

Preventing Extremism and Radicalisation Policy

This policy should be read with the following policies;

- Safeguarding & Child Protection Policy
- Anti-Bullying Policy
- Behaviour for Learning Policy
- E-Safety Policy

Buile Hill Visual Arts College is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

The Preventing Extremism and Radicalisation Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

AIMS AND PRINCIPLES

Buile Hill's Preventing Extremism and Radicalisation Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

The objectives are that:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
- All pupils will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.
- All parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

The main aims of this policy are to ensure that all staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

INDICATORS OF VULNERABILITY TO RADICALISATION

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extremism is defined by the Government in the Prevent Strategy as: 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- seek to provoke others to terrorist acts;

- encourage other serious criminal activity or seek to provoke others to serious criminal acts;
- or foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”. Those who become involved in violent extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors. It is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities, ie to create a ‘them’ and ‘us’ mentality. It is vital that all school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- **Identity Crisis** – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- **Personal Crisis** – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- **Personal Circumstances** – migration; local community tensions; and events affecting the student/pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- **Unmet Aspirations** – the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- **Experiences of Criminality** – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- **Special Educational Need** – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above will encounter radicalisation for the purposes of violent extremism.

More critical risk factors could include: being in contact with extremist recruiters;

- accessing violent extremist websites, especially those with a social networking element;
- possessing or accessing violent extremist literature;
- using extremist narratives and a global ideology to explain personal disadvantage;
- justifying the use of violence to solve societal issues;
- joining or seeking to join extremist organisations;
- significant changes to appearance and/or behaviour;
- experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

PROCEDURES FOR REFERRALS

It is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we work and live. Staff are reminded to suspend any ‘professional disbelief’ that instances of radicalisation ‘could not happen here’ and to be ‘professionally inquisitive’ where concerns arise, referring any concerns through the appropriate channels.

We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We

must have the confidence to challenge and to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practise.

Designated Senior Leaders for Child Protection and Safeguarding will be appropriately trained in identifying potential radicalisation and extremism and will deal swiftly with any referrals made by staff or with concerns reported by staff. The Head Teacher /Designated Senior Person will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed.

Advice can always be sought from The BRIDGE and Channel. As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves and will be given the contact details to do this via the safeguarding board in the staffroom.

GOVERNORS, LEADERS AND STAFF

The Head Teacher and all other members of the SLT are the leaders for referrals relating to extremism and radicalisation.

In the unlikely event that SLT members are not available, all staff know the channels by which to make referrals. Staff will be fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a pupil, or if they need to discuss specific children whom they consider to be vulnerable to radicalisation or extremist views. The SLT will work in conjunction with the Head Teacher, Pastoral Care Team and external agencies to decide the best course of action to address concerns which arise.

THE ROLE OF THE CURRICULUM

Our curriculum is “broad and balanced” and prepares students to be upwardly socially mobile. It promotes understanding, respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. Our SMSC provision is embedded across the curriculum. It directs our assemblies and underpins the ethos of the school. We strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves. Children are taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

STAFF TRAINING

Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation, how this might be identified early on and how we can provide support as a school to ensure that our children think critically, develop self-esteem, global citizenship, resilience and are thus able to resist involvement in radical or extreme activities.

July 2015 - All staff completed online training - Channel General Awareness module.

13/10/15 - Designated person seminar – LEA – WRAP Radicalisation and Extremism training.

November 2015 - Whole School Safeguarding Training completed **WRAP** (Workshop to Raise Awareness of Prevent) Radicalisation and Extremism Training.

VISITORS AND THE USE OF SCHOOL PREMISES

If any member of staff wishes to invite a visitor in the school, they must first complete the appropriate documentation. Only after agreement from the Head Teacher can the visitor enter school and then they will be subject to Safeguarding Checks including DBS checks and photo identification. Children are NEVER left unsupervised with external visitors, regardless of safeguarding check outcomes. Upon arriving at the school, all visitors including contractors, will read the child protection and safeguarding guidance in the Visitors' Book, sign that they have read this guidance and be made aware of who the DSLs are and how to report any concerns which they may experience.

If any agreement is made to allow non-school groups or organisations to use the premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in-keeping with the Tackling Extremism and Radicalisation Policy, the school will contact the police and terminate the contract. Buile Hill values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

Buile Hill is clear that this exploitation and radicalisation should be viewed as a safeguarding concern. We seek to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to extremist Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist ideology, Gangs and criminalised Gang Culture, Animal Rights ideology, Freedom of Choice.

RISK REDUCTION

The school governors, the Head Teacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, PSHE policy, assembly policy, use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

RESPONSE

Our school, has identified a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this is the Designated Safeguarding Lead Melanie Howard. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with this member of staff.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.