PUTNEY
HIGH SCHOOL
GDST
GIRLS' DAY SCHOOL TRUST

Putney High School Policy

GDST Preventing Radicalisation Policy

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Preventing Radicalisation Policy

Putney High School's Preventing Radicalisation Policy below should be read in conjunction with the school's policies on PSHE Education, British Values and Prevent Guidance, Relationships & Sex Education (RSE), Citizenship Education, Britishness, Drug Education and Spiritual, Moral, Social and Cultural Development (SMSC).

The school constitutes a safe space in which pupils 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.

In the context of national and international events arising from the radicalisation of individuals and their subsequent involvement in extremist or terrorist activity, schools have a statutory duty to be aware of and ready to respond to any signs that individuals are susceptible to radicalisation or being influenced towards supporting terrorism and forms of extremism leading to terrorism.

Extremism is defined in the Prevent strategy as the vocal or active opposition to fundamental British values. This also includes calling for the death of members of the armed forces.

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

Terrorism is 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.

The school is committed to working with others to protect people, including children, from extremist ideologies and intervene to prevent those at risk of radicalisation being drawn into terrorism or activity in support of terrorism. It does this through:

School Culture

The school promotes the spiritual, moral, and cultural development of its pupils. This includes the encouragement and exercise of free speech, and the articulation and discussion of opinions. But with rights come responsibilities. If a pupil were to express discriminatory or extremist opinions or behaviours, these would be challenged as a matter of course.

Mutual respect is central to the ethos of the school and is modelled by pupils and staff alike. The school promotes respect for others in the classroom and in all other activities. Pupils are encouraged to explore ideas and develop opinions, always understanding that disagreement does not entail loss of respect for and understanding of others' opinions. They are given the opportunity to explore and understand their place in the UK's culturally diverse society, and they are given the opportunity to experience diversity within the school community.

There is no place at the school for the promotion of partisan political views. There are occasions when it is appropriate to present pupils with different political views; in these

cases, we undertake to ensure a balanced presentation of those views. Teaching cannot involve the promotion of partisan political views. In discussing political issues, pupils are offered a balanced presentation of opposing views.

Curriculum

The school actively promotes the values of democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Its curriculum incorporates the desired learning outcomes published by the DfE (below). Pupils gain these understandings through PSHE programmes (where questions about extremism may arise), assemblies and schemes of work in relevant curriculum subjects.

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 combatting discrimination.

Safeguarding framework

Identifying and acting appropriately on any evidence that an individual is susceptible to extremism or radicalisation is part of the broader safeguarding role of the school and its staff. The GDST Safeguarding and Child Protection Policy and related safeguarding guidance on Prevent, radicalisation and violent extremism set out in detail the framework, which is supported by other policies, such as Behaviour, Anti-bullying and the ICT Acceptable Use Agreement.

With regard to preventing radicalisation, the school:

- Has undertaken a Prevent risk assessment
- Prohibits extremist speakers/events at the school; and has established clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised

- Manages access to extremist material – including through the Internet. GDST schools use screening which filters Internet traffic coming through the school. Websites with militancy and extremist content are screened through this system. In addition, the system can monitor requested internet access to radical sites by users of school systems. (Every effort is made to filter extremist sites and ensure that pupils are safe from terrorist and extremist material when accessing the Internet in school. The key word here is 'appropriate', given that pupils need to be educated in the use of the Internet, and too high a level of filtering would impede wider educational aims.)
- Trains its staff to recognise signs of radicalisation/extremism, and to know what to do; with the result that staff 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.
- Works in partnership: risk assessments and referrals are made in liaison with other local agencies. *Channel* is the multi-agency process designed to safeguard people from being drawn into extremist behaviour, and works in a similar way to existing safeguarding partnerships (see below)
- Has established referral mechanisms to identify individuals who are susceptible to extremism or radicalisation and works with local partners to develop appropriate support strategies.

The Channel Process

In the case of concerns about a pupil being at risk of radicalisation, school staff will use their professional judgement and act proportionately, which may include making a referral through the *Channel* programme.

The *Channel* process is part of the government's overall strategy of preventing radicalisation, and sets out a framework within which agencies work together to:

- identify individuals at risk of being drawn into terrorism
- assess the nature and extent of that risk
- develop the most appropriate support plan for the individuals concerned.

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It involves early intervention to protect people and divert them away from the risk they face before they become involved in criminal terrorist-related activity. The framework for referral, review and action is not intended to criminalise individuals, but to set a course to avoid precisely that.

An individual's engagement with the Channel programme is entirely voluntary at all stages.

Safeguarding children and young people from radicalisation are 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, including:

- Family tensions
- Sense of isolation
- Distance from cultural heritage
- Experience of racism or discrimination either personally or as a witness to the event
- Feeling of failure

The risk of radicalisation may be the product of a number of factors. Identifying this risk requires that we exercise professional judgement, seeking further advice as necessary. Staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

Anyone with concerns about a pupil being susceptible to radicalisation or extremism should contact the school's Designated Safeguarding Lead.

