

William Edwards School

Preventing Extremism and Radicalisation Policy

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1. Statement of Intent

William Edwards School believes and actively supports the view that all pupils should be protected from radicalisation and extremism. The school's Prevent Duty Lead is Ms Wood, the Designated Safeguarding Lead.

The Prevent Duty lead has two specific strategic objectives when safeguarding our pupils against radicalisation, extremism and any actions or beliefs that are contrary to British Values and our school ethos:

1. Respond to the ideological challenge of terrorism and the threat we face from those who promote it;

2. Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support.

2. Introduction

William Edwards School is committed to providing a secure and safe environment for all students. All staff at William Edwards are advised that safeguarding is everyone's responsibility irrespective of their role in school, including those not directly employed by the school.

In adhering to this policy and the procedures within, all staff will contribute to our commitment to protect children from harm, as set out in Keeping Children Safe in Education 2026 and the Children's Act 2004. This Preventing Extremism and Radicalisation Policy is one element of our overall school safeguarding arrangements to promote the welfare and safeguard all of our pupils in line with our statutory duties set out in the Education Act 2002.

Our school's Preventing Extremism and Radicalisation Policy draws guidance from The Prevent Duty 2015, Keeping Children Safe in Education 2026, Education Act 2002, Children's Act 2004, The Counter-Terrorism and Security Act 2015 and Working Together to Safeguard Children 2026. It aligns with the WES Safeguarding & Child Protection Policy 2026, and includes a response to 'Martyn's Law' in respect of the guidance to schools.

The Counter-Terrorism and Security Act 2015 places a duty on schools, colleges and other specified authorities, to have due regard to the need to prevent people from being drawn into terrorism ("The Prevent Duty").

The Counter-Terrorism and Security Act 2015 will also place duty on local authorities to ensure *Channel* panels are in place. The panel must include the local authority, local police and a variety of external partners such as, children's services, social services and educational professionals. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained and arrange support to be provided to those individuals.

3. School Ethos

When operating this policy William Edwards use the following accepted Governmental definition of extremism:

"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".

There is no place for extremist views of any kind at William Edwards, whether these may be from internal sources (students, staff and governors) or external sources (local community, external agencies or individuals). William Edwards is a safe space for all students to explore issues safely and our staff help facilitate this.

4. Risk Assessment

The Prevent Duty 2015, outlines that all schools and childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

The general risks affecting children and young people may vary from area to area, and according to their age. Schools and childcare providers are in an important position to identify risks within a given local context. It is important that schools and childcare providers understand these risks so that they can respond in an appropriate and proportionate way. At the same time educational settings should be aware of the increased risk of online radicalisation, as terrorist organisations seek to radicalise young people through the use of social media and the internet.

As such, in accordance to the guidance, William Edwards perform an annual Prevent risk assessment (Appendix 1), in order to assess and minimise the risk for our young people.

5. Use of IT

The statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools. More generally, schools have an important role to play in equipping children and young people to stay safe online, both in school and outside.

William Edwards has a robust filtering and monitoring system in place, alerting the DSL and DDSL to any harmful or abusive searches conducted on school site. Our PSHE and tutorial programme also teach our young people about 'Online Safety' and the risks associated with online exploitation. As with all online risks, our staff are trained in being aware of the risks posed by the online activity of extremist and terrorist groups, and staff receive updates about emerging risks as they become apparent. Parents also receive updated information via the Safeguarding Newsletter whenever new risks emerge.

6. Best Practice

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.

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, we aim to deliver a broad and balanced PSHE/RSE/SMSC & British Values curriculum so that our students are enriched, understand and become tolerant of difference and diversity. This also ensures that they thrive, feel valued and not marginalised. They learn how to keep themselves safe and where to go to get help if they need it (in school and in the community).

Any prejudice, discriminative or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our behaviour policy for students, and code of conduct for staff.

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

- Disclosures of exposure to extremist actions, views or materials
- Graffiti symbols, writing or artwork, promoting extremist messages or images
- Students accessing extremist online material

Also, parent or staff reports of:

- Becoming increasingly argumentative
- Refusing to listen to different points of view
- Intolerant of difference of views based on, but not exclusive to, gender, disability, homophobia, race or culture
- Embracing conspiracy theories
- Feeling persecuted
- Changing friends and appearance
- Distancing themselves from old friends
- Converting to a new religion
- Being secretive and reluctant to discuss their whereabouts
- Sympathetic to extremist ideologies and groups

7. Teaching Approach

As a school, we will strive to eradicate myths and misrepresentations that can lead to some young people becoming alienated and disempowered, especially where limited experience and a narrow approach can make it more difficult for them to challenge these radical ideals.

At William Edwards, this is achieved primarily through our PSHE and tutorial curriculum and adopting methods from the DfE guidance "Teaching approaches that help build resilience to extremism among young people".

At William Edwards, we are always flexible with our teaching approaches and as needed, we adapt our learning to address specific issues that maybe become more prevalent or current based on national and local guidance. Our approach to extremism and radicalisation is no different. We do this in the following ways:

- Making a connection through good design and a young-person centred approach;
- Facilitating a safe space for dialogue and positive interaction;
- Equipping young people with appropriate capabilities - skills, knowledge, understanding and awareness.

8. Use of External Agencies and Speakers

At William Edwards, we encourage the use of external agencies or speakers to enrich the experiences of our students; however, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.

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

- Any messages communicated to students support fundamental British Values and our school values;
- Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals;
- Any messages communicated to students 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.

We do however, recognise that the ethos of our school is to encourage students to understand opposing views and ideologies and be able to actively engage with them in informed debate and we may use external speakers to facilitate and support this.

