

Policy/procedure

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Related Policies:

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OP/04	Anti-bullying Policy	OP/25	Whistleblowing
OP/03	Behaviour for Learning Policy	S/03	Recruitment and Selection
S/06	Child Missing from Education Policy	OP/22	Searching, Screening and Confiscation
OP/07	Complaints Policy and Procedure	OP/12	Staff Behaviour (Code of Conduct)
OP/05	Curriculum Policy		
S/02	E-Safety Policy		
OP/10	Equality and Diversity Policy		
OP/15	Exclusion Policy		

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Preventing Extremism and Radicalisation

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1 Introduction

- 1.1 Bright Sparks Learning Centre is committed to providing a secure environment for pupils, where children feel safe and are kept safe. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in society today.
- 1.2 Our centre acknowledges the contribution it can make to promoting the welfare of children and protecting them from harm. This policy sets out our strategies and procedures to protect vulnerable pupils from being radicalised or exposed to extremist views. The elements of our policy are prevention, protection and support.
- 1.3 This policy has been devised in accordance with the following legislation and local and national guidance:
 - i. Warwickshire Channel Procedures
 - ii. The Counter-Terrorism & Security Act (2015)
 - iii. ‘Prevent Duty Guidance: for England & Wales’, HM Government (2015)
 - iv. ‘Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools’, DfE (2014)
 - v. ‘Keeping Children Safe in Education’, DfE (2015)
 - vi. ‘Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children’, DfE (2015)
 - viii. ‘Information Sharing: Advice for practitioners’, DfE (March 2015)
 - x. Children Act (1989) and (20024)
 - xi. Teaching approaches that help build resilience to extremism among young people’ (2011).
- 1.4 The centre will follow any locally agreed procedure as set out by the Local Authority Safeguarding Team’s agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.
- 1.5 In the event of concerns about a person becoming radicalised, consideration will be given to using the Channel Programme to provide support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.
- 1.6 This policy should be read in conjunction with the following policies:
 - i. Child Protection Policy and Safeguarding Policy
 - ii. Anti-Bullying Policy
 - iii. Equality and Diversity Policy
 - iv. E-safety Policy
 - v. Health and Safety documentation
 - vi. Safer Recruitment and Selection Policy
 - vii. Visiting Speakers Policy
 - viii. Whistleblowing Policy

2 The Prevent Duty

- 2.1 The Prevent strategy, published by the Government in 2011, is part of an overall counter-terrorism strategy, CONTEST. The aim of the Prevent strategy is to “prevent people from being drawn into terrorism”.

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- 2.2 Staff must be able to identify children who may be vulnerable to radicalisation and know what to do when they are identified. We aim to build pupils’ resilience to radicalisation by promoting fundamental British values, promoting pupils’ spiritual, moral, social and cultural development and enabling them to challenge extremist views.
- 2.3 The Prevent duty is not intended to stop pupils debating controversial issues. At Bright Sparks Learning Centre, we aim to provide a safe space in which pupils and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.
- 2.4 When operating this policy we use will the statutory guidance definition of extremism: ‘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’.
- 2.5 The full Government Prevent Strategy can be viewed at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/pr_eventstrategy-review.pdf

3 Purpose and aims

- 3.1 At Bright Sparks Learning Centre, we will ensure that:
- i. all staff and volunteers understand what radicalisation and extremism is and why vigilance is essential in the centre
 - ii. all staff and volunteers have due regard to the need to prevent people from being drawn into terrorism
 - iii. high quality inset ensures all staff and volunteers know what the centre’s policy is on tackling extremism and radicalisation and how to respond effectively should a concern arise
 - iv. spiritual, moral, social and cultural development of students is promoted through our curriculum
 - v. parents/carers and students know that the centre has policies in place to keep students safe from harm and that these are regularly reviewed

4 Roles and responsibilities

- 4.1 All staff, volunteers and regular visitors to our centre must ensure that abide by this policy in order to safeguard and promote the welfare of all of students at this centre.
- 4.2 The proprietors of Bright Sparks Learning Centre is accountable for ensuring the effectiveness of this policy and our compliance with it.
- 4.3 The Designated Safeguarding Lead is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedures they need to follow. They will ensure that all staff have received appropriate training.
- 4.4 The DSL at Bright Sparks Learning Centre will make referrals in accordance with Warwickshire Channel procedures to the MASH Team where appropriate and will represent our centre at Channel meetings as

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required.

