



YAVNEH COLLEGE ACADEMY TRUST

Preventing Extremism and Radicalisation Safeguarding Policy

Date: Autumn 2017

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Co-ordinator: Rabbi Andrew Davis

1. RATIONALE

Yavneh Schools are committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults at the school 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.

In adhering to this policy, and the procedures therein, colleagues and visitors will contribute to the school'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 arrangements to safeguard and promote the welfare of all children in line with our statutory duties set out at S157 of the Education Act 2002.

Our schools' Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the DfE Guidance "Keeping Children Safe in Education, 2015"; and specifically DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", and DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People".

Extremism is more than simply stubbornness in one's views or general intolerance to others holding views which are considered by equals, peers and society as being at odds with the core beliefs of the whole. When operating this Policy, the 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'.

Radicalisation is the process by which people adopt an extreme position in terms of politics and religion, a violent extremist ideology, or move to violent action in support of their beliefs.

2. AIMS

There is no place for extremist views of any kind in our schools, whether from internal sources

- pupils, colleagues, governors or trustees – or external sources – school community, external agencies or individuals. Our pupils see our campus 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.

Yavneh Schools will therefore aim to 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 to ensure that they thrive, feel valued and not marginalised. We will ensure that our young people know how to become valued members of both the British and Jewish community and embrace British and Jewish values at every stage of their learning journeys and beyond.

We are very 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. We aim to build pupils' resilience to radicalisation and enable them to challenge extremist views.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or colleagues will always be challenged and where appropriate dealt with in line with our Behaviour Policy for pupils and the Safer Working Practices Policy for colleagues. Where misconduct by a teacher is proven the matter will be referred for consideration as to whether to a Prohibition Order is warranted.

As part of wider safeguarding responsibilities school colleagues 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
- 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
- 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 students in other schools or settings
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

All concerns should be reported immediately to our Designated Safeguarding Person – Rabbi Andrew Davis - or the respective Headteacher. Our school will closely follow any locally agreed procedure as set out by the Police and/or Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

3. PROCEDURES

3.1 Training

At least every three years, whole school training on Safeguarding and Child Protection will be organised for all staff and governors/trustees and will comply with the arrangements agreed by the Local Authority and the Safeguarding Children Board and will, in part, include training on extremism and radicalisation and the safeguarding implications associated with this. The Designated Senior Person will attend training courses as necessary and the appropriate inter-agency training organised by the Safeguarding Children Board at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

3.2

Teaching

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 schools this will be achieved by teaching, primarily via PSHCE; 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, made available to colleagues via the internet and our 'Shared Drives'.

We will also work with local partners, families, communities and religious groups in our efforts to ensure our schools understand and embrace 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 pupil is being directly affected by extremist materials or influences we will ensure that that pupil is offered appropriate support/mentoring. Additionally, in such instances we will seek external support from local and/or national partnership structures working to prevent extremism.

The school will promote the fundamental British values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- 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, explicitly in PSHCE and implicitly in other curriculum areas. It is our responsibility at Yavneh Schools to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

4. MONITORING

4.1 Curriculum

Explicit teaching of the topics necessary will be ensured through the monitoring of PSHCE¹. Implicit teaching will be monitored through our SMSC audit²; during lesson observations; during Book Looks and through Student Voice.

4.2 Curriculum Enrichment Via Speakers and External Agencies

We have many ways in which we enrich our curriculum and this sometimes involves the use of external agencies/speakers. We shall thoroughly vet those external agencies, individuals or speakers who we engage, in order 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, our values and ethos. This vetting includes DBS checks when appropriate. We will assess the suitability and effectiveness of input from external agencies or individuals to ensure that messages communicated to pupils are consistent with the ethos of our schools and do not marginalise any communities, groups or individuals; 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.

4.3 Safer Recruitment

By adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our schools and staff team we will minimise the opportunities for extremist views to be voiced. The arrangements for recruiting all staff, teaching and support, permanent and volunteers, to our schools will follow government guidance on 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 employment practice 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 schools character and ethos. We are aware that such persons seek to limit the opportunities for our students, thereby rendering them vulnerable to extremist views and radicalisation as a consequence, and the monitoring of colleagues through our line management structure is sufficiently robust in order to expect prevention of such occurrences.

4.4 The Multi-Academy Trust (MAT) and Local Governing Bodies (LGB)

The MAT and LGB of Yavneh Schools will undertake appropriate

training to ensure that they are clear about their role and the parameters of their responsibilities as Trustees/Governors, including their statutory safeguarding duties. The MAT/LGB will support the ethos and values of our school and will support the school in tackling extremism and radicalisation. In line with the DfE guidance 'Keeping Children Safe in Education, 2015' the MAT will monitor the schools' senior leadership team on the delivery of this policy and its effectiveness. Trustees will review this policy annually.

4.5 Whistleblowing

Any concerns regarding extremism or radicalisation must be reported immediately. Staff and pupils will be encouraged to make use of our internal systems to whistle blow or raise any issue in confidence via line management or to any member of staff¹.

4.6 Safeguarding

Colleagues 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. Therefore, all adults working in the school (including visiting staff, volunteers, contractors, and students on placement) are required to report instances (or concerns) where they believe a child may be at risk of harm or neglect to the Designated Senior Person or respective Headteacher².

¹ See Whistleblowing Policy.

² See Child Protection Policy.