



THOMSON HOUSE SCHOOL

# Thomson House School

## Preventing Extremism and Radicalisation Policy

Agreed by: Governor's Education Committee

Date: October 2022

Review Cycle: Annual

Next Review Date: October 2023

All the Thomson House School policies should be read in conjunction with the Equality Policy.

If you require a copy of this document in large print, Braille or audio format, please contact the School Business Manager

## Introduction

Thomson House School is committed to providing a secure environment for pupils, where children feel safe and are safe. All adults at Thomson House 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.

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on certain bodies ("specified authorities" listed in Schedule 6 to the Act), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". Therefore, all schools have a legal duty to "have due regard to prevent people from being drawn into terrorism". This legal duty is called the 'Prevent Duty'. This policy has followed guidance for schools from the DfE ([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)), guidance given by 'Keeping Children Safe In Education 2022' and 'Working Together to Safeguard Children 2018'. It complies with the [Counter-Terrorism and Security Act 2015](#) and accompanying [statutory guidance for public bodies](#).

In adhering to this policy, and the procedures therein, staff and visitors will contribute to Thomson House School's delivery of the outcomes to all children, as set out in section 10 (2) of the Children Act 2004. This Preventing Extremism and Radicalisation 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.

## School Ethos and Practice

When operating this policy Thomson House 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.

Therefore, at Thomson House School all pupils will receive our broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and to ensure that they thrive, feel valued and are not marginalized.

Furthermore, at Thomson House School we are aware that children and 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 Policy for pupils and Code of Conduct for staff.

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

- Disclosures by pupils of their exposure to 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 artwork 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
- Children disclosing information about terrorism and/or terrorists' actions. The current UK definition of 'terrorism' is given in the Terrorism Act 2000 (TACT 2000). 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.
- Teachers will risk assess any children who are deemed vulnerable to radicalisation and will refer to the Channel programme, if appropriate. Further statutory guidance on Channel is available at: [Channel guidance](#). Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups (Revised Prevent duty guidance: for England and Wales, April 2021)

Our school will closely follow any locally agreed procedure as set out by the Local Authority and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

## **Teaching Approaches and the THS Curriculum**

We will 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 through delivery of our broad and balanced curriculum, via PSHE / PSED (in EYFS) / other subjects, and good teaching. Assemblies, circle time, school rules, wider opportunities – tolerance and respect for others are amongst our core values.

We will ensure that all 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 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, to address specific issues to become even more relevant to the current issues of extremism and radicalisation.

We will do this by:

- Making a connection with young people through good teaching and a pupil-centered approach.
- Facilitating a 'safe space' for dialogue.
- Facilitating an anonymous vehicle for children to disclose their concerns and highlight worries.
- 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 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:

- Personal, Social, Health Education
- Social, Moral, Spiritual and Cultural Education
- Open discussion and debate
- Work on anti-bullying, anti-violence, respect, tolerance and understanding, and a restorative approach to discipline
- Promotion of children's 'voice'
- Fundamental British Values woven throughout the curriculum

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 (Achieving for Children) and other partnerships who are working to prevent extremism.

At Thomson House 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 differences, especially those of a minority 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.

### **Child-centred Approach**

At Thomson House School, we will assess the risk to our children of them being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This risk assessment will be based on an understanding of the potential risk in the local area.

The Risk Assessment will be completed annually, in line with our knowledge of our families and the local community. It will be shared with the key stakeholders and our external partners – KRCSF and AfC. Children at risk will be identified and other agencies (such as Channel / Social Services) will be made aware.

Thomson House School also has robust safeguarding policies which help protect all children from being drawn into terrorism.

See Appendix 1 for the risk assessment

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

At Thomson House 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.

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 opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly relate to the school's 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.

Therefore, by delivering a broad and balanced curriculum, augmented using 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. (See THS Whistle Blowing Policy).

### **Child Protection**

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

Staff at Thomson House 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 Thomson House 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) or Deputy DSLs.

