

Preventing Extremism and Radicalisation Safeguarding Policy

Our Core Duty:

Astley Park School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. We 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. For this reason, Governors and staff undertake training in Safeguarding and the Prevent duty.

This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall school strategy 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 DfE Guidance "Keeping Children Safe in Education, July 2016"; and specific resources, reports e.g. "Learning Together to be Safe", "Prevent: Resources Guide", Peter Clarke's Report of July 2014.

Key Terms:

Extremism is more than simply stubbornness in one's views or general intolerance of others. It involves holding views which are considered by equals, peers and society as being beyond collective norms and at odds with core beliefs of the whole. Extremism can relate to a number of different subjects from gender relations to politics, and does not necessarily result in violence. In a national context in the UK, extremist views may include those which are directly opposed to values such as democracy, mutual tolerance, individual liberty and the rule of law.

Violent extremism is related to terrorism, which is 'at the extreme end of an extreme position, using fear and violence to achieve political ends'. It describes the attitudes, beliefs and actions that condone violence as a means of political end. This includes views that:

- Stimulate, justify or glorify terrorist violence in furtherance of particular beliefs
- Seek to provoke others to terrorist acts
- Stimulate other serious criminal activity or seek to provoke others to serious criminal acts
- Foster hatred intended to cause violence between communities in the UK

Radicalisation is the process by which people adopt an extreme position in terms of politics and religion; a violent extremist ideology; or move to violent action in support of their beliefs. The radicalisation process does not follow a single process or

pathway and there are no specific stages or steps involved. Radicalisation is often a social process involving interaction with others, however, there are reported cases of individuals self-radicalising. The rate at which a person becomes radicalised can vary greatly. People may become radicalised rapidly, while for others it is a more gradual process. Some may start to become radicalised only to 'stop' at a certain point or continue to become radicalised later.

Ethos and Practice

When operating this policy, Astley Park School 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'. **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 staff 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.

Therefore, at Astley Park School 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 students and the Code of Conduct for staff.

We are proud of the education we offer our pupils. Through a broad and balanced curriculum, pupils explore the British values by way of cross curricular themes and in particular the PSHE programme. We actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values and seek to promote a positive approach to the areas named above.

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, e-safety policies have been impact assessed and control measures in place;
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Partner schools, local authority services, police reports of issues affecting students 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 Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

British Values

At our school, we have determined "British Values" to be:

Democracy

The rule of law

Individual liberty

Mutual respect Understanding of those with different faiths and beliefs

As a school we aim to develop and nurture these by:

- Planning a vibrant, engaging Assembly programme with core ethical values and beliefs at its heart.

- We have a well-structured Personal, Social, Health and Economic Education programme (PSHE) addressing the requirements of the programmes of study (looking at Democracy, Freedom, the rule of law, Human Rights and responsibilities). Our PSHE education programme will then equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Principles and Values of PSHE Education

Our school believes that PSHE should:

- Develop a pupil's knowledge and understanding of what constitutes a healthy lifestyle.
- Promote independent and responsible members of the school and local community.
- Encourage every pupil to be positive and active members of a democratic society.
- Develop self-confidence and self-esteem, and assist pupils to make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.
- Generate an atmosphere where questions and discussion on matters can take place without any stigma or embarrassment.
- Recognise that the wider community has much to offer and we aim to work in partnership with relevant professionals and other school partners.
- Know and understand what constitutes a healthy lifestyle.
- Enable pupils to be aware of safety issues.
- Encourage respect for others regardless of race, gender and mental and physical disability.

Principles and Values within the school ethos

Our ethos includes and is reflected by:

- Effective and well-managed School Council enabling pupils to actively participate in the democratic process.
- A broad and balanced curriculum which addresses many of these core values across a range of subject areas.
- Having a clearly communicated and consistently applied Behaviour Policy so that pupils understand what is expected of them and the consequences of both meeting and failing to meet these expectations.

- Adopting restorative approaches, where possible, to resolve any difficulties between members of our school community.
- Having a rigorous commitment to pupil safety (for example: trips and visits policy and procedures, Safeguarding procedures, Pupil Charter and Health and Safety procedures).

Curriculum and 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 and by adopting methods outlined in research documents. We will ensure that all of our teaching approaches help our pupils 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, to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. 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 school's approach to the Spiritual, Moral, Social and Cultural development of pupils as defined in OfSTED's School Inspection Handbook and will include the use of assemblies to help further promote the rounded holistic 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:

- Open discussion and debate, facilitated through pastoral time;
- Work on anti-violence and restorative approaches addressed throughout curriculum and the behaviour policy;
- Focused educational programmes.

Democracy is promoted through a pupil voice.

Visits from authorities, such as the Police, Health Professionals and Fire Services reinforce the importance of human rights, the rule of law and justice. The school ethos and its behaviour policy revolve around 'respect' as a core value, and discussions and assemblies focus on what respect means and how it is modelled.

Through collective worship and following the liturgical calendar pupils celebrate and mark national events such as Remembrance Day. Pupils raise money for adopted charities and we encourage representatives to come into school to speak to pupils and promote their work.

Through a broad and balanced curriculum and the opportunities that lessons create, the staff and Governors at our school believe pupils will have an awareness of how to demonstrate:

- Their ability to recognise the difference between right and wrong and respect the civil and criminal law of England.
- Their acceptance of and engagement with the 'fundamental British values', and demonstrating the skills and attitudes that allow them to participate and contribute to life in modern Britain.
- Their understanding of the range of cultures within the school "and further afield" as preparation for life in modern Britain.

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 pupils' 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 support through our pastoral system. Additionally, if necessary 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 understanding for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and understand 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.

External Agencies and Speakers

We will encourage the use of external agencies or speakers to enrich the experiences of our pupils; however we will consistently positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils and provide risk assessments when necessary.

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 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. Examples where we believe expert advice facilitates improved understanding among pupils and staff are **Hate Crime & Diversity** as well as the **Prevent Duty**.

Whistle Blowing

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

Safeguarding

Please refer to our Safeguarding Policies for the full procedural framework on our Safeguarding and Child Protection duties.

Staff at Astley Park 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 External Agencies & Speakers, the activities they are involved in or the groups they are associated with. 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 in 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 Leads.

Safeguarding reporting arrangements are set out fully in our Child Protection and Safeguarding Policy.

The Designated Safeguarding Leads are: Mrs. Nicola Patterson, Mr Kieran Welsh, Mr Steve Poxon.

Role of the 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 the provisions set out in the DfE guidance 'Keeping Children Safe in Education, July 2016' the Governing Body will challenge senior leaders on the delivery of this policy and monitor its effectiveness.

Date policy approved by the Governing Body Policy Committee: 26.09.16

Signed by the Chair of the Policy Committee: _____

Mr M Maher

Signed by the Chair of the Governing Body: _____

Mrs W Blundell

Policy Review Date: Autumn Term 2018