**Dormers Wells Junior School**
**Policy for Preventing Radicalisation and Extremism**

**Introduction**

DWJS is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults 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.

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”
- School Ethos and Values

DWJS 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 – 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 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 way.

Therefore, at DWJS we will provide a broad and balanced curriculum, so that our pupils understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized. Our statement on British Values and SMSC are core to our practice.

At DWJS 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 and where appropriate dealt with in line with our Behaviour Policy for pupils and the Code of Conduct for staff.

*Article 2: non-discrimination* *Article 3: the best interests of the child* *Article 12: respect for the views of the child* *Article 28: right to education* *Article 31: right to leisure, play and culture*
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
- Parental reports of changes in behaviour, friendship or actions and requests 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

**Teaching to prevent extremism**

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 a broad and balanced curriculum, 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 are equipped to recognise extremism and are skilled and confident enough to challenge it. Teachers and Teaching Assistants are trained in the PREVENT strategy.

Our 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 schools 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:

- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout curriculum
- High quality pastoral care for children and interventions which provide a forum for families we work with

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 pupil’s 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 pupil is being directly affected by extremist materials or influences we will ensure that that pupil 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.

We actively 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. We strive to educate our children to become respectful and tolerant young people.

**Article 2: non-discrimination Article 3: the best interests of the child Article 12: respect for the views of the child Article 28: right to education Article 31: right to leisure, play and culture**
Whistleblowing

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 issue in confidence. Please refer to School Whistle Blowing Policy which is published on the school website.

Child Protection

Please refer to our Child Protection Policy for the full procedural framework on our Child Protection duties. Staff at DWJS 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.)

Therefore all adults working at DWJS (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.

Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead is Rabia Cormelius

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’.

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.

Miss Lorraine Jones, Chair of Governors is a PREVENT trainer and will advise on matters where radicalisation is suspected.

Training

Whole school in-service training on Safeguarding and Child Protection will be organised for staff and governors at least every three years and will comply with the prevailing arrangements agreed by the Local Authority and the LA’s Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Lead will attend LA training courses as necessary and the appropriate inter-agency training organised by the LA Safeguarding Children Board at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow the LA's 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 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 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 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.
Diversity - Opportunity - Respect - Moral Values - Empathy - Resilience - Success
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 regularly (every two years) 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.

Reviewing the policy

This policy was considered and adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance ‘Keeping Children Safe in Education’ 2014

At DWJS, the Head teacher and Designated Teacher for Safeguarding and nominated Governor for Safeguarding 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 children.

This policy is linked to the following school policies and statements:
- Safeguarding and Child Protection policy
- Equality plan and statement
- Anti-Bullying policy
- Behaviour Policy
- E-Safety Policy
- British Values at DWJS
- SMSC statement

Article 2: non-discrimination Article 3: the best interests of the child Article 12: respect for the views of the child Article 28: right to education Article 31: right to leisure, play and culture