PREVENTING EXTREMISM AND RADICALISATION SAFEGUARDING POLICY

(INCLUDING EYFS)

INTRODUCTION

Harvington Preparatory School is committed to providing a secure environment for children, where they feel safe and are kept safe. All adults at Harvington 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 Harvington's delivery of the outcomes to all children, in order 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 – for Independent Schools and Academies.

Our school's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the "London Child Protection Procedures" and DfE Guidance and DCSF Resources.

Keeping Children Safe in Education (September 2020) (KCSIE) "The use of social media for on-line radicalisation (July 2015)"

"The Prevent duty: Departmental advice for schools and childminders (June 2015) " "Prevent Duty Guidance: for England and Wales (March 2015) (Prevent)"

"Learning Together to be Safe"
"Prevent: Resources Guide"
"Tackling Extremism in the UK"
"Teaching Approaches that help Build Resilience to Extremism among Young People"
Peter Clarke's Report of July 2014.

IMPORTANT TELEPHONE NUMBERS
The Active Change Foundation: (a confidential helpline to prevent British nationals from travelling to conflict zones). - **020 8539 2770 Crimestoppers**: - **0800 555 111**

Imminent threat of harm to others:
Police **999** or Anti Terrorist Hotline **0800 789 321**

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ETHOS AND PRACTICE

When implementing this policy Harvington 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 school, whether from internal sources – children, staff or governors, or external sources – the wider school community, external agencies or individuals. Our children 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 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.

Therefore, at Harvington we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our children are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

Furthermore, at Harvington 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 children 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 children or staff will always be challenged and, where appropriate, dealt with in line with our Behaviour Policy for children and the Staff Code of Conduct. 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 a Prohibition Order is warranted.

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

- Disclosures by children of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where children have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Children accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance

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- Local authority services, and police reports of issues affecting children in other schools or settings
- Children 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 school will closely follow any locally agreed procedure as set out by the Local Authority and/or Ealing's Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

POSSIBLE INDICATORS OF RISK

- Racist graffiti/symbols/comments made in school;
- Speaking out or writing in favour of extremist ideas in school work;
- Extreme comments shared on social media;
- Distribution of extreme or terrorist propaganda among other pupils;
- Vulnerable students being influenced by others (although we are aware of a need to avoid over-simplified assessments of who might be 'vulnerable'), because of the existence of one or more factors, which may include:

• An identity crisis, involving an individual's distance from their cultural/religious heritage, including peer/family/faith group rejection;

- A personal crisis, including family tension/social isolation/friendship issues;

- Personal circumstances, such as migration, experience of racism;
- Unmet aspirations;
- Criminality;
- Experience of poverty, disadvantage or social exclusion;
- Association with those known to be involved in extremism (including via the internet);
- A significant shift in the child/young person's behaviour or outward appearance, particularly involving conflict with his/her family and/or faith group;
- Travel for extended periods of time to international locations known to be associated with extremism;
- Disguising of a child's identity, eg in documentation;
- A simplistic or flawed understanding of religious/political/global issues;
- A significant adult or other in the child/young person's life who has extremist views or sympathies;
- Criminal risk factors, being:

• Contact with extremist recruiters;
• Articulation of support for extremist causes/leaders;
• The possession of extremist literature
• Using extremist narratives and a global ideology to explain personal disadvantage

• Justifying the use of violence to solve societal issues;

• Membership of extremist organisations.

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SUPPORTIVE INTERVENTIONS

Channel is the multi-agency approach to protect people at risk from radicalization and aims to: identify individuals at risk of being drawn into terrorism; assess the nature and extent of that risk; develop the most appropriate support plan for the individuals concerned.

Should concerns require support from other agencies, the following are ways in which terrorism and extremism can be reported:

• Anti terrorist hotline: 0800 789 321
• Crime Stoppers: 0800 555 111
• Relevant police force: 101
• www.gov.uk/report-suspicious-activity-to-mi5

To report any online terrorist-related material: www.gov.uk/report-terrorism

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 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 children build resilience to extremism and give children 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, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In addition, make a connection with young people through good teaching and a pupil centered approach.

- Facilitating a 'safe space' for dialogue, and
- Equipping our children with the appropriate skills, knowledge, understanding and awareness for resilience.

