Tackling Extremism and Radicalisation Policy

Governing Body Sub-committee
Name: Student Matters Equality and Community
Date approved: 6 October 2016

Full Governing Body (if applicable)
Date approved:

This Policy should be read with the following policies:

- Belper School Child Protection and Safeguarding Policy

- Working Together to Safeguard Children March 2015. The guidance is available via the following link: http://www.workingtogetheronline.co.uk/index.html

- Keeping Children Safe in Education Sept 2016. The guidance is available via the following link: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418686/Keeping_children_safe_in_education.pdf

- Prevent Duty Guidance for England & Wales; a Guidance for specified authorities (Counter Terrorism & Security Act 2015) June 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417943/Prevent_Duty_Guidance_England_Wales.pdf

- The Dfe Prevent Duty Departmental advice for Schools and child care providers June 2015. The guidance is available via the following link: https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

- Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers". March 2015. The guidance is available via the following link: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

1.   Our Policy

Belper School recognises its responsibilities for tackling extremism in all forms and its responsibilities in protecting children/young people from exposure to all types of radicalisation.

2.   Aims & Principles

This Extremism and Radicalisation Policy is intended to provide us with a framework for dealing with issues of vulnerability, exposure to extreme views and ideologies which are seen to be inflammatory and against the ethos of our school.

We recognise we are in an important position to identify the early signs, seeking to safeguard and protect children / young people who are susceptible and vulnerable. We recognise the need to respond in taking appropriate action to prevent extremist ideologies developing alongside providing a broad curriculum. This policy sets out how we will deal with this.

Our parents and carers also need an understanding of the issues and should be well informed about our efforts deal to with such incidents including how our curriculum and ethos underpins our actions. We will take every opportunity to ensure that parents and carers are clear about how the school will respond to these issues. Effective engagement with our parents/carers is also important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and direct them to appropriate support.

We will make this policy available to our parents/carers and other stakeholders in our local community. This Policy will also be made available on the school website.

3.   Links to other policies

The Tackling Extremism & Radicalisation Policy is linked to the following policies:

- Safeguarding & Child Protection Policy
- Equality Plan
- Anti- bullying Policy
- Behaviour Policy
- On-line Safety in a Digital World
- Visions, Values and Ethos

all of which are available on the school website

Furthermore, we will follow the procedures set out by the Derbyshire Safeguarding Children's Board with reference to Safeguarding Children and Young People who are deemed to be vulnerable to Violent Extremism:
http://derbyshirescbs.proceduresonline.com/index.htm

In tackling extremism and radicalisation we will take account of the following national guidelines and legislation:

- CONTEST (Counter Terrorist Strategy) 2011
- Prevent Duty Guidance for specified local authorities HMI June 2015
- Channel Duty Guidance 2015
- Counter Terrorism & Security Act 2015
- The Prevent Duty, Dfe Departmental advice for schools and child care providers 2015

4. Duties, Powers, Responsibilities

Section 26 of the Counter Terrorism and Security Act 2015 places a duty upon Local Authorities and all specified settings including Schools in the exercise of their functions to have "*due regard to the need to prevent people from been drawn into terrorism*". It is applied to bodies in the UK who have significant interaction with people vulnerable to radicalisation.

We are required in our functions under section 26 to:

- Know about and identify early indicators in pupils
- Develop the confidence to challenge and intervene
- Assess the risk of our pupils being drawn into terrorism and terrorist ideology
- Have clear protocols & keep records
- Be monitored by Ofsted in how we exercise these duties

We therefore recognise the Prevent strategy is part of the overall Counter Terrorism Strategy, CONTEST in the UK. The aim of Prevent is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism.

We understand Channel to be an element of the Prevent strategy aimed at stopping vulnerable people being drawn into terrorism, a programme working to challenge extremist ideas who work with individuals including children and young people.

We will work with the Local Authority and with other agencies in making sure we undertake our duties under Prevent.

5. Definitions & Indicators

The Government has given the following definition of extremism in the Prevent strategy. It is "*vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, mutual respect and the tolerance of different faiths and beliefs. We also include in our definition any calls for the death of members of our armed forces, whether in this country or abroad*".

We recognise radicalisation as the process by which people come to support terrorism, violent extremism and, in some cases, to then participate in terrorist groups, which can mean leaving their country to pursue this.

We recognise that children/young people can be enticed into radicalisation as they are more vulnerable and susceptible to this. They therefore can be drawn into violence or they can be exposed to the messages of extremist groups by many means especially on line and through social media. The school recognise that social media is increasingly a child's or young person's preferred method of communication which can increase their risk to exposure to radicalisation.

