



## Saxon Hill Academy

# Promoting Welfare and Wellbeing by Preventing Extremism and Radicalisation Safeguarding Policy

**Policy approved March 2018**

**Review date March 2021**

**Chair of Governors:** *Mr Richard Metcalfe*

**Name of Designated Safeguarding Lead:** *Mrs Kim Thomas – Head of Care*

**Name of Deputy Designated safeguarding Leads:**

*Mrs Mel Newbury – Acting Deputy Headteacher*

*Helen Bowers – Family Support Worker*

### **Policy Adoption, Monitoring and Review**

This policy was considered and adopted by the Governing body in line with the overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education 2015'. Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the academy website.

The Governing Body will actively evaluate the effectiveness of this policy, including by monitoring the staff group's understanding and application of the procedures within this policy as part of the duty to safeguard and promote the welfare of children.

## **Introduction**

Saxon Hill Academy is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All staff and volunteers working Saxon Hill 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.

Under the Counter Terrorism and Security Act 2015 the academy also has a statutory duty to have due regard to the need to prevent people from being drawn into extremism.

This policy is one element within our overall academy arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out in section 175 of the Education Act 2002 and should be read in conjunction with the academy's Safeguarding Policy:

(<http://www.saxonhillacademy.org.uk/uploads/Documents/Policies/Safeguarding%20policy%20October%20%202017.pdf> )

This Policy also draws upon the guidance contained in:

- the Staffordshire SSCB Procedures and DfE Guidance Keeping Children Safe in Education, 2015
- DCSF Resources Learning Together to be Safe
- Prevent: Resources Guide,
- Tackling Extremism in the UK
- DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People
- Peter Clarke's Report of July 2014.

## **Academy Ethos and Practice – countering extremism**

When operating this policy, Saxon Hill Academy 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 academy, whether from internal sources – pupils, staff or governors, or external sources - academy community, external agencies or individuals. Our pupils see our academy as a safe place where they can legitimately be supported to explore controversial issues safely in a learning context and where our teachers encourage and facilitate this – we have

a duty to ensure this happens in order to secure common values and ethos of diversity, inclusion and democracy and the central tenants of British values.

As a academy we recognise that extremism and exposure to extremist materials and influences can lead to risks 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 these limit 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 and balanced way.

Therefore we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, with understanding and become tolerant of difference and diversity to ensure that they thrive, feel valued and are not marginalised. Furthermore, at Saxon Hill Academy 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, including via the internet, and consequently pupils may be at risk of reflecting or display views that may be ill-informed, discriminatory, prejudiced or extremist, including using derogatory language.

Any such behaviour 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:

( [http://saxonhill.staffs.sch.uk/media/110040/staff\\_conduct\\_policy.pdf](http://saxonhill.staffs.sch.uk/media/110040/staff_conduct_policy.pdf) )

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 academy staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of academy, such as in their homes or community groups.
- 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 academies, local authority services, and police reports of issues affecting pupils in other academies 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

Our academy will closely follow any locally agreed procedure as set out by the Local Authority and/or Staffordshire Safeguarding Children Board, including agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

## **Teaching Approaches - Building Resilience**

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 some children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our academy this will be achieved by good teaching, including via PSHE. We will adopt the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011 and Promoting fundamental British values as part of SMSC in schools - Departmental advice for maintained schools, 1 November 2014.

We will ensure that all of our teaching approaches help pupils to build resilience to extremism and give pupils 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 and be relevant to the current issues and insight into extremism and radicalisation. In doing so we will apply the 'key ingredients' see 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 using a pupil centred approach
- Facilitating a 'safe space' for dialogue
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience

Therefore this approach will be embedded within the ethos of our academy 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 our academy's approach to the spiritual, moral, social and cultural development of pupils as defined in OfSTED's Academy Inspection Handbook September 2015 and will include the sound use of assemblies to help further promote this rounded development of our pupils and utilising the joint agreed syllabus for religious education and the guidance produced by Staffordshire's Standing Advisory Council on Religious Education (SACRE).

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 the curriculum
- Focussed educational programmes

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

Through these measures 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 pupils 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 pupils safe and prepare them for life in modern multi-cultural Britain and globally.

