



Safeguarding Policies

No 2. Preventing Extremism & Radicalisation

Preventing Extremism & Radicalisation

1.0 INTRODUCTION AND AIMS

1.1 Hayes School is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. The Preventing Extremism and Radicalisation Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

1.2 All adults at Hayes 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.

1.3 This policy has been developed in accordance with the principles established by Section 10 (2) of the Children Act 2004 and is one element within our overall Hayes School arrangements to safeguard and promote the welfare of all children in line with our statutory duties set out at Section 157 of the Education Act 2002. It should be read in conjunction with the school's Safeguarding Children policy.

1.4 This Policy also draws upon the following government publications: -

- PREVENT Strategy HM Gov - and Devon and Torbay Prevent Partnership
- Keeping Children Safe in Education DfE 2014 (revised March 2015)
- Working Together to Safeguard Children HM Gov 2015
- 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.
- The Channel Referral Process

1.5 We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how Hayes School will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

2.0 AIMS AND OBJECTIVES

2.1 The main aims of this 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. The overall objectives of the policy are to ensure that:-

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- All local advisory group, teachers, teaching assistants and support staff will have an understanding of what radicalisation and extremism is and why we need to be vigilant in Hayes School.
- All local advisory groups, teachers, teaching assistants and support staff will know what the Academy 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 Hayes School has policies in place to keep pupils safe from harm and that Hayes School regularly reviews its systems to ensure they are appropriate and effective.

3.0 Hayes School ETHOS AND PRACTICE

3.1 When operating this Policy, Hayes 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’.

- 3.2 There is no place for extremist views of any kind in Hayes School, whether from internal sources - pupils, staff or local advisory group - or external sources - Hayes School community, external agencies or individuals. Our pupils see Hayes 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.
- 3.3 As Hayes 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.
- 3.4 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.
- 3.5 Hayes School 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.
- 3.6 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

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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.

- 3.7 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.

4.0 RISKS AND INDICATORS

- 4.1 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 radicalised 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 an extremist ideology, group or cause.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials, graffiti symbols, writing or art work promoting extremist messages or images
- Overt displays or vocalisation of “prejudice”
- Pupils accessing extremist material online, including through social networking sites.
- Communications with others that suggests identification with a group, cause or ideology.
- 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.
- Increase in prejudice-related incidents committed by that person including; 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.

5.0 TEACHING APPROACHES

- 5.1 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 Hayes School 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.
- 5.2 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.
- 5.3 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
 - Open discussion and debate
 - Work on anti-violence and a restorative approach addressed throughout the curriculum
 - Focused educational programmes
- 5.4 We will also work with local partners, families and communities in our efforts to ensure our Academy understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons.
- 5.5 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 Hayes School will seek external support from the Local Authority and/or CHANNEL PROCESS. Any concerns will be referred to the PREVENT lead, who will then refer to the Prevent team for consideration of Channel.
- 5.6 Hayes School 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.

6.0 PROCEDURES FOR REFERRALS

- 6.1 Although incidents involving radicalisation have not occurred at Hayes School to-date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, town and society in general.
- 6.2 Early intervention is vital and staff must be aware and refer concerns about individuals and/or groups. We must have the confidence to challenge and the confidence to intervene where there are genuine concerns.

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- 6.3 All concerns relating to radicalisation or extremist views will be reported directly to the DSL or the Head.
- 6.4 All incidents will be fully investigated and recorded in line with the Behaviour Policy and records will be kept in line with procedures for any other safeguarding incident. Following a discussion with the Head the most appropriate action will be decided on a case by case basis.
- 6.5 If deemed necessary, serious incidents will be discussed and referred to The Torbay Safeguarding Children's Hub and/or Police.
- 6.6 Parents/Carers will be contacted if appropriate and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial referral in the Safeguarding file.

The DSL and Pastoral Teams will follow-up any referrals and monitor the situation after the incident, to assess whether there is a change in behaviour and/or attitude. A further meeting with appropriate agencies would be held if there is not a significant positive change in behaviour, or concerns still remain.

7.0 LEADERS AND STAFF

- 7.1 The Head and DSL are the leaders for referrals relating to extremism and radicalisation. In the unlikely event that the DSL and Head are unavailable, all Pastoral Heads and Heads of Year are fully informed and will make referrals via the Safeguarding Hub.
- 7.2 Staff will be fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a pupil, or if they need to discuss specific children whom they consider to be vulnerable to radicalisation or extremist views.

