

Statutory Duties This policy was produced using guidance from the following documents:

How social media is used to encourage travel to Syria and Iraq briefing note for schools 2015

2011 Prevent Duty Guidance

Learning Together to be Safe, 2008

2015 Promoting fundamental British values as part of SMSC in schools

2014 Teaching Approaches that help Build Resilience to Extremism among Young People
Keeping Children Safe in Education, September 2016.

Context

From "A toolkit to help schools contribute to the prevention of violent extremism" 2008
"Dealing with violent extremism is nothing new. Throughout history there have been groups prepared to use violence to achieve their aims... A small minority seek to radicalise young people with an ideology which justifies the use of violence...While violent extremism influenced by faith-based extremists currently pose the greatest threat to life, other forms of extremism and prejudice are also affecting individuals and communities across the country and can be a catalyst for alienation and disaffection and potentially lead to violence." "Extremists of all persuasions try to paint the world as black and white, accentuating division and difference, and exploiting fears based on ignorance or prejudice. Education can be a powerful weapon against this, equipping young people with the knowledge, skills and reflex to think for themselves, to challenge and to debate; and giving young people the opportunity to learn about different cultures and faiths and, crucially, to gain an understanding of the values we share. Exploring ideas, developing a sense of identity and forming views are a normal part of growing up. Schools can support young people in this: providing a safe environment for discussing controversial topics."

Introduction

This policy forms part of our wider Safeguarding and Child Protection
Welling School is committed to providing a secure environment for all of our students, staff and stakeholders. Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism.

Welling School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The normalisation of extreme views may make children and young people vulnerable to future manipulation and exploitation. Welling School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern. Our School's "Prevent Policy" draws upon the guidance contained in the "Prevent Strategy, 2011" and DfE Guidance . Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are to be found in Appendix 1.

Duties of Members of Staff

All members of staff are made aware through the process of Performance Management of their fundamental responsibilities in this area.

The Performance Management Policy for Teachers requires reviewers to evaluate their reviewees against the Standards for Teachers, including these elements in Part 2 of the Standards:

- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs; ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law. Refer to Appendix 2

Training

Training All staff will undertake WRAP (Workshop to Raise Awareness of Prevent) training the key points of which will be regularly reinforced at least every academic year Any member of staff wishing to develop their own understanding of Prevent or who is unable to attend the WRAP training will be asked to complete this online module:

http://course.ncalt.com/Channel_General_Awareness

Extremism and Radicalisation awareness is also included in the Safeguarding training for new staff. The Chair of Governors and the Safeguarding Lead will receive WRAP training and or the WRAP online module.

Promotion of British Values, The Curriculum and Combating Extremism

The School Values (Welling Ways) informs the curriculum, as it does all aspects of our work. The promotion of

- a. personal responsibility, understanding of the differences between right and wrong and respect for the civil and criminal law
- b. an understanding of how individuals can contribute to the wellbeing of those in the locality and beyond are addressed in many different subjects and contexts, including assemblies, our Citizenship and PSHE Programme and the promotion of giving young people a real civic education (refer to Citizenship & PHSE Programme)
- c. a rich and deep curriculum which helps to anchor
- d. Welling School's philosophy and ethics curriculum (Religious Education) allows students to be able to freely and actively participate in discussions about tolerance and fairness.
- e. Lessons aim to be a safe place for students to share their views. The specialist teachers in the department have up to date and relevant knowledge that enables them to give the students the material to help them formulate their own ideas, but also to counter stereotyping and prejudiced views. Student preconceptions are always respected.
- f. Welling School has a strong student voice that is listened to. This is evidenced by the work of our long-standing, established Student Council whose members are voted in by the students. Our website details the considerable number of extra-curricular activities (clubs) which promote and encourage tolerance, respect, positive behaviours, self-esteem and self confidence.
- g. The school actively encourages students to contribute positively to the lives of those living and working in the locale of the school and, more widely, society, e.g. through support of charities.

h. Our Art Specialism engages with a wide range of SMSC. Art students analyse and question their own work and other's work; identifying beliefs, values and meaning, which are expressed and shared.

