

Earlscliffe (Sussex Summer Schools Ltd)

PREVENTING EXTREMISM AND RADICALISATION SAFEGUARDING POLICY

Safeguarding and the 'Prevent Duty'

Background:

The [Counter-Terrorism and Security Act 2015](#), which became law on 12 February 2015, puts a responsibility on schools to participate in work to prevent people from being drawn into terrorism, and challenge extremist ideas that support or are shared by terrorist groups.

The provisions for schools are to come into force by the end of 2015, subject to further potential parliamentary law changes. The new Act includes a more rigorous set of expectations for schools when compared with current advice on working with [other agencies](#) to protect against terrorism. These are outlined in draft statutory guidance issued for consultation before the Act was passed; **In the meantime, here are five key points all head teachers need to know to meet new duties.**

Assessing the risk of students being drawn into terrorism

Under the new rules, headteachers and governors should be assessing whether any students are at risk of being drawn into terrorism. Our reflections should be based on our local environment: are they likely to be exposed to terrorist ideology, including extremist ideas, beyond the school gates?

Ofsted inspectors already look closely at how schools keep students safe from such risks, so we will need to show that we have robust safeguarding policies in place. For example, if we host visiting speakers, then we should set out a clear protocol for ensuring that these are suitable and appropriately supervised on the premises. Further education settings and sixth-form colleges are expected to carry out more substantial checks. In the case of visiting speakers, for example, staff should ask to see the event content ahead of time, including any presentations and footage that will be used. They should also be willing to cancel the event if necessary.

Working in partnership with your local authority

When putting in place measures to safeguard students from terrorist ideology, our proprietor should consider how our local children's safeguarding board approaches this issue. You can find your [Local Safeguarding Children Board \(LSCB\) here](#) if you're unsure where to find them. When redrafting your child protection policy, be sure to adhere to [government guidance](#) and refer to locally agreed inter-agency procedures.

Training staff to identify at-risk children

Do our staff have the knowledge and confidence to identify children who are at risk? Are we able to challenge extremist ideas used to legitimise terrorism? Do all staff know where and how to refer children and young people for further help? Addressing these questions is the key to identifying training gaps and giving your staff the skills they need.

Keeping students safe online

We can help to keep children safe from terrorist and extremist material by setting up appropriate levels of filtering on the school internet. Internet safety policies in further education should make specific reference to the new duty. The new rules recognise that older students and staff may need to research terrorism and counter-terrorism as part of their studies, but they expect institutions to be able to identify where online materials are accessed for curriculum purposes.

Managing prayer and faith facilities

While there's currently no equivalent expectation on schools, further education institutions and sixth-form colleges are expected to have clear policies on the use of prayer rooms and other faith-related activities. Such policies should cover arrangements for managing the facilities and any issues that arise, including how access is managed after hours.

Introduction

Earlscliffe is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults in our school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

In adhering to this policy and procedures staff and visitors will contribute to our school's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004.

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 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 on

- guidance in the "London Child Protection Procedures"
- DfE Guidance "Keeping Children Safe in Education, 2014"
- DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK"
- 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.

The Prevent duty

Departmental Advice for schools and childcare providers

Department for Education June 2015

Commentary

PREVENT guidance from Department for Education June 2015

In response to the Prevent duty on schools set out in the Counter Terrorism and Security Act 2015, the DfE have published guidance to help schools implement the duty. For schools inspected by Ofsted, it will be helpful to read this guidance in conjunction with Ofsted's Inspecting Safeguarding 2015. Whilst this guidance is non-statutory, all schools, whatever their status, have to implement the Prevent duty and should find this guidance useful.

Commentary

The guidance is clear that extremism and radicalisation are safeguarding concerns and should be dealt with using the school's existing safeguarding procedures. The DfE says that the Prevent duty should not be 'burdensome'.

There are challenges in the implementation of this Prevent duty guidance, not least the possible tension between the rights of parents to withdraw their child from the teaching of RE, and the need for schools to ensure that children understand the 'diverse...religious and ethnic identities in the UK'.

