

## Preventing Extremism & Radicalisation Policy

This policy is concerned with how The Rise School addresses the risk of extremism or radicalisation of our pupils through outside influences and ensuring the safeguarding and safer recruitment process in regards to preventing radical or extremist views from degrading the ethos of the school.

This policy is to be implemented by:

- teaching staff
- governing body

This policy is addressed to:

- teaching staff
- pupils
- other relevant stakeholders.

Appendix A contains the legislation and guidance that has been taken into account in the production of this document.

This policy should be read in conjunction with the following school policies:

- Behaviour & discipline
- Confidentiality
- Data protection
- External communications
- Safeguarding & child protection
- Home school partnership.

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## Guidance & procedures

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## 1. Introduction

- 1.1. The Rise School is committed to providing a secure environment for pupil/learners, where children and young people feel safe and are kept safe. All staff and volunteers in our 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 and young people or not.
- 1.2. In adhering to this policy and procedures staff and visitors will contribute to our delivery of the outcomes to all children and young people, as set out in s10 (2) of the Children Act 2004 <sup>1</sup>. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall school/college/charity arrangements to Safeguard and Promote the Welfare of all Children and Adults in line with our statutory duties set out at s175 of the Education Act 2002 (s157 of the Education Act 2002).
- 1.3. Our Preventing Extremism and Radicalisation Safeguarding Policy also draws on:
- guidance in the "London Child Protection Procedures"
  - DfE Guidance "Keeping Children Safe in Education, 2016" 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.

## 2. Ethos and Practise

- 2.1. When operating this policy we 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'.*
- 2.2. The full Government Prevent Strategy can be viewed at: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97976/prevent-strategy-review.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf)
- 2.3. There is no place for extremist views of any kind in our school whether from internal sources –pupil/learners, staff, volunteers, governors, trustees or external sources – the community, external agencies or individuals. Our children and young people 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.

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- 2.4. As an organisation we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and young people 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 children and young people.
- 2.5. 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. We therefore will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupil/learners are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.
- 2.6. We are also 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 pupil/learner/learners 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 a pupil or staff will always be challenged and where appropriate dealt with in line with our Behaviour 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.
- 2.7. As part of wider safeguarding responsibilities 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 e.g 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, colleges, local authorities 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

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- Anti-Western or Anti-British views.

2.8. Our school will closely follow any locally agreed procedure as set out by the host Local Authorities and/or our Safeguarding Children/Adult Boards' agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised consideration will be given to using the relevant LA Channel process. Channel is a bespoke panel which meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence. The Channel Panel meets when a referral has been made and referrals can be made by anyone.

### 3. Teaching Approaches

- 3.1. 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 and young people 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.
- 3.2. 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 skill. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.
- 3.3. 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 as set out in the Table at Page 15 of that document, see Appendix A, and we will apply the methodologies set out in that document following the three broad categories of:
- Making a connection with young people through good teaching design and a pupil/learner centred approach.
  - Facilitating a 'safe space' for dialogue, and
  - Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.
- 3.4. 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. Our goal is to build mutual respect and understanding

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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, where appropriate for our pupils
- Work on anti-violence and a restorative approach addressed throughout curriculum
- Focussed educational programmes.

3.5. We will also work with local partners, families and communities in our efforts to ensure our school, college and charity 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 support. Additionally, in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

3.6. At our school 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 multi-cultural Britain and globally.

#### **4. Use of External Agencies and Speakers**

4.1. 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. To do this we will use our Local Authority's guidance for Managing the Work of External Agencies.

4.2. 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, our 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 curriculum so we need to ensure that this work is of benefit to all pupils.

4.3. Our school will therefore assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

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- 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 school to ensure that they are effective

4.4. We recognise, however, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, needs, 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.

4.5. 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.

## 5. Whistle Blowing

5.1. 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 the Ambitious about Autism Whistle Blowing Policy.

## 6. Child and Adult Safeguarding Policies and Procedures

6.1. Please refer to our Child and Adult Safeguarding Policies and Procedures for the full procedural framework on our child and adult safeguarding 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 young person 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 young person's family that may equally place a young person at risk of harm. (These examples are for illustration and are not definitive or exhaustive). Therefore all adults working at our school (including visiting staff, volunteers, contractors, and students on placement) are required to report instances where they believe a young person may be at risk of harm or neglect to the appropriate Designated Safeguarding Lead.

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## 7. Role of the Designated Safeguarding Lead

- 7.1. The Designated Safeguarding Lead for The Rise School is Hannah Clements and the Deputy in his absence, Sarah Roscoe, Head teacher.
- 7.2. The Designated Safeguarding Lead works in line with the responsibilities as set out at Annex B of the DfE Guidance 'Keeping Children Safe in Education'.
- 7.3. The Designated Safeguarding Leads are the local 'experts' for staff, and others, who may have concerns about a young person's safety or well-being and are the first point of contact for external agencies.

## 8. Training

- 8.1. Training on Child and Adult Safeguarding is 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/Adult Board and will, in part, include training on extremism and radicalisation and its safeguarding implications. The Designated Safeguarding Lead will attend training courses as necessary and the appropriate inter-agency training organised by the Safeguarding Children/Adult Board at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

## 9. Recruitment

- 9.1. The arrangements for recruiting all staff, permanent and volunteer, 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.
- 9.2. 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 organisation so as to unduly influence our school's 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.
- 9.3. Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an on-going culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

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**10. Role of the Autism Schools Trust**

- 10.1. The Autism Schools Trust will undertake appropriate training to ensure that they are clear about their roles and the parameters of their responsibilities as Trustees/Governors, including their statutory safeguarding duties. The Autism Schools Trust will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.
- 10.2. In line with Recommendation 13 of Peter Clarke’s report details of the Autism Schools Trust will be published on our website to promote transparency.
- 10.3. In line with the provisions set out in the DfE guidance ‘Keeping Children Safe in Education, 2016’ the Autism Schools Trust will challenge the senior management team on the delivery of this policy and monitor its effectiveness.
- 10.4. Trustees/Governors will review this policy regularly (every two years) 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.

**Review:** Biennially

**Next review:** January 2018

Ratified	Signed by Chair of Governors
4 <sup>th</sup> February 2016	 14/3/16

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