

The Kingston Academy



Statement on the Prevention of Radicalisation and Extremism

September 2017

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Statement on the Prevention of Radicalisation and Extremism

Introduction

The Kingston Academy is committed to providing a secure environment for pupils, where pupils feel safe and are kept safe. All staff in our school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for pupils or not. The Kingston Academy recognises that children exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall school arrangements to safeguard and promote the welfare of all pupils in line with our statutory duties set out at s175 of the Education Act 2002 (s157 of the Education Act 2002) and should be read alongside our Safeguarding and Child Protection Policy (a copy is available on the school [website](#) and in the Policy Folder on the Whole School Team Drive).

School Ethos and Practice

When operating this policy we use 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'.

The full Government Prevent Strategy can be viewed at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

There is no place for extremist views of any kind in our school, whether from internal sources: pupils, staff or trustees, 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 and we have a duty to ensure this continues.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and should be addressed as a safeguarding concern. 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.

We raise awareness of the issues surrounding extremism in school assemblies and through the PSHCE curriculum. We 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 marginalized.

We are also 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.

As part of wider safeguarding responsibilities school staff are be alert to:

- Disclosures by pupils of their exposure to 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, sexual orientation, race or culture.
- Attempts to impose extremist views or practices on others.
- Anti-Western or Anti-British views.

Staff report any concerns to the school's Designated Safeguarding Lead, following the process set out in the Safeguarding and Child Protection Policy. That policy also includes guidance for staff on recognising indicators which may make individuals more vulnerable to exploitation by extremists (a copy is available on the school [website](#) and in the Policy Folder on the Whole School Team Drive.)

The Kingston Academy follows any locally agreed procedure as set out by the Local Authority and/or our local Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised consideration will be given to making a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Channel panels are chaired by the Local Authority and meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence. The Channel Panel meets when a referral has been made. The decision whether to make a referral would usually be made by the Designated Safeguarding Lead, but referrals can be made by anyone and all staff are made aware of the programme.

Teaching Approaches

We 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 is achieved by good teaching, primarily via the PSHCE 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 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 skill. We ensure that all of our staff are equipped to recognize extremism and are skilled and confident enough to challenge it.

We are flexible and adapt our teaching approaches, as appropriate, to address specific issues which become even more relevant to the current issues of extremism and radicalisation. We also apply the methodologies set out in that DfE Guidance following the three broad categories of:

- Making a connection with young people through good teaching design and a pupil centred approach.
- Facilitating a 'safe space' for dialogue, The Nucleus (Q2-11), where welfare leaders are available to pupils every lunchtime), and
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

This approach is 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.

Our aim 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 also work with parents/carers, 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 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.

The Kingston Academy promotes the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We teach and encourage pupils to respect one

another and to respect and tolerate difference, especially those of a different faith or no faith and prepare them for life in modern multi-cultural Britain.

Use of External Agencies and Speakers

We encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we 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 complete opposition to, the school's values and ethos. Our school will therefore 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 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. By delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we 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 to help pupils develop the critical thinking skills needed to engage in informed debate.

Reporting concerns

Where there are concerns of extremism or radicalisation pupils and staff know to raise any issue with our Designated Safeguarding Lead.

All staff should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the Senior Leadership Team. All members of staff are made aware of the school's Whistle-blowing procedure (a copy is in the Policy folder on the Whole School Team Drive and on the [Policy page of the school website](#)).

Safeguarding and Child Protection

Please refer to our Safeguarding and Child Protection Policy for full details of the procedural framework of our safeguarding and child protection duties (a copy is in the Policy folder on the Whole School Team Drive and on the [Policy page of the school website](#)).

Staff at our school are alert to the fact that extremism and radicalisation are safeguarding issues and where they have concerns these will be reported to the Designated Safeguarding Lead following the process set out in that policy.

Training

The Designated Safeguarding Lead is Prevent trained and whole school CPLD includes Prevent training alongside Safeguarding and Child Protection. All staff and trustees have received and familiarised themselves with [The Prevent Duty DfE guidance](#) (June 2015) (and staff have signed to confirm this).

Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school follows 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 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 are alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools character and ethos.

Monitoring and Review

The Designated Safeguarding Lead and Head teacher will actively evaluate the effectiveness of this policy by monitoring staff understanding and application of the procedures within this policy as part of their overall duty to safeguard children. In addition the Designated Safeguarding Lead will maintain a Prevent Duty Risk Assessment, which will be shared with the Trust Board annually. In line with the provisions set out in the DfE guidance '[Keeping Children Safe in Education](#), September 2016' the Trust Board through its Pupil Welfare and Community committee will challenge the school's Senior Leadership Team on the delivery of this policy and monitor its effectiveness.

This policy will be reviewed annually by the school Safeguarding Team and by the Pupil Welfare and Community committee of Kingston Educational Trust Board.

Approved and adopted by Kingston Educational Trust on 6 September 2017.

Next review due: September 2018