8.0 THE GOVERNING BODY

- 8.1 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 Local advisory group, including their statutory safeguarding duties.
- 8.2 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.
- 8.3 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.
- 8.4 The Governing Body will review this policy regularly (on an annual basis) but may amend and adopt any amendments outside of this timeframe in

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accordance with any new legislation or guidance or in response to any quality assurance recommendations.

9.0 STAFF TRAINING

9.1 Hayes School in-service training on Safeguarding and Child Protection will be organised for staff and local advisory group at least every three years and will comply with the prevailing arrangements agreed by the Local Authority and the Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications. This training is in the form of a Home Office training package called WRAP (Workshop to Raise Awareness of Prevent). All new staff complete statutory training, including Safeguarding and Prevent within a month of the contract commencing.

9.2 The Designated Senior Person will attend training courses as necessary and the appropriate inter-agency training organised by the Torbay Safeguarding Children Board at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

10.0 POLICY REVIEW

10.1 Hayes School Tackling Extremism and Radicalisation Policy will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.

APPENDIX 1

USEFUL CONTACTS:

To make a referral you can discuss your concerns with your Manager or your Prevent Lead. If you have serious concerns you should contact the Police direct.

Torbay Council have an email prevent@torbay.gov.uk you should email and someone will reply.

If you see or suspect something, you can report it by phoning the confidential Anti- Terrorist Hotline 0800 789 321 or email prevent@devonandcornwall.pnn.police.uk

More information can be found on the following websites:

www.torbay.gov.uk/prevent
www.direct.gov.uk/reportingonlineterrorism

The Department for Education has launched a helpline for anyone concerned about a child who may be at risk of extremism, or about extremism within an organisation working with children and young people. Email: counter.extremism@education.gsi.gov.uk. Telephone: 020 7340 7264.

Source: Department for

Education <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Department for Education 17 August 2015

DfE helpline for radicalisation and extremism.

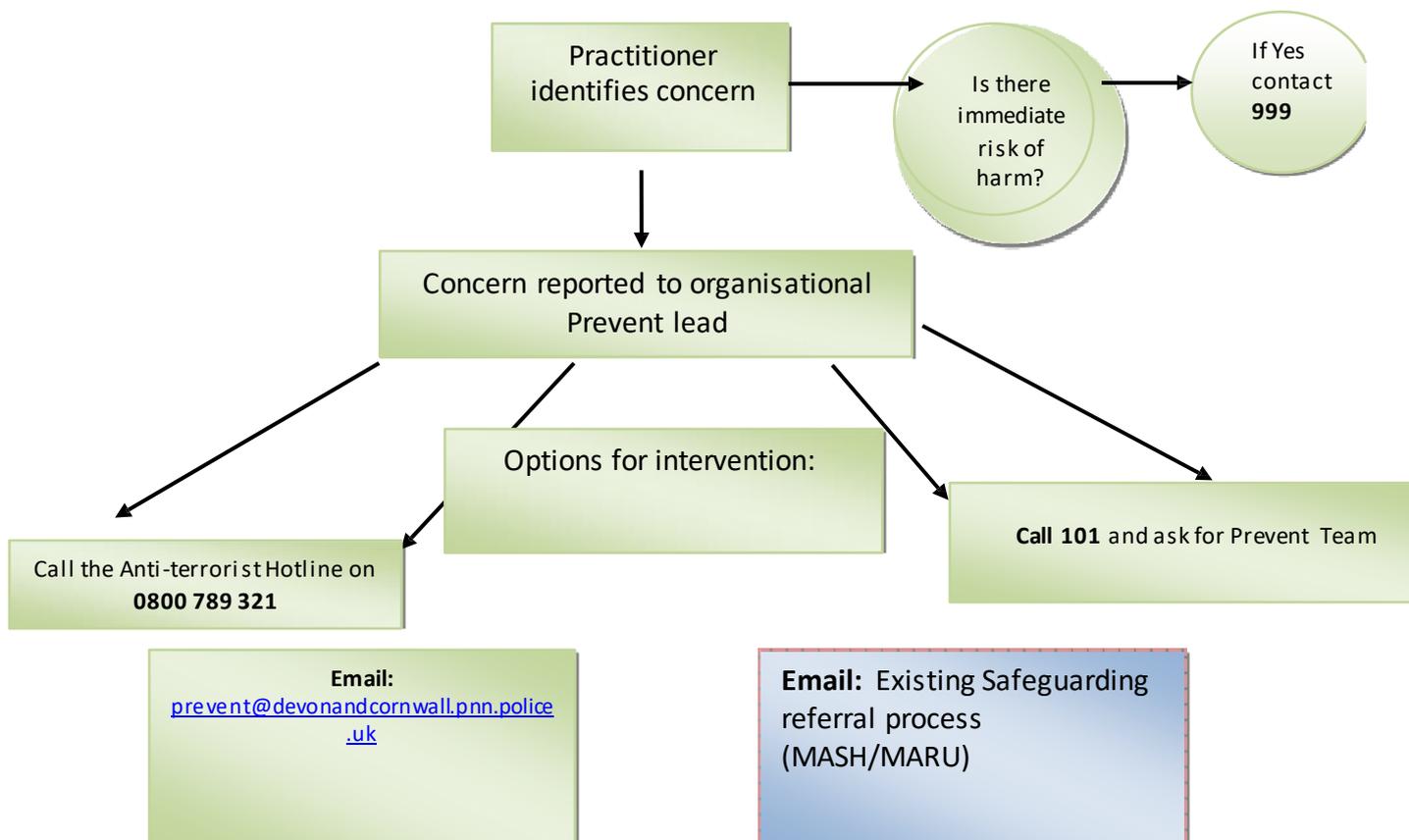
The DfE has set up a dedicated telephone helpline for Academies and colleges to report any concerns about radicalisation or extremism directly to the DfE's Due Diligence and Counter Extremism Group (DDCEG).

