



The De Montfort School

UNLOCKING YOUR CHILD'S POTENTIAL

The De Montfort School Preventing Extremism and Radicalisation Safeguarding Policy

Agreed by Governing Body: 11.10.16.

Reviewed by Governing Body: 20.09.17.

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Next Review Sept 2018

Introduction

The De Montfort School is committed to providing a secure environment for pupils, where learners feel safe and are kept safe. All adults at The De Montfort School recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for learners or not.

This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall School's arrangements to Safeguard and Promote the Welfare of all Learners in line with our statutory duties set out at s175 of the Education Act 2002.

School Ethos and Practice

When operating this policy The De Montfort School 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 – learners, staff or governors, or external sources - school community, external agencies or individuals. Our learners 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 learners 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 learners.

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 The De Montfort School we will provide a broad and balanced tutorial programme, delivered by skilled professionals, so that our learners are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

Furthermore at The De Montfort School 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 learners 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 learners or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for learners and the Code of Conduct for staff.

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

- Disclosures by learners 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 learners have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Learners 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 learners in other settings
- Learners 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 Worcestershire's Safeguarding Children's Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

Ethos and approach

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 learners may experience elsewhere may make it harder for them to challenge or question these radical influences, this guidance and support be delivered in tutorials.

We will ensure that all of our support and approaches will help our learners build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills. We will develop strategies and staff training to 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 and address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. We will apply the three broad categories of:

- Making a connection with young people through positive engagement and a learner centered approach.
- Facilitating a 'safe space' for dialogue, and
- Equipping our learners with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore this approach will be embedded within the ethos of our school so that learners 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 learners.

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 an approach that includes:

- PDD/PSHE programmes and tutor programme
- Open discussion and debate

- Work on anti-violence and a restorative approach to conflict resolution
- Targeted programmes if required

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 student's experiences and horizons. We will help support learners who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a learner is being directly affected by extremist materials or influences we will ensure that that learner 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 School 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 learners 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 learners safe and prepare them for life in modern multi-cultural Britain and globally.

We recognise that the ethos of our school is to encourage learners 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 tutorial programme, augmented by the use of external sources where appropriate, we will strive to ensure our learners recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help.

Whistle Blowing

Where there are concerns of extremism or radicalisation Learners and Staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence.

Safeguarding

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

Staff at The De Montfort School 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 learners may be at direct risk of harm or neglect. For example; this could be due to a learner 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 learner's family that may equally place a young person at risk of harm. (These examples are for illustration and are not definitive or exhaustive).

Therefore all adults working in School (including visiting staff, volunteers contractors, and students on placement) are required to report instances where they believe a young person may be at risk of harm or neglect to the Designated Safeguarding Lead.

Our Safeguarding reporting arrangements are set out fully in our Safeguarding Policy and are summarised here, as follows:

Staff complete the Safeguarding Referral Form located on the Safe School email address or paper copies in the main staff rooms and forward to the Safeguarding team.

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

Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow the School policy 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 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 learners 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 ongoing 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 the provisions set out in the DfE guidance „Keeping Children Safe in Education, 2014“ 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 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.

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 learners as set out in the DfE guidance „Keeping Children Safe in Education“

Parents will be issued with a hard copy of this policy on request. The Policy will be published on the school website.

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

Adopted.....