



LIGHTHOUSE
SCHOOLS PARTNERSHIP

PREVENTING EXTREMISM & RADICALISATION POLICY

Statutory

This Policy applies to all schools and employees within the Lighthouse Trust Partnership.

Policy Approved by the Trust Board

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Board of Trustees

Date *11th September 2018*

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Date

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1. Introduction

The Lighthouse School Partnership Trust (LSP) is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults in our schools 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 procedures staff and visitors will contribute to the school's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004 (1).

This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children.

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

- Guidance in the "North Somerset Child Protection Procedures"
- DfE Guidance "Keeping Children Safe in Education, 2018"
- Peter Clarke's Report of July 2014.
- The Prevent Duty

2. 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/preventionstrategy-review.pdf

There is no place for extremist views of any kind in LSP Trust schools, 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.

LSP Trust schools 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.

The school therefore 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.

The school are also 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 Headteacher and the Local Governing Body to deal with. Misconduct by the Headteacher will be referred to the Executive Headteacher/CEO and Chair of the LSP Trust.

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

- Disclosures by pupils 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 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

LSP Schools will closely follow any locally agreed procedure as set out by NS and/or our Local 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 (the Designated Safeguard Lead or other Child Protection officers within the school context). All staff will be made aware of the Channel Programme through online training on the Prevent Duty.

3. Teaching Approaches

The school 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 the school this will be achieved by good teaching, primarily via PSHE and our emphasis on values 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.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/182675/DFE-RR119.pdf

The school will ensure that all of the teaching approaches help the pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skill. We will ensure that all of the staff are equipped to recognize extremism and are skilled and confident enough to challenge it.

The school 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 doing so we will apply the 'key ingredients' for success as set out in the Table in Appendix A, and we will apply the methodologies set out in that document 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 school 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 the school'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 the pupils. The goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. The school will achieve this by using a curriculum that includes:

- Robust PSHE/Tutor programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout curriculum
- Focussed educational programmes in our Bridge facility
- Emotion Coaching

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

Trust schools 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 the most fundamental responsibility to keep the pupils safe and prepare them for life in modern multi-cultural Britain and beyond.

4. Use of External Agencies and Speakers

The school encourage the use of external agencies or speakers to enrich the experiences of the pupils. We will ensure that the school 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. The school 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 the school need to ensure that this work is of benefit to all pupils. The 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 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

The school recognise, however, that the ethos of our Trust schools 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 the school 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, the school 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.

5. Whistle Blowing

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 School Whistle Blowing Policy (Safeguarding).

6. Child Protection

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

LSP Trust 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 our Trust schools (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 (DSL) or Headteacher.

7. Role of the Designated Safeguarding Lead

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'.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

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.

8. Training

Whole school 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 NS and the Local Safeguarding Children Board and will, in part, include online 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 Local Safeguarding Children Board at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications. The DSL will attend the Working to Raise Awareness of Prevent (WRAP) training also.

9. Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to the Trust schools will follow LA 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 the school complete and maintain a single central record of such vetting checks.

The school 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. The school will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools character and ethos. The school 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 the school and staff team, the school will minimise the opportunities for extremist views to prevail.

10. Role of Local Governing Body (LGB) and Trust Board

The LGB of each Trust School as well as the Trust Board members will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors/Trust members, including their statutory safeguarding duties.

The LGB/Trust Members will support the ethos and values of all LSP Trust schools and will support the tackling of extremism and radicalisation.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2018' the LGB/Trust will challenge the senior management teams on the delivery of this policy and monitor its effectiveness.

The LSP Trust Board will review this policy regularly (a minimum of 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.

11. Policy Adoption, Monitoring and Review

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This policy was considered and adopted by the LSP Trust 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' 2018.

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

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

Appendix 1.

<p>PUSH FACTORS – factors that push an individual/make an individual vulnerable to extremist messages</p> <p>Lack of excitement; frustration</p> <p>Lack of sense of achievement – seen as significant 'lack of purpose // Confidence in the future, life goals</p> <p>Lack of an outlet for views.</p> <p>Gaps in knowledge or understanding of Islam – both young people and their parents</p> <p>Sense of injustice</p> <p>Actual or perceived humiliating experiences (including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely to sense of injustice)</p> <p>Exclusion – lack of belonging to peer or community networks, associations etc.</p>	<p>KEY INGREDIENTS</p> <p>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</p> <p>Teacher attitudes and behaviours</p> <ul style="list-style-type: none"> -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 <p>Specific knowledge:</p> <ul style="list-style-type: none"> -Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering') -Knowledge of an alternative values framework <p>Teaching practice/pedagogy:</p> <ul style="list-style-type: none"> -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 <ul style="list-style-type: none"> -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 <p>Other factors</p> <ul style="list-style-type: none"> Support from senior leaders Pupil support processes 	<p>PULL FACTORS - Factors that draw young people into extremist messages</p> <p>Charismatic/confident individuals (recruiters)</p> <p>Networks/sense of belonging</p> <p>Broader community views which enable or do not oppose extremism.</p> <p>Persuasive, clear messages. Exploiting knowledge gaps</p>
<p>Below the line: factors that are out of scope of this study</p> <p>Disaffection with wider societal issues</p> <p>Disruptive home life</p> 	<p>Sense of dignity and importance and loyalty</p> <p>Exciting (non-teaching) activities</p> <p>Sense of purpose in life</p>	