

# SUNNYSIDE ACADEMY

## Preventing Extremism and Radicalisation Safeguarding Policy

**Sunnyside Academy is committed to the protection and safety of all its pupils.**

### **1. Introduction**

Sunnyside Academy is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults at Sunnyside recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role involves direct responsibility for children or not.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to Sunnyside Academy's delivery of the outcomes to all children, as set out in S10 (2) of the children Act 2004. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall whole school arrangements to safeguard and promote the welfare of all children in line with our statutory duties set out at S175 of the Education Act 2002.

Our school's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the 'London Child Protection Procedures' and DfE Guidance 'Keeping Children Safe in Education 2014'; and specifically 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' and Peter Clarke's report of July 2014.

### **2. Links to other policies**

The Sunnyside Academy Preventing Extremism and Radicalisation Policy links to the following Sunnyside Academy policies: Child Protection, Staff Code of Conduct, Anti-Bullying, Behaviour Management, Modern Citizenship, Safer Recruitment and Whistle Blowing.

The following national guidelines should also be read when working with this policy: Prevent Strategy HM Government, Keeping Children Safe in Education DfE 2014 and Working Together to Safeguard Children – March 2013.

### **3. School Ethos and Practice**

When operating this policy Sunnyside Academy uses the following accepted Governmental definition of extremism:

**'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 – 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 staff encourage and facilitate this. Staff understand their duty in this.

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 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 manner.

Therefore, at Sunnyside Academy 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 ensure that they thrive, feel valued and not marginalised.

Furthermore, at Sunnyside Academy we are aware that young people can be exposed to extremism 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 the use of derogatory language displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for pupils and Code of Conduct for staff.

The objectives of this policy are:

- \* All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism is and why they need to be vigilant when carrying out their duties.
- \* 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 should a concern arise.
- \* All pupils will understand the dangers of radicalisation and exposure to extremist views; building resilience and knowing what to do if they experience them.
- \* All parents or carers and pupils will know that the school has policies in place to keep pupils safe from harm and that school regularly reviews systems to ensure they are appropriate, up to date and effective.

The main aim of this policy is to ensure that all staff are fully engaged in being vigilant in regards to extremism and radicalisation; that they overcome their 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.

**As part of wider safeguarding responsibilities 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 materials online, including through social network sites.
- \* Parental reports of changes in behaviour, friendships or actions and request for assistance.
- \* Partner schools, local authority services, and 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.

Sunnyside will closely follow any locally agreed procedures as set out by the Local Authority and/or Middlesbrough LSCB's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

#### **4. Definitions and indicators**

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Dad to day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group or cause.
- Communications with others that suggest identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice related incidents committed by that person – these may include
  - Physical or verbal assault
  - Provocative behaviour
  - Damage to property
  - Derogatory name calling
  - Possession of prejudice related materials
  - Prejudice related ridicule or name calling
  - inappropriate forms of address
  - Refusal to cooperate
  - Attempts to recruit to prejudice – related organisations

- Condoning or supporting violence to others

## **5. 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 pupils build resilience to extremism and give pupils a positive sense of identity through 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 adopt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to current issues of extremism and radicalisation.

We will apply the following methodology following three broad categories of:

- \* Making a connection with young people through good [teaching] design and a pupil centred approach.
- \* Facilitating a 'safe space' for dialogue.
- \* Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

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 assemblies 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
- Open discussion and debate
- Work on anti-violence and restorative approach addressed throughout the curriculum
- Focused educational programmes

We will help support pupils who may be vulnerable to such 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 the pupil is offered support from an agency with the expertise to deliver appropriate counselling or therapeutic work. For example The Bungalow Partnership. Additionally, in such instances the school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At Sunnyside Academy 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 with 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.

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

At Sunnyside Academy 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.

Such vetting is 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 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 and do not marginalise and 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 the 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, augmented by the use of external sources where appropriate, we 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.

## **7. Procedures for Referrals**

It is important to be constantly vigilant and remain fully informed about issues which affect the local area, town and society in which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation and/or extremism could not happen here and to be professionally inquisitive where concerns arise, referring any concerns on. The Head Teacher and Family Liaison Officer are trained as Designated leads for child protection and safeguarding and they will be expected to deal with any concerns raised by staff or pupils and their families. The Head Teacher and the Family Liaison Officer will discuss any concerns raised on a case by case basis and may seek advice from the Local Authority when deciding if a referral should be made.

As with any child protection referral staff are made aware that they may complete a referral themselves or seek advice in the event they are not satisfied with the decision made by the Head Teacher and/or the Family Liaison Officer. This information is made available to all staff via the Child Protection Policy and includes

methods of contact. Further to this the police are contactable on 101 to discuss any concerns.

The Local Authority or police may suggest a referral to the Channel programme which is a voluntary Government funded programme which aims to safeguard children and adults from being drawn into terrorist activity. Channel can provide a support plan and specific interventions to protect people at risk.

If you are concerned that a child's life is in immediate danger, or that they may be imminently planning to travel to Syria or Iraq dial 999 or call the confidential Anti – Terrorist Hotline.

All concerns and actions and/or referrals will be logged using our record keeping system CPOMS.

### **8. Whistle Blowing**

Where there are concerns of extremism or radicalisation pupils and staff will be encouraged to make use of our internal systems to whistle blow or raise any concerns in confidence.

### **9. Child Protection**

Please refer to our Child Protection Policy for the full procedural framework around our duty to safeguard and promote the welfare of the children in our care.

### **10. Training**

Whole school training on Safeguarding and Child Protection will be organised for staff and governors at least every two years and will comply with the prevailing arrangements agreed by the Local Authority and Middlesbrough LSCB and will, in part, include training on extremism and radicalisation and its safeguarding implications. Staff will also be expected to read and refer to this policy.

The designated safeguarding leads will attend training courses as necessary along with the appropriate inter agency training organised by Middlesbrough LSCB at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

### **11. Recruitment**

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow the Academy's Safer Recruitment Policy.

### **12. Role of the 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. They will also be expected to challenge the Senior Leadership Team on the delivery of this policy and monitor its effectiveness.

Academic Year	Designated leads	Nominated Safeguarding Governor
15/16	Headteacher, Family Liaison Officer	Mrs Wendy Atkinson
16/17	Headteacher, Family Liaison Officer	Mrs Wendy Atkinson

Review Date	Changes Made	Ratification by Governors
September 16	None.	
September 17		

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**Author:** Nicola Anderson

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