   Therefore 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 children as defined in ISI's Inspection Handbook and will include the sound use of assemblies to help further promote this rounded development of our children. 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
- Focussed educational programmes

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupils' experiences and horizons. We will help support children who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a child is being directly affected by extremist materials or influences we will ensure that that child is offered mentoring. Additionally in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At Harvington 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 children 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 children safe and prepare them for life in modern multi-cultural Britain and globally.

USE OF EXTERNAL AGENCIES AND SPEAKERS

At Harvington we encourage the use of external agencies or speakers to enrich the experiences of our children; however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our children.

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 school'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 school curriculum so we need to ensure that this work is of benefit to children.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to children 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 children 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 children
- Activities are directly supervised by a member of permanent staff who will be in attendance throughout the duration of the activity

- Activities are carefully evaluated by schools to ensure that they are effective

  We recognise, however, that the ethos of our school is to encourage children 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 children recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help children develop the critical thinking skills needed to engage in informed debate.

WHISTLEBLOWING

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 as set out in the school's Whistleblowing Policy.

CHILD PROTECTION

Please refer to our Safeguarding Policy and Procedures for the full procedural framework on our Child Protection duties.

Staff at Harvington will be alert to the fact that while 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 behaviour 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 Harvington (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.

At Harvington our Child Protection reporting arrangements are set out fully in our Safeguarding Policy and Procedures.

Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead is Mrs Anna Evans (Head)

The Deputy Designated Safeguarding Leads are Mrs. Jane Wallace (Head of EYFS).

The Designated Safeguarding Lead works in line with the responsibilities as set out at Annex B of the DfE Guidance Keeping Children Safe in Education (September 2020) (KCSIE)

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The Designated Safeguarding Lead is the focus person and local 'expert' for school 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, in Harvington 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 school in-service training on Safeguarding and Child Protection will be organised for staff and governors on an annual basis and will comply with the prevailing arrangements agreed by the Local Authority and Ealing's Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Lead will attend Ealing training courses as necessary and the appropriate inter-agency training organised by the Ealing 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 school will follow Ealing'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, probation orders are 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 school so as to unduly influence our school'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.

Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an on-going culture of vigilance within our school and staff team, we will minimise the opportunities for extremist views to prevail.

ROLE OF 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 (September 2020) (KCSIE) the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy at least every two years 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.

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'

This policy will be made available to parents via the school's website.

Keeping Children and Young People Safe Against Radicalisation and Extremism

The parent / child relationship is the foundation to keeping children safe and supporting their social development and educational attainment.

Parenting can be a challenging task. Maintaining a positive relationship can sometimes be difficult as children grow and develop and seek an identity that may be different from their own family.

Children and young people have a natural curiosity which as parents we want to encourage. However, as our children grow up we have to take different steps to ensure their safety.

Currently a number of young girls and boys have been persuaded to leave the country against the wishes of their families, or in secret, putting themselves in extreme danger.

The following sets out information to help parents keep their children safe and explains how they should respond if they have a concern.

Why might a young person be drawn towards extremist ideologies?

- They may be searching for answers to questions about identity, faith and belonging
- They may be driven by the desire for 'adventure' and excitement
- They may be driven by a need to raise their self-esteem and promote their 'street cred'

- They may be drawn to a group or individual who can offer identity, social network and support
- They may be influenced by world events and a sense of grievance resulting in a need to make a difference

How might this happen?

On-line

The internet provides entertainment, connectivity and interaction. Children may need to spend a lot of time on the internet while studying and they use other social media and messaging sites such as Facebook, Youtube, Twitter, Instagram, Vine or Whatsapp.

These can be useful tools but we need to be aware there are powerful programmes and networks that use these media to reach out to young people and can communicate extremist messages.

Peer Interaction

Young people at risk may display extrovert behaviour, start getting into trouble at school or on the streets and mixing with other children who behave badly but this is not always the case.

Sometimes those at risk may be encouraged, by the people they are in contact with, not to draw attention to themselves. As part of some forms of radicalisation parents may feel their child's behaviour seems to be improving: children may become quieter and more serious about their studies; they may dress more modestly and mix with a group of people that seem to be better behaved than previous friends.

TV and media

The media provide a view on world affairs. However, this is often a very simple version of events which are in reality very complex. Therefore children may not understand the situation fully or appreciate the dangers involved in the views of some groups.

