

Preventing Extremism and Radicalisation Policy 2016 – 2017

Date Policy due to be reviewed: July 2017

Committee Responsible for Policy: Full Governing Body Committee

Section 1 - Introduction

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

‘Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm’ (Home Office, Prevent Strategy – June 2015)

In adhering to this policy, and the procedures therein, staff and visitors will contribute to Hillcrest's delivery of the outcomes to all learners, as set out in s10 (2) of the Children's Act 2004¹. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall arrangements to safeguard and promote the welfare of all learners 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 DfE publication "Keeping Learners 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", Peter Clarke's Report (July 2014), "Keeping Children Safe in Education" (May 2016), the "Counter-Terrorism and Security Act" (2015) and the "Prevent Duty" (June 2015).

We recognise that the governing body has a responsibility to pay 'due regard to the need to prevent people being drawn into terrorism' (Counter Terrorism and Security Act, 2015) and ensure the school has a 'clear approach to implementing the Prevent duty and keeping children and learners safe from the dangers of radicalisation and extremism'.

Links to other policies

The Preventing Extremism and Radicalisation Policy links to the following Hillcrest School policies;

- Child Protection and Safeguarding policy
- Care and Control policy
- Equal Opportunity Policy
- Anti-bullying Policy
- Behaviour Policy
- E-Safety Policy

Objectives

The Preventing Extremism and Radicalisation Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. There are different forms of extremist organisations in the UK and the world, ie – Daesh / ISIL (Islamic State), Al-Qaeda, Boko Haram, English Defence League, Britain First, Blood and Honour, Animal Rights extremist groups such as SPEAK, Irish Republican Army (IRA), Anti-Abortion groups, to name a few.

We recognise that we are well placed to be able to identify safeguarding issues linked to the dangers of extremist views and this policy clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

The objectives are that:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- 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 when issues arise.

- All members of staff are able to identify children who may be vulnerable to radicalisation and respond by following whole school safeguarding procedures with immediate effect.
- All pupils will understand the dangers of radicalisation and exposure to extremist views; learning about key British values to build resilience against these views and knowing what to do if they experience them.
- All parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

Section 2 - Definitions

When operating this policy Hillcrest School uses the following accepted Governmental definition of radicalisation and extremism which is:

Radicalisation – ‘the process by which a person comes to support terrorism and forms of extremism leading to terrorism’ (Prevent Strategy)

Extremism – ‘vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect tolerance of different faith and beliefs; and/or calls for the death of members in our armed forces, whether in this country or overseas’ (Prevent)

‘**Non-violent extremism**’ is extremism, as defined above, which is not accompanied by violence.

‘**Prevention**’ in the context of the Prevent duty means reducing or eliminating the risk of individuals becoming involved in terrorism. Prevent includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.

‘**Terrorism**’ is given in the Terrorism Act 2000 (TACT 2000). This defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

‘**Terrorist-related offences**’ are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

Section 3 - Ethos and Practice

- 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 pupils 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.
- At Hillcrest School we will provide a broad and balanced curriculum so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

- Furthermore at Hillcrest 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. As part of our whole school e-safety programme we highlight the potential risks pupils may face in relation to on-line radicalisation and encourage students to report any concerns they may have for themselves or other students either to their Learning Co-ordinator or through the on-line Confide system.
- 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 Getting it Right system and the Code of Behaviour for staff.

Section 4 – Warning signs and indicators of radicalisation (Taken from Prevent Duty Guidance: England & Wales, HM Government 2015)

- There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
- Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors. It is vital that school staff are able to recognise those vulnerabilities. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism. Factors which may make pupils more vulnerable may include:
 - ❖ Identity Crisis: 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; 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 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.
 - ❖ Experiences of Criminality: involvement with criminal groups, imprisonment, poor resettlement or 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

Pupils who are vulnerable to radicalisation may also be experiencing:

- Substance and alcohol misuse
- Peer pressure
- Influence from older people or via the Internet
- Bullying
- Domestic violence
- Race/hate crime

Through weekly safeguarding meetings information is shared on targeted pupils and appropriate external support accessed as necessary.