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

At Saxon Hill Academy we encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively vet, risk assess those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. Such vetting is to ensure that we do not unwittingly use agencies that are inconsistent with, or are in complete opposition to, the academy's values and ethos and our duties in regard to this and our

Safeguarding policy. We must be aware and clear of benefit to pupils through such activity.

Our academy will 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 academy 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 well-managed, fully supervised and subject to robust safeguarding procedures.

Activities are matched to the needs of pupils

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

That the ethos of our academy is to encourage pupils to understand diverse views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage in informed debate, and we may appropriately permit the 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 pupils recognise risk and build resilience to manage any such risk to themselves or their peers where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate as part of a wider community.

## **Referring Concerns**

Where there are concerns of extremism or radicalisation parents, pupils and staff will be encouraged to make use of our internal systems to raise any issue with senior management. Our lead person for Prevent is the Designated Safeguarding Lead who would normally be the first point of contact should there be concerns. If for any reason this creates a difficulty for the referrer, they can contact the Local Authority 'Prevent' co-ordinator, First Response Team, Education Safeguarding Advice Service or Ofsted, depending on the level of concern. Contact details for these agencies can be found at the end of this policy document

Staff should refer to the Academy Whistle Blowing Policy under which they are entitled to employment protection for raising genuine concerns outside of the academy environment.

## **Child Protection**

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

Staff will be alert to the fact that whilst Extremism and Radicalisation are managed as 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 become aware of information about a child's family that may indicate a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive)

Therefore all adults working at our academy (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 or Headteacher who will make a referral to children's social care or the Staffordshire Prevent team when appropriate.

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' 2015.

The Designated Safeguarding Lead is the focus person and local 'expert' for academy 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; the role of our 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**

All staff, including temporary staff and volunteers will receive an induction in regard to our Safeguarding policy and procedures. This will include information and guidance about our duty to prevent people from being drawn into terrorism.

Whole academy in-service training in regard to safeguarding and child protection will be organised for staff, governors and volunteers at least every three years and will comply with the prevailing arrangements approved by Staffordshire Safeguarding Children Board and will, in part, include awareness raising on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Lead will attend appropriate and relevant training courses in regard to safeguarding children, including the appropriate inter-agency training organised by the Safeguarding Children Board at least every two years. This will include accessing training on extremism and radicalisation and its safeguarding implications. The Designated Safeguarding Lead will ensure that all

adults working in the academy receive appropriate levels of training, guidance and support in regard to safeguarding children from extremism and radicalisation on recorded regular basis.

## **Recruitment and staff conduct**

The arrangements for recruiting all staff, permanent and volunteers, to our academy will follow 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 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 academy so as to unduly influence our academy's character and ethos. We 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 ongoing culture of vigilance within our academy and staff team we will minimise the opportunities for extremist views to prevail.

Referrals to the Staffordshire LADO service will be made when appropriate as per statutory guidance and our Safeguarding Children Policy. [Hyper link](#)

## **Role of Governing Body**

The Governing Body of our Academy will undertake appropriate training and updating to ensure clarity about their role and the parameters of responsibilities as Governors, including their statutory safeguarding duties. The Governing Body of our academy shapes the ethos and values of our academy and will support the academy in tackling extremism and radicalisation.

In line with Recommendation 13 of Peter Clarke's report details of our Governing Body are published on our academy website to promote transparency.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2015 the governing body will challenge the academy's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy regularly (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.



## **Contact details:**

First Response Team (re concerns that an identified Staffordshire child or children are at risk or LADO referrals) 0800 1313 126

Emergency Duty Service (children's social care) 0845 6042 886

Staffordshire Prevent Team: Tel: 01785 238239 or 01785 233109

Email: [prevent@staffordshire.pnn.police.uk](mailto:prevent@staffordshire.pnn.police.uk)

Education Safeguarding Advice Service (Staffordshire) – 01785 895836

Ofsted contact centre 0300 123 1231

## **References:**

Staffordshire Safeguarding Children Board procedures can be found on:

[www.staffsscb.org.uk](http://www.staffsscb.org.uk)

SSCB Procedure 6L: Safeguarding People who are vulnerable to being drawn into violent extremism and / or terrorism in Staffordshire & Stoke on Trent

Prevent Duty Guidance: <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Ofsted Handbook 2015 <https://www.gov.uk/government/publications/academy-inspection-handbook-from-september-2015>