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 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
- Other local schools, local authority services, and police reports of issues affecting their students
- A pupil 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.

The Internet and social media have become a major factor in the radicalisation of young people.

The *Channel* guidance from HMG1 provides further information.

External Speaker Protocol

External agencies or speakers can enrich the experiences of our students providing them with information that helps them make decisions at different phases of their education, widening their understanding of world and global issues and providing motivational inspiration through the sharing of a speaker's experience. Our responsibility is to ensure that:

- All staff and pupils have the right to study without fear of intimidation, harassment and threatening or extremist behaviour.
- The school promotes tolerance and respect for diversity, and respect for alternative views.
- The school promotes reasoned, informed discussion of sensitive issues.
- The protocol complements the GDST Safeguarding Policy and Procedures, and other policies such as Anti-Bullying, Equal Opportunities and ICT Acceptable Use Agreements.
- Speakers are expected to abide by the principles set out by the school, i.e. avoiding:
- Gratuitously offensive or intolerant use of language
- Intentional demeaning of individuals or groups defined by ethnicity, race, religion, sexuality, gender, disability, age.

The "Prevent" statutory guidance (The Prevent Duty: Departmental advice for schools and childcare providers", DfE, June 2015) requires schools to have clear protocols for ensuring that any visiting speakers whether invited by staff or pupils, are suitable and appropriately supervised.

Policy

We will endeavour to ensure that we do not unwittingly use agencies that are inconsistent with or are in complete opposition to these values.

All visiting speakers will be subject to a risk assessment (see below) in order to ensure that we identify potential situations in which the content of a visiting speech is likely to undermine the values and aims of the school, and the policy on British Values; or if the speaker is associated with any organisation that advocates terrorism.

The risk assessment will be carried out by the nominated point of contact (member of staff responsible for the talk – the organizer). Once completed the risk assessment will be passed to the Deputy Head Pastoral for approval.

External Speaker Risk Assessment

Visiting Speaker Form

Putney Staff – please complete ALL shaded sections BEFORE sending it to your Speaker.

Visiting Speaker – please insert your date of birth and if you have any specific access requirements and sign the highlighted section on page 2. Electronic signature is fine, or sign and then return the whole scanned document to your Putney contact.

In the interests of keeping our community safe and well, we ask that visitors to the school confirm that they nor any members of their household are not currently showing any symptoms of COVID-19.

Name of Organiser and person meeting Speaker at Reception *The organiser is responsible for accompanying the speaker at all times or designating another member of staff responsible for this.*	
Name of Speaker:	
Date of Birth of Speaker:	
Please give details if you have any specific access requirements so that we can make appropriate arrangements for you in advance:	
Please bring Photo ID with you on the day	
Date of Proposed Visit and Time	
Brief overview of the content of the talk/workshop	
Who has recommended this speaker?	
Research carried out on speaker: provide web link to organisation or company	
Known political or religious affiliations	
Guest or speaker aliases	
Date Guidelines emailed to visiting speaker. *Confirmation by return email is sufficient. Keep copy.*	
Reception to sign when Photo ID has been seen	
Will this speaker require payment? **If Yes please raise a PO or provide a budget code**	

Signature of Deputy Head: **Date:**

Guidelines for Visiting Speakers

This should be issued to all visiting speakers and receipt of it confirmed.

External agencies or speakers can enrich the experiences of our students providing them with information that helps them make decisions at different phases of their education, widening their understanding of world and global issues and providing motivational inspiration through the sharing of a speaker's experience. Our responsibility is to ensure that:

- All staff and pupils have the right to study without fear of intimidation, harassment and threatening or extremist behaviour.
- The school promotes tolerance and respect for diversity, and respect for alternative views.
- The school promotes reasoned, informed discussion of sensitive issues.
- The protocol complements the GDST Safeguarding Policy and Procedures, and other policies such as Anti-Bullying, Equal Opportunities and ICT Acceptable Use Agreements.
- Speakers are expected to abide by the principles set out by the school, i.e. avoiding:
- Gratuitously offensive or intolerant use of language
- Intentional demeaning of individuals or groups defined by ethnicity, race, religion, sexuality, gender, disability, age.

The "Prevent" statutory guidance (The Prevent Duty: Departmental advice for schools and childcare providers", DfE, June 2015) requires schools to have clear protocols for ensuring that any visiting speakers whether invited by staff or pupils, are suitable and appropriately supervised.

As per the "Prevent" guidance, visiting speakers are required to agree to the following terms and conditions:

- The presentation must not incite hatred, violence, or call for the breaking of the law.
- The visiting speaker is not permitted to encourage, glorify or promote any acts of terrorism, including individuals, groups or organisations that support such acts.
- The visiting speaker must not spread hatred and intolerance of any minority group/s in the community.
- The visiting speaker must seek to avoid insulting other faiths or groups, within a framework of positive debate and challenge.
- Visiting speakers are not permitted to raise or gather funds for any external organisation of cause without express permission from the Deputy Head Pastoral.
- School staff have the right and responsibility to interrupt and/or stop the presentation for any violation of this agreement.