i. Any guest or visitors to the school must demonstrate a well-rounded and honest approach to key ethical and religious issues. Students are encouraged to ask and answer questions and not be afraid to touch on controversial issues. j. Teachers encourage critical thinking, foster an awareness of experiences of others in the world (for example the experiences of someone who is homeless), whilst still allowing students to impart and develop

At Welling School there is no place for extremist views of any kind in our school. It is imperative that our students and parents see our school as a safe place where they can discuss and explore controversial issues safely and in an unbiased way, and where our teachers encourage and facilitate this.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for our students. We also recognise that if we fail to challenge extremist views we are failing to protect our students. 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 Welling School we will:

- Challenge o Extremist views
 - Prejudice
 - Derogatory language
- Provide a broad and balanced curriculum so that our students understand and become tolerant of difference and diversity
- Support our children to ensure that they thrive, feel valued and not marginalised. Any, discrimination or extremist views, including derogatory language, displayed by students, staff, visitors or parents will always be challenged and where appropriate dealt with. Please also see our "Anti Bullying Policy".
- As part of wider safeguarding responsibilities school staff will be alert to:
 - Disclosures by students 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 students have not actively sought these out.
 - Graffiti symbols, writing or art work promoting extremist messages or images.
 - Students accessing extremist material online, including through social networking sites. Refer to e-safety policy
 - Parental reports of changes in behaviour, friendship or actions and requests for assistance.
 - Local schools, Local Authority services, and police reports of issues affecting pupils in other schools or settings. (See appendix 1 and reference to "Channel")
 - Students 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 Approaches

- We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered.
- We will ensure that our teaching approaches help our students build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills.
- We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities

- Our programme of assemblies dedicated to promoting fundamental British value will further support an holistic approach to student development.
- 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 beyond. Use of External Agencies and Speakers Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:
 - Any messages communicated to students support fundamental British Values
 - Any messages communicated to students are consistent with the ethos of the school (Welling Ways) and do not marginalise any communities, groups or individuals
 - Any messages communicated to students do not seek to glorify criminal activity or violent extremism or seek to radicalise students 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 students Risk reduction The school governors, the Principal and the Senior Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE and PSHE curriculum, SEND policy, assembly policy, E Safety policy, visiting speakers, the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy. This risk assessment will be reviewed as part of the annual report to governors

Response

Staff 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. Staff may also become 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 Welling School are required to report instances where they believe a child may be at risk of harm or neglect or if they have concerns that a student may be at risk of radicalisation or involvement in terrorism. They should speak to Senior Leadership Team /Senior Designated Safeguarding Lead, Avril Crane/ member of the Safeguarding Team.

Indicators of vulnerability to radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as: 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. 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.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities. 6. Indicators of vulnerability include:
 - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and 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 student / 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 student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment and poor resettlement / reintegration;
 - Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
6. 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.
7. More critical risk factors could include:
 - Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations; and
 - Significant changes to appearance and / or behaviour;
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Preventing violent extremism

Role of Designated Safeguarding Lead. It is the role of the designated safeguarding lead to:

- Receive safeguarding concerns about students who may be vulnerable to the risk of radicalisation or are showing signs of extremist behaviour Act as the first point of contact within the organisation for case discussions relating to individuals who may be at risk of radicalisation or involved in terrorism
- Maintain and apply a good understanding of the relevant guidance in relation to preventing individuals from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism
- Ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns to the Safeguarding Team
- Be aware of police reports of issues affecting students in other local educational settings Liaise with the borough specialist Prevent Officer to discuss students of concern and make referrals of individuals at risk to the LA/the Police or the Channel Coordinator as appropriate, in line with this and the School's safeguarding policy Attending Channel meetings as necessary and carry out any actions as agreed
- Reporting progress on actions to the Channel Coordinator or send a member of the Safeguarding Team. Inform the Governing body of any incidents relating to extremist behaviour or radicalisation
- Monitor with the Curriculum Leads Miss Silcox, DHT and Miss Major, DOL Curriculum the School's RE/Citizenship/PHSE curriculum and assembly policy to ensure that they are used to promote British values, community cohesion and tolerance of different faiths and beliefs
- Sharing any relevant additional information in a timely manner with appropriate personnel and/or local agencies. "Further information on Preventing Radicalisation The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty").