



King David High School

PREVENT AND PROTECT PUPILS FROM VIOLENT EXTREMISM POLICY

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THE KING DAVID HIGH SCHOOL
PREVENT AND PROTECT PUPILS FROM VIOLENT EXTREMISM POLICY

The King David High School is committed to providing a secure environment for pupils, and all staff recognise that safeguarding and creating a safeguarding culture is the responsibility of everyone who works here.

Overview

The Prevent duty requires **all** schools to "have due regard to the need to prevent people being drawn into terrorism", under the Counter-Terrorism and Security Act 2015. The duty covers all types of extremism, whether political, religious or ideological.

King David High School protects pupils from the risk of radicalisation, as part of our wider safeguarding duties and duty to promote the spiritual, moral, social and cultural development of pupils.

To do this, King David High School:

- Promotes the fundamental British values in our curriculum
- Makes sure our school is a safe space for pupils to discuss sensitive topics, including terrorism and extremism
- Ensures we have robust safeguarding procedures to identify children at risk
- Engages with our LA's risk assessment to determine the potential risk of individuals being drawn into terrorism in your local area
- Makes sure we have measures in place to protect pupils from harmful online content, including setting up appropriate filtering and monitoring systems
- Makes sure staff receive training to help them identify pupils at risk, challenge extremist ideas, and know how to act if they have a concern

The National Prevent Strategy

The King David High School supports the Home Office '4P' Prevent strategy to combat radicalisation and terrorism. It is the school's duty to:

Prevent - to stop people from becoming or supporting terrorism. This includes countering terrorist ideology and challenging those who promote it; supporting individuals who are especially vulnerable to becoming radicalised; and working with sectors and institutions where the risk of radicalisation is assessed to be high.

Whilst the first three strands are clearly the remit of the government and security services, the fourth one is one to which schools and those who work with young people in a wider setting such as Youth workers or Social Services can contribute. KDHS acknowledges this, supports the strategy and strives to take an active part of the Prevent section of the strategy both at a whole school and an individual level.

Prevent is a strategy that works to prevent the growth of issues that create a climate which facilitates radicalisation to occur, by creating a climate of mutual trust in which young people grow and develop.

This climate works against creating circumstances in which young people feel isolated and become vulnerable to exploitation by those who wish to further a radical agenda. The creation of a school that is a secure and safe place based on appreciation and respect for all has always been a stated aim of KDHS and continues to be so in the school's clear statement of Equality and related policies and procedures.

Extremism in all its forms has no place at the King David High School, as exposure to both extremist materials and influences is detrimental to the development of young people. Extremists of all kinds aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice. Education is a powerful weapon against this as it equips young people with the knowledge, skills and sound judgement to challenge and debate these issues in a secure environment.

At the King David High School the Prevent strategy is furthered by:

1. Raising Awareness of the issue of radicalisation with staff so that those who work with young people at KDHS appreciate that they are a front line strategy, and act accordingly. This is done through staff training, which is delivered and revisited biennially. KDHS staff appreciate how positive relationships created within school can remedy the factors that create the environment for dangers of radicalisation. All staff undergo Prevent strategy CPD. Pastoral staff will specifically monitor pupils under their care and curriculum leaders will ensure that opportunities for combatting radicalisation should be taken when they arise directly in lessons, and indirectly all the time in making sure no pupil is marginalised or excluded from activities or learning.
2. Raising pupil awareness through the curriculum of fundamental British values of democracy, the rule of law, individual liberty, mutual respect and acceptance of those of different faiths and beliefs. Promoting a clear understanding of history /religion / tradition promotes an appropriate understanding of the origins of movements and promoting an understanding of Judaism and other world religions based on peaceful messages and intent. The pastoral curriculum is designed to encourage pupils to want to be part of an inclusive society. Subjects will when applicable, foster an understanding of what terrorism is and how it occurs.
3. Creating an inclusive school, which appreciates the importance of SMSC (Spiritual, Moral, Social and Cultural) and delivers it through a shared curriculum for all, encouraging full participation in a broad and balanced curriculum, including the Pastoral curriculum, which celebrates the diversity of the school community and aims to make pupils feel valued and included.
4. Responding to concerns. All concerns raised by staff or other pupils are investigated as safeguarding issues according to the school safeguarding protocol and policy. Feedback is given to reporting staff/pupils and issues regarding further investigation are reported to the Manchester Prevent team for discussion and further action as appropriate.
5. Robust Safeguarding protocols and procedures. These are audited annually through the Safeguarding policy (MSCB) and protocol which aims to create a culture where all staff and pupils feel empowered and enabled to raise concerns no matter how small in an atmosphere of support and openness. KDHS is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding

against any other vulnerability. At KDHS all staff are expected to uphold and promote the fundamental principles of British values, as defined in the 2011 Prevent strategy.

6. Clear channels of communication for passing on concerns. MSCB Prevent have a clear procedure (called 'Channel') which KDHS supports and recognises that concerns passed on to them will be dealt with appropriately.

7. Internet monitoring. School uses the appropriate ICT support service which applies screening to all internet traffic coming through the school server

Tackling extremism at the King David High School

The King David High School 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 learners 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 learners or staff will always be challenged and dealt with in line with the relevant policies on pupil behaviour or staff conduct.

As part of wider safeguarding responsibilities, staff will be alert to and report using the KDHS safeguarding protocol:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups
- Graffiti symbols, writing or art work 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
- Other local schools, local authority services, and police reports of issues affecting their pupils
- Learners 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, sexuality, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

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 young people may experience elsewhere may make it harder for them to challenge or question these radical influences.

We will strive to ensure that our support and approaches will help our pupils build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills.

We will provide staff training to ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

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 also work with local partners, families and communities in our efforts to ensure KDHS pupils understand and embrace our local context and values in challenging extremist views, and to assist in the broadening of young people's experiences and horizons.

We will help support learners 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 refer the pupil through the Channel reporting process for help and support.

Use of External Agencies and Speakers

External agencies or speakers can enrich the experiences of our pupils, however we will endeavour to ensure that we do not unwittingly use agencies that are inconsistent with, or are in complete opposition to KDHS's values and ethos.

The Role of the Curriculum

Our curriculum promotes respect, tolerance and diversity. Pupils are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

Our PSHE (Personal, Social, Health, Economic Education) and SMSC (Spiritual, Moral, Social and Cultural) provision is delivered through the Learning for Life programme as well as being embedded across the curriculum and through the wider school life, underpinning the inclusive ethos of the school.

It is recognised that pupils with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, resilience, respect and tolerance as well as setting high standards and expectation for themselves.

Pupils are regularly taught how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

Staff Training

Through INSET opportunities in school, we will ensure that our Governors and staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on. Training will be facilitated and updated as this becomes available.

Policy Review

This policy statement will be reviewed regularly to reflect Government initiatives and developments in this field.

Definitions for clarification

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views which may deny rights to any group or individual. It can be expressed in vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty and respectful tolerance of different faiths or beliefs.

Terrorism is defined as a violent action that endangers a person's life, other than that of the person committing the crime. It involves serious violence against a person and can cause serious damage to property. It creates a serious risk to the public health and safety. It interferes with or seriously disrupts an electronic system.

Reporting Concerns

All concerns should be reported by following the school's usual safeguarding procedures. Discuss these with the DSL, and they will decide whether to involve other agencies such as the LA, police, social services, or Channel, the government's programme for identifying and supporting those at risk of being drawn into terrorism.

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