Messages, views, ideologies that are extremist can come from parents/carers, family members or friends, and/or from direct contact with member groups and organisations. It can come from staff within an organisation, or be brought into a school by staff, governors, or volunteers.

Research has identified helpful lists of indicators based on actual UK case studies which would identify how a child or young person is vulnerable to radicalisation.
The risk of radicalisation is the product of a number of factors and identifying this risk requires all our staff in Belper School being able to exercise their judgement in raising any concern and reporting to the appropriate leads within the school.

We understand the following concerns as some indicators of vulnerability in children / young people to radicalisation and ones that are based upon research and from examples of case studies but that there is no definitive list and all these following concerns, indicators, factors and risk indicators are to be taken into account:

- Identity Crisis - distance from cultural/religious heritage and uncomfortable with their place in society around them

- Personal Crisis - family tensions, sense of isolation, adolescence, low self-esteem, disassociation with existing friendship groups, becoming involved in new and different groups of friends, searching for answers to questions about identity, faith and belonging

- Personal Circumstances - migration, local community tensions, events affecting country or region of origin, having a sense of grievance that is triggered by personal experience of racism, discrimination or aspects of government policy

- Un-met Aspirations - perceptions of injustice, feeling of failure, rejection of civic life

- Criminality - experiences of imprisonment, poor resettlement/reintegration, previous involvement with criminal groups

We recognise the following potential diagnostic Indicators identified in the Channel Guidance which include:

- Use of language seen to be inappropriate (e.g. causing distress or alarm and perceived to be prejudiced, inflammatory, or hateful)
- Noticeable behavioural changes
- Expression of extreme views
- Possession of extremist literature
- Advocating violent actions and means
- Seeking to recruit others to an extremist ideology

We also understand these critical risk factors which indicate a possible process of potential grooming/entrapment:

- Changes in faith/ideology
- Sudden name change linked to a different faith/ideology
- Significant changes in appearance
- Secrecy on the internet & access to websites with a social networking element
- Narrow/limited religious or political view
- Attendance at certain meetings e.g. rallies and articulating support for
- "Them" and "us" language/rhetoric
- Justifying the use of violence to solve societal issues
- Isolation from usual friends, family or social groups
- Sudden unexplained foreign travel

We will assess and monitor the risk of children being drawn into terrorism; the general risks may vary from area to area, and according to their age, local threat and proportionality. The school recognises we are in an important position to identity risks within our local context.

We will use our in-school safeguarding procedures to raise safeguarding concerns on an individual pupil and a risk assessment if the concern is a Prevent concern. If the concern is a Prevent concern we will use the guidance and assessment as prescribed by the local authority.

We will try and help our pupils to keep safe on line and consider the impact of social media networking sites with additional consideration to the threat of exposure to extremism and radicalisation. We are aware of the increased risk of on-line radicalisation and how terrorist groups seek to radicalise young people on line.

We will use appropriate levels of filtering and consult with the relevant IT providers and provide training where necessary. See Belper School's Digital Safety Policy

6.   The Role of the curriculum

We will work to ensure that our pupils will be skilled and equipped to be resilient and resist involvement in extreme or radical activities. Therefore we recognise the need to build resilience in our pupils to make them less vulnerable.

We will therefore provide a broad and balanced curriculum within which we aim to support pupils, Spiritual, Moral, Social and Cultural development (SMSC). SMSC development is promoted through all our subjects, including the ethos of our school where development of positive attitudes and values is central to everything we do.

Values underpinning public life in the UK have been summarised as democracy, the rule of law, individual liberty, mutual respect, and the tolerance of those with different faiths and beliefs. It is important that our pupils understand this through different approaches using a   balanced and broad curriculum. This supports our pupils to be responsible citizens and prepares for an adult life living and working in Britain which is diverse and changing.

Our School will ensure the promotion of British values and that these efforts are inclusive and promote unity between pupils, parents/carers and the local community.

Link to:
Belper School Visions Values and Ethos
Belper School Equality Plan

7. Training

As part of our statutory duties and through opportunities we will ensure that all student-facing staff are aware of the threats, risks and vulnerabilities that are linked to extremism and radicalisation. This includes being alert to early indicators and how to respond to and report. This will be incorporated into staff induction training.

We will ensure that staff are trained to be equipped and skilled in this field, making available training resources and support opportunities where required. We will follow the recommendations of the Local Authority and ensure that staff attend Prevent/WRAP, or other recommended training and as is relevant to the job/role in the school.

In making sure that support needs are met of the pupils that staff including volunteers and governors understand Channel, Channel strategies and how to refer into Channel using local processes.

