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ALDER GRANGE SCHOOL

SECTION F

Curriculum & Welfare Committee

(F1 SAFEGUARDING)

F1.2 Radicalisation and Extremism

Reviewed and Amended SLT January 2017

Approved by Governors' Curriculum & Welfare Committee
January 2017

Next Review: January 2018

Rationale

The Governors and staff of Alder Grange School regard each child as a unique individual and therefore seek to support their development in ways which will foster security, confidence and independence. We recognise that high self-esteem, peer support, a secure school environment and clear lines of communication with trusted adults helps all children, especially those whose vulnerability could compromise their journey, to realise their full potential.

Purpose

Since early 2011, the United Kingdom has had a long-term strategy for countering international terrorism known as CONTEST. This aims to reduce the risk we face from terrorism so that people can go about their lives freely and with confidence. It is made up of four areas of work known as the “four Ps”

- Protect – strengthening our borders, infrastructure, buildings and public spaces from an attack
- Prepare – where an attack cannot be stopped, to reduce its impact by responding effectively
- Pursue – to disrupt or stop terrorist attacks
- Prevent – to stop people becoming terrorists or supporting terrorism.

In addition, section 29 of the Counter Terrorism and Security Act 2015 issued statutory guidance for schools. Under section 26 of the Act, schools have a duty to “have due regard to the need to prevent people from being drawn into terrorism”.

‘Extremism’ is defined in the 2011 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.

‘Radicalisation’ refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

This policy links to and must be understood and applied within the broader context of other policies and procedures which relate to safeguarding and promoting the welfare of students in an holistic sense. For example (and the list below is not exhaustive):

- Safeguarding and Child Protection Policy
- Positive Behaviour Management Policy
- Special Education Needs Policy
- Confidentiality Policy
- Health and Safety Policy
- Alder Grange Personnel Policies and Procedures: Staff Recruitment and Selection
- E-safety / ICT Policy

Prevent has been described as the “only long term solution” to reducing or eliminating the risk of individuals being drawn into terrorism. Prevent includes but is not confined to the identification and referral of those at risk to appropriate interventions that aim to divert vulnerable people from radicalisation. This policy supports and promotes the Prevent programme and has been informed by section 29 of the Counter Terrorism and Security Act 2015, Prevent Duty Guidance: for England and Wales.

A: School Procedure

The following sections of the policy have been informed by section 29 of the Counter Terrorism and Security Act 2015.

School Curriculum

1. The school curriculum promotes our values by ensuring that all students are inspired to achieve the highest possible levels of excellence and nurtured to adopt a caring and respectful approach to all people within the school. As such The British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance are nurtured and reinforced through our own values system. Furthermore, students Spiritual, Moral, Social and Cultural development is promoted through:
 - Weekly assemblies allied to monthly values along with the ‘right of the month’ as part of our UNICEF Rights Respecting School work.
 - Reflection on these values during form time.
 - Information Advice and Guidance lessons (these are run on a carousel basis in year 10).

This supports our core values by ensuring that all students are nurtured to be reflective about their own beliefs, religious or otherwise. This then informs their viewpoint on life and interest in and respect for different people’s cultures, faiths and values. In addition we enable students to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

2. Non-curricular theme days, for example: The Humanities department run a Cultural Diversity and Awareness day for year 8 pupils where teams carry-out research and present findings on their chosen country.
3. To promote our inclusive ethos, since March 2009 Alder Grange has been a UNICEF Rights Respecting School. This has informed our policies with respect to guidelines for behaviour. In addition this strategy enables positive attitudes towards diversity in society such that our students recognise and respect each other’s cultures and values.

There are 54 articles laid down about the rights of a child. The following articles are of particular importance when considering viewpoint on life and interest in and respect for different people’s cultures, faiths and values. In addition we enable students to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Article 14: Children have the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

Article 15: Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 29: Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

Article 30: Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

4. Important national remembrance events: The whole school community is involved in the November remembrance events, national silences to remember events worldwide and participates in Community Cohesion a project called Positive Start.