There are some interesting comments in this guidance document. For example, 'the Prevent duty does not require teachers...to carry out *unnecessary* intrusion into family life' (my italics). Whilst school staff may make referrals to the (voluntary) Channel programme, it is not clear what part parents play in such referrals.

This guidance does suggest that Local Safeguarding Children Boards will be including radicalisation and extremism into their threshold documents, but this may not happen quickly. I imagine that LSCBs will aim to include extremism and radicalisation on their website, but this may take time.

This departmental advice on the Prevent duty offers useful support to schools, but it is not a comprehensive toolkit. This is a sensitive topic and teachers do need support to tackle extremism with confidence.

Briefing Note: How social media is used to encourage travel to Syria and Iraq

Published alongside this guidance is a briefing note for schools: 'How social media is used to encourage travel to Syria and Iraq' (Home Office/DfE). This document gives useful information to help staff, parents and pupils understand how they might be at risk online and to understand the methods online recruiters use.

www.safeguardingschools.co.uk

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It would be useful to make this document easily available to staff, perhaps on noticeboards, intranets or, in higher risk areas, by issuing individual copies to staff.

KEY POINTS

Themes

There are four themes within the Prevent duty:

Risk assessment

Working in partnership

Staff training

IT policies

Identifying 'at risk' pupils

see also National Risk Register of Civil Emergencies 2015 (Cabinet Office)

Local authorities and police will have contextual information

No single way to identify a young person who is at risk.

Small changes in behaviour might indicate there are concerns about their wellbeing.

Even very young children might show signs of radicalisation

Schools should act 'proportionately': the prevent duty does not require teachers to 'carry out unnecessary intrusion into family life'.

Ofsted

The Common Inspection Framework makes explicit reference to the duty to prevent radicalisation and extremism.

It is, of course, important to remember that Ofsted will be looking at impact, not just at what the school is doing.

Policy and procedures

Schools need clear policies and procedures to address concerns about radicalisation

Not necessary to have a distinct policy

Referrals

Schools should know how to make a referral to either the Prevent team or the child protection assessment team (as appropriate) when there are concerns about a child

Schools should know how to make a referral to the voluntary 'Channel' programme

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Online training about Channel can be found here:

www.safeguardingschools.co.uk/onlinechannel

Schools should find out their local referral route, before they need it. If there is a quick contact sheet or flowchart, the extremism contact should be added there.

Working in Partnership

LSCBs to co-ordinate local agencies responses to safeguarding children from extremism or radicalisation.

LSCBs will refer to radicalisation or extremism concerns in their threshold guidance

The Home Office has funded Prevent co-ordinators to work in the community, including with schools.

Effective partnerships with parents to signpost them towards sources of support.

Training

Home Office has developed a training package called WRAP – Workshop to Raise Awareness of Prevent

Individual schools should decide their own training needs

As a minimum, Designated Safeguarding Leads (DSLs) should undertake Prevent awareness training

DSLs should be able to offer advice and support to other staff

IT

IT filtering prevents extremist material being accessed in schools (be aware of pupils using community languages to circumvent filtering)

Internet safety

Develop an awareness of online risks and how extremists use social media to engage with young people

Every teacher needs to be aware of the online activity of extremist and terrorist groups

Building resilience to radicalisation

Schools should offer a 'safe environment' to explore sensitive or controversial topics

Schools should 'satisfy themselves' that any resources they use are suitable for pupils

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Spiritual, moral, social and cultural development (SMSC)

British values

Personal, Social and Health Education (PSHE)

Time to consider sensitive or controversial topics

Give pupils skills and knowledge to understand and manage difficult situations

Learn to recognise and manage risk

Learn to make safer choices

Deal with peer pressure when it threatens their personal safety or well-being

Citizenship

Understand political and social issues

Learn about democracy, government and how laws are made

Learn about diversity and the wide-range of ethnic identities in the UK

Learn about the need for mutual respect and understanding

What to do if you have a concern about individual pupils

Identify concern

Inform Designated Safeguarding Lead in the usual way

The DSL will refer to Social Care or the local Prevent lead

For non-urgent concerns, the local police can be called on 101.

