

# EXTREMISM & RADICALISATION PREVENTION & SAFEGUARDING POLICY



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## Purpose:

- Be resilient, reflective and to take responsibility for what they do
- Be motivated and enjoy learning
- Be confident, happy and feel safe
- Be friendly, respectful, caring and polite

## In a school that:

- Fosters individual talents and abilities in every child
- Has the highest expectations for itself, its staff and students
- Celebrates success and achievement in all its forms
- Values the role parents and carers play
- Is continually striving to improve
- Actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

## 1. Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our students so that they can learn in a relaxed and secure atmosphere. We believe every student should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Heanor Gate Science College. We recognise our responsibility to safeguard and promote the welfare of all our students by protecting them from physical, sexual or emotional abuse, neglect and bullying.

At Heanor Gate Science College we deplore terrorism of every kind and of any radical ideology. We will do anything we can to protect our students from the threat of extremism and we will not tolerate radicalisation in our school. Our zero tolerance approach to extremism and radicalisation includes interventions, exclusions, and involving third parties such as the police. We support and adhere to the latest guidance from the DfE which requires schools to actively promote fundamental British values and to ensure that students are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

This policy should be read in conjunction with:

‘Working Together to Safeguard Children’ (2015) which is statutory guidance to be read and followed by all those providing services for children and families, including those in education.

“Keeping Children Safe in Education” (2016), which is the statutory guidance for Schools and Colleges.

Furthermore, we will follow the procedures set out by the Derbyshire Safeguarding Children’s Board:  
<http://derbyshirescbs.proceduresonline.com/index/htm>

In accordance with the above procedures, the School carries out an annual audit of its Safeguarding provision (S175 Safeguarding Audit, requirement of the Education Act 2002 & 2006) and sends a copy to the Local Authority Safeguarding Team.

The policy specifically draws upon the guidance of 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 the Education Commissioner (Birmingham) Peter Clarke’s report of July 2014.

## 2. Definitions

- 2.1 Extremism – defined as the holding of extreme political or religious views
- 2.2 Radicalisation – is defined as the process by which an individual or group comes to adopt increasingly extreme political, social or religious ideals and aspirations
- 2.3 Fundamental British Values – are a set of expected standards by which people resident in the UK must live

### 3. Safeguarding from extremism

- 3.1 We protect the right to freedom of expression. This policy is not intended or designed to restrict or prevent legitimate and lawful congregation or debate
- 3.2 We have a dedicated safeguarding lead who deals with any incidents of extremism and or radicalisation within our school community
- 3.3 Our most fundamental responsibility is to keep our students safe and prepare them for life in modern multi-cultural Britain globally
- 3.4 Our responsibility under law, is to do our utmost to safeguard our students from being drawn into extremism and terrorism
- 3.5 We have strong relationships with our local safeguarding children board (DSB) and local police and will not hesitate to involve them at the earliest opportunity if safeguarding issues arise
- 3.6 We encourage any student, parent, staff member or member of the wider school community to let our safeguarding lead know if they have concerns about:
  - Students becoming radicalised
  - Groups, clubs or societies with extremist or radical views
  - Friends and/or families of students becoming radicalised or involved in extremism
  - Students planning to visit known areas of conflict
  - Members of the school and wider community attempting to draw young and/or vulnerable students into extremism
- 3.7 Visitors and speakers coming into the school will be vetted prior to them having access to students, and all materials handed out to students will be checked by relevant CTL's/SLT

### 4. “Channel” and “Prevent” – Indicators for staff?

- 4.1 “Channel”, a key element of the Home Office’s “Prevent” strategy, is a multi-agency approach to protect people at risk from radicalisation
- 4.2 As a school we will work with the local authority, local law enforcement, and religious and community leaders, to identify children vulnerable to radicalisation and to stamp out extremism if it arises. This includes identifying students:
  - Displaying feelings of grievance and injustice
  - Feeling under threat
  - Searching for identity, meaning and belonging
  - Who have a desire for status amongst their peers
  - Who have a desire for excitement and adventure
  - Displaying a need to dominate and control others
  - Who have a susceptibility to indoctrination
  - Displaying a radical desire for political or moral change
  - Who are susceptible to opportunistic involvement
  - Who have family or friends involved in extremism
  - Susceptible to being influenced or controlled by a group
  - With relevant mental health issues