Community Cohesion Project: Positive Start

Many members of the school community have taken part in activities designed and commissioned by a local charity called Positive Start. Its work focusses particularly on pupils from Black Minority Ethnic (BME) backgrounds to nurture and develop leadership skills. Positive Start provides services to complement our work in school. Positive Start is committed to:

- The potential of young people – to develop young people's capacity to improve the quality of their lives and to affect change in their communities.
- Equality, diversity and inclusion – to respect the rights and responsibilities of each individual, to value young people as they are rather than as they should be and to include young people in the social and economic life of communities.
- Peace building – to contribute to a society in which communities live in peace with each other, in which every individual is valued as a citizen, and in which there is no place for violence.
- Volunteering – to promote voluntary commitment as an integral and vital contribution to society.

Student Mentoring

1. Students in years 10 to 13 have regular 1:1 reviews with a senior member of staff. This is principally to review their current progress and through these discussions staff can identify if any change in motivation, attitude or behaviour that are being presented by the student.
2. Fixed agenda items at Middle Leader meetings are for department and pastoral teams to raise awareness of pupils causing concern. These issues are then discussed by departmental and pastoral teams with a view to putting together strategies to address these matters. It may be appropriate for the student to be

discussed at the Inclusion List meeting whereby specific internal or external support can be arranged.

3. Through regular reviews and at transition from key stage 2 to 3, 3 to 4 and 4 to 5 vulnerable students are identified and mentored by school staff.

Staff and Governing Body Training

Through our existing close working relationship with Lancashire Police, trained Prevent officers deliver workshops for all school staff. The programme is called Workshop to Raise Awareness of Prevent (WRAP) provides all staff with:

- An overview of how to recognise the initial signs of individuals vulnerable to radicalisation as well as those who radicalise.
- An understanding of the Prevent agenda so as to enhance our role in safeguarding members of the school community.
- The ability to use existing expertise and professional judgement to recognise potentially vulnerable individuals who may need support through local safeguarding and referral mechanisms.

The first whole staff workshop has been arranged for Wednesday 21st October 2015. This event will then be repeated when necessary but at least every 3 years. Non-teaching staff and Governor participation in these events is encouraged.

IT and e-safety

1. The school's internet firewall blocks all websites that are considered inappropriate. These blocks can only be removed on the instruction of the Headteacher. This would be for the benefit of teaching and learning.
2. Pupils receive e-safety training as part of the school's IT curriculum.
3. As part of its safeguarding systems the school routinely screens websites visited and emails sent by pupils. Any inappropriate activity is immediately forwarded to the DSL, David Birtles.
4. All pupils (7 to 11) and students (12-13) sign an internet usage agreement.

Visitors to the school and use of school facilities

1. Any planned use of the school facilities must be approved the Governing Body. Once an external event is running site staff are present throughout.
2. All visitors/speakers who are invited into the school must be supervised closely in accordance with the school's safeguarding policy.

B: Guidelines: Safeguarding and Monitoring of Concerns

1. Any member of staff with concerns should complete the Radicalisation and Extremism Concern Form and pass this immediately to the Designated Senior Leader (DSL), David Birtles or Joanna Griffiths. See appendix 1 for a copy of the Radicalisation and Extremism Concern Form.
2. The member of staff responsible for following up the concern, in this case the Designated Senior Leader, David Birtles, will then complete appendix 2, the concern follow-up form. Further actions, if appropriate will be taken.

C: Radicalisation and Extremism Risk assessment

This assessment is carried out at the start of each school year



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Radicalisation and Extremism Risk Assessment

The School

Does the school have a policy?	Yes	
Does the school work with outside agencies on R and E?	Yes	Police Prevent team, whole teaching staff training arranged for 21 st October 2015.
Has the school got a nominated R and E lead?	Yes	Designated Senior Leader: David Birtles or if not available Jo Griffiths.
Do staff have a process to voice their concerns?	Yes	R+E concern form, appendix 1
Are there opportunities for pupils to learn about R and E?	Yes	IAG lessons
Are there documented cases of R and E?	No	
Is the school particularly prone to R and E?	No	
The school conducts an annual Remembrance Service in which all members of the school community participate.		
<u>Evaluation</u>	Low risk	

The Pupils

Are pupils aware of what R and E is?	Yes	IAG lessons, assemblies, monthly values.
Are individual pupils risk assessed?	Yes	In the event that an R+E concern is raised the matter is followed up as part of the school's safeguarding practices and relevant data recorded using appendix 2, R+E follow-up form.
Pupils at risk	None	
<u>Evaluation</u>	Low Risk	

