

Preventing Extremism and Radicalisation Safeguarding Policy

Sept 2021

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1. Introduction

Hammersmith Academy is committed to providing a secure environment for students, where children feel safe and are kept safe. All adults at Hammersmith Academy 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, staff and visitors will contribute to Hammersmith Academy's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004*. This Preventing Extremism and Radicalisation Policy is one element within our overall Academy 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 (s157 of the Education Act 2002).

Our Academy's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in DfE Guidance "Keeping Children Safe in Education Part 1"; 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" and Peter Clarke's Report of July 2014.

** the physical, mental health and emotional well-being of children; the protection of children from harm and neglect; the education, training and recreation of children; the contribution made by them to society; and their social and economic well-being.*

2. Academy Ethos and Practice

When operating this policy Hammersmith Academy 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'.

There is no place for extremist views of any kind in our Academy, whether from internal sources — students, staff or governors, or external sources - Academy community, external agencies or individuals. Our students see our Academy 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 an Academy 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 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 Hammersmith Academy we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our

students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

Furthermore, at Hammersmith Academy 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 students 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 students or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for students and the Code of Conduct for staff. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

As part of wider safeguarding responsibilities Academy staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of Academy, 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;
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Partner Academics, local authority services, police reports of issues affecting students in other Academics or settings;
- 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 or culture;
- Attempts to impose extremist views or practices on others;
- Anti-western or Anti-British views.

Our Academy will closely follow any locally agreed procedure as set out by the Local Authority's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

At Hammersmith Academy, we have determined "British Values" to be:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

We communicate these values through the acronym PRIDE:

- Personal tolerance
- Rule of law
- Individual liberty
- Democracy
- Equality

As an Academy we aim to develop and nurture these by:

- Planning a vibrant, engaging assembly programme with core ethical values and beliefs at its heart
- A well-structured personal development programme including SMSC, PSHE, RSE and drop down days which address all of the requirements of the programmes of study (including democracy, freedom, the rule of law, human rights and responsibilities)
- A strong religious studies programme at key stage 3
- Effective and well-managed Junior Leadership team and action teams to actively participate in the democratic process
- A broad and balanced curriculum which addresses many of these core values across a range of subject areas
- Having a clearly communicated and consistently applied Behaviour Policy so that students understand what is expected of them and the consequences of both meeting and failing to meet these expectations
- A clear vision and set of core values which is regularly referred to and communicated with students, reiterating that we are a community built on mutual respect and understanding
- Adopting restorative approaches, where possible, to resolve any difficulties between members of our community
- Having a rigorous commitment to student safety (for example: trips and visits policy and procedures, safeguarding procedures, code of conduct and health and safety procedures).

3. Teaching Approaches

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 Academy this will be achieved by good teaching and via the personal development curriculum (described above).

We will ensure that all of our teaching approaches help our students build resilience to extremism and give students 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.

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success as set out in the Table in Appendix 1 taken from the DfE document and we will apply the methodologies set out in that document following the three broad categories of:

- Making a connection with young people through good teaching and a student centered approach;
- Facilitating a 'safe space' for dialogue, and
- Equipping our students with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore this approach will be embedded within the ethos of our Academy so that students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our Academy's approach to the personal development of students as defined in OFSTED's School Inspection Handbook and will include the sound use of assemblies to help further promote this rounded development of our students.

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:

- Open discussion and debate;
- Work on anti-violence and a restorative approach addressed throughout curriculum and the behaviour policy;
- Focussed educational programmes.

We will also work with local partners, families and communities in our efforts to ensure our Academy understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our students' experiences and horizons. We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will ensure that that student is offered mentoring. Additionally in such instances our Academy will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At Hammersmith Academy 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 students 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 students safe and prepare them for life in modern multi-cultural Britain and globally.

4. Use of External Agencies and Speakers

At Hammersmith Academy we encourage the use of external agencies or speakers to enrich the experiences of our students, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students.

These external agencies will be vetted 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 Academy'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 Academy curriculum so we need to ensure that this work is of benefit to students.

Our Academy will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to students are consistent with the ethos of the Academy 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 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;
- Activities are carefully evaluated by the Academy to ensure that they are effective.

We recognise, however, that part of our values at the Academy are to encourage students 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. Therefore by delivering a broad and balanced curriculum and enrichment programme augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed

debate.

5. Whistle Blowing

Where there are concerns of extremism or radicalisation students, staff and governors will be encouraged to make use of our internal systems to whistle blow or raise any issue in confidence. Refer to the whistleblowing policy.

Where there are concerns at any level the Headteacher must be informed straight away (or, if it relates to the Headteacher, the Chair of Governors).

6. Safeguarding

Please refer to our safeguarding and promoting pupil welfare policy for the full procedural framework on our safeguarding and child protection duties.

Staff at Hammersmith Academy will be alert to the fact that whilst extremism and radicalisation are broadly safeguarding issues 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. (These examples are for illustration and are not definitive or exhaustive).

All adults working in Hammersmith Academy (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead or Headteacher.

In Hammersmith Academy our Safeguarding reporting arrangements are set out fully in our safeguarding and promoting pupil welfare policy.

The Designated Safeguarding Lead is: Mr M Sheppard

The Deputy Designated Safeguarding Leads are: Mr G Kynaston and the SAMs.

The Designated Safeguarding Lead works in line with the responsibilities as set out the DfE Guidance 'Keeping Children Safe in Education Part 1' which is detailed in the Safeguarding Policy.