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

The Designated Safeguarding Lead is: Mrs Jackie Sanders

The Deputy Designated Safeguarding Lead is: Amanda Letch

The Designated Safeguarding Lead works in line with the responsibilities as set out at in the DfE Guidance 'Keeping Children Safe in Education, 2022'.

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.

### **Training**

Whole school in-service training on Safeguarding and Child Protection is organised for staff and governors annually and will comply with the prevailing arrangements agreed by the Local Authority. This will include training on the Prevention of Extremism and Radicalisation and its safeguarding implications.

The Designated Safeguarding Lead will attend training courses as necessary and the appropriate inter-agency training organised by the KRCS 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 to unduly influence our school's 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.

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.

## **Role of Governing Board at Thomson House School**

The Governing Board 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 Board will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2022' the governing board will challenge the school's senior leadership team on the delivery of this policy and monitor its effectiveness.

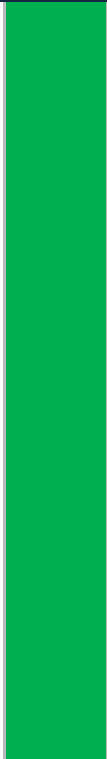
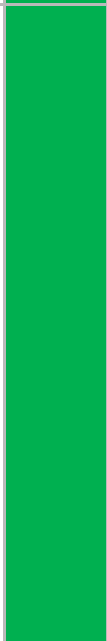
Governors will review this policy regularly and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

## **Review**

This policy was ratified by the Education Committee in October 2022.

It is due for review in October 2023.

## Appendix 1 – THOMSON HOUSE SCHOOL RISK ASSESSMENT

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	OWNER	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
<p>The values and ethos of the school are unsuitable for promoting resilience against extremist ideologies and promoting British values</p>	<p>Pupils, staff and governors</p>	<p>The school values clearly set out across all our communications and, alongside our commitment to British values, they underpin the THS curriculum.</p> <ul style="list-style-type: none"> <li>• Ethos and Values are displayed on our THS website</li> <li>• Values are addressed in assemblies</li> <li>• Values are displayed in every classroom and around the school</li> <li>• The THS ethos includes a commitment to tolerance, diversity and mutual respect</li> </ul>	<p>AL</p>		
<p>Leaders are unaware of their responsibilities under the Prevent duty, and of the context of the school relating to the risk of extremism</p>	<p>Pupils and staff</p>	<p>School leaders are aware of their duty to prevent pupils being drawn into terrorism, and make sure all staff know the same.</p> <p>School leaders stay up to date with local developments and risks.</p> <p>The school is in regular communication with local police and is part of the Channel initiative.</p> <p>Staff training is annual on the Prevent Duty</p>	<p>AL / JS</p>		<p>Refresh the staff team annually on their responsibilities under the <a href="#">Prevent duty</a>.</p>



HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
School staff are unaware of their responsibilities under the Prevent duty, and the need to promote British values	Pupils and staff	<p>All staff have read, understood and signed our child protection policy and part 1 of Keeping Children Safe in Education 2022.</p> <p>All staff have Prevent training in the Autumn term</p> <p>Staff members are aware that they can go to the DSL or Deputy DSL for advice, support, and to escalate concerns.</p>	JS		<p>Update the THS CP and Safeguarding Policy, THS Whistle-Blowing Policy and THS Prevent Policy annually.</p> <p>Regular checks against curriculum compliance when doing lesson observations re FBV.</p>
Governors cannot carry out their role to monitor the school's Prevent strategy effectively	Pupils and staff	<p>All governors have read our child protection policy and Keeping Children Safe in Education 2022.</p> <p>THS link safeguarding governor (and Deputy) oversee compliance with the Prevent duty. Both Governors are trained annually in all safeguarding requirements.</p>			Regular annual training updates for the FGB.
Staff do not support the school's values and ethos, or they support and promote extremist ideas	Pupils and staff	<p>THS undertakes a safer recruitment process which reflects the school's values and promotes good safeguarding practice (including online searches).</p> <p>School values and commitment to safeguarding are included in job advertisements; job descriptions and interview questions</p> <p>Safer recruitment procedures are followed, and all staff involved in recruitment have safer recruitment training</p>			Review the THS Safer Recruitment Policy and the THS Single Central Record and Vetting Procedures.

