St Leonard's CE (A) First School Preventing Radicalisation Policy

Respect Love Endeavour Curiosity

'Let your light shine before others so that they may see your good works and give glory to your Father who is in heaven.'

Matthew 5:16

Adopted by the Governing Board:
March 2023
Date for review: March 2024

Date of last policy reviewed	Changes made
May 2017	Additions: Respect as a school core value and the new school logo.
May 2018	Dates changed.
May 2019	Dates changed. Added to the role of the Headteacher: • Staff training with regard to Prevent is current.
January 2022	Updated statutory documents added. Myconcern portal for reporting added. Dates changed.
March 2023	Name of Prevent Governor changed. Section on How children, young people and adult learners become vulnerable to radicalisation added. Updates on: Children's vulnerabilities Banned Terrorist Groups Mixed, unclear and unstable cases Local partners to work with How children, young people and adult learners become vulnerable to radicalisation Managing Risk of Radicalisation in school Reporting of adult extremist concerns

St. Leonard's CE (A) First School

1.Background

Our preventing radicalisation policy is part of our commitment to keeping children safe. Since the Education and Inspections Act 2005 schools have a duty to promote community cohesion. Over the last few years global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised.

In March 2015 statutory duties were placed onto schools by the Counter

Terrorism and Security Act 2015 which means we must work to prevent children being drawn into extremism. Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is just one of them. 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.

St Leonard's recognises the Government concerns that the UK continues to face a threat from terrorism. One security concern is the potential for British Citizens and residents to become radicalised and commit acts of violence or terrorism.

2.Ethos

St Leonard's is committed to providing a secure environment for pupils, where they feel safe and are kept safe. All adults at St Leonard's recognise that safeguarding is everyone's responsibility.   At St. Leonard's CE (A) First School we ensure that through our school vision, values, rules, diverse curriculum and teaching that we promote tolerance and respect for all cultures, faiths and lifestyles. Respect is one of our four core Christian values.   The governing board also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there is effective risk assessment in place to safeguard and promote our pupils welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe.

A child, young person or adult learner may be vulnerable in certain ways that could make them more susceptible to a range of harms. These could include sexual exploitation, extremism and radicalisation, or serious violence.

Pupils who attend our school have the right to learn in safety. Our school is a safe place where pupils can explore controversial issues safely and where our teachers encourage and facilitate this. 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. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

3. Statutory duties

The duty to prevent children and young people being radicalised is set out in the following documents: -

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2022)
- Prevent Duty Guidance (2021)
- Working together to Safeguard Children (2020)
- The prevent Duty: An introduction for those with Safeguarding duties (Oct 2022).

Non-statutory guidance

- Promoting fundamental British Values as part of SMSC **(Spiritual, Moral, Social and Cultural)** in schools; Departmental advice for maintained schools, (DfE 2014)

Related Policies

- Safeguarding Policy
- Online Safety Policy
- Restorative Behaviour Policy
- Staff Code of Conduct
- Equality and diversity Policy
- Whistle-blowing Policy
- RE Policy
- PSHCE and RSE Policy
- Teaching and Learning Policy

4. Definitions

Extremism is defined in the 2011 Prevent strategy as 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. We also include in our definition of extremism, calls for the death of members of our armed forces, whether in this country or overseas.

Extremism can take many forms including that linked to Far Right/ Neo Nazi/ White Supremacist, Al Qaeda/ Daesh ideologies, Irish Nationalist and Loyalist paramilitary groups, and that linked to Animal or Environmental Rights movements.

Some groups and organisations are proscribed. This means they're banned under counter-terrorism measures introduced under the Terrorism Act 2000 (for example, Daesh and National Action).

The Home Office has published a list of <u>proscribed terrorist groups or organisations</u>.

Violent extremism is defined as the demonstration of unacceptable behaviour by using any means or medium to express view which;
- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs.
- Seek to provoke others to terrorist acts.
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts.
- Foster hatred which might lead to inter-community violence in the UK.

Some children, young people and adult learners may appear engaged with, or have adopted, a mixed, unclear or unstable ideology that supports extreme violence.

