

Safeguarding: Preventing Extremism and Radicalisation Policy

September 2017

(DSL & Lado information updated November 2017)

Safeguarding: Preventing Extremism and Radicalisation Policy

Contact names	
Designated Safeguarding Lead (DSL)	Camille Montgomery
Deputy Designated Safeguarding Lead (Deputy DSL)	Jessica Carlon
Any other staff trained to DSL level	Floyd Steadman / Claire Jordan
Early Years DSL	Jessica Carlon
Head	Floyd Steadman
Chair of Governors (Cognita Assistant Director of Education, ADE)	Robin Davies robin.davies@cognitaschools.co.uk

Third Party contacts	
Our school follows the safeguarding protocols and procedures of our safeguarding children board (LSCB)	London Borough of Ealing Ealing Safeguarding Children Board www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/escb.page?escbchannel=0
Local authority children's social care referral team(s)	Tel: 020 8825 8155
Local authority Prevent Lead	Ealing Child Protection Manager - Tel: 020 8825 8155 Ealing Child Protection Adviser – Tel: 020 8825 8930
[Ealing] Designated Officer for child protection	Operational Lado: James Jose Tel: 020 8825 8930 / email: aap@ealing.gov.uk Lado Manager: Kogie Perumall
Local authority's out of hours contact numbers	Tel: 020 8825 8930
Where there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately by the DSL. If a child is in immediate danger, ring 999.	
Local Police Emergency	999
Local Police non-emergency	101 or 0300 123 1212

National contacts	
NSPCC 24/7 Helpline/textline	Tel: 0808 800 5000/88858 Email: help@nspcc.org.uk
DfE Prevent Helpline for schools & parents	Tel: 020 7340 7264 (non-emergency) Email: Counter.extremism@education.gsi.gov.uk
The Lucy Faithfull Foundation (LFF)	Tel: 0800 1000 900 Email: help@stopitnow.org.uk www.parentsprotect.co.uk
National Bullying Helpline	Tel: 0845 22 55 787

See Safeguarding and Child Protection Policy and Procedure for further sources of support and advice.

Purpose

This Safeguarding: Preventing Extremism and Radicalisation Policy is part of our commitment to keeping children safe. Since the Education and Inspections Act 2006, schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. From 1 July 2015, schools became subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("CTSA 2015") in exercising their functions, "...to have due regard to the need to prevent people from being drawn into terrorism".

Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that. The duty to prevent children and young people being radicalised is set out in the following documents:

- Counter Terrorism & Security Act (2015, as amended)
- Keeping Children Safe in Education (September 2016, as amended)
- Working Together to Safeguard Children (March 2015, as amended)
- Prevent Duty Guidance: for England and Wales (March 2015) Revised July 2015 and as amended
- The Prevent duty: Departmental advice for schools and childminders (June 2015, as amended)
- The use of social media for on-line radicalisation (July 2015, as amended)

Non-statutory guidance

- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014, as amended)
- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014, as amended)
- How Social Media is used to encourage travel to Syria and Iraq (Home Office)

Ethos

We ensure that through our school vision, aims, rules, diverse curriculum and teaching, we promote tolerance and respect for all cultures, faiths and lifestyles. The Cognita Assistant Director for Education, on behalf of the proprietor, ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

Risk Assessment

We assess the risk of radicalisation to be low.

We will carry out an annual risk assessment which will identify the risk of pupils being drawn into terrorism or extremism. This risk assessment will look at the general risks affecting children and young people in the local area and the specific risks which may affect groups or individuals within the school and it will propose measures to mitigate and manage these risks.

Responsibilities and training

The Cognita Assistant Director of Education, on behalf of the proprietor, will liaise with the Head and the DSL on matters relating to the Prevent duty and will monitor and evaluate the school's compliance with this duty, primarily by way of updates from the Designated Safeguarding Lead (DSL). The proprietor will conduct an annual review of safeguarding, which includes the school's compliance with its Prevent duty.

The proprietor will:

- Ensure that this policy is understood and effectively implemented by staff throughout the school;

- Ensure that the DSL undergoes appropriate Prevent duty training which is refreshed at least every two years; and
- Ensure that the school's Prevent policies and procedures and general safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children's Boards ("LSCBs").

