



WEST RISE JUNIOR SCHOOL

POLICY: Preventing Extremism and Radicalisation Safeguarding

Original Date of Policy: September 2017

Reviewed: September 2022

Ratified by Governors: September 2022

Review Date: September 2023

At West Rise Junior School we inspire and empower independent and creative learners who will continue to enrich their lives and those of others within a culture of high achievement and mutual respect.

At West Rise Junior School we aim to identify and support all pupils following guidance laid out in the East Sussex and West Rise Junior Dyslexia Policy .

West Rise Junior School is a Rights Respecting School and puts the articles of the Unicef Children's Rights Charter at the heart of all school policy. This policy reflects that as a school we recognise that all children have the right to be safe, be educated and learn, be treated fairly, be listened to, a healthy lifestyle, extra support if they need it and a right to join in cultural and artistic activities.

Introduction

West Rise Junior School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults at West Rise Junior School 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 West Rise Junior School's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004.

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 3 duties set out at s175 of the Education Act 2002 (s157 of the Education Act 2002).

Our school's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the "Pan Sussex Child Protection Procedures" and DfE Guidance "Keeping Children Safe in Education, 2022"; 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.

School Ethos and Practice

When operating this policy our 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, 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, 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.

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 and Discipline Policy for pupils and 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 to a Prohibition Order is warranted.

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 views based on, but not exclusive to, gender, disability, homophobia, biphobic or transphobic intolerance, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British view.

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. Drawing on Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011 in West Rise Junior School this will be achieved by:

- PSHE and RE lessons - in particular in PSHE lessons and Philosophy lessons which will help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. In addition to Philosophy sessions, specific PSHE lessons of note include:
 - All year groups having lessons on e-safety and British Values,
 - Using the East Sussex County Council toolkit Think, Protect Connect which aims to positively engage and safeguard young people from online radicalisation and extremism by building personal and online 'digital resilience' and critical thinking skills to counter radicalisation and extremism.
 - Year 6 exploring what is meant by propaganda and 'fake news'

- Being a Rights Respecting School.

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. In doing so we will apply the 'key ingredients' for success following the three broad categories of:

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

Therefore 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. This approach forms a key part of our lunch time 'peer mediation'.

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 our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

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.

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 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.

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. Please refer to School Whistle Blowing Policy.

Child Protection

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

All adults working at the school (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.

Role of the Designated Safeguarding Lead

The Designated Safeguarding Leads are: Helen Pentecost (DSL), Sue Poore (DDSL), Laura Warren (DDSL)

The DESIGNATED SAFEGUARDING LEAD works in line with the responsibilities as set out in the DfE Guidance 'Keeping Children Safe in Education'.

The DESIGNATED SAFEGUARDING LEAD is the focus person and local 'expert' for school staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies

Training

Whole school in-service 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 Local Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.

The DESIGNATED SAFEGUARDING LEAD will attend training courses as necessary and the appropriate inter-agency training organised by the Local Safeguarding Children Board at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, 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.

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 the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2022' 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 (annually) 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.

Annex A - Prevent Risk Assessment

Annex A

West Rise Junior School Prevent Risk Assessment

Reviewed: March 2023

Risks	RAG rating prior to control measures	Control measures	RAG Rating After control measures
<p>Risk of children being drawn into terrorism: <i>This is informed by the local context.</i></p> <p>Risk assessment considerations for 2022/23 (East Sussex) Local Channel referral themes currently include:</p> <ul style="list-style-type: none"> • Males (13-17yrs): Think families and future outcomes for younger children. • Accessing extremist materials on websites and forums and making contact with others on encrypted and gaming platforms. • ASD traits are often present but should not be considered as the only vulnerability • Racist views (comfortable in expressing these openly to peers either online or in person) and other hate themes: religion/sexuality/disability • Mental health: anxiety, low mood, depression and self-harm • Historic and current bullying which have left a negative impression on them about their school: how they view their peers and as well as staff who dealt with any incidents – creating a sense of injustice and grievance. • Isolation/loner with few ‘real friends’/peers – creating no sense of belonging. 		<ul style="list-style-type: none"> • Regular staff updates from DSL • Regular information sent to parents • Wellbeing lead and ELSA available to speak with children on a reactive basis as well as through regular sessions • Clear robust Friendship & Anti-Bullying policy • Regular safeguarding training for staff • All concerns reported to DSLs via MyConcern. • Leadership of Prevent, including governor oversight Helen Pentecost – Acting Headteacher / DSL Angus Scott – Chair of Governors • Staff awareness/training for Prevent Annual Prevent training – last conducted in September 2022 • IT systems: <i>filtering and monitoring</i> Securus software in place. Reviewed at least weekly by Helen Pentecost, Assistant Headteacher / DSL. • Building children’s resilience: <i>curriculum content and delivery</i> New, updated PSHE curriculum in place from September 2022. Computing curriculum additionally deals with online safety with 1 lesson a term taught. • Working in partnership: <i>links with police, Safer East Sussex Team etc. Channel referrals.</i> DSL team liaise regularly with various agencies as needed. Aware of how to contact and refer if needed 	