Mixed, unclear or unstable cases could include individuals who:

- show an interest in multiple extremist ideologies at the same time
- switch from one ideology to another over time
- target a 'perceived other' of some kind (perhaps based on gender or another protected characteristic), but do not otherwise identify with one particular terrorist ideology or cause - for example, involuntary celibates (incels) who direct their anger mainly at women
- are obsessed with massacre, or extreme or mass violence, without specifically targeting a particular group - for example, high school shootings
- may be vulnerable to being drawn into terrorism out of a sense of duty, or a desire for belonging, rather than out of any strongly held beliefs.

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 or disruption and is intended to influence the Government or to intimidate the public and is made with the intention of advancing a political, religious or ideological cause.

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

5. Role of the Governing Board

It is the role of the governing board to ensure that the school meets its statutory duties with regard to preventing radicalisation.

The governing board has a nominated person; Rev Jane Held our Safeguarding Governor who will liaise with the Head Teacher and other staff about issues to do with protecting children from radicalisation.

6. Role of the Headteacher

It is the role of the Headteacher to ensure that: -
- The school is a listening school and has a culture of sharing concerns and giving pupils a voice.
- School staff understand how to identify radicalisation.
- The school and its staff respond to preventing radicalisation on a day to day basis.
- The school's curriculum addresses the issues involved in radicalisation.
- Staff conduct is consistent with preventing radicalisation.
- Staff training with regard to Prevent is current.

7. Role of Designated Safeguarding Lead

It is the role of the Designated Safeguarding Lead to ensure that: -

- staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation.
- make referrals to appropriate agencies with regard to concerns about radicalisation.

Liaise with partners to understand the local risk and threats in your area
- local authority Prevent lead
- local authority Prevent education officer
- HEFE regional Prevent coordinator
- local authority children or adult services
- safeguarding children partnership
- local policing team

Report to the governing body on these matters.

8. Role of staff

Staff should adopt a pupil centred approach to teaching, building strong connections with the pupils they teach.

We ensure that all of our staff are equipped to recognise extremism and radicalisation, are skilled and confident enough to challenge it and are clear about how to refer their concerns.

9. Curriculum

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others. We aim for our pupils to be enriched, to understand and accept difference and diversity and also to thrive, feel valued and not marginalised.

St. Leonard's CE (A) First School is a Christian value based learning community. Our values support the development of the whole child as a passionate learner within a happy, peaceful and welcoming atmosphere at the heart of the community in which all are valued as special and unique individuals. Teaching the schools core values alongside the fundamental British Values supports quality teaching and learning, whilst a positive contribution to the development of a fair, just and civil society.

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.

At St Leonards, our approach to pupils social, moral, spiritual and cultural development alongside our daily worship time builds the British Values our pupils need. Our approach to behaviour involves restorative conversation, we regularly have open discussion and debate in both the classroom and worship time. Our PSHCE/ RSE curriculum and our Beliefs and Values curriculum are planned to broaden pupil's experiences and horizons as are the educational visits we plan throughout the year.

10. Use of External Agencies and Speakers

At St Leonard's we encourage the use of external agencies or speakers to enrich the experiences of our pupils. However we will vet those external agencies, individuals or speakers who we engage with to provide such learning opportunities.

This is to ensure that these agencies are consistent with the school's values and ethos and to ensure that these experiences will be of benefit to pupils.

We will ensure that;

- Any messages communicated to pupils do not marginalise any communities, groups or individuals.
- 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 embedded in the curriculum and carefully evaluated by the school to ensure that they are effective.

11. Online radicalisation

- Children, young people and adult learners are at risk of accessing inappropriate and harmful extremist content online. This could include downloading or sharing terrorist material, which could be a criminal act.

- The internet and social media make spreading divisive and hateful narratives to millions of people easy. Extremist and terrorist groups and organisations use social media (for example, apps, forums, blogs, chat rooms) to identify and target vulnerable individuals.

- The filtering systems in our schools blocks inappropriate content, including extremist content.   Our filtering system identifies patterns, by capturing the use of inappropriate words and giving us information about the date, time and the name of the computer that the inappropriate search came from. These patterns are checked and analysed regularly by the Headteacher and computing Lead.

