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Safeguarding: Preventing Extremism and Radicalisation Policy

HYDESVILLE
TOWER SCHOOL

September 2018

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Contact names	
SPOC and Prevent Lead	Manjit Chand
Designated Safeguarding Lead (DSL)	Gill Whitehouse
Deputy Designated Safeguarding Lead (Deputy DSL)	Manjit Chand
Any other staff trained to DSL level	Warren Honey
Early Years DSL	Sam Smith
Early Years Deputy	Laura Willis
Headmaster	Warren Honey
Chair of Governors (Cognita Assistant Director of Education, ADE)	Danuta Tomasz

Local Authority (LA) contacts	
Walsall	
Our school follows the safeguarding protocols and procedures of our safeguarding children board (LSCB)	Walsall Children's Services www.wlscb.org.uk
The Designated Officer for child protection	Alan Hassell 01922 654040
Local authority children's social care referral team(s)	MASH 01922 658170
Local authority Prevent Lead	01922 655970
Local authority's out of hours contact numbers	0300 555 2922
Sandwell	
Our school follows the safeguarding protocols and procedures of our safeguarding children board (LSCB)	Sandwell Safeguarding Children's Board www.sandwelllscb.org.uk
The Designated Officer for child protection	0121 544 6033
Local authority children's social care referral team(s)	MASH 0121 569 8453

Local authority's out of hours contact numbers	0121 569 3100
Dudley	
Our school follows the safeguarding protocols and procedures of our safeguarding children board (LSCB)	Dudley Safeguarding www.safeguarding.dudley.gov.uk
The Designated Officer for child protection	Independent Reviewing Officers 01384 813061
MASH Teams: Brierley Hill Dudley Halesowen	01384 813000 01384 813200 01384 815902
Local authority's out of hours contact numbers	0300 555 8574
Wolverhampton	
Our school follows the safeguarding protocols and procedures of our safeguarding children board (LSCB)	Wolverhampton Safeguarding Children's Board www.wolvesscb.org.uk
The Designated Officer for child protection	01902 550477
MASH Teams: East Park and Bilston North Bilston East and Ettingshall Blakenhall, Spring Vale, and All Saints Penn and Warstones Tettenhall, Whitemore Reans and Dunstall Bushbury, Oxley and Pendeford Low Hill and Scotlands Wednesfield, Heathfield Park and Ashmore Park	01902 558794 01902 558794 01902 550670 01902 557935 01902 550609 01902 556010 01902 555927 01902555987
Local authority's out of hours contact numbers	01902 552999
Birmingham	
Our school follows the safeguarding protocols and procedures of our safeguarding children board (LSCB)	Birmingham Safeguarding Children's Board www.lscbbirmingham.org.uk
The Designated Officer for child protection	0121 675 1669
Local authority children's social care referral team(s)	MASH 0121 303 1888

Local authority's out of hours contact numbers	0121 675 4806
Where there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately by the DSL. If a child is in immediate danger ring 999.	
Local Police Emergency	999
Local Police non-emergency	0845 113 5000

National contacts	
NSPCC 24/7 Helpline/textline	Tel: 0808 800 5000/88858 Email: help@nspcc.org.uk
DfE Prevent Helpline for schools & parents	Tel: 020 7340 7264 (non-emergency) Email: Counter.extremism@education.gsi.gov.uk
The Lucy Faithfull Foundation (LFF)	Tel: 0800 1000 900 Email: help@stopitnow.org.uk www.parentsprotect.co.uk
National Bullying Helpline	Tel: 0845 22 55 787

See Safeguarding and Child Protection Policy and Procedure for further sources of support and advice.

1   Purpose

1.1   This Safeguarding: Preventing Extremism and Radicalisation Policy is part of our commitment to keeping children safe. Since the Education and Inspections Act 2006, schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

1.2   Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. From 1 July 2015, schools became subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("CTSA 2015") in exercising their functions, "…to have due regard to the need to prevent people from being drawn into terrorism".