Recognising Extremism – signs may include:

- Out of character changes in dress, behaviour and peer relationships
- Secretive behaviour
- Losing interest in friends and activities
- Showing sympathy for extremist causes
- Glorifying violence

- Possessing illegal or extremist literature
- Advocating messages similar to illegal organisations such as
- "Muslims Against Crusades" or other non-proscribed extremist groups such as the English Defence League

How can parents support children and young people to stay safe?

- Know where your child is, who they are with and check this for yourself
- Know your child's friends and their families
- Keep lines of communication open, listen to your child and talk to them about their interests
- Encourage them to take up positive activities with local groups that you can trust
- Talk to your child about what they see on the TV or the internet and explain that what they see or read may not be the whole picture
- Allow and encourage debate and questioning on local and world events and help them see different points of view
- Encourage your child to show an interest in the local community and show respect for people from all faiths and backgrounds
- Help your child to understand the dangers of becoming involved in situations about which they may not have the full information
- Teach them that expressing strong views and trying to change things for the better is fine but they should not take violent action against others or support those that do
- Be aware of your child's on-line activity and update your own knowledge
- Know what social media and messaging sites your child uses
- Remind your child that people they contact over the internet may be pretending to be someone else or telling them things that are not true

Explain that anyone who tells them to keep secrets from their family or teachers is likely to be trying to do them harm or put them in danger

If you have any concerns that your child may be being influenced by others get help – talk to someone you can trust, this could be your imam, extended family members such as cousins who may be peers of your children or outside help.

If you feel there is a risk of a child leaving the country, consider what precautions you could take to prevent travel.

You might want to consider taking the precaution of locking their passport in a safe place. Some young people think they need to use a passport for confirming their age - they do not – they can apply for an identification card. To obtain an official photo ID for the UK visit: **http://www.validateuk.co.uk** For more information telephone: **01434 634996**

You should also consider what access your child has to savings accounts or gifts of money from family and friends. You may wish to suggest that gifts are made in kind and not in cash.

Confidential helpline

The Active Change Foundation (ACF) provide a confidential helpline to prevent British nationals from travelling to conflict zones. ACF Confidential helpline telephone number is **020 8539 2770**
You can also contact Crimestoppers anonymously on **0800 555 111**

Anyone with concerns for the safety or wellbeing of a child or young person can contact:

Children's Social Care Services

Telephone (020) 8825 8000

Imminent threat of harm to others contact:

Police **999** or Anti Terrorist Hotline **0800 789 321**

Further Sources of Support and Information

School – If you have a concern please talk to your child's class teacher or another person in the school that you trust as soon as possible. They will be able to help and can access support for you and your child.

Early Help and Family Support in Ealing: what is available for you and your family?

Ealing provides a range of services to give additional help and support to children and young people and their families. The services available include those offered by children's centres and the Multi Agency Teams. Support with parenting is also available. The free early learning offered for eligible two year olds, and all three and four year olds, provides additional help for children in the early years.

'Key Ingredients' for successful teaching in the context of 'push' and 'pull' factors.

KEY INGREDIENTS

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

Teacher attitudes and behaviours
- 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

Specific knowledge:
- Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering')
- Knowledge of an alternative values framework

Teaching practice/pedagogy:
- 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

Other factors
Support from senior leaders
Pupil support processes

PULL FACTORS – Factors that draw young people into extremist messages
- Charismatic/confident individuals (recruiters)
- Networks/sense of belonging
- Broader community views which enable or do not oppose extremism
- Persuasive, clear messages
- Exploiting knowledge gaps

Sense of dignity and importance and loyalty
Exciting (non-teaching) activities
Sense of purpose in life

PUSH FACTORS – factors that push an individual/make an individual vulnerable to extremist messages
- Lack of excitement; frustration
- Lack of sense of achievement – seen as significant 'lack of purpose' // Confidence in the future, life goals
- Lack of an outlet for views.
- Gaps in knowledge or understanding of Islam – both young people and their parents
- Sense of injustice
- Actual or perceived humiliating experiences. (including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely to sense of injustice)
- Exclusion – lack of belonging to peer or community networks, associations etc.

Below the line: factors that are out of scope of this study
Disaffection with wider societal issues
Disruptive home life

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