12. Staff Training

Staff have received training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. Staff are updated as necessary in regular staff meetings.

School staff know about:

- Prevent awareness elearning from the Home Office
- the government's Educate Against Hate website

13. Safer Recruitment

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of Keeping Children Safe in Education (2022). Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

14. Visitors

Visitors to the school are made aware of our safeguarding and child protection policies and are given information about what to do if they are concerned about any aspect of child welfare.

15. How children, young people and adult learners become vulnerable to radicalisation

There's no single way of identifying whether a child, young person or adult learner is likely to be susceptible to an extremist ideology or vulnerable to radicalisation.

The process of radicalisation is different for every individual. It can take place over a long period, or it can be very quick.

Children, young people and adult learners who are vulnerable to grooming for sexual exploitation, criminal exploitation or county lines, may also be vulnerable to radicalisation. Factors could include things like being a victim or witness of crime, abuse or bullying, or having personal or emotional difficulties.

Adverse childhood experiences, combined with specific influences from family and peers or online connections, may make someone more vulnerable to radicalisation.

Extremist influences could include, but are not limited to:

- family members having direct contact or involvement with extremist or terrorist groups
- staff members of an education or community setting promoting an extremist ideology
- peers promoting an extremist ideology or sharing extremist material
- access or exposure to online extremist material via social media or the internet - for example, propaganda including pictures, videos, blogs and fake news
- exposure to extremist, terrorist or other violent activity in overseas settings
- access or exposure to extremist leaflets, magazines or stickering
- exposure to extremist groups hosting marches, protests or stalls

Signs of vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk, which include: -

- under achievement
- being in possession of extremist literate
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identity
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Push factors

Push factors may include a child, young person or adult learner feeling:

- isolated
- they do not belong
- they have no purpose
- low self-esteem
- their aspirations are unmet
- anger or frustration
- a sense of injustice
- confused about life or the world
- real or perceived personal grievances

Pull factors

Pull factors could include an extremist or terrorist group, organisation or individual:

- offering a sense of community and a support network
- promising fulfilment or excitement
- making the child, young person or adult learner feel special and part of a wider mission
- offering a very narrow, manipulated version of an identity that often supports stereotypical gender norms
- offering inaccurate answers or falsehoods to grievances
- encouraging conspiracy theories

- promoting an 'us vs. them' mentality
- blaming specific communities for grievances
- encouraging the use of hatred and violent actions to get justice
- encouraging ideas of supremacy

16. Recognising Extremism

Early indicators or radicalisation or extremism may include: -
- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies
- evidence of possession illegal or extremist literate
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programs and networks that young people can come across online so involvement with particular groups may not be apparent)
- secretive behaviour
- online searcher or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-western or anti-British views
- advocating violence towards others

17. Local Context
The key challenges for the Stoke on Trent which is bordering the Staffordshire Moorlands are:-
- Groups and individuals who hold extreme right wing views and the online radicalising influence of similar groups poses an ongoing and emerging threat
- Groups and individuals influenced by Al-Qaida/Daesh; the sophisticated online grooming of vulnerable individuals continues to be a challenge
- Ensuring grievance and community tensions are appropriately managed and so as not to allow key extremist influencers to use them as an opportunity to radicalise others.
- The need to engage with communities, networks and institutions to inform them of our approach to delivery of Prevent, engender community trust and

empower long term responsibility for delivery of activities that increase community resilience, address risks and vulnerabilities.

- The city needs to be vigilant to other forms of extremism including that linked to Animal Rights and Environmental movements along with emerging threats to Community Cohesion.

18. Managing Risk of Radicalisation in school

There is no single route to radicalisation. However, there are some behavioural traits that could indicate that a child, young person or adult learner is vulnerable to radicalisation.

Radicalisation is not a linear process. Children, young people and adult learners may express a combination of behaviours at different times. The Designated safeguarding leads (DSLs) in school should consider an individual's behaviour in the context of wider influencing factors and vulnerabilities.

