Preventing Extremism and Radicalisation Safeguarding Policy

Date written / last reviewed:	September 2022
Full Governors approval required:	Yes
Date approved by sub-Committee	October 2022
Date adopted by Local Governing Body:	December 2022
Date of next review:	September 2024

Purpose

Waldegrave School is committed to providing a secure environment for students, where children feel safe and are kept safe. All adults at Waldegrave School recognise that safeguarding is everyone's responsibility, regardless of the role they undertake and whether or not their role has direct contact or responsibility for children.

In adhering to this policy and the procedures therein, staff and visitors will contribute to Waldegrave School's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004[1]. This Preventing Extremism and Radicalisation Safeguarding 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 s175 of the Education Act 2002

Our school's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the "London Child Protection Procedures" and DfE Guidance "Keeping Children Safe in Education, 2022". Additionally, the policy is founded on the specific guidance found in the resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK"; the DfE resource "Teaching Approaches that help Build Resilience to Extremism among Young People"; and Peter Clarke's report of July 2014.

[1] *the physical, mental health and emotional well-being of children; the protection of children from harm and neglect; the education, training and recreation of children; the contribution made by them to society; and their social and economic well-being.*

Procedures and School Ethos

When operating this policy, Waldegrave School uses 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'.

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. Our students 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.

As a school we recognise that extremism, and exposure to extremist materials and influences, can lead to poor outcomes for students 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 students.

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.

Therefore, at Waldegrave School we will provide a broad and balanced curriculum, delivered by skilled professionals. This will enrich our students' understanding of difference and diversity and empower them to become thoughtful, tolerant citizens. It will also ensure that they thrive, feel valued and are not marginalised.

Furthermore, at Waldegrave School we are 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 the internet. Also, that at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including the use of derogatory language.

Any incidence of prejudice, discrimination or extremism, including the use of derogatory language, involving students or staff will always be challenged and, where appropriate, dealt with in line with our Behaviour for Learning Policy for students or 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 a Prohibition Order is warranted.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, materials, or views 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, Anti-British, Anti-Semitic or Islamaphobic views

Our school will closely follow any locally agreed procedure, as set out by the Kingston and Richmond Safeguarding Children Partnership's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

Teaching Approaches
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 students 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 PDC and RE 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).

We will ensure that all of our teaching approaches help our students build resilience to extremism and give students a positive sense of identity, through the development of critical thinking skills. We will also ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, to address specific issues and 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 on Page 15 of the aforementioned document, see Appendix A. 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 student centred approach.
- Facilitating a 'safe space' for dialogue, and
- Equipping our students with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore, this approach will be embedded within the ethos of our school, so that students 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 students, as defined in Ofsted's School Inspection Handbook, and will include the effective use of assemblies to help promote this rounded development of our students further.

Our goal is to build mutual respect and understanding 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 (through PDC lessons and the wider curriculum)
- Open discussion and debate
- Work on anti-violence and restorative approaches, addressed throughout the curriculum
- Focused educational programmes with an explicit anti-extremism message

We will also work with local partners, families and communities, in our efforts to ensure our school understands and embraces our local context and values, while challenging extremist views and broadening our student's experiences and horizons. We will help support students who may be vulnerable to such influences, as part of our wider safeguarding responsibilities. If we believe a student is being directly affected by extremist materials or influences, we will ensure that that student is offered appropriate support, such as mentoring. Additionally, in such instances, our school will seek external support from the Local Authority and/or local partnership structures that are working to prevent extremism.

At Waldegrave School we promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We teach and encourage students to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is our most fundamental responsibility to keep our students safe and prepare them for life in modern multicultural society: nationally and internationally.

Use of External Agencies and Speakers
At Waldegrave School we encourage the use of external agencies or speakers to enrich the experiences of our students. However, we will positively vet the external agencies, individuals

or speakers we engage to provide such learning opportunities or experiences for our students.

Such vetting is to ensure that we do not unwittingly use agencies that are inconsistent with, or are in complete opposition to, the school's values and ethos, or promote contradictory or confusing messages. We must be aware that, in some instances, the work of external agencies may not be directly connected with the rest of the school curriculum, so we need to ensure that this work is of benefit to students.