There is no single way of identifying a pupil who is likely to be susceptible to terrorist ideology. 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 material online, including through social networking sites
- Distributing extremist literature and documentation
- 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
- Changes in behaviour which could indicate that they are in need of help or protection
- Use of extremist or 'hate' terms to exclude others or incite violence
- prejudice related ridicule or name calling
- condoning or supporting violence towards others
- Intolerance of difference, whether secular or religious or, in line within 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
- Use of extremist language:
 - ❖ 'Dawlah' – term used by ISIL to refer to the 'Islamic state'
 - ❖ 'Jihad' – means 'struggle' or 'violence'
 - ❖ 'Caliphate' – ISIL supporters describe the territory they control in Iraq / Syria
 - ❖ 'Mujahid' – someone who wants to fight as part of the 'Jihad'
 - ❖ 'Shahada' – refers to someone considered to be a martyr
 - ❖ 'Kuffar' – a term used by ISIL to describe non-Muslims
 - ❖ 'Ummah' – the phrase is used by ISIL to refer to the 'world community of Muslims'
 - ❖ 'Rafidha' – word used by ISIL to refer to those who refuse to accept the Islamic state
- Evidence of association with different extremist groups, ie – UK right-wing groups:
 - ❖ Combat 18
 - ❖ Young Patriots
 - ❖ Christian Patrol
 - ❖ Blood and Honour
 - ❖ Britain First
 - ❖ National Action

In conclusion we will closely follow any locally agreed procedure as set out by the Local Authority and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

Section 5 - Ethos and Approach

- 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 learners may experience elsewhere may make it harder for them to challenge or question these radical influences. This guidance and support will be delivered through the whole school curriculum, form programme and PSD coverage. We will ensure that all of our support and approaches will help our pupils build resilience to

extremism and give them a positive sense of identity through the development of critical thinking skills. We will develop strategies and staff training to ensure that all 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 and address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. We will facilitate the following principles; making a connection with young people through positive engagement and a pupil centred approach; facilitating a ‘safe space’ for dialogue to ensure pupils feel safe and comfortable talking about their feelings and views on a wide range of social, political, religious and cultural issues; 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 schools approach to the spiritual, moral, social and cultural development of pupils. We recognise the importance of guiding students to be intolerant of all forms of extremism, ie – violent animal rights extremism, political extremism.
- 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 an approach that includes:
 - ❖ Citizenship/PSD Programmes
 - ❖ Open discussion and debate
 - ❖ Work on anti-violence and a restorative approach to conflict resolution
 - ❖ Targeted programmes led by external providers
 - ❖ Cross-curricular thematic programmes
 - ❖ Annual audits of curriculum and PSD provision to ensure the values of democracy and individual liberty are promoted throughout the wider curriculum
- We will also work with local partners, families and communities in our effort 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 learner 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.

Section 6 - Curriculum

- At Hillcrest 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 and 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.
- Students at Hillcrest School come from all over the world and we aim to instil the British values outlined by our Government in all students, so that they all understand what the people of our society see as being important and what we feel is right and wrong. Through our curriculum we actively promote a culture of mutual respect and tolerance, democracy, the rule of law, equal opportunities and freedom. British values permeate throughout the school curriculum and support the development of the whole

child. We embrace the belief that at the heart of a modern ever changing, multi-cultural and multi-faith community is the acceptance of key British values which it is its responsibility to promote. In doing so, our learners will be able to grow as individuals and citizens in the community and country in which they live. We believe that this is something not only achieved through the curriculum but through the school's core values and ethos as well as its provision for students beyond formal lessons.

- Therefore by delivering a broad and balanced curriculum, PSD, assembly themes and tutorial 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 help pupils develop the critical thinking skills needed to engage in informed debate.
- The Ajegbo report 'Identity and Diversity: A Curriculum Review' (DCSF 2014) highlighted that 'engaging pupils in sometimes controversial but deeply relevant issues will excite them, involve them, develop their thinking skills and both raise standards and make our country an even better place'. Effectively addressing controversial issues will also help to challenge misinformed views and perceptions amongst pupils, challenge commonly held 'myths' and build understanding and appreciation about others. This requires:
 - questioning techniques to open up safe debate;
 - confidence to promote honesty about pluralist views;
 - ensuring both freedom of expression and freedom from threat;
 - debating fundamental moral and human rights principles;
 - promoting open respectful dialogue;
 - affirming the multiple dynamic identities we all have.
- Our curriculum and ethos reflects the government's definition of "**British Values**" in its "Prevent Strategy":

❖ **Democracy**

The principle of democracy is consistently being reinforced at Hillcrest School, with democracy processes being used for important decisions within the school community, for instance, elections being held for the School Council, Prefects positions, Form and Sport Captains and IAG and Literacy Champions. The principle of democracy is also explored in the History and Religious Studies curriculum as well as in form time and assemblies.

❖ **The rule of law**

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at Hillcrest School.

Students are taught the rules and expectations of the school which are highlighted by the student code of conduct and student expectations. Students are taught the value and the reasons behind laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Prevent and other Services reinforce this message.

