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EDUCATION TRUST



St Margaret's CE Primary School

SAFEGUARDING POLICY ON PREVENTING EXTREMISM AND RADICALISATION

Written by: **Curriculum Committee**

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To be reviewed: **Every two years**

Next review: **Summer 2019**

SAFEGUARDING POLICY ON PREVENTING EXTREMISM AND RADICALISATION

St Margaret's C of E Primary Schools

Introduction

St Margaret's is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults at St Margaret's 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.

It is the individual responsibility of every member of staff to read, understand and implement this policy, together with their responsibilities as outlined in the Whistle Blowing Policy, the Code of Conduct and the schools Keeping Children Safe in Education and Child Protection policies and guidelines. New members of staff will be given copies of these policies during their induction process.

The Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall schools arrangements for Safeguarding and Keeping Children Safe in Education. It is also in line with the statutory duties set out in the Education Act 2002 (s157 of the Education Act 2002).

St Margaret's Preventing Extremism and Radicalisation Policy draws upon the guidance contained in the DfE Guidance 'Keeping Children Safe in Education, 2015'; and specifically 'Tackling Extremism in the UK', and the DfE's 'Teaching Approaches that Help Build Resilience to Extremism Among Young People'.

St Margaret's Ethos and Practice

When operating this policy, the School will 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 which 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 schools, whether from internal sources – pupils, staff or governors, or external sources - schools community, external agencies or individuals. Our pupils see St Margaret's as a safe place where they can explore 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, we 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 could

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 pupils or staff will always be challenged and dealt with in line with our Behaviour Policy for pupils and the Code of Conduct for staff.

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.
 - 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
 - other 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

Our schools will closely follow any locally agreed procedure as set out by the Local Authority for safeguarding individuals vulnerable to extremism and radicalisation.

Teaching Approaches

We will strive to eradicate myths and assumptions that can lead to some young people becoming alienated and disempowered. In our schools 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. We will ensure that our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity. We will ensure that we:

- Facilitate a safe space for dialogue, and
- Equip our pupils with the appropriate skills, knowledge, understanding and awareness to build resilience.

This approach is embedded within the ethos of our schools so that pupils know and understand what safe and acceptable behaviour is. 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 outlined in our Learning and Teaching Policy 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 work with local partners, families and communities in our efforts to ensure our schools 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 mentoring. Additionally, in such instances, we will seek, as necessary, external support from the Local Authority.

At St Margaret's 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, including those of a different faith or no faith. It is a fundamental responsibility of our schools to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

Use of External Agencies and Speakers

We encourage the use of external agencies or speakers to enrich the experiences of our pupils. However, we will 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 opposition to, the schools 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's curriculum so we need to ensure that this work is of benefit to pupils. Our schools 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 schools 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 schools ethos and curriculum and clearly avoids contradictory messages or duplication.
 - Activities are matched to the needs of pupils
 - Activities are carefully evaluated by the school to ensure that they are effective.

We recognise, however, that the ethos of our schools 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.

Whistle Blowing

Where there are concerns of extremism or radicalization, 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 St Margaret's Whistle Blowing Policy).

Child Protection

Please refer to our Safeguarding Policy for the full procedural framework on our Child Protection 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 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 at St Margaret's (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 Designated Safeguarding Lead or Executive Headteacher/Head of School.

Whole school in-service training on Safeguarding and Child Protection will be organised for staff and governors at least every three years and will, in part, include training on extremism and radicalisation and its safeguarding implications. The Designated Safeguarding Leads will also attend training courses as necessary.

Recruitment

We 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 schools 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 on-going culture of vigilance within our school and staff team, we will minimise the opportunities for extremist views to prevail.

Role of Governing Body

The Governing Body of our schools will support the ethos and values of our schools and will support the schools in tackling extremism and radicalisation.
