



Whole School (Inc. EYFS)

Preventing Extremism and Radicalisation Policy

Introduction

Reddam House Berkshire is committed to providing a secure environment for children, where they feel safe and are kept safe. All adults in our setting 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, all staff, including visiting staff, volunteers, students on placement and visitors will contribute to our school's delivery of the outcomes for 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 arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out in Ofsted's Common Inspection Framework, 2015, Inspecting safeguarding in early years, education and skills from September 2015, Safeguarding children and young people and young vulnerable adults policy, July 2015 and Statutory framework for the early years foundation stage, 2014.

Our school's Preventing Extremism and Radicalisation Policy also draws upon:

- Keeping Children Safe in Education, 2015, DfE
- Counter-terrorism and Security Act, 2015
- Guidance to the Prevent Duty, DfE
- Protecting children from radicalisation: the prevent duty; July 2015
- Prevent: Resources Guide, DfE
- Social Media Guidance, July 2015,
- Tackling Extremism in the UK, DfE
- Equality Act 2010 and guidance on its implementation
- Peter Clarke's Report into allegations concerning Birmingham schools, July 2014.

1 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.

Ethos and Practice

When operating this policy we 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 calls for the death of members of our armed forces, whether in this country or overseas'.

The full Government Prevent Strategy can be viewed at

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/Prevent-strategy-review.pdf

There is no place for extremist views of any kind in our school, whether from internal sources – children, staff or management, or external sources - school community, external agencies or individuals. The children see our school as a safe place where they can ask questions about the world and where our staff encourage and facilitate these opportunities.

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 children.

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.

We aim to provide a broad and balanced early years curriculum, delivered by skilled professionals, so that our children understand and become tolerant of difference and diversity and also to ensure that they thrive and feel valued and respected as individuals.

Children can be exposed to extremist influences or prejudiced views from an early age which originate from a variety of sources and media, including via the internet. There may be times when children may 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 children or staff will always be challenged and where appropriate supported through discussion with children and their families 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 plus the matter will be referred to the Local Authority for staff working within the EYFS.

As part of wider safeguarding responsibilities setting staff will be alert to:

- Disclosures by children of their exposure to the extremist actions, views or materials of others outside of the setting, such as in their homes or community groups.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Children exposed to extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Local authority services, and police reports of issues affecting children in other schools or settings
- 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 school will closely follow any locally agreed procedure as set out by the Local Authority and /or the Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised consideration will be given to using the LA Channel process. Channel is a bespoke panel which meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence. The Channel Panel meets when a referral has been made and referrals can be made by anyone.

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 good teaching, primarily via our Life Skills programme 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 our teaching approaches help children to build resilience to extremism and give them a positive sense of identity through Personal, Social and Emotional development and the promotion of critical thinking. We will aim to ensure that all our staff are equipped to recognise extremism and are skilled and confident enough to challenge it in a way appropriate to the child's age and level of development.

We will facilitate a 'safe place' for children to speak confidently and openly about any worries or concerns they may have concerning their safety and will equip our children with the appropriate skills to become self-assured young people.

This approach will be embedded within the ethos of our school so that children know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our school's approach to the spiritual, moral, social and cultural development of pupils 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 setting understands and embraces our local context and values in challenging extremist views and to assist in the broadening of children's experiences. We will help support children who may be vulnerable to such influences as part of our wider safeguarding responsibilities and in such instances seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At our school we will promote the values of democracy, the rules of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage children to respect one another and to respect and tolerate difference, especially those of a different faith or no faith.

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.

Our school will therefore 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 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.

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 children and staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence.

Please refer to Reddam House Berkshire's Whistle Blowing Policy.

Safeguarding

Staff at our school 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; staff may be aware of information about a child's family related to extremism that may place a child at risk of harm Therefore all adults working in our 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 or Headmaster/Headmistress.

Role of the Designated Safeguarding Lead

In line with Recommendation 2 of Peter Clarke's Report; In *Reddam House Berkshire* the role of the Designated Safeguarding Lead will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

Training

Training on Safeguarding and Child Protection will be organised for staff and management 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.

The Designated Safeguarding Lead will attend training courses as necessary and the appropriate inter-agency training organised by the Safeguarding Children Board.

Recruitment

The arrangements for recruiting all staff, permanent and volunteers 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.

Safer recruitment best practice principles and sound employment practice will be applied 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 setting so as to unduly influence our setting's character and ethos. We are aware that such persons seek to limit the opportunities for our children thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

By adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our setting and staff team we will minimise the opportunities for extremist views to prevail.

Role of the 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 leadership team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy regularly (every two years) and may amend and adopt it outside of this timeframe in accordance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

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'

Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the school app and website.

The effectiveness of this policy will be evaluated by monitoring the staff group's understanding and application of the procedures within this policy as their overall duty to safeguard children.