The DSL will:

- Be the single point of contact to oversee and coordinate the school's implementation of the Prevent duty;
- Undertake prevent awareness training, such as the on-line general awareness training module on Channel - WRAP (Workshop to Raise Awareness of Prevent);
- Undertake higher level training in the LSCB's Prevent strategy to be able to assess the risk of children being drawn into terrorism, including being drawn into support for the extremist ideas that are part of terrorist ideology;
- Provide Prevent duty training to all staff so that they (a) understand the general risks affecting pupils at the school; (b) are able to identify individual children who might be at risk of radicalisation; and (c) know what to do to support these children;
- Provide advice and support to other members of staff on protecting pupils from the risk of radicalisation;
- Liaise with the Cognita Assistant Director of Education and local partners, including the police and the LCSB (Local Children's Safeguarding Board), including to establish what advice and support they can provide and to seek guidance on the general levels of risk within the local area;
- Have responsibility for ensuring that any visiting speakers whether invited by staff or pupils are suitable and are appropriately supervised (see below);
- Receive safeguarding concerns about children and young people who may be vulnerable;
- Work in partnership with the LSCB on all matters covered by this policy and the School will follow any locally agreed procedures which are set out by the LSCB.
- Report concerns to the Cognita Assistant Director for Education.

All staff will:

- Undergo regular Prevent duty training (including Channel online awareness training and additional training provided by the school in conjunction with the local authority) so that staff have the knowledge and confidence to be able to (a) understand the general risks of radicalisation affecting pupils at the School; (b) identify individual children who might be at risk of radicalisation (see Paragraph 8 below) and spot signs of extremism (see paragraph 9 below); (c) challenge extremist views; and (d) provide appropriate advice to children who are at risk of radicalisation.
- Be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.
- Use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Referral process

All staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability to radicalisation to the Designated Safeguarding Lead (DSL) or, in their absence, to the Deputy Safeguarding Lead (Deputy DSL). For further details about safeguarding referrals, please see the school's Safeguarding and Child Protection Policy and Procedures, which can be found on the school website.

If the DSL becomes aware of a concern relating to the radicalisation of a pupil, he or she will discuss this with the Head and the LSCB so that appropriate actions can be taken to safeguard the pupil and appropriate referrals, including to the Channel programme, can be made.

Curriculum

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others.

Our values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

We aim to provide a safe space in which pupils can understand the risks associated with terrorism and develop the knowledge, skills and confidence to be able to challenge extremist views. We will include opportunities in the curriculum for pupils to build resilience to pressure and to develop the skills they need to recognise and stay safe from abuse and radicalisation. In particular:

- PSHEE lessons will be used along with tutor periods/form periods to teach pupils to understand and manage risks associated with terrorism and radicalisation, resist pressure, make safer choices and seek help if necessary.
- By promoting British values such as tolerance and respect as indicated above.
- Through citizenship, religious education and other relevant subject syllabus with focus on democracy, diversity, mutual respect and managing debates around contentious issues.

Digital safety

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our school block inappropriate content, including extremist content.

Pupils will be taught how to stay safe online, both in school and outside school. They will be taught to understand the risks posed by adults or young people who use the internet and social media to groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

Web filtering is active in every school which includes preventing access to the following:

For staff and pupils

- Sites that offer information about or promote or are sponsored by groups advocating anti-government beliefs or action.
- Sites that condone intolerance towards any individual or group.

For pupils

- Sites of web communities that provide users with means for expression and interaction.
- Messaging and social media sites.

Further information about categories of blocked sites can be given by the Cognita IT team and staff are directed towards the school Digital Safety Policy for further detail.

Where staff, students or visitors find unblocked extremist content they must report it to the DSL who will in turn discuss it with the Head. We are aware that children and young people have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance when pupils are using their phones.

Visitors and visiting speakers

The DSL has responsibility for ensuring that all visitors and visiting speakers, whether invited by staff or pupils, are suitable and appropriately supervised. Where appropriate, the DSL will make enquiries of the agency/person who introduced the individual to the school and/or will conduct an internet search against the individual's name. It is school policy that visitors will always be supervised when working with pupils.

Signs of vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk. Signs of vulnerability include:

- underachievement;
- being in possession of extremist literature;
- poverty;
- social exclusion;
- traumatic events;
- global or national events;
- religious conversion;
- change in behaviour;
- extremist influences;
- conflict with family over lifestyle;
- confused identity;
- victim or witness to race or hate crimes; and
- rejection by peers, family, social groups or faith.

Recognising extremism

A part of our wider safeguarding responsibilities to identify signs of abuse, we will be alert to early indicators of radicalisation or extremism which may include:

- showing sympathy for extremist causes;
- glorifying violence, especially to other faiths or cultures;
- making remarks or comments about being at extremist events or rallies outside school;
- evidence of possession illegal or extremist literature;
- advocating messages similar to illegal organisations or other extremist groups;
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent);
- secretive behaviour;
- online searches or sharing extremist messages or social profiles;
- intolerance of difference, including faith, culture, gender, race or sexuality;
- graffiti, art work or writing that displays extremist themes;
- attempts to impose extremist views or practices on others;
- verbalising anti-Western or anti-British views;
- advocating violence towards others.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals.