The Community

	<p>The school works closely with the local British Legion, Veterans in Communities (ViC), Positive Start and other local charities. ViC is an ex-services charity based in Haslingden. It was established in September 2012 to support ex-service personnel and their families and members of uniformed services who are experiencing difficulties transitioning back into the community upon leaving the services.</p> <p>Alder Grange School has run non-uniform days to raise awareness of the role of and generate funds for ViC. To commemorate World War One (WW1) ViC supported a cross-curricular project in Alder Grange to remember those who lost their lives in WW1. Former Soldiers from WW2 and more recent conflicts helped pupils to reflect on the likely experiences for a soldier from Rossendale serving in WW1.</p>
<u>Evaluation</u>	Low Risk

D: The Channel Project

Channel is a national project that has been designed to safeguard individuals who may be vulnerable to recruitment by violent extremists. The project aims to support and protect people who might be susceptible to radicalisation at a very early stage so that they are not drawn into criminal activity which may then affect their prospects in later life. The project also supports communities such that they have the resilience to resist all forms of violent extremism.

What can put people at risk?

- Substance and alcohol misuse.
- Peer pressure.
- Influence from older people either directly or via social media.
- Bullying, either as the victim or bully.
- Crime and anti-social behaviour.
- Domestic violence.
- Family tensions.
- Race/hate crime.
- Lack of self-esteem/identity.
- Grievances (personal or political, i.e. an adverse reaction to government policy)

Channel operates by assessing the nature and extent of the potential risk to an individual and, where necessary, provides an appropriate support package tailored to their needs. The decision about the scope of the support is decided by a multi-agency panel meeting.

There are two teams of police officers dedicated to this work:

1. Lancashire Police (East)

Sgt Gordon McGeechan 01254 353591

CEO Mateen Kamaluddin 01254 353541

PC Amanda Gibbons 01254 353510

CEO Naqui Syed 01254 353509

2. Lancashire Police have a Channel coordinator, based at police HQ:

DS 1436 Maxine Monks:

t: 01772 413029

t: 07943050822

e: channelreferrals@lancashire.pnn.police.co.uk

E: Prevent Self-evaluation Tool

The school is currently auditing itself using the Prevent self-evaluation tool, see appendix 3. This is an on-going process in cooperation with Lancashire Police. The outcomes from the evaluation are to be used in further developing and refining our strategy in this area in the unlikely event that it becomes a problem to us.

PREVENT SELF ASSESSMENT - Schools

PREVENT OBJECTIVE 1: Clear leadership and accountable structures are in place and visible throughout the organisation

PREVENT OBJECTIVE 2: Staff and the Governing Body have been appropriately trained according to their role

PREVENT OBJECTIVE 3: An appropriate reporting and referral process is in place and referrals are being managed effectively

PREVENT OBJECTIVE 4: A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion

SCHOOL NAME: Alder Grange School
 Name of assessor(s): Senior Leadership Team (David Hampson, Jo Griffiths, Simon Varley).
 Date of assessment: 1st July 2015
 To be reviewed on: 1st July 2016

1. Clear leadership and accountable structures are in place and visible throughout the organisation

Evidence	Tick as appropriate	Self Assessed Rating
There is an identified strategic Prevent lead within the school: The Designated Senior Leader, David Birtles.	G	Red (R): not able to evidence any
The strategic lead understands the expectations and key priorities to deliver Prevent and that this is embedded within Safeguarding Procedures: This has been achieved through the R+E staff training delivered by Lancashire Police on 21.10.15	G	Amber (A): evidence of some but not all Green (G): evidence of all and more
The Senior Leadership Team are aware of the Prevent Strategy and its objectives: This has been achieved through the R+E staff training delivered by Lancashire Police on 21.10.15	G	
There is a clear awareness of roles and responsibilities throughout organisation regarding Prevent: Staff understand the need to flag up concerns and there is a clear process to follow.	G	