Department for Education Helpline

Dedicated telephone helpline for extremism

Telephone: 020 7340 7264

Email: counter.extremism@education.gsi.gov.uk www.safeguardingschools.co.uk

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Download Links

Prevent duty guidance for England and Wales

<https://www.gov.uk/government/publications/prevent-duty-guidance>

The Prevent duty: departmental advice for schools and childcare providers

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

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School Ethos and Practice

When operating this policy we use 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’.

The full Government Prevent Strategy can be viewed at

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

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. Our pupils 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 pupils.

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.

We therefore will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

We are also 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 pupils 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 pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Discipline Policy for pupils and the Code of Conduct for staff.

Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

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

☒ 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, especially where pupils have not actively sought these out.

- ☒ 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
- ☒ Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
- ☒ Pupils 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
- ☒ Anti-Western or Anti-British views

Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or our Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised consideration will be given to using the LA Channel process. Channel is a bespoke panel which meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence. The Channel Panel meets when a referral has been made and referrals can be made by anyone.

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 Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

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 skill. We will ensure that all of our staff are equipped to recognize 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 so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success as set out in the Table at Page 15 of that document, see Appendix A, and we will apply the methodologies set out in that document following the three broad categories of:

- ☒ Making a connection with young people through good [teaching] design and a pupil centred approach.

- ☒ Facilitating a 'safe space' for dialogue, and
- ☒ Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore this approach will be embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our schools approach to the spiritual, moral, social and cultural development of pupils as defined in Ofsted's School Inspection Handbook and will include the sound use of assemblies to help further promote this rounded development of our pupils. 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
- ☒ Focussed 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 pupil's experiences and horizons. We will help support pupils 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 ensure that that pupil is offered mentoring. Additionally in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At our school we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils 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 pupils safe and prepare them for life in modern multi-cultural Britain and globally.

Use of External Agencies and Speakers

We encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. To do this we will use our L authority's guidance for Managing the Work of External Agencies. Such vetting is 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. 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 all pupils.

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

☑ Any messages communicated to pupils 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 pupils 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 pupils

☑ Activities are carefully evaluated by schools to ensure that they are effective

We recognise, however, that the ethos of our school is to encourage pupils 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.

By delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

Whistle Blowing

Where there are concerns of extremism or radicalisation Pupils and Staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence.

Please refer to School Whistle Blowing Policy.

Child Protection

Please refer to our Child Protection Policy for the full procedural framework on our Child Protection duties.

Staff at our 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 equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive)

Therefore all adults working at our 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 or neglect to the Designated Safeguarding Lead or Headteacher.

Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead is:..... (Headteacher)

The Deputy Designated Safeguarding Lead is:..... (Deputy Head)

The Designated Safeguarding Lead works in line with the responsibilities as set out at Annex B of the DfE Guidance 'Keeping Children Safe in Education'.

The Designated Safeguarding Lead is the focus person and local 'expert' for school staff, and others, who may have concerns about an individual child'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 Primary, 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 and governors at least every three years and will comply with the prevailing arrangements agreed by the Local Authority and the Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Lead will attend training courses as necessary and the appropriate inter-agency training organised by the Safeguarding Children Board at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow LA 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 schools character and ethos. We are aware that such persons seek to limit the opportunities for our pupils 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 on-going culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

Role of Governing Body

The Governing Body of our School 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 Governing Body of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.

In line with Recommendation 13 of Peter Clarke's report details of our Governing Body will be published on our school website to promote transparency.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2014' the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy regularly (every two years) and may amend and adopt it

outside of this timeframe 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.

Policy Adoption, Monitoring and Review

This policy was considered and adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education'

Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the school website.

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 children.

Policy Adopted