Section 38 of the CTSA 2015 requires partners of Channel panels (including proprietors of independent schools) to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual.

Guidance issued under section 36(7) and section 38 (6) of the CTSA 2015 in respect of Channel is available at: <https://www.gov.uk/government/publications/channel-guidance>

Monitoring and review

This policy will be reviewed by the Head and the DSL annually.

The effectiveness and implementation of this policy will be monitored by the Proprietor's Safeguarding Auditor who will carry out an annual review for this purpose.

Ealing Borough Situational Analysis –PREVENT Risks

Ealing is the third largest London borough and is currently ranked twelfth in England and Wales. Over a quarter of the population are under 19 years of age; according to the 2011 census, 32% of that is children aged 0-4. The borough is one of the most diverse local authorities in the United Kingdom with the white ethnic group accounting for only 49% of the resident population. There are more Polish, Indians, Afghan and Iraqis living in Ealing than anywhere else in London. The borough has the second largest populations of Irish, Persians, and Japanese in London and the second largest Somali population in the United Kingdom. There is also some evidence of a small settled community of refugees and asylum seekers from the middle east.

Ealing is a magnet for economic migrants, with the most common non-UK countries of birth for residents being India, Poland and Ireland.

The borough ranks seventh nationally in terms of religious diversity and over 100 languages are spoken by pupils in local schools, with around 81% of pupils classified as being of minority ethnic origin. Around 57% of pupils in Ealing do not speak English as their first language.

The borough-wide risks, threats and vulnerabilities of extremism and terrorism are based on a number of assessments from a range of agencies who are our partners in the development of this profile of the borough.

The borough has seen a steady flow of migrants from areas of conflict, including Somalia, Afghanistan, Syria and Iraq. There is a constant concern that families who have witnessed conflict do not access appropriate health services. Some families with young children are unable to cope with the cultural and procedural issues around education, employment and housing which has an impact on them and their families.

The migrant community has been established in Ealing for around 30 years and is increasingly developing community based advisory and advocacy services for local people.

Local extremism issues

Ealing does not experience widespread overt extremist activity. There have been no reports of 'dawah' stalls espousing extremist views in public spaces and there is evidence of increased resilience within local faith organisations who deny extremist speakers platforms within their premises.

There have been isolated events, publicised to sections of the community which feature political speakers which some would regard as extremist both here and abroad. The themes of these events cover both the Islamist, Christian and far right political spectrums.

Whilst overt extremist activity is not evident there is a risk that covert extremist activity will increase which will be harder to challenge with preventative action. We understand the risks that can be presented by young people becoming 'self radicalised' through access to internet sites that espouse extremist views, the

Safeguarding: Preventing Extremism and Radicalisation Policy

locations of which are sometimes exchanged between young people. The lure of some extremist movements can be strong to young people as they appear to offer clear answers to complex issues, and offer strong friendship groups and support networks. These factors and a degree of glamour can be especially appealing to those with learning difficulties or mental health issues.

Recent terrorist incidents in London and Manchester have prompted discussion among young people which has inevitably caused some to develop strong views against others which they perceive to support the ideology of perpetrators.

It is accepted that several hundred individuals travelled from the UK to Iraq or Syria over the last four years to support the self-declared caliphate of 'ISIS' or 'Daesh'.

There is evidence that a small number of individuals from Ealing have also travelled to conflict zones for a variety of reasons including humanitarian causes or to visit family. Whilst the reality of a so called 'Islamic state' is disintegrating, there is a strong possibility that people will continue to be drawn to the ideology which will reconfigure itself into a virtual movement, focusing more on encouraging attacks by individuals on easy targets within their own communities.

In various locations across the UK there is evidence of families returning to boroughs from conflict zones. The reintegration of these individuals and their children into education and wider society will be a challenge for services for some time as some will continue to hold an extremist ideology and possibly seek to spread this at a local level.

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Ownership and consultation	
Document sponsor (role)	Director of Education
Document author (name)	Marian Harker, QA Officer
Specialist Advice	Farrers (21.09.2015, on original policy)

Audience	
Audience	All school staff

Document application and publication	
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Spain	Yes

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Related documentation	
Related documentation	Safeguarding and Child Protection Policy and Procedure Digital Safety Policy Anti-Bullying Policy Admission, Attendance and Children Missing from Education Policy Equality & Diversity Policy School Behaviour Policy Safeguarding: Code of Conduct for School based Staff Whistleblowing Policy Curriculum Policy