8. Safeguarding Roles and Responsibilities- Appendices A

9. Procedures for Referrals

We will treat any worry or concern that a child or young person in the school may be exposed to possible extremism, extremist ideology and or radicalisation as a safeguarding concern.

Recent case studies and from Derbyshire's own experiences have identified that schools have been concerned about and sought advice on:

- Parents/carers presenting worrying views to any teacher, visitor or Governor.

- A staff member, governor, volunteer or visitor presenting concerning views.

- Access to radical teachings by anyone in the school.

- Online exposure and the viewing of on line materials seen to be concerning, disturbing, inflammatory, or anti- British in tone.

- Any child or young people/parents/visitors on school property who you may feel are discussing/providing information to children that may be seen as inciting or inflammatory.

- Taking action to remove children from curriculum based activities or visits on the basis of a view seen to be perceived as linked to an extreme view, ideology or irrational fear.

All concerns and incidents will be fully investigated and the Designated Safeguarding Lead /Safeguarding Team can contact the Child Protection Manager for Schools/ Education settings or in their absence the Safeguarding Team for advice and around next steps.

The Department of Education has also a dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns related to extremism. It is not intended for use in emergency situations.

Where a concern or incident is judged to be immediate and serious an appropriate lead in the school will contact the police directly.

All concerns will be referred by the Safeguarding Designated Lead/Safeguarding Team into Starting Point. This is a single point of contact for advice, support and referrals for early help, MAT, Children's Social Care referrals.

There is a case referral pathway process and depending upon significance concerns will include a referral into the local Prevent Team, and decisions will be made around a referral into Channel.

10. Visitors & Use of the school's premises

Visitors

- Upon arriving at the school all visitors including contractors will be provided with the Safeguarding and Child Protection Guidance and any relevant Codes of Behaviour which they will be required to adhere to.

- Visitors and contractors will be subject to identification checks which will include clarification of the purpose of their visit.

- Belper School may undertake further precautions in allowing visitors and contractors on their premises.

School Premises

We will seek to ensure that the school building will not be used to give a platform to extremists and as a school we will take all reasonable steps to promote this. The use of school premises will be monitored and in the event of any behaviour not in keeping with this policy or the Safeguarding and Child Protection Policy, the School will terminate the contact and may in some circumstances contact the police.

11. Help, Support & Signposting

Child Protection Manager Schools/Educational Settings Derbyshire- Debbie Peacock
01629 531079   Debbie.peacock@derbyshire.gov.uk

DCC Child Protection/ Safeguarding Team – 01629 532178

Derbyshire Police 101- can route non urgent referrals through to the PREVENT Team
Children's Social Care (single point of Contact- Starting Point) - 01629 533190

Seamus Carroll is the lead officer for Prevent at Derbyshire County Council
seamus.carroll@derbyshire.gov.uk   Telephone 01629 538494 or 07771 980107

Contacts for training and learning:
Prevent, WRAP, Channel, CONTEST

- http://www.saferderbyshire.gov.uk/training-and-resources/courses-and-bookings/counter_terrorism/default.asp

- https://www.gov.uk/government/publications/counter-terrorism-strategy-contest

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

- https://www.gov.uk/government/publications/channel-guidance

- https://www.gov.uk/government/publications/prevent-strategy-2011

Contacts for training:
http://www.saferderbyshire.org.uk/training-and-resources/courses-and-bookings/counter_terrorism/default.asp

Useful Websites:

UK Safer Internet Centre:
Guidance for teachers, and other professionals supporting children about how to stay safe on line & from radicalisation. **Includes:** checklists for Facebook, Twitter, Snapchat, Instagram. Can be downloaded and used in Schools. www.saferinternet.org.uk

London Grid for Learning which has a range of short videos which explain some of the issues very well. Also provides the extremist narrative and developing a counter narrative. http://counterextremism.lgfl.org.uk/

Teaching approaches that build resilience to extremism amongst young people = www.gov.uk/government/publications/teaching

PREVENT
www.gov.uk/government/policies/protecting-the-uk-against-terrorism/supporting-pages/prevent
PREVENT Tragedies = www.preventtragedies.co.uk
Families Matter= www.familiesmatter.org.uk
NCALT -an E learning module which gives awareness of the CHANNEL process. Issued with certificate=   http://course.ncalt.com/Channel_General_Awareness/01/index.html

Safeguarding Roles and Responsibilities- Appendices A

All Staff and Volunteers of our School have responsibility for the following:

- Being aware of the Derby City and Derbyshire Safeguarding Procedures, and with reference to Safeguarding Children and Young People Vulnerable to Violent Extremism, ensuring these procedures are followed;

