



*Enabling Partnerships of Excellence in Continuity of Education for All Pupils*

ASPIRE – STUDY – PERSEVERE

## Preventing Extremism and Radicalisation Policy

Date	Review Date	Designated Safeguarding Lead	Designated Safeguarding Lead
11 <sup>th</sup> October 2021	11 <sup>th</sup> October 2022	Jiten Patel	PK Maselino

This policy will be reviewed in full by the Management Committee on an annual basis

Headteacher:	PK Maselino	Date:	11 <sup>th</sup> October 2021
Chair of Governing Body:	Mike Baumring	Date:	11 <sup>th</sup> October 2021

## **Prevent and Protecting Learners from Extremism and Radicalisation**

### **1. Introduction**

The Helix Education Centre is committed to providing a secure environment for all students, where learners feel safe and are kept safe. All adults at The Helix Education Centre 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.

The Helix Education Centre recognises that it has a duty of care towards its learners and that safeguarding against extreme radicalisation that may leave students vulnerable to violent extremism is one of our duties.

#### **This policy aims to:**

- Raise awareness amongst the school of the threat from violent extremist groups and the risks to young people.
- Provide information about what can cause violent extremism.
- Understand the positive contribution we can make to empowering young people to create communities that are more resilient to extremism as well as protecting the wellbeing of particular groups or learners who may be vulnerable to being drawn into violent extremist activity.
- Provide advice on managing risks and responding to incidents locally, nationally or internationally that might have an impact on the school community.

#### **And to make clear that:**

- Violent extremism is not a part of any faith
- There is no place in the school for extremists, including expression of extremist views, vocal or active, which are opposed to fundamental British values.
- We aim to protect all learners from harm and to ensure they are taught in a way that is consistent with the law and the British values of tolerance, democracy and liberty.
- We address both awareness of **Prevent** and the risks associated with this.
- We enable learners to explore issues like terrorism and the use of violence in a considered and informed way.
- We facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government.
- We make learners aware about extreme views and about those who hold them and why these are unacceptable.

This policy describes the activities that The Helix Education Centre will undertake in order that learners attending the school or any part of our service are safeguarded against being influenced by those who hold violent and extreme views. Learners may become subject to radicalisation through a range of social, personal and environmental factors. Violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. As a service we need to recognise those vulnerabilities just as we would recognise our duty to any child protection issue.

### **What is Prevent?**

Prevent is an integral part of CONTEST, the Government's Counter Terrorism Strategy. It aims to stop people from becoming terrorists or supporting terrorism, supported by the following three objectives.

- Respond to ideological challenge of terrorism and the threat we face from those who promote it.
- Prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.
- Work with a wide range of sectors and institutions (including education, faith, health and criminal) where there are risks of radicalisation which need to address.

Since 2010 the Office for Security and Counter Terrorism works to counter the threat of terrorism strategy, CONTEST. <https://www.gov.uk/government/contest>

This strategy is based on three areas of work

- Pursue – To stop terrorist attacks
- Prevent – To stop people becoming terrorists or supporting terrorism
- Protect – To strengthen our protection against a terrorist attack

Our role as a school is outlined more specifically in the DfE document '*Learning Together to Be Safe: A toolkit to help schools contribute to the prevention of violent extremism.*'

## **2. School Ethos and Practice**

When operating this policy The Helix Education Centre 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 – students, staff or governors, or external sources - school community, external agencies or individuals. Our students 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 students.

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 Helix Education Centre we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students 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 Helix Education Centre, 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, the internet, and at times students 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 students or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for students and the Code of Conduct for Safer Practice for staff. 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.

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

- Disclosures by students 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 students have not actively sought these out;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Students 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, police reports of issues affecting students in other schools or settings;
- Students 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 London Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

### 3. 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 students build resilience to extremism and give students 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. We endeavour to do this through:

- Ensuring a student centred approach to pastoral care and teaching & learning
- Facilitating a 'safe space' for dialogue
- Equipping our students with the appropriate skills, knowledge, understanding and awareness of resilience

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:

- PSHE & Citizenship programmes;
- Open discussion and debate;
- Work on anti-violence and a restorative approach addressed throughout curriculum and the behaviour policy;
- 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 students' experiences and horizons. We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will ensure that that student 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 The Helix Education Centre 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 students 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 students safe and prepare them for life in modern multi-cultural Britain and globally.