**Keeping Children Safe in Education 2015:**

**Prevent Duty June2015 highlighted training:**

[http://course.ncalt.com/channel\\_Awareness/01/index.html](http://course.ncalt.com/channel_Awareness/01/index.html)

**UK Safer Internet Centre:**

[www.saferinternet.org.uk](http://www.saferinternet.org.uk)

## Appendix A – Teaching approaches to building resilience in children and young people

<b>Push Factors</b>	<b>Key Ingredients</b>	<b>Pull Factors</b>
Factors which push/make an individual vulnerable to extremist messages	<b>Teacher confidence and skills</b> in dealing with difficult and sensitive issues	Factors that draw young people into extremist messages
Lack of excitement, frustration	<b>Teacher attitude/behaviours</b> <ul style="list-style-type: none"> <li>• Need to be able to admit that do not necessarily know the answers</li> <li>• Able to acknowledge that controversial issues/matters exist</li> <li>• Willingness to seek help when not sure what to do/how to assist</li> <li>• Understanding that they have a role to play re this agenda</li> </ul>	Confident and charismatic recruiters
Lack of a sense of achievement seen as significant. Lacking purpose/confidence in the future/life goals.	<b>Specific knowledge</b> <ul style="list-style-type: none"> <li>• Some understanding of other cultures and religions and belief systems</li> <li>• Knowledge of alternate values framework</li> </ul>	Networks/sense of belonging
Lacking an outlet for views	<b>Teaching pedagogy</b> <ul style="list-style-type: none"> <li>• Working with pupils to enable them to develop critical thinking skills ( to be able to see through propaganda...</li> <li>• Enabling pupils to see multiple perspectives</li> <li>• Enabling pupils to deal with difficult situations</li> <li>• Utilizing multiple resources/methods</li> <li>• Working with young people to enable them to develop and have pride in sense of self and sense of having multiple identities</li> <li>• Linking academy work with the wider community</li> </ul>	Persuasive clear message which exploit knowledge gaps
Gaps in knowledge and or understanding of Islam both young people and their parents		Wider community views which promote extremist views or do not actively oppose extremism
A sense of injustice		
Actual or perceived humiliating experiences. This may be linked to sense of injustice. The experiences may be of being bullied, put down etc		
Exclusion – a lack of belonging to peer/community networks, groups etc.		

## Appendix B – Referral Pathway

### Prevent

#### What do I do if I have concerns about an individual in relation to extremism or radicalisation?

If you have concern about an individual in relation to extremism or radicalisation, you can refer to the Prevent Team. They will be able to offer appropriate advice and guidance and will refer into the Channel process, if required.

##### Prevent Co-ordinator

Tel: 01785 232054

Email: [Calum.Forsyth@staffordshire.pnn.police.uk](mailto:Calum.Forsyth@staffordshire.pnn.police.uk)

##### Prevent Team

Tel: 01785 238239 or 01785 233109

Email: [prevent@staffordshire.pnn.police.uk](mailto:prevent@staffordshire.pnn.police.uk)

#### What is Channel?

Channel is a key element of the Prevent Strategy. It is a multi-agency approach to protect people at risk of radicalisation. Channel uses existing collaboration between local authorities, statutory partners, the police and the local community to identify individuals at risk of being drawn into terrorism, assess the nature and extent of that risk and develop the most appropriate support for the individuals concerned.

More information about Channel can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/118194/channel-guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118194/channel-guidance.pdf)

#### What happens once I have raised a concern about an individual with the Prevent Team?

Prevent Team Officers would liaise with you to discuss your concerns. They would complete a vulnerability assessment for the individual (either by engaging directly with them or based on information given by the referrer, depending on the circumstances).

