

# HEMLINGTON HALL ACADEMY



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## Preventing Extremism and Radicalisation Safeguarding Policy (PERSP)

**Hemlington Hall Academy is committed to the protection and safety of all its children.**

### 1. Introduction

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

In adhering to this policy, and the procedures therein, staff and visitors will contribute to Hemlington Hall Academy's delivery of the outcomes to all children, 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 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.

This policy also draws upon the guidance contained in the "London Child Protection Procedures" and DfE Guidance "Keeping Children Safe in Education, 2014"; and specifically 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.

*<sup>1</sup> 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.*

### 2. Links to Other Policies

The Hemlington Hall PERSP links to the following Academy policies:

- ◆ Child Protection
- ◆ Safeguarding
- ◆ Anti-Bullying
- ◆ Behaviour Management
- ◆ E-Safety
- ◆ Staff Code of Conduct
- ◆ Recruitment Safeguarding
- ◆ Whistle blowing

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The following national guidelines should also be read when working with this policy:

- ◆ PREVENT Strategy HM Government
- ◆ Keeping Children Safe in Education DfE 2014
- ◆ Working Together to Safeguard Children HM Government 2013

### 3. School Ethos and Practice

When operating this policy, Hemlington Hall 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 – pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils 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 children 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 pupils.

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 Hemlington Hall Academy we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

Furthermore, 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 via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

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Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for pupils and Code of Conduct for staff.

## **The objectives of the policy are:**

- ◆ All governors, teachers, support staff and non-teaching staff will have an understanding of what radicalisation and extremism is and why we need to be vigilant in school.
- ◆ All governors, teachers, support staff and non-teaching staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
- ◆ All pupils will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.
- ◆ All parents / carers and pupils will know that the school has policies in place to keep pupils safe from harm and that school regularly reviews systems to ensure they are appropriate and effective.

The main aims of the policy are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

## **As part of wider safeguarding responsibilities school 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.
- 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, local authority 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.
- Anti-Western or Anti-British views.

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Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or Tees Valley Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

## 4. Definitions and Indicators

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

There are a number of behaviours which may indicate a child is at risk of being radicalized or exposed to extreme views. These include:

- ◆ Spending increasing time in the company of other suspected extremists.
- ◆ Changing their style of dress or personal appearance to accord with the group.
- ◆ Day to day behaviour becoming increasingly centred on a extremist ideology, group or cause.
- ◆ Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- ◆ Possession of materials or symbols associated with an extremist cause.
- ◆ Attempts to recruit others to the group / cause.
- ◆ Communications with others that suggest identification with a group, cause or ideology.
- ◆ Using insulting to derogatory names for another group.
- ◆ Increase in prejudice-related incidents committed by that person – these may include:
  - ◇ physical or verbal assault
  - ◇ provocative behaviour
  - ◇ damage to property
  - ◇ derogatory name calling
  - ◇ possession of prejudice – related materials
  - ◇ prejudice related ridicule or name calling
  - ◇ inappropriate forms of address
  - ◇ refusal to co-operate
  - ◇ attempts to recruit to prejudice – related organisations
  - ◇ condoning or supporting violence towards others

## 5. 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 children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by

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good teaching, primarily via PSHCE; 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 pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will 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, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.

We will apply the following methodology following the three broad categories of:

- Making a connection with young people through good [teaching] design and a pupil centered approach.
- Facilitating a 'safe space' for dialogue, and
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

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 schools approach to the spiritual, moral, social and cultural development of pupils as defined in OfSTED's School Inspection Handbook and will include the sound use of assemblies to help further promote this rounded development of our pupils.

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 (including Jigsaw)
- Open discussion and debate (including P4C)
- Work on anti-violence and a restorative approach addressed throughout curriculum
- Focussed educational programmes

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 from a school counselor or therapist. Additionally in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

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At Hemlington Hall Academy 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.

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

At Hemlington Hall Academy 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.

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, the school's 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 school curriculum so we need to ensure that this work is of benefit to pupils.

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

- 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 schools to ensure that they are effective.

We recognise, however, that the ethos of our school is to encourage pupils 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, and 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 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.

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## 7. Procedures For Referrals

It is important to be constantly vigilant and remain fully informed about issues which affect the local area, town and society in which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through appropriate channels.

We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and / or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practice.

The Head Teacher and Deputy Head Teacher are trained as Designated Senior Leaders for Child Protection and Safeguarding as well as all members of the Academy's Care Team. This team will deal swiftly with any referrals made by staff or with concerns reported by staff and pupils.

The Head Teacher will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed.

As with any child protection referral, staff are made aware that they can make a referral themselves and will be given the contact details to do this at the start of every year and also via the staffroom board.

The local police can be contacted or dial 101 (the non – emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.

The Local Authority or police force might suggest a referral to the 'Channel' programme. 'Channel' is a voluntary Government funded programme which aims to safeguard children and adults from being drawn into terrorist activity. 'Channel' can provide a support plan and specific interventions to protect people at risk, including mentoring support or an ideological or theological intervention.

If you are concerned that a child's life is in immediate danger, or that they may be imminently planning to travel to Syria or Iraq dial 999 or call the confidential Anti-Terrorist Hotline on 0800789321.

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## 8. Whistle Blowing

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.

## 9. Child Protection

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

Staff at Hemlington Hall Academy 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)

Therefore all adults working in Hemlington Hall Academy (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the one of the five Designated Safeguarding Leads within school. These are the Head Teacher and Deputy Head Teacher and the three members of the Care Team.

## 10. Training

Whole school training on Safeguarding and Child Protection will be organised for staff and governors at least every two years and will comply with the prevailing arrangements agreed by the Local Authority and Tees Valley Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Officer and Deputy Leads will attend training courses as necessary and the appropriate inter-agency training organised by the Tees Valley Safeguarding Children Board at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

Online training through CHANNEL (a voluntary Government-funded Programme) or similar programme, will be completed by all staff and Governors at least once every two years.



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## **11. Recruitment**

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow the Academy's Safer Recruitment Policy, including, but not limited to, ensuring that DBS checks are always made at the appropriate level; the Disqualification by Association check is carried out; 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 pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

Therefore, 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.

## **12. 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, 2014' the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy regularly yearly 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.

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## **13. Policy Adoption, Monitoring and Review**

This policy was considered and adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education'

In Hemlington Hall Academy 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.

**Author: Discovery Alliance Head Teachers**

**Reviewing Body: Governing Body of Hemlington Hall Academy**

**Date: July 2015**

**Review Date: July 2016**