1.3   Safeguarding children from all risks of harm, including those children in the EYFS is an important part of a school's work and protecting them from extremism is one aspect of that. The duty to prevent children and young people being radicalised is set out in the following documents:

- Counter Terrorism & Security Act (2015, as amended)

- Keeping Children Safe in Education (September 2016, as amended)

- Working Together to Safeguard Children (March 2015, as amended)

- Prevent Duty Guidance: for England and Wales (March 2015) Revised July 2015 and   (as amended)

- The Prevent Duty: Departmental advice for schools and childminders (June 2015, as amended)

- The Use of Social Media for on-line radicalisation (July 2015, as amended)

1.4   Non-statutory guidance
- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014, as amended)

- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014, as amended)

- How Social Media is used to encourage travel to Syria and Iraq (Home Office)

2   Ethos

2.1   We ensure that through our school vision, aims, rules, diverse curriculum and teaching, we promote tolerance and respect for all cultures, faiths and lifestyles. The Cognita Assistant Director for Education, on behalf of the proprietor, ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote pupils' welfare.

3   Risk Assessment

3.1   After taking advice from the Local Authority Prevent Officer we assess the risk of radicalisation to be medium.

3.2   We will carry out an annual risk assessment which will identify the risk of pupils being drawn into terrorism or extremism. This risk assessment will look at the general risks affecting children and young people in the local area and the specific risks which may affect groups or individuals within the school and it will propose measures to mitigate and manage these risks.

4   Responsibilities and Training

4.1   The Cognita Assistant Director of Education, on behalf of the proprietor, will liaise with the Head and the Prevent Lead on matters relating to the Prevent duty and will monitor and evaluate the school's compliance with this duty, primarily by way of updates from the Designated Safeguarding Lead (DSL). The proprietor will conduct an annual review of safeguarding, which includes the school's compliance with its Prevent Duty.

4.2   The proprietor will:
- Ensure that this policy is understood and effectively implemented by staff throughout the school;

- Ensure that the Prevent Lead undergoes appropriate Prevent duty training which is refreshed at least every two years; and

- Ensure that the school's Prevent policies and procedures and general safeguarding arrangements take into account the policies and procedures of Local Safeguarding Partners.

4.3   The Prevent Lead will:
- Be the single point of contact to oversee and coordinate the school's implementation of the Prevent duty;

- Undertake prevent awareness training, such as the on-line general awareness training module on Channel - WRAP (Workshop to Raise Awareness of Prevent);

- Undertake higher level training in the LSCB's Prevent strategy to be able to assess the risk of children being drawn into terrorism, including being drawn into support for the extremist ideas that are part of terrorist ideology;

- Provide Prevent duty training to all staff so that they (a) understand the general risks affecting pupils at the school; (b) are able to identify individual children who might be at risk of radicalisation; and (c) know what to do to support these children;

- Provide advice and support to other members of staff on protecting pupils from the risk of radicalisation;

- Liaise with the Cognita Assistant Director of Education and the Local Safeguarding Partners, including to establish what advice and support they can provide and to seek guidance on the general levels of risk within the local area;

- Have responsibility for ensuring that any visiting speakers whether invited by staff or pupils are suitable and are appropriately supervised (see below);

- Receive safeguarding concerns about children and young people who may be vulnerable;

- Work in partnership with the Local Safeguarding Partners on all matters covered by this policy and the School will follow any locally agreed procedures which are set out by the Local Safeguarding Partners.

- Report concerns to the Cognita Assistant Director for Education.

4.4   All staff will:
- Undergo regular Prevent Duty training (including Channel online awareness training and additional training provided by the school in conjunction with the local authority) so that staff have the knowledge and confidence to be able to (a) understand the general risks of radicalisation affecting pupils at the School; (b) identify individual children who might be at risk of radicalisation (see Paragraph 8 below) and spot signs of extremism (see paragraph 9 below); (c) challenge extremist views; and (d) provide appropriate advice to children who are at risk of radicalisation.

- Be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

- Use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

5   Referral Process
5.1   All staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability to radicalisation to the Prevent Lead or, in their absence, to the Designated Safeguarding Lead (DSL) or Headmaster. For further details about safeguarding referrals, please see the school's Safeguarding and Child Protection Policy and Procedures, which can be found on the school website.

5.2   If the Prevent Lead becomes aware of a concern relating to the radicalisation of a pupil, they will discuss this with the Head and the Local Safeguarding Partners so that appropriate actions can be taken to safeguard the pupil and appropriate referrals, including to the Channel programme, can be made.

