

POLICY STATEMENT



Policy	Preventing Radicalisation & Extremism Policy
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Date Written	April 2017
Written by	East Sussex County Council - LSCB
Approved by	Senior Management Team
Date of Approval	July 2017
Next major review date	14 th December 2018
Location and disseminations	A copy of the policy can be found in staff handbook, in the school foyer and on the school website.
The context of the policy and its relationship to other policies	This policy should be considered in conjunction with other written policies on behaviour, health and safety, medicines, healthy schools, school visits and child protection.
Forms, feedback and reporting	Some policies have specific reporting forms (these would be indicated within the policy). However, don't panic if you cannot locate the correct reporting or feedback form you will find, next to every policy on the web site that there is an online report form and rating form for any feedback that you may wish to give.

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Introduction

Buckswood School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults at Buckswood 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 the procedures therein, staff and visitors will contribute to Buckswood 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 upon the guidance contained in the "Pan Sussex Child Protection Procedures" and DfE Guidance; "Keeping Children Safe in Education, 2018"; and specifically 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.

School Ethos and Practice

When operating this policy our School 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'.

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

Therefore, we 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.

Furthermore 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 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 the Local Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

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 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 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 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.
- @@ 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

In our school this will be achieved primarily through the delivery of our PSHE curriculum during weekly assemblies, tutorials, external visiting speakers and KiP sessions.

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.

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 multicultural 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.

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 pupils.

Our school will 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 expect that any teacher who has organised an outside speaker will be able to conclude the session immediately if a speaker deviates from the expected path and strays into unwanted ideals.

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.

Therefore 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 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 the 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 and/or Proprietor.

Role of the Designated Safeguarding Lead (DSL)

The DSL is: Mr Brendan Commane

The Additional DSLs are:

Ms Anne Jeffery – admin2@buckswood.co.uk

Ms Jenny O'Shea

Mr Angelo Miccoli

Mr Gary Morris

Mrs Diane Durrant

The DSL works in line with the responsibilities as set out in the DfE Guidance 'Keeping Children Safe in Education' (Sept 2018.)

The DSL 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; the role of the DSL will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow 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 ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

Role of Principal and School Director

The Principal/School Director of our School will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities including their statutory safeguarding duties.

The Principal/School Director 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 the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2018' the Principal/School Director will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

The Principal/School Director will review this policy annually 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.

Appendix 1

Recognising the indicators of vulnerability to radicalisation

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils/students may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity crisis – the pupil/student distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- Personal crisis – the pupil/student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing family friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal circumstances – migration; local community tensions; and events affecting the pupil’s/student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet aspirations – the pupil/student may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;

- Special educational needs – pupils/students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage; Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and/or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

The following is extracted from www.educateagainsthate.com

The list of behaviours below is intended as a guide. As a teacher, you will be well placed to recognise when changes to your pupil's/student's behaviour feel out of character. You should have confidence in your professional judgment if something feels wrong.

Training

Whole school in-service training on Safeguarding and Child Protection will be organised for staff at least every three years and will comply with the prevailing arrangements agreed by the Local Authority and Local Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.

At least termly updates on Safeguarding or any changes to procedures will be given. Procedural changes are notified to staff as they happen.

All staff are expected to do the Prevent module on Educare.

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

Changes in behaviour and peer group

- Distancing themselves from friends and peer groups, both online and offline;
- Recent conversion to a new religion;
- A significant change of appearance/clothing and/or behaviour;
- Rejection of activities they used to enjoy.

Attitudes and opinions

- Argumentativeness or aggression, and an unwillingness to listen to/consider points of view which contradict their own;
- Refusal to engage with, or being abusive to, peers who are different to themselves. This could include race, religion, gender or sexuality;
- Susceptibility to conspiracy theories and a feeling of persecution.

Secrecy

- Excessive time spent online or on mobile phones, and secretiveness or reluctance to discuss what they are doing;
- Changes in online identity, including social media profile image or name. Some will even have two parallel online profiles, one their 'normal' or old self, the other an extremist identity, often in another name.

Support for extremist ideologies and groups

- Expressions of sympathy with the ideology of extremist groups or justification of their action;
- Expressions of sympathy or understanding for other young people who have joined or attempted to join these groups;
- Accessing extremist material online, including violent extremist websites, especially those with a social networking element (e.g. Facebook, Twitter);
- Possessing or accessing other forms of extremist literature;
- Being in contact with extremist recruiters;
- Joining or seeking to join extremist organisations.

Internet Safety and Online Monitoring

The school systems have appropriate filtering systems and anything flagged is tracked down and the students dealt with appropriately.

Weekly print offs of internet usage denote any patterns appearing and unspecified/undesirable usage.