Please sign below to confirm that you agree to the 'Guidelines for Visiting Speakers'.

Signature: Date:

The Prevent strategy is supported at Putney High School in the following ways:

The Prevent Strategy Action Plan

Below are the steps that Putney High School has taken to comply with the Prevent Strategy.

a. **Raising Awareness of the issue of radicalisation with staff and the governing body** so that those who work with young people at Putney High School appreciate that they are a front line strategy, and act accordingly. All Staff will receive appropriate training to give them confidence to identify children at risk and so that they know where to go for further support. Training for new staff will be given in conjunction with usual safeguarding training.

b. **Raising student awareness through the curriculum.** This will be addressed both discreetly within certain curriculum areas where a clear understanding of history / religion / tradition promotes an appropriate understanding of the origins of movements such as Nazism and promoting an understanding of world religions based on peaceful messages and intent. In addition, awareness will be raised explicitly within the School's Lifeskills Programme.

- Fundamental British Values have been embedded with the life-skills programme.
- Units of work have been augmented to ensure the following topics are embedded within the PSHE programme:
    - Internet and Digital Awareness
    - Stereotyping and the Media
    - Fake News
    - Critical Consumption of Online Information
    - Extremism

Progress: Complete. See Curriculum Map.

c. **Creating an inclusive school**, which appreciates the importance of SMSC (Spiritual, Moral, Social and Cultural) and delivers it though a shared curriculum for all, encouraging full participation in a broad and balanced curriculum, including the Pastoral curriculum, which celebrates the diversity of the school community and aims to make students feel valued and included.

Progress: Complete.

d. **Responding to concerns**. concerns raised by staff or other students are investigated as Safeguarding issues according to the school safeguarding protocol and policy. As such the Safeguarding Officer now assumes the additional responsibilities for Prevent and acts as a single point of contact. The school will maintain records of any concerns raised and action taken in line with existing safeguarding procedures.

Progress: Complete.

e. **Robust Safeguarding protocols and procedures**. Putney High School is fully committed to safeguarding and promoting the welfare of all its students. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. Channel assesses vulnerability using a consistently applied vulnerability framework built around three dimensions. The three dimensions are:

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

Therefore, as part of wider safeguarding responsibilities staff will be alert to and report using the following Safeguarding protocol:

i. 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

ii. Graffiti symbols, writing or artwork promoting extremist messages or images

iii. Students accessing extremist material online, including through social networking sites

iv. Parental reports of changes in behaviour, friendship or actions and requests for assistance

v. Other local schools, local authority services, and police reports of issues affecting their students

vi. Learners voicing opinions drawn from extremist ideologies and narratives

vii. Use of extremist or 'hate' terms to exclude others or incite violence

viii. Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, sexuality, race, colour or culture

ix. Attempts to impose extremist views or practices on others

x. Anti-Western or Anti-British views

f. Clear channels of communication for passing on concerns. Any concerns should be referred to the school safeguarding officer.

They will then act in the following way:

- Is somebody at immediate risk of harm?
- Call 999
- Do you suspect that somebody may pose a risk to national or international security?
- Call 999 if the threat is immediate, otherwise, call the confidential anti-terrorist hotline: 0800 789 321
- Do you suspect that somebody in Wandsworth is at risk of radicalisation?
- Radicalisation is a **safeguarding** matter. Speak to the school's safeguarding lead. They will refer the case to the Multi-Agency Safeguarding Hub (MASH). MASH will then initiate the Wandsworth Prevent procedure (called 'Channel') which Putney High School supports and recognises that concerns passed on to them will be dealt with appropriately.
- Report a concern about a child - Wandsworth Borough Council -
- Prevent counter-terrorism - Wandsworth Borough Council
- MASH team – 020 8871 6622 (outside normal hours (after 5pm weekdays or on weekends): 020 8871 6000
- The Wandsworth Prevent Co-ordinator is Nick Gray – 020 8247 8277

g. Internet monitoring. Putney High School uses Websense screening which applies pre-defined rules to screen and filter all internet traffic coming through the school's networks. Websites with radicalised content are filtered out through this system. In addition, Websense monitors all requests to external websites from within the school's network, including access to radical sites. Students found wanting to access sites with radicalised content will be referred through the Wandsworth Prevent referral process to Channel.

h. Use of External Agencies and Speakers

See protocol above.

Related Policies

- Britishness
- British Values and Prevent Guidance
- Citizenship Education
- Drug Education
- PSHE Education
- Relationships & Sex Education (RSE)
- Spiritual, Moral, Social and Cultural Development (SMSC)