

Preventing Extremism and Radicalisation Safeguarding Policy

Rationale

Chipping Sodbury School is committed to providing a secure environment for students, where students feel safe and are kept safe. Adults at the school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake. In adhering to this policy, and the procedures therein, staff and visitors will contribute to the school's delivery of positive outcomes for all students. This Policy is one element within our overall school arrangements to safeguard and promote the welfare of all children in line with our statutory duties set out at S157 of the Education Act 2002. This policy also draws upon: the DfE Guidance "Keeping Children Safe in Education, 2014" and "Teaching Approaches that help Build Resilience to Extremism among Young People" and the Education Commissioner (Birmingham) Peter Clarke's report of July 2014.

Purposes

The following accepted Government definition of extremism is used in context of this policy:

'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'.

1. There is no place for extremist views of any kind in our school, whether from internal sources – students, staff or governors – or external sources – school community, external agencies or individuals.
2. Students must be able to regard school as a safe place where they can explore controversial issues safely and where staff encourage and facilitate this.
3. Extremism and exposure to extremist materials and influences can lead to poor outcomes for students and so should be addressed as a safeguarding concern
4. Failure to challenge extremist views would mean a failure to protect students.
5. By equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way will help to avoid fear and mistrust of others based on ignorance or prejudice.
6. The school will provide a broad and balanced curriculum, delivered by skilled professionals, so that students are understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

Guidelines

1. 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.
2. Where misconduct by a member of staff is proven, this will be dealt with in accordance with the Disciplinary Procedure.
3. As part of wider safeguarding responsibilities 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, homophobia, race, colour or culture
 - Attempts to impose extremist views or practices on others
 - Anti-Western or Anti-British views
4. All concerns should be reported immediately to the relevant Head of House who should discuss it with GMN, KTR or DYS

5. The school will follow locally agreed procedures as set out by the South Gloucestershire Safeguarding Children Board's processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.
6. Teaching, tutoring and mentoring approaches will help build resilience to extremism and be flexible to address specific issues where relevant. Students will be helped to understand safe and acceptable behaviour in the context of extremism and radicalisation.
7. Students who may be vulnerable to extremist influences will be offered extra support including mentoring. It may be necessary to engage additional support from appropriate agencies working to prevent extremism.
8. The school will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. Students will be taught and encouraged to respect one another and to respect and tolerate difference, especially those of a different faith or no faith.
9. It is a most fundamental responsibility to keep students safe and prepare them for life in modern multi-cultural Britain and globally.
10. The school encourages the use of external agencies or speakers to enrich the experiences of students, however those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students will be positively vetted. This includes checking the DBS of all external providers and ensuring the aims and content of any learning experiences do not peddle an extremist view. A member of staff would be expected to intervene at any point to prevent inappropriate messages/content being communicated to students.
11. The suitability and effectiveness of input from external agencies or individuals will be assessed 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 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 students
 - Activities are carefully evaluated by schools to ensure that they are effective
12. Students will be encouraged to understand opposing views and ideologies, appropriate to their age and abilities, and to be able to actively engage with them in informed debate; external agencies or speakers may be used to facilitate and this.
13. Students should be taught how to recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability.
14. Where there are concerns of extremism or radicalisation students and staff will be encouraged to report such concerns and where appropriate make use of the Whistleblowing Policy.
15. Staff will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a 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 child's family that may equally place a child at risk of harm. Therefore 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 young person may be at risk of harm or neglect must report to the relevant House Co-ordinator, Head of House, Designated Senior Person or Headteacher.
16. Whole school 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.
17. The arrangements for recruiting all staff, permanent and volunteers, to our school will follow government guidance on safer recruitment best practice in education settings.

Conclusion

The school is committed to providing a safe, caring and supportive environment for all students to learn, thrive and achieve. It is the responsibility of every adult within the school community to promote the welfare of all students and each other, to safeguard individuals and protect them from harm and the risks associated

with extremism and radicalisation. The processes to monitor this policy are in place via IT usage tracking, behaviour reports, student voice activities and staff feedback.

Linked policies/documents:

Safeguarding

Child Protection

Health and Safety

E-Safety Policy

Behaviour Policy

Staff Code of Conduct

Disciplinary Procedures (staff)

Whistleblowing Policy

Committee: Business and School committees

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