9. Whistle Blowing

Where there are concerns of extremism or radicalisation of staff, staff will be encouraged to follow our internal systems to whistleblow and highlight any concerns in confidence.

Call - 0800 028 0285 Email – help@nspcc.org.uk

10. Safeguarding

Should any staff have any concerns of this nature, they will follow the school's safeguarding procedures, complete a concern log via CPOMs, and report this directly to the DSL/DDSL.

The DSL and designated Prevent Lead or DDSL will follow the school's Prevent flowchart (Appendix 1) and if deemed appropriate, will complete a Prevent referral and send this to prevent@essexpolice.uk . At this point, the DSL will also liaise with other external agencies such as MASH and children's services.

Whilst all staff at William Edwards will be alert to signs of extremism and radicalisation, they are also aware that these behaviours in some cases can be indicators that a child may be at direct risk of harm or neglect. Therefore, any adult working at William Edwards (including visiting staff, volunteers or student placements) are required to report any instances where they believe a child may be at risk of harm or neglect, immediately to the Designated safeguarding Lead or Deputy as outlined in the WES Safeguarding & Child Protection Policy.

11. Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to William Edwards pays full regard to following the safer recruitment, selection and pre employment vetting procedures as outlined in part 3 of KCSiE and therefore follows best practice, including, but not limited to;

Maintaining a single central record which demonstrates the relevant vetting checks required including : a barred list check, DBS check at the correct level (including for volunteers), identity, qualifications, social media check (post 2022), prohibition order and right to work in the UK.

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.

The school will ensure that all recruitment panels include at least one person that has undertaken safer recruitment training.

For individuals who have lived or worked outside the UK, in addition to the same checks as all other staff, the school will complete any checks required to satisfy themselves that the individual is suitable to work with children. This may include obtaining a letter from the professional regulatory authority in the country (countries) in which the candidate has worked confirming that they have not imposed any sanctions or restrictions, and/or that they are aware of any reason why they are unsuitable to teach where possible.

The school will ensure that written risk assessments are undertaken in situations where information provided on DBS certificates necessitates so.

The school expects any member of staff who is residing in school house to understand that the safeguarding and child protection policy and protocols also relate to that accommodation. The school will require any partners living in the property to be subject to safeguarding checks.

By adhering to the safer recruitment best practice techniques and ensuring that there is an on-going culture of vigilance within our school community, we minimise the opportunities for extremist views to prevail.

12. What to do if you have a concern

If a member of staff in a school has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding

lead. In Prevent priority areas, the local authority will have a Prevent lead who can also provide support.

You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gov.uk . Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

13.Appendices

Appendix 1

LEADERSHIP – structures are in place and visible throughout school			
Indicator	Evidence	Risk Rating	Action Required
The SLT and Governors are aware of the PREVENT Strategy and its objectives			
There is an Identified PREVENT Lead within the school who understands expectations and key priorities to deliver the PREVENT Duty			
Supporting young people vulnerable to radicalisation is embedded within the Safeguarding Policy and/or a separate PREVENT Policy			
The PREVENT Lead considers the policies and procedures of the local safeguarding partners - LCSP			
There is a clear awareness of role and responsibilities throughout the organisation regarding PREVENT			
SLT, Governors and Trust Leaders promote British Values throughout their work			
The PREVENT Lead has completed/ used the DfE self-assessment tool to review how well embedded their existing policies and practices are			
The SEF and School/Academy Development Plan notes the status and plans for PREVENT			
TRAINING – staff and governors are adequately trained on PREVENT Duty1			
Indicator	Evidence	Risk Rating	Action Required
A training plan is in place to raise awareness of PREVENT so that all staff and governors understand the risk of radicalisation and extremism, and how to recognise and refer children who might be vulnerable			
The strategic lead for PREVENT has access to additional training to help them to fulfil their role			
All staff have completed discrete PREVENT training			

Appropriate guidance and literature are available for staff regarding the PREVENT duty			
PRACTICE AND PROCEDURE – risks around radicalisation and extremism are understood and appropriate referral processes are in place			
Indicator	Evidence	Risk Rating	Action Required
All staff show an understanding of risks that may affect children and how to support individual children who may be at risk.			
Staff, students, and parents are aware of who the PREVENT Lead is.			
The PREVENT Lead understands when it is appropriate to make a referral for a child, young person, adult learner or for a member of staff			
Individual safety plans (risk assessments) are in place for pupils identified at risk by the PREVENT Lead			
The PREVENT Lead manages referrals for which there is an audit trail.			
A process is in place for "lessons learnt"			
British Values are effectively promoted through the PSHE curriculum and other opportunities e.g., assemblies			
Pupils have 'safe spaces' where controversial topics may be discussed; providing a chance for them to share their views and understand the views of others			
There are adequate arrangements in place to provide relevant pastoral care to support diversity e.g., prayer room etc.			
Special provision is in place to support conversations with children, young people or adult learners who: ● have communication difficulties ● are too young ● are unable to communicate ● cannot or will not explain			
ICT facilities and policy are supportive of the PREVENT duty e.g., systems have adequate filtering and monitoring			

WORKING IN PARTNERSHIP			
Indicator	Evidence	Risk Rating	Action Required
Links with partner agencies have been developed and are effective			
There is a clear escalation policy about the appropriate time to call the police			
Effective links established with Children's Service e.g. Early Help for support where risk has been identified as radicalisation and extremism			
External speakers are quality assured to ensure that they promote British Values.			
The protocols for booking and supervising visiting speakers is outlined in the Safeguarding Policy and/or other associated policy			

Appendix 2

Prevent Flowchart