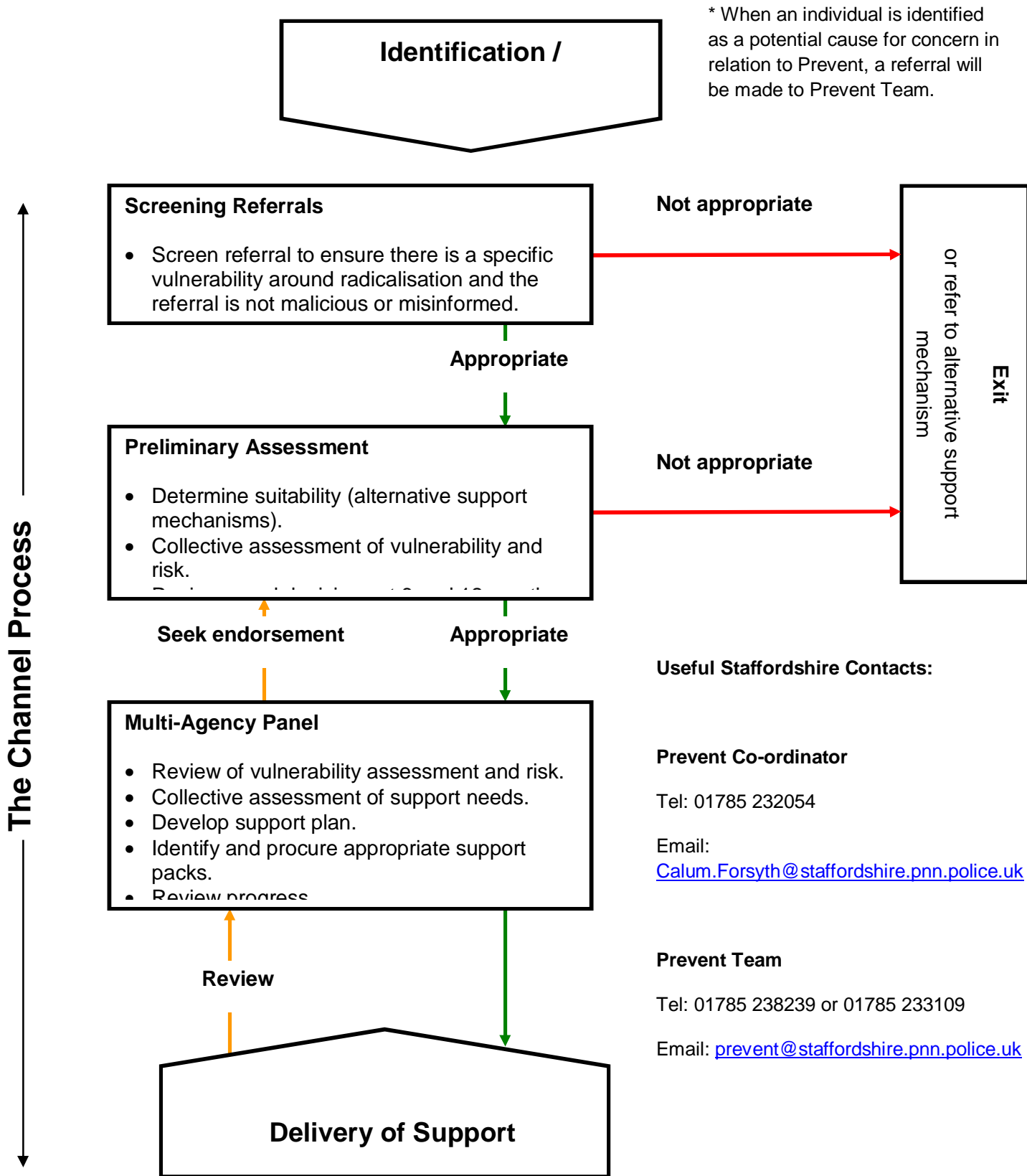
The information would then be used to make a decision as to whether the case needed to be discussed at the next Channel meeting, where the assessment is discussed and agencies are invited to contribute any shared knowledge about the individual from their own area of business. The vulnerability assessment scoring is also discussed and a decision made about how to ensure the most suitable outcomes for the individual are achieved. If the case is not accepted into the Channel process at this stage, it will be referred back to the Case Management process, where appropriate alternative support and engagement for the individual will be identified.

If an individual who has been referred to Channel is the subject of an existing statutory process (for example, child protection processes) the Prevent Team would endeavour to contribute to the statutory process along with the other key partners who were working together to achieve the best outcomes for the individual concerned.

The person making the referral will be kept informed and, in many cases, would be involved in decision-making going forward.

# Channel Process

The diagram shows the different stages within the Channel process:



**Source:** 'Channel: Protecting vulnerable people from being drawn into terrorism - A guide for local partnerships'. HM Government, October 2012

## Saxon Hill Academy

### Promoting British Values

The Government set out its definition of British values in the 2011 'PREVENT' strategy and these values have been reiterated recently again by the Prime Minister. The DFE have recently reinforced the need to;

'To Create and enforce a clear and rigorous expectation on all academy to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.'

