



Preventing Extremism and Radicalisation Policy

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Responsible person | Liz Stanley and Ian Lohan

1. Introduction

Knowledge Gate International School is committed to providing a secure environment for students, where children feel safe and are kept safe. All adults at Knowledge Gate International School recognise that safeguarding is everyone's responsibility, irrespective of the role they undertake, whether their role has direct contact or responsibility for children or not. In adhering to this policy, and the procedures therein, staff and visitors will contribute to the School's delivery of the outcomes to all children, as set out in the Oman Child Law 2014 (the physical and 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).

This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall school arrangements to safeguard and promote the welfare of all children, in line with our statutory duties.

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, 2021', DCSF Resources 'Learning Together to be Safe', 'Prevent resources guide', DfE's 'Teaching approaches that help build resilience to extremism among young people', and Peter Clarke's Report of July 2014.

2. School Ethos and Practice

When operating this policy Knowledge Gate International School uses the following accepted definition of extremism which is:

'The act of holding extreme political or religious views, or holding an ideology that is considered to be far outside the mainstream attitudes of society, especially where these threaten the rule of law or include the advocating of illegal, violent or other extreme action.'

There is no place for extremist views of any kind in our School, whether from internal sources – students, staff or governors, 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 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 students.

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.

At Knowledge Gate International School 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 marginalised.

Furthermore, at Knowledge Gate International School 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 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 Policy for students and the Code of Conduct for staff.

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 art work promoting extremist messages or images;
- Students accessing extremist material online, including through social networking sites;
- Parental/carer reports of changes in behaviour, friendship or actions and requests for assistance;
- Partner schools, local authority services, and/or police reports of issues affecting students in other schools settings;
- 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, homophobia, race, colour or culture;
- Attempts to impose extremist views or practices on others;

3. 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 children may experience elsewhere may 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 UK guidance '[Teaching approaches that help build resilience to extremism among young people](#)'.

We will ensure that all of our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skills. We will ensure that all of 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, so as to address specific issues to become even more relevant to the current issues of extremism and radicalisation. This will involve:

- Making a connection with young people through good teaching and a student centred approach;
- Facilitating a 'safe space' for dialogue; and
- Equipping 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, and will include the sound use of

assemblies to help further promote this 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.

At Knowledge Gate International School we will promote the values of the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage students to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in a modern global society.

4. Use of External Agencies and Speakers

At Knowledge Gate International School 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. These external agencies will be vetted to 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. No external agency or speaker is left alone with students; there is always a member of Knowledge Gate International School staff present during all interactions with students.

The 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, 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 the School to ensure that they are effective.

We recognise, however, 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. All external agencies or speakers are accompanied by a member of Knowledge Gate International School staff at all times.

5. Whistleblowing

Where there are concerns of extremism or radicalisation, students, staff and governors will be encouraged to make use of our internal systems to whistleblow or raise any issue in confidence.

They must inform the Executive Principal straight away (or if it relates to the Executive Principal) inform the Chair of the School Board (Nicholas Wergan).

6. Safeguarding

Please refer to our Safeguarding and Child Protection Policy for the full procedural framework on our Safeguarding and Child Protection duties. Ian Lohan leads on all safeguarding concerns relating to radicalisation and terrorism. He reports directly to the Executive Principal where concerns have been raised.

Staff at Knowledge Gate International 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 place a child at risk of harm - these examples are for illustration and are not definitive or exhaustive.

Therefore, all adults working at Knowledge Gate International 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 to the Designated Safeguarding Lead.

At Knowledge Gate International School our safeguarding reporting arrangements are set out fully in our Safeguarding and Child Protection Policy and are summarised as follows - where any staff member has cause for concern they must inform the Designated Safeguarding Lead in person, and submit a detailed written account as this may be needed as evidence in court (if the matter is urgent then report the issue in person in the first instance, and follow up with a written account). Staff must never email concerns in the first instance, there must always be a verbal conversation with a member of the Safeguarding Team.

The Designated Safeguarding Lead is Ian Lohan (Head of Primary).

The Deputy Designated Safeguarding Leads are Steven Reid (Head of Secondary) and Katie Dillane (SENDCo).

7. Role of the School Board

The School 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 School 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 2021' the School Board will challenge the School's Leadership Team on the delivery of this policy and monitor its effectiveness.

Web links to access legislation, guidance and documentation referred to in this policy:

- [Oman Child Law 2014](#)
- [Keeping children safe in education Statutory guidance for schools and colleges - 2021](#)
- [DCSF Learning together to be safe - A toolkit to help schools contribute to the prevention of violent extremism](#)
- [Prevent resources guide Supporting Learning together to be safe: a toolkit to help schools contribute to the prevention of violent extremism](#)
- [DfE's Teaching approaches that help build resilience to extremism among young people](#)
- [Peter Clarke's report into allegations concerning Birmingham schools arising from the 'Trojan Horse' letter - July 2014](#)