



The Complete Works Policies

Preventing Extremism and Radicalisation Policy (and Counter Terrorism Strategy)

Updated January 2020

Appendix 1 - Project Griffin Counter Terrorism Strategy

The Complete Works (TCW) is committed to providing a secure environment for students, where young people feel safe and are kept safe. All adults at TCW Independent School recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for young people or not. In adhering to this policy and subsequent procedures, staff and visitors will contribute to TCW's delivery of the outcomes to all young people, as set out in s10 (2) of the Children's Act 2004. ¹:

This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Young people in line with our statutory duties set out at s175 of the Education Act 2002 (s157 of the Education Act 2002).

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, 2019"; and specifically DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", the "Counter-Terrorism and Security act 2015", DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and Peter Clarke's Report of July 2014.

¹: 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.

School Ethos and Practice

When operating this policy, TCW 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'. (Revised Prevent Duty Guidance for England and Wales (originally issued on 12th March 2015 and revised on 16th July 2015, paragraph 7)

Extremist views are challenged at our school, whether from internal sources – students, staff or trustees, or external sources - school community, external agencies or

individuals. Our students 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 young people 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 students. We understand that 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 TCW we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized. Furthermore at TCW 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 students 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 students or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Conduct Policy for students and the for staff the Disciplinary Policy, Code of Conduct and Grievance Policies. Where misconduct by a teacher is proven, the matter will be dealt with through the school's disciplinary procedures.

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

- 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, especially where students have not actively sought these out.
- 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.
- Partner schools, local authority services, and police reports of issues affecting students in other schools or settings.
- Issues that have surrounded “Prevent”
- Students 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, sexual orientation, 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 our commissioning bodies (e.g. Tower Hamlets, Hackney, Lewisham, Haringey and Southwark Authorities and schools) and in line with their agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation, such as 'Prevent'.

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 young people may experience elsewhere could 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 our teaching approaches will enable students to build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills.

We will ensure that all staff are equipped and appropriately trained to recognise extremism and are skilled and confident enough to challenge it. We will be flexible enough to adapt our teaching approaches, to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.

Our approach will be to:

- Make a connection with young people through good teaching and a student centred approach.
- Facilitate a 'safe space' for dialogue.
- Equip our students with the appropriate skills, knowledge, understanding and awareness for resilience.

This approach will be embedded within the ethos of our school so that students 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 students as defined in OfSTED's School Inspection Handbook and will include the sound use of group discussions (such as Reflection Time) to help further promote the rounded development of our students.

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
- Focused 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 student's experiences and horizons. We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will ensure that this student is offered support. In such instances our school will also seek external support from the Local Authority and/or local partnership structures working to prevent extremism such as the government programme "Prevent".

At TCW we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs in line with the school's British Values Policy. We will teach and encourage students to respect one another and to respect and tolerate differences, especially those of a different faith or no faith. It is our fundamental responsibility to keep our students safe and prepare them for life in modern multicultural Britain and globally.

Use of External Agencies and Speakers

At TCW, 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 students. Such vetting will 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 students. Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals.
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies.

- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of students.
- Activities are carefully evaluated by schools to ensure that they are effective.

We recognise that the ethos of our school is to encourage students 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 students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

Whistle Blowing

Where there are concerns of extremism or radicalisation, students and staff will be expected to treat this as a safeguarding concern and pass it on to the Designated Safeguarding Lead (DSL).

Staff at TCW will be alert to the fact that whilst extremism and radicalisation is broadly a safeguarding issue there may be some instances where a young person may be at direct risk of harm or neglect. For example; this could be due to a student 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 student's family that may equally place a student at risk of harm. (These examples are for illustration and are not definitive or exhaustive). Therefore all adults working at TCW (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 DSL or Headteacher.

The DSL works in line with the responsibilities as set out in the DfE guidance 'Keeping Children Safe in Education 2019'. The DSL is the focus person and local 'expert' for school staff, and others, who may have concerns about an individual student's safety or well-being and is the first point of contact for external agencies. In line with Recommendation 2 of Peter Clarke's Report; In TCW, 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 every year and will include training on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Lead and the safeguarding team (Trustee with safeguarding responsibility, Assistant Head with safeguarding responsibility, Headteacher and Deputy DSL and PA to DSL) will attend training courses as necessary which will include training on extremism and radicalisation and its safeguarding implications.