<p>Prevent safeguarding responsibilities are explicit within the Schools Safeguarding Team:</p> <p>This policy is read in conjunction with the safeguarding policy, staff understand the process to follow in the event that a concern should materialise.</p>	G	
<p>The Prevent agenda and its objectives has been embedded within the appropriate Safeguarding processes:</p> <p>Staff are aware that any R+E concerns should be reported using the normal safeguarding procedures.</p>	G	
<p>2. Staff and the Governing Body have been appropriately trained according to their role</p>		
<p>Evidence</p>	<p>Tick as appropriate</p>	<p>Self Assessed Rating</p>
<p>A plan is in place to include Workshop to Raise Awareness of Prevent (WRAP) training so that key staff and Governors understand the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable:</p> <p>Training to take place for teaching staff (to be on a three year cycle unless circumstances change) on Wednesday 21st October 2015. Non-teaching staff to be trained following the teaching staff session.</p>	G	
<p>Details of WRAP courses including frequency and availability are cascaded to all relevant staff:</p>	A	
<p>Further training on the Prevent agenda is made available to the Strategic Prevent lead and Safeguarding leads where appropriate:</p>	A	

<p>There is appropriate staff guidance and literature available to staff on the Prevent agenda:</p> <p>In addition to the training on the 21st October all staff are aware of the process to follow in the event that a concern should materialise.</p>	G	
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3. An appropriate reporting and referral process is in place and referrals are being managed effectively

Evidence	Tick as appropriate	Self Assessed Rating
<p>Ensure that preventing young people from being exposed to radicalisation or extremism is part of the school's safeguarding policies and procedures:</p> <p>Staff understand the need to flag up concerns and there is a clear process to follow in the event that a concern should materialise.</p>	G	
<p>A single point of contact [SPoC] for any Prevent concerns raised by staff within the school has been identified:</p> <p>The Designated Senior Leader, David Birtles.</p>	G	<p>Red (R): not able to evidence any</p> <p>Amber (A): evidence of some but not all</p>
<p>An appropriate internal Prevent referral process has been developed:</p> <p>There is an in-house referral form and a clear process of next steps.</p>	G	<p>Green (G): evidence of all and more</p>
<p>Partner agency communication channels have been developed – Prevent Lead at Lancashire Police, Sgt Gordon McGeechan 01254 353591</p> <p>(see D: Channel, for contact details of the relevant personnel) are first port of call when outside agencies need to be consulted or for making a Channel referral:</p>	G	<p>Green (G): evidence of all and more</p>

<p>An audit trail for notification reports/referrals exists:</p> <p>Incident on 22.10.15 documented and referred to the Lancashire Police Channel Practitioner who came into school to meet with the relevant pupils and their parents. The Police then closed the case asking us to monitor the situation. For further details please see DBi.</p>	<p>G</p>	
<p>Prevent referrals/notifications are being managed or overseen by relevant staff:</p> <p>The Designated Senior Leader, David Birtles.</p>	<p>G</p>	
<p>A process is in place to identify and develop 'lessons learnt':</p> <p>Following the training on 21.10.15 and the incident on the 22.10.15, staff are aware of how to deal with these matters should they arise again, again see DBi for specific details of the incident on the 22.10.15.</p>	<p>A</p>	

4. A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion

Evidence	Tick as appropriate	Self Assessed Rating
<p>School has a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children aimed at protecting them from radicalisation and extremist influences:</p> <p>IAG lessons.</p> <p>The school conducts an annual Remembrance Service in which all members of the school community participate. The school works closely with the local British Legion, Veterans in Communities (ViC), Positive Start and other local charities. ViC is an ex-services charity based in Haslingden. It was established in September 2012 to support ex-service personnel and their families and members of uniformed services who are experiencing difficulties transitioning back into the community upon leaving the services.</p> <p>Alder Grange School has run non-uniform days to raise awareness of the role of and generate funds for ViC. To commemorate World War One (WW1) ViC supported a cross-curricular project in Alder Grange to remember those who lost their lives in WW1. Former Soldiers from WW2 and more recent conflicts helped pupils to reflect on the likely experiences for a soldier from Rossendale serving in WW1.</p> <p>Community Cohesion Project: Positive Start: Many members of the school community have taken part in activities designed and commissioned by a local charity called Positive Start. Its work focusses particularly on pupils from Black Minority Ethnic (BME) backgrounds to nurture and develop leadership skills.</p> <p>To promote our inclusive ethos, since March 2009 Alder Grange has been a UNICEF Rights Respecting School. This has informed our policies with respect to guidelines for behaviour. In addition this strategy enables positive attitudes towards diversity in society such that our students recognise and respect each other's cultures and values.</p>	<p>G</p>	<p>Red (R): not able to evidence any</p> <p>Amber (A): evidence of some but not all</p> <p>Green (G): evidence of all and more</p>

