

Bucksmore Home Tuition

Tackling Extremism and Radicalisation Policy

This policy should be read with the following documents and guidance papers:

PREVENT Strategy HM Gov

Keeping Children Safe in Education DfE 2016

Working Together to Safeguard Children HM Gov 2013

1 Policy Statement

Bucksmore is fully committed to safeguarding and promoting the welfare of all its students. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. The Tackling Extremism and Radicalisation Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they may be and outlining support strategies.

2 Other policies

The Bucksmore Tackling Extremism and Radicalisation Policy links to the following policies:

- Safeguarding;
- Equality & Diversity Policy;
- Behaviour Policy; and
- e-Safety Policy

The following national guidelines should also be read when working with this policy:

- PREVENT Strategy HM Government
- Keeping Children Safe in Education DfE 2016
- Working Together to Safeguard Children HM Government 2013.

3 Aims and Principles

The Bucksmore Extremism and Radicalisation Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how Bucksmore will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

The objectives are that:

- All Home Tuition teachers will have an understanding of what radicalisation and extremism is and why we need to be vigilant;
- All staff and teachers will know what Bucksmore's policy is on tackling extremism and radicalisation and will follow the policy guidance should issues arise;
- All agents and the parents/carers of students will be made aware that Bucksmore has policies in place to keep students safe from harm and that Bucksmore regularly review its systems to ensure they are

appropriate and effective. The key policies will be published on our website.

The main aims of this policy are to ensure that teachers are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

4 Definitions and Indicators

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

There are a number of behaviours which may indicate a student is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists;
- Changing their style of dress or personal appearance to accord with an extremist group;
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Possession of materials or symbols associated with an extremist cause;
- Attempts to recruit others to the group/cause;
- Communications with others that suggests identification with a group, cause or ideology;
- Using insulting to derogatory names for another group;
- Increase in prejudice-related incidents committed by that person. These may include:
 - physical or verbal assault
 - provocative behaviour
 - damage to property
 - derogatory name calling
 - possession of prejudice-related materials
 - prejudice related ridicule or namecalling
 - inappropriate forms of address
 - refusal to co-operate
 - attempts to recruit to prejudice-related organisations
 - condoning or supporting violence towards others.

5 Procedure for Referrals

- We believe that it is possible to intervene to protect people who are vulnerable. **Early intervention is vital** and teachers must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practice;
- If Home Tuition teachers have any concerns relating to extremism and radicalisation, they must inform the Bucksmore Home Tuition Safeguarding Lead;
- The Safeguarding lead will discuss the most appropriate course of action on a case- by-case basis and will decide when a referral to external agencies is needed (see Appendix 1 – Dealing with referrals);
- As with any child protection referral, teachers must be made aware that if they do not agree with a

decision not to refer, they can make the referral themselves and will be given the contact details to do by the Designated Safeguarding Lead.

6 The Role of the Curriculum

- Our curriculum is broad and balanced. It promotes respect, tolerance and diversity. Students are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.
- It is recognised that students with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our students with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

7 Teacher Training

During the induction process, we will ensure that our teachers are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on and are aware of how we can provide support as a school to ensure that our students are resilient and able to resist involvement in radical or extreme activities.

8 e-safety

- Students are given an e-safety policy as part of the confirmation documents

9 Policy Review

The Bucksmore Tackling Extremism and Radicalisation Policy will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.

Appendix 1 – Dealing with referrals

We are aware of the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances

In the event of prejudicial behaviour the following system will be followed:

- All incidents of prejudicial behaviour will be reported directly to the Home Tuition Academic Manager, or the Bucksmore Designated Safeguarding Lead;
- All incidents will be fully investigated and recorded in line with the Behaviour Policy and records will be kept in line with procedures for any other safeguarding incident;
- Parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial referral in the Safeguarding files;
- The Designated Safeguarding Lead will follow-up any referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further discussion with parents/carers would be held if there is not a significant positive change in behaviour; and
- In the event of a referral relating to serious concerns about potential radicalisation or extremism we will contact the local area designated authority.

Appendix 2 - Additional materials (Available on shared drives or by searching online)

- The Prevent Strategy, GOV.UK – Home Office
- Keeping Children Safe in Education DfE 2016
- Working Together to Safeguard Children HM Gov 2013
- Learning Together to be Safe: a Toolkit to Help Schools Contribute to the Prevention of Violent Extremism was published in 2008 by the Department for Children, Schools and Families (DCSF), a predecessor of the Department for Education