Preventing Extremism and Radicalisation Safeguarding Policy

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<th>Document title</th>
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<td>Policy number</td>
<td>S014</td>
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<td>Version number</td>
<td>1.0</td>
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<td>Policy status</td>
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<td>Date of issue</td>
<td>August 2019</td>
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<tr>
<td>Owner</td>
<td>Justine Mountford</td>
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<td>Author</td>
<td>ESCC</td>
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Revision log (last 5 changes)

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<tr>
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Introduction

Uplands Community College is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults at Uplands Community College 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 Uplands Community College 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 College 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 (s157 of the Education Act 2002).

All schools and colleges are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard103 to the need to prevent people from being drawn into terrorism”.104. This duty is known as the Prevent Duty.

The Prevent Duty should be seen as part of schools and colleges’ wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the Revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.


College ethos and practice

When operating this policy our College 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 College, whether from internal sources, pupils, staff or governors, or external sources - College community, external agencies or individuals. Our pupils see our College 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 College 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 College staff will be alert to:

● Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of the College, such as in their homes or community groups, especially where pupils have not actively sought these out;
● Graffiti symbols, writing or artwork 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.

Our College will closely follow any locally agreed procedure as set out by the Local Authority and/or the Local Safeguarding Children Board’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 children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our College 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 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, to address specific issues 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 good [teaching] design and 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 College 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 College’s 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;
- Open discussion and debate;
- Work on anti-violence and a restorative approach addressed throughout curriculum;
- Focused educational programmes;
- Focused assembly and tutor programme.

We will also work with local partners, families and communities in our efforts to ensure our College 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. 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 College 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 College’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 College curriculum, so we need to ensure that this work is of benefit to pupils.

Our College 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 College 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 College 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.

Whistleblowing

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 the Whistleblowing Policy.

Child Protection

Please refer to our Child Protection 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 the College (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 Child Protection Teacher and/or Principal.

**Role of the Designated Safeguarding Lead (DSL)**

The DSL is Carly Sargeant (from September 2018).
The Deputy DSLs are Caroline Kelly, Julie Upstone, and Lucy Vallejo.

The DSL works in line with the responsibilities as set out in the DfE Guidance 'Keeping Children Safe in Education' 2018.

The DSL is the focus person and local ‘expert’ for College 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

In line with Recommendation 2 of Peter Clarke’s Report, the role of the DSL will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government’s counter-terrorism strategy.

**Training**

Whole College 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 DSL 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 College will follow guidance for safer recruitment best practice in education settings, including, but not limited, 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 College to unduly influence our College’s 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 College and staff team we will minimise the opportunities for extremist views to prevail.
Role of Governing Board

The Governing Board of our College 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 Board of our College will support the ethos and values of our College and will support the College in tackling extremism and radicalisation.

In line with Recommendation 13 of Peter Clarke’s report, details of our Governing Board will be published on our College website to promote transparency.

In line with the provisions set out in the DfE guidance ‘Keeping Children Safe in Education, 2015’ the Governing Board will challenge the College’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.


Under the Prevent Duty, you are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

You will already be doing a lot already to mitigate the risks such as raising the awareness of staff and using internet filters on school ICT systems and this assessment is a way of evidencing how you are reducing the risks of children, young people as well as your staff being exposed to messages and influences of violent extremism and radicalisation.

This risk assessment will:

- Identify the threats in relation to the summary of local risk;
- Decide who might be harmed and how;
- Evaluate the risks and decide on precautions;
- Record any significant findings.