In Hammersmith Academy our child protection reporting arrangements are set out fully in our safeguarding and promoting pupil welfare policy and are summarised below

All adults working in Hammersmith Academy (including visiting staff, volunteers contractors, and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead or Headteacher. In Hammersmith Academy our reporting arrangements are, as follows;

1. Within 1 hr of disclosure to personally relate to the Designated Lead, or in her absence the Deputy Designated Lead any concerns
2. Within 2 hrs of disclosure to email a full account of the disclosure to the Designated Lead and if spoken to the Deputy Designated Lead
3. Within 24hrs the person reporting the concerns will receive confirmation of any action taken. **If unhappy with the action the person reporting the concern should inform**

the Designated Lead and if still unhappy there is a duty on the person reporting the concern to contact the front desk team 0208 7536600

4. Safeguarding concerns regarding the Headteacher should be reported to the Chair of Governors (contact details from Reception)

Where a disclosure is made by a child or where there are signs that a child is suffering significant harm or is likely to suffer significant harm or is being neglected the Designated Safeguarding Lead may take advice before making a referral to Hammersmith and Fulham Referral's and Assessment (R&A) Duty Intake Team / Multi Agency Service Hub (MASH).

Where there are any doubts as to the seriousness of this concern or disagreement between the Designated Safeguarding Lead and the member of staff reporting the concern, advice will also be sought from the Headteacher (if not the same person) and/or Hammersmith and Fulham's Social Care Duty Team.

The Designated Safeguarding Lead is the focus person and local 'expert' for Academy staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies

In line with Recommendation 2 of Peter Clarke's Report; In Hammersmith Academy the role of the Designated Safeguarding Lead includes the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

In circumstances where a child has a suspicious injury that requires urgent medical attention, the child protection referral process should not delay the administration of first aid or emergency assistance. If a pupil is thought to be at immediate risk (because of parental violence or intoxication, for example) urgent police intervention may be requested. Particular vigilance will be exercised in respect of children who are subject to a Child Protection Plan and any incidents or concerns involving these children will be reported immediately to Social Care (and confirmed in writing). This will also be the case for other children who may be considered vulnerable (e.g. SEN, LAC or physically disabled). In all cases of injury to a child consideration will always be given as to whether an urgent paediatric medical assessment is required to document injuries or to protect any forensic evidence.

Where it is suspected that a child may be at further risk of significant harm if the parent is spoken to, nothing will be said to the child's parent/carer without first discussing the matter with Social Care R&A Duty.

All staff must understand that there are no circumstances under which a member of staff may promise a child that they will keep any disclosure a secret or confidential – they must always pass this information on in the best interest of the child

7. Training

Whole Academy in-service training on safeguarding and child protection will be organised for staff on a yearly basis and governors at least every three years and will comply with the prevailing arrangements agreed by the Local Authority and will, in part, include training on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Lead will attend Lambeth training courses as necessary and the appropriate inter-agency training organised by the Lambeth Safeguarding Children Board at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

8. Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our Academy will follow Hammersmith and Fulham's 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, 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 sound employment practice in general 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 Academy so as to unduly influence our Academy'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 ongoing culture of vigilance within our Academy and staff team we will minimise the opportunities for extremist views to prevail.

9. Role of Governing Body

The Governing Body of our Academy 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.

The Governing Body of our Academy will support the ethos and values of our Academy and will support the Academy 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 Academy website to promote transparency.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2014' the governing body will challenge the Academy's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy regularly every 3 years 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.

10. 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.

In Hammersmith Academy 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.

Appendix 1: 'Key Ingredients' for successful teaching in the context of 'push' and 'pull' factors

<p>PUSH FACTORS – factors that push an individual/ make an individual vulnerable to extremist messages</p> <p>Lack of excitement; frustration</p> <p>Lack of <i>sense</i> of achievement – seen as significant. 'lack of purpose' // Confidence in the future, life goals.</p> <p>Lack of an outlet for views.</p> <p>Gaps in knowledge or understanding of Islam – both young people and their parents</p> <p>Sense of injustice</p> <p>Actual or perceived humiliating experiences. (including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely to sense of injustice)</p> <p><i>Exclusion – lack of belonging to peer or community networks, associations etc.</i></p> <p>Below the line: factors that are out of scope of this study</p>	<p>KEY INGREDIENTS</p> <p>Teacher confidence in many cases it will be the use of existing teaching skills and methods which may well be the most effective approach. From prison settings, staff who are more confident in their abilities tend to perform much better even though they have not received specialist training</p> <p>Teacher attitudes and behaviours</p> <ul style="list-style-type: none"> •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 <p>Specific knowledge:</p> <ul style="list-style-type: none"> •Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering') •Knowledge of an alternative values framework <p>Teaching practice/pedagogy:</p> <ul style="list-style-type: none"> •Boosting critical thinking (seeing through propoganda, singular messages etc) •Helping to see multiple perspectives •Using multiple resources/methods •Embedding or sustaining dialogue following specialist interventions. •Enabling students to tackle difficult issues. •Linking school work to the wider community •Drawing evidence from across the curriculum •Developing in young people a sense of multiple identities. help young people become aware of, and comfortable with, multiple personal identity <p>Other factors</p> <p>Support from senior leaders</p> <p>Pupil support processes</p>	<p>PULL FACTORS - Factors that draw young people into extremist messages</p> <p>Charismatic/confident individuals (recruiters).</p> <p>Networks/sense of belonging</p> <p>Broader community views which enable or do not oppose extremism.</p> <p>Persuasive, clear messages. Exploiting knowledge gaps</p> <p>Sense of dignity and importance and loyalty</p> <p>Exciting (non-teaching) activities.</p> <p>Sense of purpose in life</p>
<p>Disruptive home life.</p> <p>Disaffection with wider societal issues</p> 		