❖ **Individual liberty**

At Hillcrest School, students are actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment. Our staff educate and provide boundaries for students to make informed choices, through a safe environment and an empowering education.

Students are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely, for example through e-safety and Form Time work.

Hillcrest School has a robust anti-bullying culture and has in place a comprehensive Behaviour for Learning Policy.

❖ **Mutual Respect**

Respect is a strong part of Hillcrest and is part of its Mission Statement & Values. Students learn that their behavior's has an effect on their own rights and those of others. All members of the school community treat each other with respect and this is reiterated through its teaching and learning environments.

Mutual respect is embraced throughout the curriculum by providing the opportunity for students to express their views in a safe environment

❖ **Tolerance of those of different faiths and beliefs**

This is achieved though equipping students with the ability to understand their place in a culturally diverse society and by giving the opportunities to experience such diversity within the school community. Students benefit from a number of international visitors, including students from other continents and cultures. Additionally, students are actively encouraged to share their faith and beliefs within the school and celebrate festivities throughout the calendar year.

- We have a prayer room at school to allow students from different religions to pray and quietly reflect during the day. The location of the prayer room ensures that the students using the room at break and lunchtimes are carefully monitored. Students are encouraged to be vigilant of any inappropriate behavior or comments made by other students in the prayer room and know they must report these concerns to either the DSL or members of the safeguarding team (Mary Bunce or Julie Penn)

Section 7 - The use of ICT

- We strongly recognize the risk posed to our students of on-line radicalization, as extremist organisations including ISIL and the EDL, seek to radicalize young people through the use of social media and the internet. For example, research shows that ISIL propaganda includes images and videos that present the group as an exciting alternative to life in the West and that it uses its social media to encourage supporters to share the material with a wider online audience. ISIL promotes an image of success online in order to attract young people. The propaganda claims it is the duty of Muslim men and women in the West to join the fight against the West. The seriousness of the potential online threat is highlighted by the fact that 95,000 pieces of terrorist content has been removed from the internet since 2010.
- To combat this online threat we use the IMPERO system to filter and monitor student online behaviour on a daily basis. The IT Support Team update the monitoring and filtering systems regularly to ensure all updated terminology and trigger words are incorporated into the system.
- The Headteacher and DSL are notified of any inappropriate behaviour and appropriate steps are taken as required. This may involve speaking to the student, contacting parents, setting up a mentoring programme or making a direct referral to the CTU / MASH team based on the seriousness of the incident.
- Our annual staff training ensures all staff are fully aware of the risks posed by the online activity of extremist and terrorist groups.

- E-safety is a key aspect of the school curriculum and equips pupils to stay safe online, both in school and outside. E-safety is delivered predominantly in the ICT curriculum with specific focus on the range of social media sites that could pose a threat to students. For example;
 - ❖ Islamic and Right-Wing supporters use Facebook to share content, such as news stories and Youtube videos, among their peer groups.
 - ❖ Twitter is a popular platform for pro-ISIL and Right-Wing accounts. It is easy to establish an account, stay relatively anonymous and share material.
 - ❖ Youtube is used to host videos, both with official ISIL output and videos created by users themselves. Multiple ‘dummy’ accounts will be set up so that when videos are taken down they can be reposted quickly.
 - ❖ ASK.FM is sometimes used by people considering traveling to Syria or Iraq and provides information on travel, living standards, recruitment fighting and broader ideology.
 - ❖ Instagram is used by fighters and ISIL supporters to share the photosets frequently used by ISIL media organisations.
 - ❖ Tumblr is an online blogging site and is used by ISIL fighters to promote longer, theological reasons why people should travel to Syria and Iraq. It is popular with female ISIL supporters, who have written blogs addressing the concerns girls have about traveling to the region, such as leaving their families and living standards in Syria.
 - ❖ Private messaging apps, such as WhatsApp, Kik, SureSpot, Whisper, Yik Yak, Omegle and Viber, are also commonly used to share messages on what to pack to travel and who to contact when they arrive.
- E-safety is also delivered in other subjects, the PSD curriculum and in our whole school assembly programme. Our annual PSD audit identifies the extent of curriculum coverage for this and all other safeguarding themes.

Section 8 - Use of External Agencies and Speakers

- At Hillcrest School we encourage the use of external agencies or speaker to enrich the experiences of our learners. Workshops have been delivered by the PREVENT team (CTU) and community police to targeted year groups in the school.
- All staff are required to complete an ‘External Visitors’ pro-forma two weeks prior to a planned visit. This is checked and approved by the DSL. Visitors are required to supply the DSL with any resources or materials they plan to use with students prior to their visit.
- We positively vet all external agencies, individuals or speakers who 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 we 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 pupils.
- We 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 matched to the needs of pupils
 - ❖ Activities are carefully evaluated by the school to ensure that they are effective.
- We recognise, however, that the ethos of our school is to encourage learners 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.

