



Preventing Extremism & Radicalisation Policy 2015-2016

Updated:	February 2016
Approved by:	Local Governing Board
Last review date:	March 2016
Adopted by FGB:	March 2016
Scheduled review date:	March 2019

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1 – Introduction

Oak Academy is committed to providing a secure environment for students, where they feel safe and are kept safe. All adults at Oak Academy recognise that safeguarding is everyone's responsibility, irrespective of the role they undertake and whether or not their role has direct contact or responsibility for children and young people.

2 – Definitions

Ideology - a set of beliefs.

Extremism - a 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.

Radicalisation - the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Terrorism - an action that endangers or causes serious violence damage or disruption and is intended to influence the Government or to intimidate the public and is made with the intention of advancing a political, religious or ideological cause.

3 – Guidance and Legislation

The Preventing Extremism and Radicalisation Safeguarding Policy draws upon the guidance contained in:-

- Keeping Children Safe in Education; DfE: July 2015
- Tackling Extremism in the UK; Prime Ministers Taskforce: December 2013
- Teaching Approaches that help Build Resilience to Extremism among Young People; DfE 2011
- Promoting Fundamental British Values as part of SMSC in Academies; Nov 2014
- OFSTED Academy Inspection Handbook
- Prevent duty guidance

In adhering to this policy and the procedures therein, staff and visitors will comply with our statutory duties to:-

- Safeguard and promote the welfare of all children as set out in s175 and s157 of the Education Act 2002.
- Contribute to the delivery of the outcomes for all children, as set out in s10 (2) of the Children Act 2004.
- Have due regard to the need to prevent people from being drawn into terrorism, as set out in s26 of the Counter-Terrorism and Security Act 2015.

4 – Academy Ethos and Practice

Oak Academy recognises the Government's concern that the UK continues to face a threat from terrorism. One security concern is the potential for British citizens and residents to become radicalised and commit acts of violence or terrorism.

Violent Extremism is defined by the Crown Prosecution Service (CPS) as:

"The demonstration of unacceptable behaviour by using any means or medium to express views, which:

- *Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;*
- *Seek to provoke others to terrorist acts;*
- *Encourage other serious criminal activity or seek to provoke others to serious criminal acts;*
- *Foster hatred which might lead to inter-community violence in the UK."*

Our Academy is a safe place where students can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens. However, there is no place for extremist views of any kind in our Academy, whether from internal sources - students, staff or governors; or external sources - Academy community, external agencies or individuals.

As an Academy 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, we provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and accept difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

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, 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 reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting students in other schools or 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, sexuality, ethnicity or culture.
- Attempts to impose extremist views or practices on others.

- Any confidential information received from any source regarding a student at Leaf Academy will be shared with other professionals as and when is requested or felt appropriate

Our Academy will closely follow any locally agreed procedure as set out by the Local Authority and the Local Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

5 – 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 Tutor Time Programme; 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 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. 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 students centred approach.
- Facilitating a 'safe space' for dialogue, and
- Equipping our students with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore 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 schools approach to the spiritual, moral, social and cultural development of students 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 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. We will achieve this by using a curriculum, where appropriate that includes:-

- Tutor Time Programme
- Assemblies
- Open discussion and debate
- 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 student's experiences and horizons.

We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences, we will ensure that the student is offered support through referral to the Channel Panel – see section 13.

We will promote the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage students to respect one another and to respect difference, especially those of different faith or no faith. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain and globally.

6 - Use of External Agencies and Speakers

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.

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 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 students.

Our Academy 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 or culture or other ideologies
- 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 Academy 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.

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

7 – Whistle Blowing

Where there are concerns of extremism or radicalisation, students and staff are able to discuss this with the Designated Safeguarding Lead. If, for any reason they feel unable to do this, then they are able to make use of our internal systems to Whistle Blow or raise any issue in confidence. Please refer to School Whistle Blowing Policy.

8 – Child Protection

Please refer to our Safeguarding 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.

9 - Role of the Designated Safeguarding Lead (DSL)

The DSL is: Deri Payne

The role of the DSL is set out in our Safeguarding Policy.

The DSL is the focus person who school staff, and others, may come to if they have concerns about an individual child's safety or well-being, and they are the first point of contact for external agencies.

The DSL is also the person who leads on concerns regarding extremism or radicalisation. Where there are concerns regarding extremism and radicalisation, the DSL will liaise with the Channel panel and make referrals where appropriate – see section 13.

10 – Training

Whole school training on Safeguarding and Child Protection will be organised for all staff and governors every year. The training is provided through Flick Learning, and the course/s followed are Level 2 certified by The CPD Certification Board and incensu registered. This training has been approved by the DSL and will, in part, include training on extremism and radicalisation and its safeguarding implications.

The DSLs 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.

11 – Recruitment

The arrangements for recruiting all staff, (permanent, temporary and volunteers;) to our school will follow statutory guidance in Keeping Children Safe in Education 2015.

We will apply safer recruitment best practice principles and sound employment practice in general, which include, but are not limited to, ensuring that DBS checks are 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 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 students thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

Therefore, by operating safer recruitment best practice and by ensuring an ongoing culture of vigilance within our school, we will minimise the opportunities for extremist views to prevail.

12 – 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 2015' 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 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.

13 – Dorset PREVENT Programme

The Prevent Programme is Dorset's response to the Government's national counter-terrorism strategy, which aims to stop people being drawn into or supporting terrorism. The national strategy focuses on three key areas which are:-

- Respond to the ideological challenge of terrorism and the threat from those who promote it
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- Work with sectors and institutions where there are risks of radicalisation that we need to address

Dorset's Prevent Programme is designed to:-

- Deter extremist groups from creating disharmony, division and spreading hate
- Divert vulnerable individuals away from the radicalisation process and ensure that they are given the appropriate advice and support through local safeguarding structures
- Keep the majority safe from the few who seek to harm others
- Ensure that sectors and institutions develop an appropriate response to tackle extremism
- Ensure that media and wider public recognise that the illegal or extreme actions of a few individuals from a particular background do not reflect the values and views of others with the same background, faith or belief
- Ensure that the reputation of the city and its residents is maintained and enhanced.

For further information on the Dorset Prevent Programme, If you are concerned that someone you know is at risk of radicalisation, please contact Vanessa
Read: vanessa.read@dorsetccg.nhs.uk

14 – Channel Panel

Dorset has a multi-agency group – the Channel Panel, to provide support to people at risk of being radicalised, recognising that the radicalisation of vulnerable children and adults is a safeguarding issue.

Channel is a process developed to support people at risk of being drawn towards terrorism or violent extremism. Partners work together to support individuals vulnerable to radicalisation and provide tailored safeguarding measures to support their needs.

Channel Partners include Local Authority, Healthcare providers, Probation, Police and members of the community. This process can support the people in the community if it is needed. The earlier the Channel intervention the more likely it is to be effective; so make the referral at the earliest opportunity.

It is important to trust your professional judgement - if you are concerned that someone is at risk of getting involved in extremism, you should discuss this with your DSL without delay.