



RIDGEWAY ACADEMY

Preventing Extremism and Radicalisation Safeguarding Policy

Policy Approved by Curriculum and Community Committee on:

Full Governing Body meeting (date)

To be reviewed:

Safeguarding Children Policy

School Details – Ridgeway Academy, Evesham Road, Astwood Bank, Redditch, Worcestershire, B966BD

Safeguarding Governor: Julie Grieve

Designated Safeguarding Lead: Tom Clarkson

Deputy Safeguarding Lead: Michelle McNamee

Ratified by Governing Body on:

Next review date:

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Introduction

Ridgeway Academy is committed to providing a secure environment for pupils, where learners feel safe and are kept safe. All adults at Ridgeway Academy recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for learners or not.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to Ridgeway Academy's delivery of the outcomes to all learners, as set out in s10 (2) of the Children's 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 Learners in line with our statutory duties set out at s175 of the Education Act 2002.

Our School's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the "Worcestershire Child Protection Procedures" and DfE Guidance: "Keeping Children Safe in Education, 2016"; 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".

School Ethos and Practice

When operating this policy Ridgeway 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 school, whether from internal sources – learners, staff or governors, or external sources - school community, external agencies or individuals. Our learners see our School 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 learners 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 learners. 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 Ridgeway Academy we will provide a broad and balanced provision, delivered by skilled professionals, so that our learners are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized. Any prejudice, discrimination or extremist views, including derogatory language, displayed by learners or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy and the Staff Handbook.

As part of wider safeguarding Responsibilities School staff will be alert to:

- Disclosures by learners 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 learners have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Learners accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner school, local authority services, and police reports of issues affecting learners in other school's or settings
- Learners 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

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

Ethos and approach

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 learners may experience elsewhere may make it harder for them to challenge or question these radical influences, this guidance and support be delivered in tutorials. We will ensure that all of our support and approaches will help our learners build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills. We will develop strategies and staff training to 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 and address specific issues so as to become even more relevant to the current issues of extremism and radicalisation Making a connection with young people through positive engagement and a learner centered approach.

Therefore, this approach will be embedded within the ethos of our school so that learners know and understand what safe and acceptable behaviour is in the context of extremism and Ridgeway Academy's Safeguarding - Prevent Extremism and Radicalisation Policy. This will work in conjunction with our school's approach to the spiritual, moral, social and cultural development of learners. 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 an approach that includes:

- Citizenship programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach to conflict resolution
- Targeted programmes

We will also work with 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 will help support learners who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a learner is being directly affected by extremist materials or influences we will ensure that that learner 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. At Ridgeway 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 learners 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 learners safe and prepare them for life in modern multi-cultural Britain and globally.

Use of External Agencies and Speakers

At Ridgeway Academy we encourage the use of external agencies or speakers to enrich the experiences of our learners, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our learners. 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. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school's curriculum so we need to ensure that this work is of benefit to learners. Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to learners 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 learners through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are matched to the needs of learners
- Activities are carefully evaluated by schools to ensure that they are effective

We recognise, however, that the ethos of our school is to encourage learners 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 tutorial programme, augmented by the use of external sources where appropriate, we will strive to ensure our learners recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help learners develop the critical thinking skills needed to engage in informed debate.

Whistle Blowing

Where there are concerns of extremism or radicalisation Learners and Staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence. Staff can raise issues with the Designated Safeguarding Person (or the deputy in his absence). Learners can raise issues in confidence on to the Family Front Door on 01905 768020

Safeguarding

Please refer to our Safeguarding Policy for the full procedural framework on our Safeguarding duties. Staff at Ridgeway Academy 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 learners may be at direct risk of harm or neglect. For example; this could be due to a learner 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 learner's family that may equally place a young person at risk of harm. (These examples are for illustration and are not definitive or exhaustive). Therefore, all adults working in Ridgeway Academy (including visiting staff, volunteers" contractors, and students on placement) are required to report instances where they believe a young person may be at risk of harm or neglect to the Designated Safeguarding Lead. Our Safeguarding reporting arrangements are set out fully in our Safeguarding Policy (and delivered in the training) and are summarised here, as follows: Staff complete the Safeguarding Referral Form located in the staffroom and pass to the DSP.

Safeguarding Governor: Julie Grieve

Designated Safeguarding Lead: Tom Clarkson

Deputy Safeguarding Lead: Michelle McNamee

Ridgeway Academy – 01527 892867

Ridgeway Academy Safeguarding - Prevent Extremism and Radicalisation Policy

Role of the Designated Safeguarding Lead

The Designated School Safeguarding Lead is: Mr Tom Clarkson.

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

The Designated Safeguarding Lead is the focus person and local 'expert' for school 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.

Training

Whole school in-service training on Safeguarding will be organised for staff 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 training courses as necessary and the appropriate inter-agency training organised by the Local Authority 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 school will follow Ridgeway 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 school so as to unduly influence our School's character and ethos. We are aware that such persons seek to limit the opportunities for our learners 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 school and staff team we will minimise the opportunities for extremist views to prevail.

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Role of Governing Body

The Governing Body of our School 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 school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2016' the governing body will challenge the school's senior leadership team on the delivery of this policy and monitor its effectiveness.

Governors 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 Governing body in line with their overall duty to safeguard and promote the welfare of learners 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 Ridgeway Academy the Senior Leadership team and governors 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 learners.