The helpline is now operational and the telephone number is 020 7340 7264. Please note that the helpline is not for emergencies, such as a child at immediate risk or a security incident. In these situations, normal procedures should be followed. The department has also produced information that might be helpful in identifying the sorts of issues that members may wish to raise (Please note: The information is not exhaustive, nor should the presence of these factors necessarily be assumed to indicate extremism).

APPENDIX 2

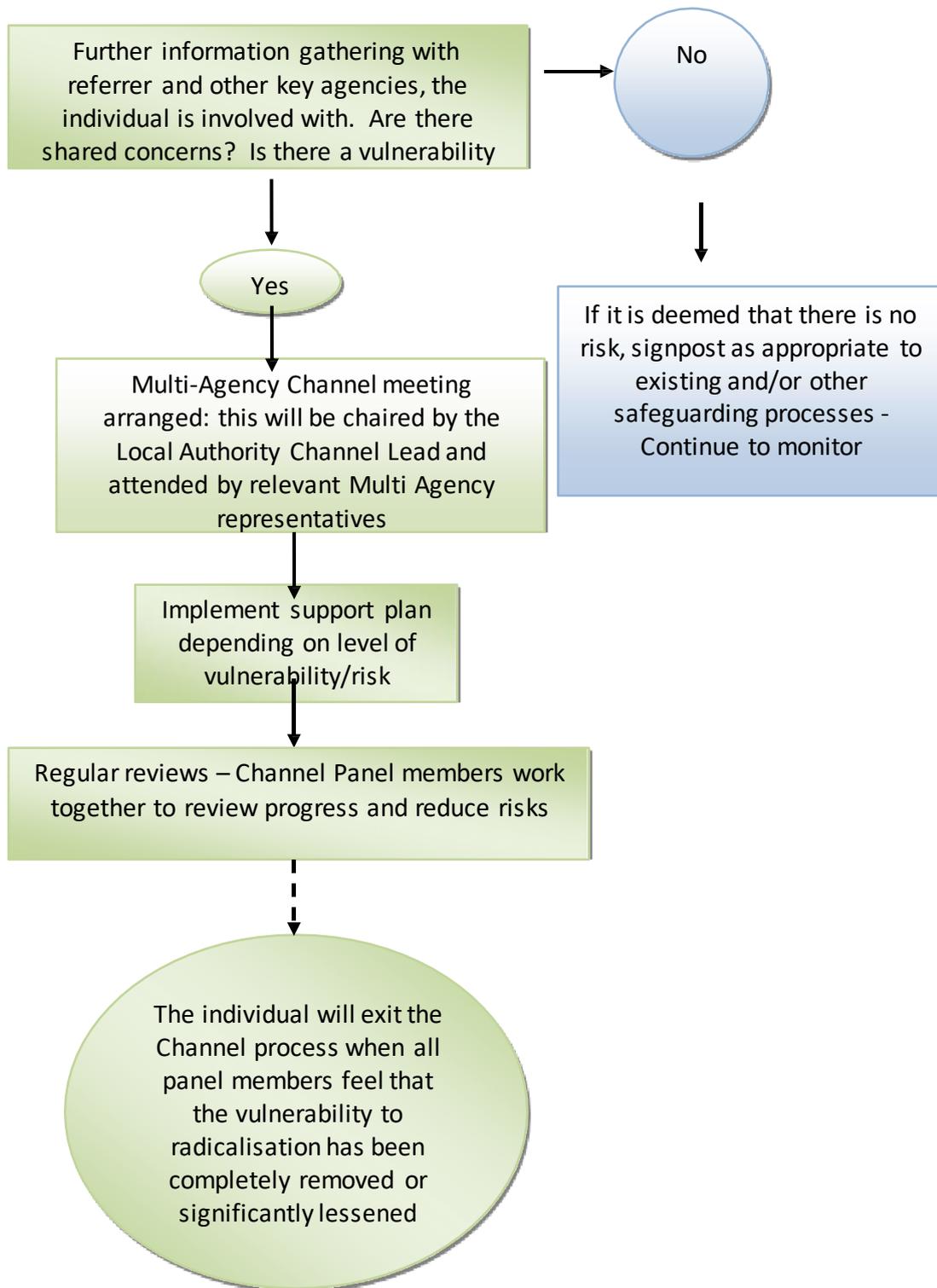
Channel Referral Process Flowchart

Channel is a multi-agency safeguarding process and early intervention strategy aimed at identifying and supporting individuals (including children) vulnerable to the recruitment of violent extremism. It must be noted this includes all forms of extremism. It is a mechanism for ensuring that these individuals are assessed and supported by professionals using statutory safeguarding frameworks and multi-agency partnership working. Below is a flowchart which illustrates how to refer a concern of this nature.



Once a referral has been made and it meets the Channel criteria, the individual/group become part of the Channel process, the Police will carry out the below process with the support of multi-agency partners working to the relevant Local Authority Lead. This process takes place in order to identify the level of risk and an appropriate support plan.

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APPENDIX 3

PUSH & PULL FACTORS