## 5. Preventing radicalisation

- 5.1 We will always take allegations and concerns of radicalisation and/or terrorism seriously
- 5.2 We will help students channel their desire for excitement and adventure into suitable and healthy activities
- 5.3 We will work with local religious and cultural organisations to instil a strong sense of identity in our students, as well as a clear place and purpose within the school
- 5.4 We will monitor all internet activity that takes place on the site, and on any school computers, laptops and tablets off site, and establish appropriate filters to protect children from terrorist and extremist material online
- 5.5 Our school is a multi-faith and multi-racial community. We will always aim to integrate and engage every child within the school community, and in the wider community
- 5.6 We will celebrate a range of different religious and cultural festivals across the year giving every child the opportunity to take part
- 5.7 We will monitor and assess incidents which suggest students are engaging, or are at risk of engaging in extremist activity and/or radicalisation
- 5.8 Where a student has been identified as at risk of radicalisation, our school will take action proportionate to the incident/risk

## 6. Community Links

- 6.1 We will include discussion about extremism and radicalisation in our Governing Body meetings
- 6.2 We will operate an open door policy for community members to report concerns
- 6.3 We will open our doors to the community for festivals, religious and other events
- 6.4 We will select a range of charities to support across the year which represent our school community, including local community groups

## 7. Promoting fundamental British values

### 7.1 Through a broad and balanced curriculum, we:

- Teach our students a broad and balanced international history
- That all of our teaching approaches help our students build resilience to extremism
- Represent the cultures of all of our students across the subject
- Teach a wide range of English and non-English literature
- Commemorate World War 1 and 2
- Demonstrate the historical importance of the Commonwealth
- That all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it

## 7.2 Through our social, moral, spiritual and cultural programme, we will:

- Enable students to understand and promote British Values in school and the community
- Enable students to develop their self-awareness, self-esteem and self-confidence
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- Enable students to acquire a broad general knowledge of, and respect for, public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of, and respect for, their own and other cultures
- Ensure respect for other people
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

## 7.3 We will do this by:-

- Including resources on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain as part of our curriculum
- Ensuring that all students within the school have a voice that is listened to, thus demonstrating how democracy works via our student leadership programme and student council whose members are voted for by the students
- Using opportunities such as general or local elections to develop greater understanding and engagement in politics from an early age
- Offering a debate society to provide students with the opportunity to learn how to argue and defend points of view
- Using teaching modern, up-to-date resources from a wide variety of sources to help students understand a range of faiths
- Considering the role of extra-curricular activity, including any activity run directly by students, in promoting fundamental British Values

## 8. Whistleblowing

Where there are concerns of extremism or radicalisation students and staff will be encouraged to make use of our internal systems to whistle blow or raise any issue in confidence

## 9. Child Protection

Please refer to our Child Protection and Safeguarding Policy for the full procedural framework on our Child Protection procedures. Staff at the 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)

All adults working in the school (including visiting staff, volunteers, contractors and students on placement) are required to report instances (or concerns) where they believe a child may be at risk of harm or neglect to the Designated Safeguarding lead or the Principal. Our child protection reporting arrangements are set out fully in our Child Protection and Safeguarding Policy

## 10. Role of the Designated Person

The Designated Safeguarding lead for Child Protection is Steve Huntington.  
The Deputy Designated Safeguarding Lead is Matt Jones.

The Designated Person 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 the Education Commissioner (Birmingham) Peter Clarke's report (2014) the role of the Designated Senior person will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counterterrorism strategy.

## 11. 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. Yearly updates and additional training and development will occur to ensure staff are fully aware of the changes and demands of child protection and safeguarding.

The Designated Senior Person 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.

## 12. Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow government guidance on 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 students thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

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.

### **13. 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 provision set out in the DfE guidance 'Keeping Children Safe in Education, 2016' the governing body will challenge the school's SLT on the delivery of this policy and monitor its effectiveness.

Governors will review this policy regularly prior to the start of a new academic year (on an annual basis) but may amend and adopt any amendments 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.