In most cases the DSL should speak with the child, young person or adult learner and their parents or carers (if under 18). They should also consider contextual, vulnerability and protective factors to make a comprehensive assessment of risk and harm.

A written record of all concerns, discussions and decisions made, and the reasons for those decisions should be kept on Myconcern.

The police should be told immediately if staff think a child:

- is about to put themselves or others in immediate danger
- appears to be involved in planning to carry out a criminal offence

The levels of risk are:

- low risk
- at risk
- medium risk
- high risk

A child can move very quickly between the risk categories. You should deal with any escalation of risk immediately and record this in their file.

Low risk

Low risk means there's no evidence to suggest the child, young person or adult learner is vulnerable to radicalisation. Low risk behaviours, when seen alone, would not necessarily need to be explored further.

Low risk behaviours include:

- holding strong opinions or values (non-violent or non-extremist)
- criticising government policies
- adopting visible signs, for example wearing clothing (non-violent or non-extremist), to express identity or sense of belonging

- being active on social media

- taking a keen interest in national and international affairs

- taking a stand and supporting causes, for example animal rights (non-violent)

- showing new interest in a political ideology or religion

- holding or expressing conservative values or practices, whether traditional, cultural or religious (unless they cause harm to a child or others, for example female genital mutilation)

Low risk: what to do

Where there is low risk, you should think about:

- talking informally to the child, young person or adult learner about the changes in their behaviour

- providing an opportunity to debate controversial issues in a safe space

- offering information about how to keep safe online.

At risk

A child, young person or adult learner at risk may be showing behaviours that could increase their risk and vulnerability to radicalisation.

If a child, young person or adult learner is showing at risk behaviour, you should explore this further to see if you need to make a Prevent referral.

At risk behaviour includes:

- being drawn to conspiracy theories

- beginning to isolate themselves from family and friends

- viewing or engaging with inappropriate online content and having uncontrolled or unsupervised access to the internet

- expressing concerns about being victimised, for example feeling under attack

- discriminating against other individuals or groups of people

- a sudden change in behaviour

- showing interest in extremists or extreme groups

- expressing views that divide us, for example talking about 'us' and 'them'

At risk: what to do

If you think a child, young person or adult learner is at risk, you should look at their behaviour and gather all the information you need to make a full assessment of risk and harm.

You should ask yourself:

- if you have enough information to make a comprehensive assessment

- what's happened in the past to trigger the incident

- if this is an isolated incident or a pattern of behaviour
- what else you know and if there any relevant vulnerability factors
- if there are any relevant contextual factors - for example, previous safeguarding concerns, behaviour, attendance, attainment, general wellbeing
- if there are any protective factors - for example, supportive personal relationships with peers and family, environmental factors such as school, college, provider or home life

You should:
- talk to the child, young person or adult learner in a safe space - see how to speak to a child, young person or adult learner vulnerable to radicalisation
- talk to the parents or carers (if under 18) about your concerns - see 'informing the child, young person, parents or carers' in making a referral to Prevent
- make a holistic assessment of vulnerability, examining risk and protective factors as set out on page 15 of working together to safeguard children

If you need to make a Prevent referral, you can ask Prevent partners for advice and support.

When asking for advice, you do not need to identify the child, young person or adult learner. Keep a written record of all concerns, discussions and decisions made, and the reasons for those decisions.

If you're in any doubt, make a Prevent referral.

The best person to speak to a child, young person or adult learner is any professional, parent or carer (if under 18) who has a good relationship with them.

If you think the risk is escalating, follow your Prevent referral procedures and read the guidance for medium or high-risk cases.

Medium risk

Medium risk means a child, young person or adult learner is at heightened risk of radicalisation. There may be several indicators of risk.

If the child, young person or adult learner is at risk of harm, you must make a Prevent referral immediately.