Section 9 - Safeguarding

- Please refer to our Safeguarding Policy for the full procedural framework on our Safeguarding duties. The school follows the guidance outlined by the Birmingham Safeguarding Board.
- Although serious incidents involving radicalisation have not occurred at Hillcrest School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we teach. Staff are reminded to suspend any ‘professional disbelief’ that instances of radicalisation ‘could not happen here’ and to be ‘professionally inquisitive’ where concerns arise, referring any concerns through the appropriate channels.
- Staff at Hillcrest School 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 pupils may be at direct risk of harm or neglect. For example; this could be due to a pupil displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff be aware of information about a pupil’s family that may be equally place a young person at risk of harm. (These examples are for illustration and are not definitive or exhaustive). As part of our weekly whole school safeguarding meeting every Wednesday morning, staff have the opportunity to complete a ‘Note of concern’ referral, via CPOMS, to report any unusual forms of behaviour that may identify a potential safeguarding risk.
- All adults working in Hillcrest School (including visiting staff, volunteers’ contractors, and students on placement) are required to report instances where they believe a young person may be at risk of harm, linked to radicalisation, to the Designated Safeguarding Lead (Steven Connor-Hemming).
- The DSL will follow up these concerns by contacting the MASH team or the Counter Terrorist Team to seek further advice and guidance. The school will only notify parents of these concerns if this course of action is approved by the external agencies listed above. The school will only speak with the young person about the concern based on the advice given by MASH, Early Intervention Team or the police.
- The DSL will consider the following questions when establishing the level of risk and focus of a referral to external agencies:

Faith / ideology

- Are they new to a particular faith / faith strand?
- Do they seem to have naïve or narrow religious or political views?
- Have there been sudden changes in their observance, behaviour, interaction or attendance at their place of worship / organised meeting?
- Have there been specific examples or is there an undertone of “Them and Us“ language or violent rhetoric being used or behaviour occurring?
- Is there evidence of increasing association with a closed tight knit group of individuals / known recruiters / extremists / restricted events?
- Are there particular grievances either personal or global that appear to be unresolved / festering?
- Has there been an increase in unusual travel abroad without satisfactory explanation?

Personal / emotional / social issues

- Is there conflict with their families regarding religious beliefs / lifestyle choices?
- Is there evidence of cultural anxiety and / or isolation linked to insularity / lack of integration?
- Is there evidence of increasing isolation from family, friends or groups towards a smaller group of individuals or a known location?
- Is there history in petty criminality and / or unusual hedonistic behaviour (alcohol/drug use, casual sexual relationships, and addictive behaviours)?
- Have they got / had extremist propaganda materials (DVD's, CD's, leaflets etc.) in their possession?
- Do they associate with negative / criminal peers or known groups of concern?
- Are there concerns regarding their emotional stability and or mental health?
- Is there evidence of participation in survivalist / combat simulation activities, e.g. paint balling?

Risk / Protective Factors

- What are the specific factors which are contributing towards making the individual more vulnerable to radicalisation? E.g. mental health, language barriers, cultural anxiety, impressionability, criminality, specific grievance, transitional period in life etc.
- Is there any evidence of others targeting or exploiting these vulnerabilities or risks?
- What factors are already in place or could be developed to firm up support for the individual or help them increase their resilience to negative influences? E.g. positive family ties, employment, mentor / agency input etc.

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/young person employed any methods to disguise their true identity?
- Has the child/young person used documents or cover to support this?

- As with any child protection referral, staff are made aware of their right to refer a concern to the appropriate external agency if they are concerned the DSL has decided not to refer a concern to the MASH or CTU. Referrals can be made directly to the Birmingham Safeguarding Board as outlined in the Child Protection policy.

- We will actively support MASH or any multi-agency interventions in any support deemed necessary. For example, we will organise anger management support if advised by the MASH and allow pupils to attend CHANNEL mentoring sessions in school time or support any family-based counselling interventions. We are also committed to working with families and relevant external agencies to provide support for pupils who may have had family members arrested for suspected terrorist activities.