Recruitment

Every new teacher employed with TCW will attend a 5 week induction training which covers safeguarding and the TCW policies and procedures to safeguard our students.

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow the 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 school's character and ethos. We are aware that such persons seek to limit the opportunities for our students 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.

The Role of the Board of Trustees

The Schools Board of Trustees will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Trustees, including their statutory safeguarding duties. The Board of Trustees 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, 2019' the Board of Trustees will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness. Trustees will review this policy regularly and will amend and adopt it 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. This policy was considered and adopted by the Board of Trustees in line with their overall duty to safeguard and promote the welfare of young people as set out in the DfE guidance 'Keeping Children Safe in Education 2019'

Parents will be issued with a hard copy of this policy on request. The Headteacher will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy as their overall duty to safeguard TCW students.

Appendix 1

Project Griffin- counter terrorism strategy

CONTEST (counter-terrorism strategy). Aims to help the public think about ways to protect ourselves, others and to identify risks / how to act.

Prevent- early intervention, TCW Schools and other public services

Pursue- Police, stop terrorist attacks

Protect- Strengthen protection against a terrorist attack- MI5

Prepare- Mitigate impact of terrorist attack- Training, communication

Terrorism

International

Lone actors

Northern Ireland acts of terrorism

Domestic Extremism

Extreme left wing

Animal rights

Environmental

Anti-war

Extreme right wing

UK is currently at SUBSTANTIAL level for terrorism

GB is Currently at SEVERE level for Northern Ireland terrorist threat

As a school, we need to be thinking about possible threats and how we can identify, reduce and act upon these if something was to occur. We hold a responsibility to recognise suspicious behaviour (safeguarding) and collect information to communicate to the relevant professionals/999.

Safeguarding concerns at our Centres:

Bladed weapon

Firearm

Gang affiliation

Propaganda

Religious building (Salmon centre)

What to do if a suspicious item is found on a campus / outside a campus:

Use the 4C's-

Confirm-

- Question what it could be, don't touch, don't take photos, don't call on a mobile phone, don't touch light switches around the area. Phones and switches can detonate a bomb.

Clear-

- Vacate the area.
- Ensure others leave, communicate concerns and get people as far away as possible.
- Do not stand near glass or parked vehicles and find something solid to hide behind for protection.
- Cordon off area.
- Be aware of potential secondary devices.

Communicate-

- Call police when at least 150m away from the item.

Control-

- Ensure nobody has access to the item.
- Speak to police that arrive and limit the amount of people around.

What to do if there's a bomb threat, firearm or weapon attack- RUN, HIDE, TELL

<https://www.gov.uk/government/publications/stay-safe-film>

RUN

- Escape if you can
- Consider the safest options
- Is there a safe route? RUN if not HIDE
- Can you get there without exposing yourself to greater danger?
- Insist others leave with you
- Leave belongings behind

HIDE

- If you cannot RUN, HIDE
- Find cover from gunfire
- If you can see the attacker, they may be able to see you
- Cover from view does not mean you are safe, bullets go through glass, brick, wood and metal
- Find cover from gunfire e.g. substantial brickwork / heavy reinforced walls
- Be aware of your exits
- Try not to get trapped
- Be quiet, silence your phone and turn off vibrate
- Lock / barricade yourself in
- Move away from the door

TELL

Call 999 - What do the police need to know? If you cannot speak or make a noise listen to the instructions given to you by the call taker

- Location - Where are the suspects?
- Direction - Where did you last see the suspects?
- Descriptions – Describe the attacker, numbers, features, clothing, weapons etc.
- Further information – Casualties, type of injury, building information, entrances, exits, hostages etc.
- Stop other people entering the building if it is safe to do so

ARMED POLICE RESPONSE

- Follow officer's instructions
- Remain calm
- Can you move to a safer area?
- Avoid sudden movements that may be considered a threat
- Keep your hands in view

OFFICERS MAY

- Point guns at you
- Treat you firmly
- Question you
- Be unable to distinguish you from the attacker
- Officers will evacuate you when it is safe to do so