Medium risk behaviour includes:
- legitimising the use of violence to defend ideology or cause
- accessing extremist or terrorist websites, forums and publications
- expressing dehumanising views
- expressing an interest to travel to a conflict zone
- being in contact with a group or individuals known to support a violent extremist ideology, either online or in real life

- targeting a 'perceived other' of some kind (perhaps based on gender or another protected characteristic), but not otherwise identifying with one particular terrorist ideology or cause
- being obsessed with massacre, or extreme or mass violence, without targeting a particular group (for example, high school shootings)

Medium risk: what to do

If you suspect a child, young person or adult learner is at medium risk, you should assess their vulnerability and examine the risk and protective factors as set out in the statutory guidance on working together to safeguard children. You should ask yourself:

- if there's reasonable cause to suspect that the child, young person or adult learner is suffering or likely to suffer significant harm
- what the risks are and what would happen if these needs are not met - what the impact will be on the child, young person or adult learner - what you're worried about
- what else you know and if there are any relevant vulnerability factors
- if there are any relevant contextual factors - for example, previous safeguarding concerns, behaviour, attendance and attainment records and general wellbeing
- if there are any protective factors - for example, supportive personal relationships with peers and family, environmental factors such as school, college, provider or home life

If the child, young person or adult learner is suffering from or is at risk of harm, you must make a Prevent referral immediately. This is a statutory requirement.

Your Prevent partners may give you advice or forward the referral on to Channel as appropriate.

Channel is a multi-agency partnership that supports people identified as at risk of being drawn into terrorism. Channel focuses on early intervention to provide support at an early stage. To find out more, read 'Channel support' in making a referral to Prevent.

You should also carry out an assessment to identify whether any needs should be met by more than one agency, for example child and adolescent mental health services. If you're not sure if you should do this, your local authority may suggest this when you make the Prevent referral.

When you share information about a child or young person who is under 18, you should try to get parental consent but only if it is safe to do so. Do not put the child or young person in more danger. For more guidance, read 'informing the child, young person, parents or carers' in making a referral to Prevent.

To find out more, read the case studies, which involve different ideologies, issues, age ranges and examples of interventions.

High risk

High risk means a child, young person or adult learner is at significant risk. There's evidence that they're currently exposed to terrorist or extremist activity and there's a significant risk to their safety.

If they're showing high risk, criminal behaviour, tell the police immediately. High risk, criminal behaviour includes:

- verbally or physically attacking someone due to their race, religion, sexuality and so on
- committing violent acts guided by a violent extremist ideology or group
- taking part in any proscribed violent extremist group (financing, sharing material online, recruiting others and so on)
- having a 'kill list' or detailed plan to carry out mass violence
- producing or sharing terrorist material offline or online
- recruiting others to a proscribed terrorist group or organisation

High risk: what to do

You should ask yourself if the child, young person or adult learner:

- needs support from more than one agency
- is about to put themselves or others in danger
- is at risk due to actions of their parents or carers, or wider family members
- has made violent threats to your setting

Tell the police immediately if you suspect a child, young person or adult learner:

- is about to put themselves or others in danger by travelling to join a proscribed organisation, or
- appears to be involved in planning to carry out a criminal offence

If you suspect a child, young person or adult learner is likely to commit an attack on your setting, contact the police and local authority for immediate support.

To find out how to keep your setting safe, read the school and college security guidance.

Interest in targeted violence

If a child, young person or adult learner supports the use of violence but is not particularly interested in an extremist ideology, or is interested in lots of ideologies, you should:

- follow your usual safeguarding arrangements
- ask your local authority or Prevent team for support or advice

If you need to, make a Prevent referral.

This includes if the child, young person or adult learner is interested in:

- multiple ideologies, such as white supremacy and involuntary celibates (incels)
- targeted violence - wanting to kill members of staff or other learners

How to speak to a child, young person or adult learner vulnerable to radicalisation

If you've received concerns about a child, young person or adult learner's behaviour, in most cases you should speak to them as soon as possible.

Create a safe space

The Prevent duty states that having a safe space to discuss controversial topics is crucial to give children, young people and adult learners a chance to share their views and understand the views of others.

Speaking about these issues can help build resilience to challenge extremist narratives. It may also prompt them to raise concerns that staff may not otherwise be aware of.

The Educate Against Hate and Let's Talk About It websites have resources to support you with this.

