ✦ promote a positive image of the school and themselves;
- ✦ be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- ✦ listen carefully to all instructions given by the teacher;
- ✦ ask for further help if they do not understand;
- ✦ treat others, their work and equipment with respect;

- ✦ support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- ✦ liaise with the school council;
- ✦ take part in questionnaires and surveys.
- ✦

#### **Role of Parents**

- ✦ be aware of and comply with this policy;
- ✦ be invited to attend training that provides advice to parents/carers on how to keep children and young people safe against radicalisation and extremism that covers the following:
  - Why might a young person be drawn towards extremist ideologies?
  - How might this happen?
  - Recognising the Signs of Extremism which may include:

- Out of character changes in behaviour and peer relationships
- Secretive behaviour
- Losing interest in friends and activities
- Showing sympathy for extremist causes
- Glorifying violence
- Possessing illegal or extremist literature
- Advocating messages similar to illegal organisations such as “Muslims Against Crusades” or other non-proscribed extremist groups such as the English Defence League

How can parents support children and young people to stay safe?

- ✦ be encouraged to take an active role in the life of the school;
- ✦ be encouraged to support the school Code of Conduct and guidance necessary to ensure the smooth running of the school

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

At St Anne’s School we encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. To do this we will use the Lambeth Toolkit for Managing the Work of External Agencies.

Such vetting is 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 must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to pupils.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils 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 pupils 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 pupils
- Activities are carefully evaluated by schools to ensure that they are effective

We recognise, however, that the ethos of our school is to encourage pupils 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.

Therefore, by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils 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.

## **Whistle Blowing**

Where there are concerns of extremism or radicalisation Pupils and Staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence.

Please refer to our Whistleblowing Policy for our full procedures.

## **Child Protection**

Please refer to our Child Protection and Safeguarding Policy for the full procedural framework on our Child Protection duties.

Staff at St Anne's School 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. (These examples are for illustration and are not definitive or exhaustive)

Therefore, all adults working in St Anne's 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 or Headteacher.

In St Anne's School our Child Protection and Safeguarding reporting arrangements are set out fully in our Child Protection and Safeguarding Policy and are summarised in the staff handbook.

## **Role of the Designated Safeguarding Lead**

The Designated Safeguarding Lead is: Mr Peter Hilton

The Deputy Designated Safeguarding Lead is: Mrs Siobhan Phelan

Designated Governor: Mr Christopher Knowles

Lambeth Prevent Education Office: Lydia Nixon

Lambeth Prevent Referral Team: 020 79263100

[Help.protection@lambeth.cjsm.net](mailto:Help.protection@lambeth.cjsm.net) [prevent@lambeth.gov.uk](mailto:prevent@lambeth.gov.uk)

LADO: **The LADO (Local Authority Link Designated Officer) Andrew Zachariades** on 020 7926 4679 or 07720 828 700 or email [LADO@lambeth.gov.uk](mailto:LADO@lambeth.gov.uk)

NSPCC Whistle-blowing Helpline: 0800 028 0285

The Designated Safeguarding Lead works in line with the responsibilities as set out at Annex B of the DfE Guidance 'Keeping Children Safe in Education'.

The Designated Safeguarding Lead is the focus person and local 'expert' for school staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies

In line with Recommendation In St Anne's School the role of the Designated Safeguarding Lead will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

### **Training**

Whole school in-service training on Safeguarding and Child Protection will be organised for staff and governors at least every three years and will comply with the prevailing arrangements and will, in part, include training on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Lead will attend training courses as necessary and the appropriate interagency training at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

### **Recruitment**

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.

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.

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.

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### **Race Disparity Audit**

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

**Linked Policies:**

- Anti-bullying
- Equality
- E-Safety
- Internet Social Networking Websites
- Involving Pupils in School Policies
- Promoting British Values
- Pupil Behaviour and Discipline
- Safeguarding and Child Protection

**Policy Adoption, Monitoring and Review**

<b>Date agreed by governing body on:</b>	<b>Date agreed for review:</b> Autumn 2025
Signature of Head Teacher	Signature of Chair or Vice Chair
<b>Frequency of Review:</b> Annually	<b>Responsibility for Review:</b> Headteacher

## Addendum

We understand that recent research undertaken by UCL's Institute of Education has found that teachers:

- ✦ are reporting a rise in extremist views and conspiracy theories among pupils;
- ✦ view their role in tackling extremism as one of mandated reporting of pupils at risk of radicalisation rather than education; ✦ are worried about:
  - talking about extreme views in the classroom just in case they got it wrong;
  - not knowing how much of their own views to share in discussions;  the difficulty of hearing views that conflicted with their own values
- ✦ recognise the conflict between fostering open discussions while ensuring the classroom remained safe for all pupils

We believe that:

- ✦ every pupil should be taught how to reject extremist beliefs and ideologies;
- ✦ schools need time, training and resources to teach pupils how to tackle the rise in extremist views;
- ✦ time in the curriculum must be found to have frank and open discussions about extremism
- ✦ dangerous ideologies must never be swept under the carpet;
- ✦ the power of education must be used to help pupils stand up and reject extremism and violence

Appendix A:

'Key Ingredients' for successful teaching in the context of 'push' and 'pull' factors.

<p><b>PUSH FACTORS</b> – factors that push an individual/ make an individual vulnerable to extremist messages</p> <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><b>Below the line: factors that are out of scope of this study</b></p>	<p><b>KEY INGREDIENTS</b></p> <p><b>Teacher confidence</b> 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><b>Teacher attitudes and behaviours</b></p> <ul style="list-style-type: none"> <li>•Willingness to admit you don't know</li> <li>•Acknowledging controversial issues exist</li> <li>•Awareness that I have a role to play</li> <li>•Willingness to turn to others for help when you don't know about something</li> </ul> <p><b>Specific knowledge:</b></p> <ul style="list-style-type: none"> <li>•Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering')</li> <li>•Knowledge of an alternative values framework</li> </ul> <p><b>Teaching practice/pedagogy:</b></p> <ul style="list-style-type: none"> <li>•Boosting critical thinking (seeing through propaganda, singular messages etc)</li> <li>•Helping to see multiple perspectives</li> <li>•Using multiple resources/methods</li> <li>•Embedding or sustaining dialogue following specialist interventions.</li> <li>•Enabling students to tackle difficult issues.</li> <li>•Linking school work to the wider community</li> <li>•Drawing evidence from across the curriculum</li> <li>•Developing in young people a sense of multiple identities. help young people become aware of, and comfortable with, multiple personal identity</li> </ul> <p>Other factors</p> <p>Support from senior leaders</p> <p>Pupil support processes</p>	<p><b>PULL FACTORS</b> - Factors that draw young people into extremist messages</p> <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>Sense of dignity and importance and loyalty</p> <p>Exciting (non-teaching) activities.</p> <p>Sense of purpose in life</p>
<p>Disruptive home life.</p> <p>Disaffection with wider societal issues</p> <p><b>OPM</b></p>			

Source: Teaching approaches that help build resilience to extremism among young people, DfE 2011