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
Staff do not feel comfortable or capable working with external agencies and sharing concerns about extremism externally	Pupils and staff	<p>We work and communicate with local safeguarding partners and other relevant agencies regarding concerns about extremism.</p> <p>The DSL is aware of the process to contact other agencies and expedite concerns about extremism.</p> <p>Records of referrals are kept on CPOMS, and referrals are followed up appropriately.</p>			
Pupils are exposed to extremist ideologies by visiting speakers	Pupils	<p>DBS checks are undertaken for all visiting speakers. If no DBS, visitors wear an easily identifiable orange lanyard and are never left alone with pupils</p> <p>The materials that visiting speakers deliver are discussed and approved prior to their visit</p>			
The school site is used to host events which support extremist ideologies or promote hatred	Pupils and staff	<p>All hiring and lettings agreements state that the school site will not be hired to groups who support extremist ideologies or promote hatred.</p> <p>All groups / individuals who rent school premises have the THS CP Protection Policy to read and it is made clear to them that compliance is expected.</p>			

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERS ON RESP ONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
The curriculum teaches damaging material or fails to challenge extremist ideologies and promote British values	Pupils	<p>Opportunities to promote British values are clearly identified within all curriculum areas.</p> <p>Use of PSHE or RSE lessons for sensitive and supportive discussions on radical issues and extreme ideologies.</p>			Review our current practices for <a href="#">promoting British values</a> and consider where we could do more to embed these values into our curriculum.
A culture of inequality or abuse is allowed to grow, enabling extremist ideology and hate to develop	Pupils, staff, governors and parents	<p>Our behaviour policy clearly sets out that hateful behaviour is not tolerated. Our school value of kindness is paramount</p> <p>Staff know how to respond to witnessing harassment and abusive behaviour – they are trained regularly in behaviour management techniques.</p> <p>Pupils are encouraged to challenge harassment or abusive behaviour among their peers.</p>			
British values are not promoted outside of the classroom	Pupils and staff	<p>Pupils participate in democracy through school council and student leadership elections</p> <p>Assemblies promoting diversity, human rights, and respect</p> <p>Celebrations from multiple religions and cultures are celebrated around the school</p>			

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERS ON RESP ONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
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<p>Pupils use the school network or school hardware to access extremist material</p>	<p>Pupils</p>	<p>Our online safety/IT/child protection policy makes reference to the risks of online extremist material.</p> <p>Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable.</p> <p>The school IT network has appropriate filters to block sites deemed inappropriate or unsafe</p> <p>School email accounts are monitored by IT staff</p>			<p>Review Online Safety Policy; AUPs; and Staff Code of Conduct annually.</p>
<p>Pupils access extremist material on their own devices or on social media, or are specifically targeted for online radicalisation</p>	<p>Pupils</p>	<p>The ICT curriculum includes teaching pupils how to stay safe online.</p> <p>Parents are provided with support on how to help their children access the internet safely and spot the signs of online radicalisation regularly via the school's newsletter and THS App.</p>			<p>Share <a href="#">online safety factsheets</a> with parents to help them support their children</p>
<p>Non-approved visitors access the school site to spread extremist ideology</p>	<p>Pupils and staff</p>	<p>All visitors to the school must be signed in at reception and wear ID badges</p> <p>DBS are checked; if no DBS then visitors are required to wear orange lanyards and be always accompanied around the school site by a member of staff</p>			<p>Regularly review <a href="#">visitor safeguarding protocols</a>.</p>