



BRIGHT CENTRES

WORKING TOWARDS A BRIGHTER FUTURE

Preventing Extremism and Radicalisation Safeguarding Policy

Bright Centres

Policy Date: October 2021

Review Date: October 2022

Contents

Introduction.....2

BC Ethos and Practice.....3

Teaching Approaches.....4

Use of External Agencies and Speakers.....5

Child Protection6

Role of the Designated Safeguarding Lead.....6

Training.....6

Recruitment.....7

Role of Trustee Body7

Appendix A:.....8

Named personnel with designated responsibility for Extremism and Radicalism Safeguarding:

Academic year	Designated Safeguarding Lead	Deputy Designated Senior Person	Nominated Governor and Deputy
2020-2021	Issa Issa	Hamdi Aden	Yazeed Hamad

Introduction

Bright Centres is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults 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 BC 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 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

Our Centre Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the "London Child Protection Procedures" and DfE Guidance "Keeping Children Safe in Education, July 2019"; 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.

BC Ethos and Practice

When operating this policy BC 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 Centre whether from internal sources – pupils, staff or Trustee, or external sources - Centre community, external agencies or individuals. Our pupils see our Centre 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 Centre 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.

Therefore, Bright Centres we will 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.

Furthermore at BC 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 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 and Discipline Policy for pupils 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 Centre staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of Centre, 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, 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, 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 will be achieved by good teaching, primarily via PSHE and IS provision.

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.

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.

Our curriculum will focus upon:

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

Therefore this approach will be embedded within the ethos of our Centre so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and

radicalisation. This will work in conjunction with our Centre approach to the spiritual, moral, social and cultural development of pupils 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 pupils.

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 programs
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout curriculum
- Focused educational programs

We will also work with local partners, families and communities in our efforts to ensure our Centre 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 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 the Prevent team to prevent extremism.

BC 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

BC 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.

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 Centre 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 Centre curriculum so we need to ensure that this work is of benefit to pupils.

Our Centre 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 Centre 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 Centre to ensure that they are effective

We recognise, however, that the ethos of our Centre 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.

Therefore, by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will 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.

Child Protection

Please refer to our Child Protection Policy for the full procedural framework on our Child Protection duties.

Staff at BC 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. (These examples are for illustration and are not definitive or exhaustive)

Therefore, all adults, 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 Director

Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead is:

The Deputy Designated Safeguarding Lead is:

The Designated Safeguarding Lead works in line with the responsibilities as set out at Annex B of the DfE Guidance 'Keeping Children Safe in Education'.

The Designated Safeguarding Lead is the focus person and local 'expert' for Centre 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, the role of the Designated Safeguarding Lead will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

Training

Whole Centre in-service training on Safeguarding and Child Protection will be organised for staff and Trustees 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 training courses as necessary and the appropriate inter-agency training organised by the LA Safeguarding Children Board at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our Centre will follow 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 Centre so as to unduly influence our Centre 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 Centre and staff team we will minimise the opportunities for extremist views to prevail.

Role of Trustee Body

The Trustee Body of our Centre will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Trustee, including their statutory safeguarding duties.

The Trustee of our Centre will support the ethos and values of our Centre and will support the Centre in tackling extremism and radicalisation.

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

Trustee body 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**


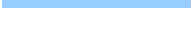
This policy was considered and adopted by the Trustee body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education'

Parents will be issued with a hard copy of this policy on request.

The Director 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 A:

'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 sense 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 propaganda, 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> 