- That Staff including volunteers are aware of the Derby City and Derbyshire Safeguarding Children Board's Escalation Policy and Process, which may be followed if a staff member fears their concerns have not been addressed, and of the Confidential Reporting Code (Whistle Blowing);

- Ensuring we attend PREVENT/WRAP training and any other training prescribed by the Local Authority relevant to the role in the school;

- Being alert to the definitions and indicators around extremism and radicalisation, acting upon any of these concerns by reporting these to the Designated Safeguarding Lead/Safeguarding Team within the School;

- Bringing any concerns relating to extremism, or worrying ideologies, where a child or young person may have access to materials either online media contact or viewing to the Designated Safeguarding Lead/Safeguarding Team who is the single point of contact for Prevent concerns;

- Bringing any concerns to the Designated Safeguarding Lead/Safeguarding Team relating to parents/carers or visitors on the schools premises relating to views seen to be inflammatory, or contrary to the schools principles in this policy and to a curriculum promoting diversity;

- Being proactive in the school in protecting vulnerable children / young people from exposure to radical views and been radicalised by them;

- Promoting an ethos within the school with regard to principles of equality, diversity, and the positive values of different cultures;

- Understanding the implications of prejudice based bullying in an aim to protect children and young people from being radicalised;

- Understanding British values, being proactive in this contributing to children's learning and the broader values of living & working in modern Britain.

- Listening to, and seeking out, the views, wishes & feelings of our pupils, ensuring that the vulnerable child's voice is heard and acknowledged;

- Obtaining advice and seeking support for our pupils using the referral routes when a child or young person has been identified as vulnerable to extremism and radicalisation.

The Designated Safeguarding Lead/Safeguarding Team has responsibility for the following:

- That they are the single point of contact in relation to protecting pupils/students from radicalisation and involvement in terrorism (SPOC);

- Being aware of the Derby City and Derbyshire Safeguarding Procedures in regard to 'Safeguarding Children and Young People Vulnerable to Violent Extremism', ensuring these procedures are followed.

- That all concerns are seen as safeguarding concerns and reported under the procedures which are set out;

- That when concerns are bought to their attention they are aware of the advice and referral process Prevent/Channel which is available in the local authority;

- That they may be asked to attend a Channel panel to present, discuss and agree a course of action on a child or young person raised through that process;

- That they ensure the child or young person receives the support available through Prevent and Channel;

- That they are aware of signposting to other support services, web based organisations and agencies that can assist a school;

- Within the framework of the school's Leadership Group they will support the monitoring of practice of the RE curriculum and assembly policy, or in teachings where relevant that they are used to promote community cohesion and are reflective of multi-faith and beliefs;

- They inform and keep up to date as part of their training responsibilities all staff and volunteers;

- That they keep records of any concerns labelled clearly as Prevent, use and record risk assessments, interventions, and any advice and support that is sought.

Governors and School Leadership of our school are responsible for (and need to ask a School about):

- That the Designated Lead/Safeguarding Team in the School will act as the single point of contact for concerns;

- That the Safeguarding Designated Lead/Safeguarding Team has access to the training as prescribed by the Local Authority;

- That all staff, including volunteers are given access to the training as prescribed by the Local Authority and relevant to their job role;

- Ensuring that the Safeguarding Designated Lead/Safeguarding Team is sufficiently trained and equipped to deal with extremism and radicalisation in their school and he/she remains up to date with any guidance/legislation changes;

- That processes of keeping records are in place for the reporting and recording of any concerns. That there is evidence of Risk Assessments being undertaken, and records are maintained of any interventions, advice and support that have been sought;

- To consider how children may be taught about extremism and radicalisation as part of the broader Safeguarding in the school which is promoted through teaching and learning opportunities as part of providing a broad and balanced curriculum;

- Actively promoting values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs;

- Having in place a Digital Safety Policy which can also address the concerns of radicalisation on line;

- Making sure that this policy including any teachings or statements relating to the work of protecting children/young people from radicalisation is available to parents, and carers as appropriate, including display on the school's website.

Management of the Policy

The Headteacher of Belper School will implement the policy and will ensure that all staff including volunteers have read and signed confirming that they have read and understood their responsibilities.

The Governing Body will oversee the policy; ensure its implementation and compliance to statutory duties reviewing its content on an annual basis.

We will undertake a regular audit and review of this policy and in light of any changes in guidance /legislation how these changes will be implemented within the School.

The Headteacher will report on and discuss progress with the Governing Body on an annual basis

A record of the minutes are recorded the School Governing Report covering the discussion on the Policy of Extremism, Radicalisation and the Prevention of British values, detailing how proactive the school is in ensuring this policy is reflected in the schools ethos and curriculum.