The school delivers training that helps develop critical thinking skills around the power of influence, particularly on-line and through social media:	R	
Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations:	A	
Staff are able to provide appropriate challenge to students, parents or governors if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion: Staff understand the need to flag up concerns and there is a clear process to follow in the event that a concern should materialise.	G	

There are two teams of police officers dedicated to this work. For further guidance please contact:

1. East Lancashire Police

Sgt Gordon McGeechan 01254 353591
 CEO Mateen Kamaluddin 01254 353541
 PC Amanda Gibbons 01254 353510
 CEO Naqui Syed 01254 353509

2. Lancashire Police have a Channel coordinator, based at police HQ:

DS 1436 Maxine Monks:

t: 01772 413029

t: 07943050822

e: channelreferrals@lancashire.pnn.police.co.uk

PART 1: INTERNAL NOTIFICATION of CP CONCERN TO DSL	
(Dave Birtles 07525 784071 or Jo Griffiths 07730 593244)	
Name(s) of pupil:	
D.O.B.	
Class / Year	
What is the nature of your concern	
<ul style="list-style-type: none"> • What are you most concerned about? i.e. physical, sexual, emotional abuse or neglect? Self-harm, bullying, sexual exploitation, sexualized behaviour, honour-based violence / forced marriage, e-safety issues, other ...including prevent radicalization concerns • Any evidence of impairment of health or development? • Any evidence of ill-treatment? • Why are you reporting this concern <u>now</u>? • Have you had any previous concerns about this pupil? If so, what, when, action? 	
Detail	
Any action already taken	
Signed	
Name Job title	
Time/Date	

If you have received a 'disclosure' from or about a child please complete Part 2

Quick Guide to Listening to Children & Recording 'Disclosures'

Listening

1. Do *not* make false promises to the child about confidentiality or keeping 'secrets'
2. Unless you are a police officer or a social worker you have no investigative role. Do *not* engage in 'interviewing' children or 'investigating' possible or suspected abuse.
3. If you must ask any questions ask only *open* ones wherever possible i.e. *avoid* anything that might be construed as 'leading' e.g. questions that are likely to generate 'yes' or 'no' answers.
4. Focus on the *factual* aspects of the matter in hand i.e. who, what, when, where?
5. Avoid *displays of shock or other emotions or expressing opinions* which may act as barriers to a child who has something sensitive to tell you.
6. 'When was the last time this happened' and 'has this ever happened before' (albeit that this is a closed question) are *important things to ascertain*.
7. *Reassure* the child and make clear to them what you need to do now.

Recording

1. It is *not* advisable to try and complete a full record (part 2 overleaf) of the dialogue at the time; it is very difficult to listen actively and write at the same time. Also, this does not allow you to think carefully enough about NVCs. However, it is a good idea to jot down any key phrases, dates or times
2. Records should be succinct, *legible, accurate, timed, signed and dated*
3. Records should *differentiate clearly* between fact, opinion, interpretation, hypothesis etc
4. If children or adults are being quoted then they must be *quoted accurately* – avoid using other words or adult 'equivalents' for words that children use
5. It is important to record any *questions asked* i.e. to show that these were not 'leading'
6. The emotional context of the dialogue is important i.e. did the child become distressed at any point or, alternatively, did they speak matter-of-factly about quite distressing things
7. Any *repetition* is important to note i.e. things that the child repeats – these may be particularly significant
8. *Gestures* are important to describe accurately e.g. which hand / which cheek, open / closed hand etc.

Remember – Reassure, Record it, Report it!

PART 2: RECORD OF 'DISCLOSURE' FROM / ABOUT A CHILD	
Name of person making the 'disclosure'	
Position / relationship with child	
Name and d.o.b. of pupil(s) that the 'disclosure' relates to	
How did the 'disclosure' come about i.e. when and where?	
Who was present when the disclosure was made?	
Summary of Information Disclosed	
1. WHO is said to be involved	
2. WHAT is said to have happened / be happening?	
3. WHERE is this said to have happened / be happening?	

<p>4. WHEN is this said to have happened / be happening i.e. duration, most recent occasion etc?</p>	
<p>5. WHO else may have witnessed what happened?</p>	
<p>6. HOW and where is the pupil now?</p>	
<p>Name & Designation</p> <p>Signed, dated, timed:</p>	
<p align="center">CONTINUATION SHEET / OTHER INFORMATION ATTACHED Y/N</p>	