<p>PUSH FACTORS – factors that push an individual/ make an individual vulnerable to extremist messages</p> <p>Lack of excitement; frustration</p> <p>Lack of <i>sense</i> of achievement – seen as significant. 'lack of purpose' // Confidence in the future, life goals.</p> <p>Lack of an outlet for views.</p> <p>Gaps in knowledge or understanding of Islam – both young people and their parents</p> <p>Sense of injustice</p> <p>Actual or perceived humiliating experiences. (Including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely to sense of injustice)</p> <p><i>Exclusion – lack of belonging to peer or community networks, associations etc.</i></p> <p>Below the line: factors that are out of scope of this study</p>	<p>KEY INGREDIENTS</p> <p>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</p> <p>Teacher attitudes and behaviours</p> <ul style="list-style-type: none"> •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 <p>Specific knowledge:</p> <ul style="list-style-type: none"> •Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering') •Knowledge of an alternative values framework <p>Teaching practice/pedagogy:</p> <ul style="list-style-type: none"> •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 	<p>PULL FACTORS - Factors that draw young people into extremist messages</p> <p>Charismatic/confident individuals (recruiters).</p> <p>Networks/sense of belonging</p> <p>Broader community views which enable or do not oppose extremism.</p> <p>Persuasive, clear messages. Exploiting knowledge gaps</p>
<p>Disruptive home life.</p> <p>Disaffection with wider societal issues</p> 	<p>Other factors</p> <p>Support from senior leaders</p> <p>Pupil support processes</p> 	<p>Sense of dignity and importance and loyalty</p> <p>Exciting (non-teaching) activities.</p> <p>Sense of purpose in life</p> 