Preventing Extremism and Radicalisation Safeguarding Policy

Our senior designated safeguarding lead is Ben Roberts and, in his absence, the deputy designated safeguarding leads are Frances Greenburgh, Janet Hibbert and Stephanie White safeguarding@heathbrook.org

Our chair of governors is Olly Grender chairofgovernors@heathbrook.org

Our governor with responsibility for safeguarding children is Susanne Klinker: admin@heathbrook.org

Lambeth Integrated Referral Hub: 020 7926 3100 (out of hours: 020 7926 1000)

Local Authority Designated Officer (LADO) is Andrew Zachariades: 020 7926 4579 / 07720 828 700 lado@lambeth.gcsx.gov.uk

Local Authority safeguarding lead for primary schools is Sarwan Singh Jandu 020 7926 9643 / 07976 490 051 schoolsafeguarding@lambeth.gov.uk

Local Authority safeguarding lead for early years provision & primary schools is Denys Rasmussen 020 7926 8915 / 0778 560 426 schoolsafeguarding@lambeth.gov.uk

Education Prevent Officer is Lydia Nixon: 020 7926 3668 Inixon@lambeth.gov.uk

Head of Inclusion, Education and Learning is Stuart Boffin: 020 7926 0296 sboffin@lambeth.gov.uk

CSE Co-ordinator Children’s Services is Claire McDonald: 020 7926 0296 cmcdonald@lambeth.gov.uk

Heathbrook Primary School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall 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.

School Ethos and Practice

We are aware that Lambeth is a PREVENT priority area within the National Counter Terrorism Strategy. When operating this policy Heathbrook Primary 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.’

Our school provides a broad and balanced curriculum, which promotes spiritual, moral, cultural, mental, and physical development of our pupils and that prepares our pupils for the responsibilities and experiences of life. Our broad and balanced curriculum will be delivered to enable our pupils to understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

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. At times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. We will ensure that our acceptable use of digital technologies, including the internet, will reflect our Prevent duty and appropriate levels of filtering will be used. We will be vigilant to the possibility that our pupils could be exposed to such influences outside of school and through their own personal internet enabled devices and will ensure that this topic is addressed through our wider E-Safety programme with pupils.

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 and Discipline Policy for pupils or the Code of Conduct for staff.

Role of the Designated Safeguarding Lead

School staff are required to report to designated safeguarding lead, any concerns about an individual child’s safety or well-being, which includes, children at risk of being radicalised towards extremism.

Risk Assessment

In line with the Prevent Duty Statutory Guidance we will assess the risk of our pupils, and staff, being drawn into terrorism and the support of extremist ideas. Our school will closely follow locally agreed procedures, and use the self-assessment and risk assessment tools for this purpose as set out by the Local Authority and/or Lambeth’s Safeguarding Children Board.

We will liaise with partners to ensure that, where appropriate, referrals are made to the children’s social care so that support is made available to individuals who are at risk of being drawn into terrorism.

Teaching Approaches

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.
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 curriculum
- Focussed educational programmes.

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. 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 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 Heathbrook Primary 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.

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 compete opposition to, the school’s values and ethos.

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 extremism (violent or non-violent) 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.

Use of Premises / School Facilities

In line with the Counter Terrorism and Security Act 2015 we will closely vet any application for the letting of any part of our school premises to ensure that we do not facilitate the provision of a platform for extremists to disseminate extremist views.
We will ensure, as far as it is practicable to do so, that any third parties wishing to use or hire school facilities independently of the school are properly vetted and will not allow our spaces to be hired to any person or group that wishes to promote extremist views or seek to radicalise others.

**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 issue in confidence.

**Role of Governing Body**

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 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.

**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 children as set out in the DfE guidance ‘Keeping Children Safe in Education’.

Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the school website.

The headteacher 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.

Policy Adopted by Governors: November 2019
Policy Last Reviewed: November 2019
Policy Due for Review: November 2020
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<th>PUSH FACTORS</th>
<th>KEY INGREDIENTS</th>
<th>PULL FACTORS</th>
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<td>Lack of excitement; frustration</td>
<td><strong>Teacher confidence</strong> in many cases it will be the use of existing teaching skills and methods which may well be the most effective approach. From within settings, staff who are more confident in their abilities tend to perform much better even though they have not received specialist training.</td>
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| Lack of sense of achievement – seen as significant ‘lack of purpose’ / ‘Confidence in the future, life goals.’ | **Teacher attitudes and behaviours:**  
- Willingness to admit you don’t know  
- Acknowledging controversial issues exist  
- Awareness that I have a role to play  
- Willingness to turn to others for help when you don’t know about something. | **Charismatic/confident individuals (recruiters).** |
| Lack of an outlet for views. | **Specific knowledge:**  
- Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid ‘othering’)  
- Knowledge of an alternative values framework | **Network/sense of belonging.** |
| Gaps in knowledge or understanding of Islam – both young people and their parents. | **Teaching practice/pedagogy:**  
- Boosting critical thinking (seeing through propaganda, singular messages etc)  
- Helping to see multiple perspectives  
- Using multiple resources/methods  
- Embedding or sustaining dialogue following specialist interventions. | **Broader or community views which enable or do not oppose extremism.** |
| Sense of injustice | **Enabling students to tackle difficult issues.** | **Persuasive, clear messages. Exploiting knowledge gaps.** |
| Actual or perceived humiliating experiences (including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely to sense of injustice) | **Liking school work to the wider community.** | |
| Exclusion – lack of belonging to peer or community networks, associations etc. | **Drawing evidence from across the curriculum.** | |
| Below the line: factors that are out of scope of this study. | **Developing in young people a sense of multiple identities help young people become aware of, and comfortable with, multiple personal identity.** | |
| Disaffection with wider societal issues | Other factors:  
- Support from senior leaders  
- Pupil support processes | Sense of dignity and importance and loyalty |
| Disruptive home life. | | Exiting (non-teaching) activities. |
| | | Sense of purpose in life |

Source: Teaching approaches that help build resilience to extremism among young people. DfE 2011