At Saxon Hill Academy we promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the academy's curriculum and supports the development of the 'whole child.'

We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils. Our academy curriculum offers many broad and balanced opportunities.

We define 'British Values' as:

#### Democracy:

The ability to understand and communicate are the most important areas of learning. We ensure that students are given a 'voice' to communicate. This 'voice' could be using words, objects, photographs, pictures, symbols, touch cues, eye pointing or body language.

We empower our students by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty.

We have an active student council which elects representatives from each key stage. Within the council there are elected positions such as chairperson and vice chairperson. These two people meet with the head teacher to express the views of the council on issues they have discussed and been asked to consider by the senior leadership team.

#### Rule of Law:

We involve those students for whom it is appropriate to set a code of behaviour for their room which reflect the ethos and expectation of the whole academy community. We help students make decisions and choices that are acceptable to the academy community and society at large. Students at Saxon Hill learn to manage their behaviour and take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the academy and beyond. We help some students to understand the connection between actions and consequences. This type of environment enables students to feel safe and secure which in turn promotes the optimum conditions for learning to take place.

#### Individual Liberty:

Students are encouraged to become good and valued citizens. We do this by supporting each student to become as independent as possible. At Saxon Hill we believe that everyone has rights which includes the right to say 'Yes' or 'No' to ideas, activities or routines. We encourage students to

make an explanation for their decision in whatever way is most appropriate. We also discuss the implications and consequences of their decisions. Some students will be able to take responsibility for particular roles and to understand that with certain rights comes a level of responsibility. Learning to do things independently is an important part of students understanding of who they are and what they believe. We support others by participating in charitable events such as, Red Nose Day/Comic Relief and Children in Need. We believe that engendering a caring and helpful environment and to be independent can boost and nurture a healthy self-esteem. Students are given responsibilities in academy and are encouraged to engage in activities such as taking the register and helping in the academy office.

Academy council discusses a number of key issues concerning the academy over the year. This also involves being part of the interviewing process for significant positions within academy.

All students are encouraged to support each other and this can be seen most often during break time where the older students support younger ones.

Students are encouraged to make choices in as many different settings as possible for example what to make in cookery or what they would like to eat at lunch time.

Effective communication is given as a high priority across the academy, ensuring that all students can wherever possible express their wishes and feelings.

### Mutual Respect

We promote inclusion in all activities, settings and locations that are appropriate to meet their needs. Within academy students work with a range of people and interactions with others are always positively promoted on a personalised basis for each individual. This may include working with students from other academies, coaches, theatre groups etc. The curriculum is personalised and planned each student reflecting their individual strengths and needs. We believe it is important to facilitate opportunities to be part of the community as the pupils, families and staff have much to offer in the development of community cohesion.

### Tolerance of different faiths and beliefs:

We are part of an academy and local community where each person is respected and valued equally without regard to ability, gender, faith, heritage, sexuality or race.

Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing encounters and participation in events and celebrations to broaden all students' experiences and awareness of others.

Our Assemblies help all students find out about themselves and others and linking their lives to the communities in which they belong. The themes cover areas such as: friendships, helping others and celebrations from a range of faiths and world events.

Students are encouraged to experience British Culture through our curriculum themes. For example, pupils have visited many local places such as the Cathedral and the local Buddhist temple. As an academy, we take part in sporting activities which helps to instil 'fair play' and engender a 'team spirit.'

Although some of our students may find it difficult to articulate their feelings and concerns staff are attuned to changes in demeanour and well-being that may indicate anxiety or joy.

If they are concerned about a student our accepted practice links to the Child Protection Policy which entrusts a duty of care to all staff to actively protect and promote the welfare of children.

RE is taught in academy with a Christian based ethos supporting regular assemblies, collective worship and class based activities. Visits to a range of places of worship take place and local faith leaders visit the academies to support understanding. Each year there is a whole academy carol service at the Cathedral.

The delivery of an integrated curriculum enables us to embed British values alongside an understanding of cultural and religious differences. Celebrations of key world religious events take place throughout the year including Diwali, Chinese New Year, Holi etc.

The staff work closely with parents, carers and other professionals to ensure that the Saxon Hill Academy are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community