



Meadows School PREVENT Policy

Preventing Extremism and Radicalisation

Introduction

Meadows School is committed to providing a secure environment for pupils, where young people feel safe and are kept safe. All adults at Meadows School recognise that safeguarding is everyone's responsibility irrespective of the role they undertake.

Statutory Duties

The duty to prevent young people from being radicalised is set out in the following documents.

- Counter Terrorism and Security Act 2015
- Keeping Children Safe in Education 2015
- Prevent Duty Guidance 2015
- Working Together to Safeguard Children 2015

Non Statutory Guidance

- Promoting fundamental British values as part of SMSC in schools: DfE Departmental advice for schools 2014

School Ethos and Practice

When operating this policy Meadows 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 the school, 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.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for young people 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.

Therefore, at Meadows School we 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 are not marginalised.

Furthermore, at Meadows 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 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 through our 'Behaviour for Learning' Strategies. Where misconduct by a teacher is proven the matter will be dealt with by the Head teacher.

As part of wider safeguarding responsibilities school 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;
- RSW's/ house managers reports of changes in behavior, friendship or actions and requests for assistance;
- Partner schools, local authority services, 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.

Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or Safeguarding Young people Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

At Meadows School, we have determined "British Values" to be:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

As a school we aim to develop and nurture these by:

- Planning a vibrant, engaging form time with core ethical values and beliefs at its heart
- A well-structured Personal, Social, Health and Citizenship education programme which addresses all of the requirements of the programmes of study, these include. (Looking at The Monarchy and Government, Democracy, The Criminal Justice system and the rule of law, Equality and Diversity, Personal Safety and Sex Education.)
- A strong SMSC programme at every Key Stage

- An Effective and well-managed School Council enabling pupils to actively participate in the democratic process
- A broad and balanced curriculum which addresses many of these core values across a range of subject areas
- Having a clearly communicated and consistently applied Behaviour Policy so that pupils understand what is expected of them and the consequences of both meeting and failing to meet these expectations
- A Code of Conduct which is regularly referred to and communicated with pupils, reiterating that we are a school community built on mutual respect and understanding
- Maintaining and developing SHIELD - a cross company initiative which promotes team work and joined up thinking across the service
- Adopting restorative approaches, where possible, to resolve any difficulties between members of our school community
- Having a rigorous commitment to student safety (for example: trips and visits policy and procedures, Safeguarding procedures, Code of Conduct and Health and Safety procedures)

Vulnerability factors to Exploitation (including CSE, FGM and Radicalisation)

Young people are more vulnerable to abuse through exploitation if they have experience of one or more of the following:

- Child sexual abuse;
- Domestic violence within the family;
- Family breakdown;
- Physical abuse and emotional deprivation;
- Bullying in or out of school;
- Family involvement in sexual exploitation;
- Parents with a high level of vulnerabilities (drug / alcohol, mental health etc);
- Drug / alcohol, mental health or other difficulties themselves;
- Being looked after in residential care; and
- Frequently missing from home.

By virtue of regular contact with young people, school staff are well placed to notice changes in behaviour and physical signs which may indicate involvement in sexual exploitation. School staff should also be mindful of the risks posed by CSE and remain alert to the potential for this and need to respond immediately.

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 young people 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 pupils 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 complete WRAP training and are equipped to recognise extremism and are skilled and confident enough to challenge it. Senior and middle leaders are also trained to deliver radicalization and extremism workshops across the school. We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address the current issues of extremism and radicalisation. We will do this by:

- Making a connection with young people through good teaching and a student centered 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 our 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 form and circle time to help further promote this rounded development of our pupils.

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;
- SHIELD
- Open discussion and debate;
- Work on anti-violence and a restorative approach addressed throughout curriculum and the behaviour policy;
- Focused Schemes of Work.

We will also work with local partners and the community 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 pupils' experiences and horizons.

We will help support pupils 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 local police, and safeguarding authorities and/or local partnership structures working to prevent extremism.

At Meadows 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 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.

Use of External Agencies and Speakers

At Meadows School we encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.

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 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 pupils.

Our school 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 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.

We recognise, however, that the ethos of our school 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 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 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.

Whistle Blowing

Where there are concerns of extremism or radicalisation Pupils, Staff and Governors will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence. This can be addressed through our safeguarding strategy.

Safeguarding

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

Staff at Meadows School will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a pupil or pupils 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 in Meadows School (including visiting staff, volunteers' contractors, and pupils 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.

In Meadows School our Safeguarding reporting arrangements are set out fully in our Safeguarding Policy.

The Designated Safeguarding Lead for the school is: Shazia Sarwar - Azim

The Designated Safeguarding Lead for the company is Sue Cryer

CSE

CSE is a form of abuse whereby pupils are deliberately persuaded to enter into situations where they receive something (for example, gifts, money, food, accommodation) in exchange for sexual activity.

Grooming is the process of 'preparing' a boy or girl for a sexual purpose. Grooming is often slow and subtle, continuing for several weeks or months and lulling the child into a false sense of security. It always involves manipulation and deceit.

'Responding to concerns', the school uses different 'categories of risk' to profile the degree of concern about an individual child and determine the support needed. The categories are:

- Category 1 (at risk): a vulnerable child who is at risk of being targeted and groomed for sexual exploitation

- Category 2 (medium risk): a child who is targeted for opportunistic abuse through the exchange of sex for drugs, accommodation or goods. The likelihood of coercion and control is significant
- Category 3 (high risk): a child whose sexual exploitation is habitual, often self-defined and where coercion or control is implicit

The school will support young people who are at risk of harm by using a multi-agency approach and have strong links with the Sunrise Team. Teachers and support staff complete training in Safeguarding, CSE, FGM and Internet safety on an annual basis. The school also teaches pupils about CSE and domestic violence within the PREVENT curriculum.

Internet Safety

The internet provides pupils with access to a wide range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering system used at Meadows School blocks inappropriate content including extremist material. If staff, pupils or visitors find unblocked extremist content they must report it to the Senior Leadership Team. Mobile phones are not permitted in school.

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.

Review

Governors will review this policy annually.