Our school will assess the suitability and effectiveness of input from external agencies or individuals 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

We recognise, however, that the ethos of our school is to encourage students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate. We may use external agencies or speakers to facilitate and support this.

Therefore, by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves, where appropriate to their age and ability. We will also help students to develop the critical thinking skills needed to understand and actively participate in informed debate on matters which may be sensitive or controversial.

Whistle Blowing
Where there are concerns of extremism or radicalisation students, staff and Governors will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence.

Staff should use the School Whistleblowing Policy, which has been adopted by the governing body and is available in the virtual Staff Handbook.

Child Protection
Please refer to our Safeguarding and Child Protection Policy for the full procedural framework on our Child Protection duties.

Staff at Waldegrave School will be alert to the fact that while extremism and radicalisation is a specific safeguarding issue, there may also be some instances where a child or children may be at direct risk of harm or neglect as a result of such practices. 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)

Therefore, all adults working in Waldegrave School (including visiting staff, volunteers, contractors, and trainees on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead or, if she is unavailable, one of the Deputy Designated Safeguarding Leads.

Role of the Designated Safeguarding Lead
The Designated Safeguarding Lead is: Ms S Moore

The Deputy Designated Safeguarding Leads are: Mrs K Williams, Ms E Tongue, Mr A Isted, Mr J Bannister, Mr I Goulbourne, Mr D Sharp & Mrs E Salsbury.

The Designated Safeguarding Lead works in line with the responsibilities as set out at Annex C of the DfE Guidance 'Keeping Children Safe in Education'.

In line with Recommendation 2 of Peter Clarke's report, in Waldegrave School the role of the Designated Safeguarding Lead includes the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

Recruitment
The arrangements for recruiting all staff, permanent, temporary, and volunteers, to our school will follow KRSCP's guidance for safer recruitment best practice in education settings. 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 school's 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.

Role of 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 Recommendation 13 of Peter Clarke's report, details of our Governing Body will be published on our school website to promote transparency.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2022', the governing body will challenge the school's senior leadership team on the delivery of this policy and monitor its effectiveness.

Monitoring, Evaluation and Review
Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the Policies section of the school website.

At Waldegrave School, the Headteacher will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy, as their overall duty to safeguard children.

Governors will review the policy every two years.

Appendix A:

'Key Ingredients' for successful teaching in the context of 'push' and 'pull' factors.

Source: Teaching approaches that help build resilience to extremism among young people, DfE 2011

PUSH FACTORS – factors that push an individual/ make an individual vulnerable to extremist messages

Lack of excitement; frustration

Lack of *sense* of achievement – seen as significant. 'lack of purpose' // Confidence in the future, life goals.

Lack of an outlet for views.

Gaps in knowledge or understanding of Islam – both young people and their parents

Sense of injustice

Actual or perceived humiliating experiences. (Including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely to sense of injustice)

Exclusion – lack of belonging to peer or community networks, associations etc.

Below the line: factors that are out of scope of this study

KEY INGREDIENTS

Teacher confidence in many cases it will be the use of existing teaching skills and methods which may well be the most effective approach. From prison settings, staff who are more confident in their abilities tend to perform much better even though they have not received specialist training

Teacher attitudes and behaviours

•Willingness to admit you don't know

•Acknowledging controversial issues exist

•Awareness that I have a role to play

•Willingness to turn to others for help when you don't know about something

Specific knowledge:

•Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering')

•Knowledge of an alternative values framework

Teaching practice/pedagogy:

•Boosting critical thinking (seeing through propaganda, singular messages etc)

•Helping to see multiple perspectives

•Using multiple resources/methods

•Embedding or sustaining dialogue following specialist interventions.

•Enabling students to tackle difficult issues.

•Linking school work to the wider community

•Drawing evidence from across the curriculum

•Developing in young people a sense of multiple identities. help young people become aware of, and comfortable with, multiple personal identity

---

PULL FACTORS - Factors that draw young people into extremist messages

Charismatic/confident individuals (recruiters).

Networks/sense of belonging

Broader community views which enable or do not oppose extremism.

Persuasive, clear messages. Exploiting knowledge gaps

Disaffection with wider societal issues

Disruptive home life.

Other factors

Support from senior leaders

Pupil support processes

Sense of dignity and importance and loyalty

Exciting (non-teaching) activities.

Sense of purpose in life

OPM®