6   Curriculum
6.1   We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others.

6.2   Our values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the school's core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

6.3   We aim to provide a safe space in which pupils can understand the risks associated with terrorism and develop the knowledge, skills and confidence to be able to challenge extremist views. We will include opportunities in the curriculum for pupils to build resilience to pressure and to develop the skills they need to recognise and stay safe from abuse and radicalisation. In particular:

- PSHE lessons will be used along with tutor periods/form periods to teach pupils to understand and manage risks associated with terrorism and radicalisation, resist pressure, make safer choices and seek help if necessary.

- Using the Votes for Schools platform as a means of developing critical thinking and resilience, as well as promoting British values such as tolerance and respect as indicated above.

6.4   Through citizenship, religious education and other relevant subject syllabus with focus on democracy, diversity, mutual respect and managing debates around contentious issues.

7   Digital Safety

7.1   The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our school block inappropriate content, including extremist content.

7.2   Pupils will be taught how to stay safe online, both in school and outside school. They will be taught to understand the risks posed by adults or young people who use the internet and social media to groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

7.3   Web filtering is active in every school which includes preventing access to the following:

For staff and pupils
- Sites that offer information about or promote or are sponsored by groups advocating anti-government beliefs or action.

- Sites that condone intolerance towards any individual or group.

For pupils
7.3.1   Sites of web communities that provide users with means for expression and interaction.

7.3.2   Messaging and social media sites.

7.4   Further information about categories of blocked sites can be given by the Cognita IT team and staff are directed towards the school Digital Safety Policy for further detail.

8   Visitors and Visiting Speakers

8.1   The Prevent Lead has responsibility for ensuring that all visitors and visiting speakers, whether invited by staff or pupils, are suitable and appropriately supervised. Where appropriate, the Prevent Lead will make enquiries of the agency/person who introduced the individual to the school and/or will conduct an internet search against the individual's name. It is school policy that visitors will always be supervised when working with pupils.

9   Signs of Vulnerability

9.1   There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk. Signs of vulnerability include:
- underachievement;
- being in possession of extremist literature;
- poverty;
- social exclusion;
- traumatic events;
- global or national events;
- religious conversion;
- change in behaviour;
- extremist influences;

- conflict with family over lifestyle;
- confused identity;
- victim or witness to race or hate crimes; and
- rejection by peers, family, social groups or faith.

10 Recognising Extremism

10.1 As part of our wider safeguarding responsibilities to identify signs of abuse, we will be alert to early indicators of radicalisation or extremism which may include:
- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures;
- making remarks or comments about being at extremist events or rallies outside school;
- evidence of possession of illegal or extremist literature;
- advocating messages similar to illegal organisations or other extremist groups;
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent);
- secretive behaviour;
- online searches or sharing extremist messages or social profiles;
- intolerance of difference, including faith, culture, gender, race or sexuality;
- graffiti, art work or writing that displays extremist themes;
- attempts to impose extremist views or practices on others;
- verbalising anti-Western or anti-British views; and
- advocating violence towards others.

11 Channel

11.1 Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

11.2 Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals.

11.3 Section 38 of the CTSA 2015 requires partners of Channel panels (including proprietors of independent schools) to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual.

11.4 Guidance issued under section 36(7) and section 38 (6) of the CTSA 2015 in respect of Channel is available at: https://www.gov.uk/government/publications/channel-guidance

12 Monitoring and Review

12.1 This policy will be reviewed by the Headmaster and the Prevent Lead annually.

12.2 The effectiveness and implementation of this policy will be monitored by the Proprietor's Safeguarding Auditor who will carry out an annual review for this purpose.

12.3   Where staff, pupils or visitors find unblocked extremist content they must report it to the Prevent Lead who will in turn discuss it with the Headmaster. We are aware that children and young people have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance when pupils are using their phones.

Ownership and consultation	
Document sponsor (role)	Director of Education
Document author (name)	Marian Harker, QA Officer
Specialist advice	Farrers (21.09.2015, on original policy)

Audience	
Audience	All school staff

Document application and publication	
England	Yes
Wales	Yes
Spain	No

Version control	
Implementation date	September 2018
Review date	Review and update for implementation in September 2019

Related documentation	
Related documentation	Safeguarding and Child Protection Policy and Procedure Digital Safety Policy Anti-Bullying Policy Admission, Attendance and Children Missing from Education Policy Equality and Diversity Policy School Behaviour Policy Code of Conduct and Acceptable Use Policy for school based Staff Whistleblowing Policy Curriculum Policy