Sussex Police produce an annual profile of risks relating to counter terrorism in East Sussex. This profile also records levels of referrals in relation to young people and details of patterns we are seeing as well as the type of ideology they appear to be vulnerable and susceptible to.
<table>
<thead>
<tr>
<th>Risk Area</th>
<th>Existing Measures</th>
<th>Desired Outcome</th>
<th>Planned Completion Date</th>
<th>Red</th>
<th>Amber</th>
<th>Green</th>
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<tbody>
<tr>
<td>Welfare and Safeguarding</td>
<td>Staff or contracted providers are not aware of the school procedure for handling Prevent concerns and/or do not feel comfortable sharing issues internally</td>
<td>All staff are aware of the safeguarding procedure and that violent extremism and radicalisation is included within it. The Designated Safeguarding Lead is the point of contact. Staff receive training in the safeguarding process.</td>
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<td>Learners are radicalised by factors internal or external to the school</td>
<td>Tutorials on e-safety and anti-bullying have been created which include guarding against extremism.</td>
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<td>The school is not linked in with statutory partners and/or does not feel comfortable sharing extremism related concerns externally</td>
<td>Key staff understands what is meant by the terms radicalisation and extremism and are comfortable sharing concerns about radicalisation and extremism.</td>
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<tr>
<td>Curriculum and learning</td>
<td>Learners are exposed by school staff or contracted providers to messaging supportive of terrorism or which contradicts ‘British Values’</td>
<td>The School has clear and visible policies and procedures for managing whistle-blowing and complaints.</td>
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<td>Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged</td>
<td>School staff have a duty in helping pupils from being drawn into terrorism and will promote a culture of democracy, mutual respect and tolerance, individual liberty and awareness of rule of law. Further information: School's Equality, Diversity and Inclusion Policy.</td>
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<td>Organisation al culture</td>
<td>Staff or contracted providers are not aware of /do not subscribe to the values of the school</td>
<td>Staff and Sub-contracted providers are aware of the PREVENT duty and the sub-contractor is not inadvertently funding extremist organisations.</td>
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<td></td>
<td>Staff are unable to raise extremism related organisational concerns due to the lack of an appropriate training programme provided to all staff</td>
<td>The School has clear and visible policies and procedures for managing whistle-blowing and complaints.</td>
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<tr>
<td>Management of space</td>
<td>appropriate whistleblowing mechanism</td>
<td>Learners/staff are exposed by visiting speakers to messaging supportive of terrorism - or which contradicts ‘British Values’ of individual liberty and mutual respect and tolerance for those of different faiths and beliefs</td>
<td>Speakers are signed in and collected by a member of staff and are not left alone with learners</td>
<td>That no events, talks, or relationship with external bodies, promote violent extremism. Are there concerns that certain visiting speakers could fall outside your organisations code of values, or breach UK law, the Human Rights Act 1998 and the Equality Act 2010?</td>
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<td>Extremist or terrorist related material is displayed within school premises</td>
<td>Policies for the display of materials within school premises</td>
<td>Displays regarding Prevent, British Values and Community Cohesion</td>
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<td>School premises are used to host events supportive of terrorism, or which popularise hatred or intolerance of those with particular protected characteristics</td>
<td>Room booking policy which sets out the notice periods for hire and open source checking arrangements for external organisations</td>
<td>That no events, talks or relationship with external bodies promote radicalism.</td>
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<td>IT and Online Safety</td>
<td>Learners access extremist or terrorist material whilst using school networks</td>
<td>School filtering policies and a code of conduct covering users attempts to subvert network (e.g. VPN)</td>
<td>Staff and pupils understand what terrorist/extremist material looks like and are confident to share concerns through the appropriate processes if they do encounter access to this material.</td>
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<td>Online/social media communications relating to extremist or terrorist material feature the school's branding</td>
<td>The school has oversight of social media accounts set up by official learner groups or societies</td>
<td>IT staff that are concerned about the on-line behaviour of a learner report directly to the Safeguarding Team</td>
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<td>Safeguarding Manager:</td>
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<td>Date for review:</td>
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The school is aware of the existence of extremist groups in the community and their potential impact on its staff and students.

Sussex Educational Premises Extremism Risk Assessment – relevant areas incorporated into this assessment

The School is unaware of specific vulnerabilities of pupils who may be more vulnerable to the messages of violent extremism

Special Educational Needs Schools or coordinators within mainstream schools should consider further training around the inherent factors and the frequency with which they occur within their establishment. Likewise prevalence of crime amongst pupils would indicate a need for further awareness training and those managing excluded disadvantaged pupils

Further training identified for staff in these specified support roles

This information can be incorporated into this risk assessment and can be included in the External /Community Factors section of the risk assessment found on the next page.
<table>
<thead>
<tr>
<th>Hazard</th>
<th>Who is affected/at risk</th>
<th>Risk rating</th>
<th>Actions/control measures</th>
<th>Person responsible</th>
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