Focus on the child, young person or adult learner

When recording the conversation, make sure you use the child, young person or adult learner's own words and describe any actions clearly.

If you're speaking to the child, young person or adult learner alone, reassure them that you want to clarify something they said or did.

Be responsive and inclusive

Ask open and specific questions. Do not add details to your report, but ask the child, young person or adult learner to clarify if you need to. For example, you could say: 'Can you explain what you mean by that as I did not understand?'

Do not make assumptions about the child, young person or adult learner's behaviour based on any aspects of their background or identity.

Be proactive

Do not promise confidentiality. Be clear with the child, young person or adult learner about your next steps or actions.

If you see, hear or are worried about anything, think about making a Prevent referral.

Build a rapport

Build on your knowledge of the child, young person or adult learner by asking about some neutral topics.

Get them talking

Use TED:

- T - tell

- E - explain
- D - describe

For example: 'Tell me what happened in maths today.'

Avoid direct confrontation of opinions or attitudes
Do not say: 'You're wrong.' The child, young person or adult learner could become defensive, agitated or withdrawn. Instead, you could ask: 'What made you feel like this?'

Redirect them
If you're finding it hard to discuss the child, young person or adult learner's behaviour because they feel angry or emotional, try to redirect them. You could say: 'Tell me something funny that happened last week.'

Start by raising concerns about their behaviour, not their beliefs
Do not say: 'You've been expressing some concerning beliefs and ideas.' Do say: 'I'm concerned because I've noticed you've become [angry or disengaged]. What's going on?'

Make observational comments about their emotional or behavioural state
For example, you could say: 'You look exhausted or agitated or angry. What are you doing to relax?' This may lead to: 'Where do you go? Who do you see?'

Do not ask leading questions
Do not ask questions like: 'Did you hear this at home?' Instead, start your questions with who, what, when, where, how. For example: 'How do you feel about…?', 'What do you understand by…?', 'Where did you hear…?', 'What would you do if…?'

Ask questions
Get them to explain. Ask them: 'What made you think about these things?' or 'Can you give an example of that?', 'Can you explain that further?', 'Is there another point of view on that issue?'
The child, young person or adult learner might not be able to see other points of view and have a fixed view of the world.

Get them to think about what they're saying
You could ask: 'I still don't understand. Explain it differently for me', 'What is fact and opinion in this statement?', 'How do you know that….? What are you basing your judgement on?'

Ask them to clarify
If you're not sure what the child, young person or adult learner has said, ask them to clarify and check their understanding of certain words. You could ask: 'What does X mean?'

Find ways to understand the concerns
Handling difficult or controversial discussions can be challenging.
You could say: 'I don't know much about this. Shall we research it together?' or 'Shall we find someone who does know more about this? I would like to learn more.'
Or could say: 'I need to speak to someone to see if we can find anyone who knows a lot about this. They could talk to you and help you understand more about X.'

Referral Process
Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation must to passed to the Designated Safeguarding Lead, Mrs Kelly Stanesby, using the usual methods for reporting other safeguarding concerns, via the 'My Concern' online portal.

When there are significant concerns about a pupil the designated safeguarding lead in liaison with the Chair of Governors will make a referral to: **Staffordshire Safeguarding Board.**
Our school will closely follow any locally agreed procedure as set out by the Local Authority and the Local Safeguarding Children's Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

Where a member of staff has a concern about a pupil at risk of radicalisation or extremism it should be referred by the DSL to the Staffordshire Prevent Police Team
prevent@staffordshire.pnn.police.uk
A referral can be made online at the following site:
www.staffordshire.police.uk/prevent
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 Staff behaviour Policy (Code of Conduct) for staff.
If for any reason staff feel they cannot raise their concerns with the Designated Safeguarding Lead then they should make use of the school's whistleblowing policy.

If extremism concerns about an adult working in school need to be reported staff should:

- contact the local authority designated officer (LADO) through your local safeguarding partnership or local authority
- submit the details at report extremism in education

Monitoring and Review

This policy will be monitored by the governing board at least annually by receiving a report from the designated safeguarding lead.