This will include the use of direct teaching in a variety of subjects; our boys' and girls' groups; visiting external professionals (e.g. Safer Schools Officers) and assemblies.

#### **4. Use of External Agencies and Speakers**

At The Helix Education Centre, we encourage the use of external agencies or speakers to enrich the experiences of our students, however, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students.

These external agencies will be vetted 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 students.

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

- Any messages communicated to students 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 students 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 students;
- Activities are carefully evaluated by schools to ensure that they are effective.

We recognise, however, that the ethos of our school is to encourage students 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 and enrichment programme augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

#### **5. Whistle Blowing**

Where there are concerns of extremism or radicalisation, students, staff and management committee members will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence. They must inform the Headteacher straight away (or if it relates to the Headteacher inform the Chair of the Management Committee).

#### **6. Safeguarding**

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

Staff at The Helix Education Centre 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- see Indicators of Vulnerability).

Therefore, all adults working in The Helix Education Centre (including visiting staff, volunteers' and contractors) are required to report instances where they believe a child may be at risk of harm or neglect to one of the Designated Safeguarding Leads.

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

- Fill in the 'Record of concern' form and return to the DSL as soon as possible.

### **Role of the Designated Safeguarding Leads:**

Designated Safeguarding Leads are: **Jiten Patel** and **PK Maselino**

The Designated Safeguarding Leads work in line with the responsibilities as set out at Annex B of the DfE Guidance 'Keeping Children Safe in Education 2021' which is detailed in the Safeguarding & Child Protection Policy.

Regular staff training is provided, including newly appointed staff when undergoing induction on the practice of this policy within the school. Prevent Awareness Workshop given to ALL staff on a bi-annual basis. Staff members are trained as part of WRAP team, (Working to Raise Awareness of Prevent).

### **Safeguarding Learners who are vulnerable to extremism**

[www.safeguardingschools.co.uk/tacklingextremism](http://www.safeguardingschools.co.uk/tacklingextremism)

<https://www.gov.uk/keeping-children-safe-in-schools>

A referral is triggered if any of the above criteria are met or any of the examples given in PVE seem obvious in a learner.

### **Referral Process**

1. Follow School protocol for child protection issues and report to Designated Safeguarding Leads. (Safeguarding & Child Protection Policy)
2. If help is needed beyond our scope – pass on to Harrow Prevent team, WRAP (decided by Designated Safeguarding Lead).
3. If the local team cannot help, Prevent National team intervene through the advice of the local team.

There will be a regular monitoring of the learner and where necessary, i.e in extreme cases where it is felt that the learner(s) is/are highly vulnerable:

The school will inform the Chair of the Management Committee/Safeguarding Governor and the parents/carers.

The relevant authorities (central Prevent team, local police) may be contacted for advice/action should the need arise.

**The above is also applicable to staff**

**Indicators of vulnerability to radicalisation include:-**

**Identity** - the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society

- **Personal crisis** - the 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 pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
- **Experience of criminality** - which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration
- **Special educational need** - pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

**This list is not exhaustive, nor does it mean that all children/young people experiencing the above are at risk of radicalisation for the purposes of violent extremism**

**More critical risk factors could include**

- Being in contact with extremist recruiters
- Accessing violent extremist websites
- Possessing or accessing violent extremist literature
- Using extremist narratives
- Justifying use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to behaviour and appearance
- Experiencing a high level of social isolation, resulting in issues of identity crisis and/or personal crisis

## **7. Preventing violent extremism – Roles & Responsibilities of the Single Point of Contact (SPOC)**

**The SPOC for The Helix Education Centre is Jiten Patel who is responsible for:**

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of The Helix Education Centre in relation to protecting pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable pupils into the Channel2 process;
- Attending Channel meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel co-ordinator; and sharing any relevant additional information in a timely manner.

## **8. Role of the Management Committee**

The Management Committee of The Helix Education Centre 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 Management Committee 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, 2021' the Management Committee will challenge the school's senior leadership team on the delivery of this policy and monitor its effectiveness.