

**Sheerness West Federation of Rose  
Street and West Minster primary  
Schools**

**Preventing Extremism and Radicalisation  
Safeguarding Statement**

**October 2015**

**Review date:2017**

**Introduction** The Sheerness West Federation is committed to providing a secure environment for its pupils, where they feel safe and are kept safe. All adults at our 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 contribute to The Sheerness West Federation delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004<sup>1</sup>. 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 duties set out at s175 of the Education Act 2002. Our federation's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the DfE Guidance "Keeping Children Safe in Education, 2014"; 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 report into allegations concerning Birmingham schools arising from the 'Trojan Horse' letter.

### **Federation 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'.*

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 federation 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, at both Schools in our Federation we 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. 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.

*<sup>1</sup> 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.*

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff is always challenged and where appropriate dealt with in line with our Behaviour and Policy for pupils and the Code of Conduct for staff. As part of wider

safeguarding responsibilities school staff are alert to:

disclosures by pupils of their exposure to the extremist actions, views or materials of

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, 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

others outside of school, such as in their homes or community groups, especially where Our federation closely follows any locally agreed procedure as set out by the Local Authority and KCC Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

### **Teaching Approaches**

All members of staff 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 federation this is 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 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 ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We are 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 apply the 'key ingredients' for success as set out in the Table at Page 15 of that document, see Appendix A, and we apply the methodologies set out in

- 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 that document following the three broad categories of:  
for resilience.

Therefore this approach is embedded within the ethos of our federation so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This works in conjunction with our federation's approach to the spiritual, moral, social and cultural development of pupils as defined in Ofsted's School Inspection Handbook and includes the sound use of assemblies and liturgies 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 achieve this by using a curriculum that includes:

- discussions and lessons on how to be a good citizen
- PSHE programmes
- open discussion and debate
- work on respecting others and a restorative approach addressed throughout curriculum, Especially in religious Education, PSHE and assemblies

We also work with local partners, families and communities in our efforts to ensure that we understand and embrace our local context and values in challenging extremist views and assist in the broadening of our pupil's experiences and horizons. We 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 ensure that that pupil is offered mentoring. Additionally in such instances our federation can seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At our Federation we promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We 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**

Prior to the visit the federation 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 Federation 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 the Federations to ensure that they are effective

Staff will always be present when we host visits from external agencies and speakers We recognise, however, that the ethos of our federation 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 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 are encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence. Please see our Whistle blowing Policy for further information.

## **Child Protection**

Please refer to our Child Protection Policy for more information on our Child Protection duties.

Members of staff at the Federation are 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 in the West Minster and Rose Street Primary Schools Federation (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 Leads.

The Child Protection reporting arrangements are set out fully in our Child Protection Policy and are summarised here, as follows;

- Inform the DSL immediately of any concern you have regarding the safety and well-being of a child
- In the DSL's absence or their unavailability, immediately inform the deputy DSL of any concern you have regarding the safety and well-being of a child
- You will be asked to complete a Safeguarding Concern Form available from the school

In line with Recommendation 2 of Peter Clarke's Report which states 'The Department for Education should ensure that the governing body of every school extends the responsibilities of the teacher designated Child Protection Officer to include Prevent within his/her role. The mandatory Child Protection bi-annual update training undertaken by these responsible teachers should include the Prevent Strategy. This training should then be cascaded by the Child Protection Officer to every member of staff, governor or volunteer as an adult involved in the protection of children at the school,' 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**

Whole federation in-service training on Safeguarding and Child Protection is organised for staff and governors at least every three years and complies with the prevailing arrangements agreed by the Local Authority and does, in part, include training on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Lead attends training courses as necessary and the appropriate inter-agency training organised by the KCC Safeguarding Children Board at least every two years, again this includes training on extremism and radicalisation and its safeguarding implications.

## **Recruitment**

The arrangements for recruiting all staff, permanent and volunteers, to our federation closely follows DFE's 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 apply safer recruitment best practice principles and sound employment practice in general and in doing so deny opportunities for inappropriate recruitment or advancement. We are alert to the possibility that persons may seek to gain positions within our federation so as to unduly influence our federation'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 on-going culture of vigilance within our federation and staff team we aim to minimise the opportunities for extremist views to prevail.

### **Role of Governing Body**

The Governing Body of our Federation undertakes 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 federation fully supports the ethos and values of our federation and supports the federation in tackling extremism and radicalisation.

In line with Recommendation 13 of Peter Clarke's report which states 'All schools should include details on their website of their governing body. This should include the full name of the individuals, along with any committees they attend; the method of appointment (eg whether a local authority appointment or an elected parent governor); and the expected period of the appointment, in order to promote transparency over the running of schools. Details of our Governing Body is published on our websites to promote transparency.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2014' the governing body regularly challenge the federation's senior management team on the delivery of this Statement and monitor its effectiveness.

Governors 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.

### **Statement Adoption, Monitoring and Review**

This Statement 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' This Statement is on the Federation's website as an appendix to our Safeguarding Policy. Parents are issued with a hard copy of this Statement on request.

At our Federation the Executive Head teacher actively evaluates the effectiveness of this Statement by monitoring the staff group's understanding and application of the procedures within this policy as their overall duty to safeguard children.