- Alternatively the school may consider a referral to the Channel programme. This is focused on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

Section 10 - Engagement with Parents / Carers

- We will engage with parents / carers as part of our work as we recognise the important role they have in helping us to spot signs of radicalisation. If a safeguarding concern is referred by another student or a member of staff, the DSL will contact the parents / carers immediately to invite them into school to discuss the concerns. This will, however, depend on the nature and seriousness of the referral. We will

support and advise families who raise concerns and signpost them to the appropriate support services. For example, 'Families against Stress and Trauma' (FAST) has created an on-line guide for parents on the dangers of radicalisation. In addition, CHANNEL is a multi-agency support programme designed to support the families of young people vulnerable to radicalisation. Guidance for parents / carers is accessible on the school website with links to FAST, CHANNEL and THINKUKNOW.

- If we feel that it is not in the child's best interest to notify their parents / carers of our concerns, we will refer directly to the Police / MASH team without informing parents / carers. We will make contact directly with Police / MASH if we have concerns about the threat of radicalisation posed by other family members and seek advice from the MASH to see if any other family members are known to the PREVENT team.
- As part of our admissions process, parents / carers are asked specific questions about previous and current safeguarding issues, including radicalisation. Before taking a student on roll, an Information Request Form is sent to the student's previous school, requesting specific information on any past and present safeguarding risks, including concerns about extremist behaviour displayed by the student or family members. When the family is newly arrived to the UK we request that parents / carers provide a copy of the child's birth certificate and passport.
- Key documentation (ie - Home School Agreement, Acceptable Use Policy, School Prospectus) has been updated to make explicit reference to the importance of the relationship between the school and parents / carers to protect children from radicalisation.

Section 11 - Training

- Whole school in-service training on Safeguarding will be organised for staff and governors on an annual basis and will comply with the prevailing arrangements agreed by the Local Authority. The annual staff training now provides specific guidance on extremism and radicalisation and its safeguarding implications.
- The Designated Safeguarding Lead will attend PREVENT training courses as necessary and the appropriate inter-agency safeguarding training organised by the Local Authority at least every two years. Again this will include training on extremism and radicalisation and its safeguarding implications. The DSL will also access support for the on-line Channel programme and make use of the case studies displayed to develop training support for staff and whole school interventions.
- Information is provided to staff as part of our safeguarding training programme (PREVENT) to allow staff to identify possible changes in student behaviour that may suggest the student has become influenced by extremist ideology. This may include changing their style of dress, particularly in the sixth form, loss of contact with traditional groups of friends, using insulting or derogatory language to describe groups opposed by extremists or evidence the student may have recently joined a gang in the local community. Annual staff training is delivered by the DSL, who has undertaken WRAP training, and followed up with another CPD session later in the year to reinforce the key messages and update on any national developments.
- Staff training will also provide staff with information on factors that may make young people want to be radicalised, ie – status, identity, sense of belonging, neglect in the family, re-dress some form of injustice, excitement, adventure, political motivation, moral motivation, family / other friends involved in extremist activities. Training will also focus significantly on the possible impact of extremist views

on the young person once they have been radicalised, ie – over-identification so that extremist views become the norm, development of an ‘us and them’ thinking and dehumanising the perceived enemy.

- Annual safeguarding training reinforces the message that staff should never attempt impose their political or religious views and beliefs on students under any circumstances. The school will use internal systems to deal with any member of staff trying to use their position of trust to influence the views of young people at Hillcrest.

Section 12 - Recruitment (read in conjunction with Recruitment policy)

- The arrangements for recruiting all staff, permanent and volunteers, to our school will follow national 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 (ie – links with extremism), that references are always received and checks 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 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 college’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 on-going culture of vigilance within our school, we will minimise the opportunities for extremist views to prevail.

Section 13 - 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. This training is delivered by School and Governors Support services.
- 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 Recommendation 13 of Peter Clarke’s report details of our Governing Body will be published on our school website to promote transparency.
- In line with the provisions set out in the DfE guidance ‘Keeping Children Safe in Education, 2016’ 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 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.
- Governors will ensure the school fully adheres to the ‘No Platform’ guidance to make it transparently clear to all external agencies using the school site do not use the site or school resources to promote extremist views or co-ordinate extremist activities.

Section 14 - Policy, Adoption, Monitoring and Review

- This policy was considered and adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of pupils as set out in the DfE guidance 'Keeping Children Safe in Education' (May 2016), the "Counter-Terrorism and Security Act" (2015) and the "Prevent Duty" guidance (June 2015)
- Parents will be issued with a hard copy of this policy on request.
- In Hillcrest School the Designated Safeguarding Lead 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 pupils. The policy, in line with updated DfE and Local Authority guidance, will be reviewed on an annual basis.

Originator – Steven Connor-Hemming (DSL)

Date – July 2016

Review - July 2017