5 The curriculum

- 5.1 At Bright Sparks Learning Centre we will provide pupils with a broad and balanced curriculum and promote the spiritual, moral, social and cultural (SMSC) development of our students so that our pupils are enriched and understand and become tolerant of difference and diversity.
- 5.2 Through our curriculum we will:
- i. enable students to develop their self-knowledge, self-esteem and self-confidence
 - ii. encourage students to accept responsibility for their behaviour and to understand how they can contribute positively to society
 - iii. enable students to acquire a broad general knowledge of, and respect, for public institutions and services in the United Kingdom
 - iv. enable students to distinguish right from wrong and to respect the civil and criminal law of the United Kingdom
 - v. promote tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
 - vi. encourage respect for other people
 - vii. encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in the United Kingdom
- 5.3 Effective filtering and usage policies help keep students safe from extremist material when accessing the internet in our centre.

6 Staff Training

- 6.1 We will ensure that all staff undertake appropriate training enabling them to identify and respond to concerns regarding extremism and radicalization. All staff will know how to provide support to ensure pupils are resilient and supported to resist involvement in radical or extreme activities.
- 6.2 Training updates on Safeguarding and Child Protection are organised for staff annually and these updates will include training on extremism and radicalisation and its safeguarding implications. The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads will attend external training at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

7 Risk assessment

- 7.1 In line with Prevent Guidance (DfE 2015) the principal (DSL) and deputy principal (DDSL) will assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.
- 7.2 The risk assessment may include consideration of the centre’s curriculum, the use of premises by external agencies and any other local issues relating to the centre’s community.
- 7.3 Staff, as part of their wider safeguarding responsibilities, will be alert to:

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- i. disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of the centre, such as in their homes or community groups, especially where pupils have not actively sought these out
- ii. graffiti symbols, writing or artwork promoting extremist messages or images
- iii. pupils accessing extremist material online, including through social networking sites
- iv. parental reports of changes in behaviour, friendship or actions and requests for assistance
- v. local authority services, and police reports of issues affecting pupils in other schools or settings
- vi. pupils voicing opinions drawn from extremist ideologies and narratives
- vii. use of extremist or 'hate' terms to exclude others or incite violence
- viii. 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
- ix. attempts to impose extremist views or practices on others
- x. anti-Western or anti-British views

8 Use of visiting speakers

- 8.1 Visiting speakers are vetted to ensure that their messages are aligned to the ethos and values of the centre and British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- 8.2 Our centre will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:
- i. messages communicated to students are consistent with the ethos of the centre and do not marginalise any communities, groups or individuals
 - ii. 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
 - iii. activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication
 - iv. activities are matched to the needs of students
 - v. activities are carefully evaluated by the centre to ensure that they are effective
- 8.3 Visiting speakers or external agencies will be provided with a copy of our safeguarding procedures on arrival at the centre and be supervised at all times.

9 Working in Partnership

- 9.1 The centre works with our families, communities and colleagues from local agencies in accordance with Working Together to Safeguard Children (2015) , embracing our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons.

10 Managing concerns

- 10.1 Bright Sparks Learning Centre adheres to the procedures that have been agreed locally through the Warwickshire Children's Safeguarding Board for safeguarding individuals vulnerable to extremism and radicalisation. Please also refer to our Safeguarding & Child Protection Policy for further information about

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our wider safeguarding responsibilities.

- 10.2 Concerns should be reported to the principal (DSL) or if not available, the deputy principal (DDSL) in line with the centre's Child Protection and Safeguarding Policy.
- 10.3 Following receipt of any information raising concern about vulnerability to radicalisation, the DSL will consider what action to take and will follow the Warwickshire Channel procedures by making a referral via the MASH as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.
- 10.4 All Channel referrals will be made using the referral form that can be found at Appendix 3.

11 Whistleblowing

- 11.1 Should an allegation be made, or information received, about an adult who works in our setting which indicates that they may be unsuitable to work with children because of concerns relating to extremism and radicalisation, the member of staff receiving the information will inform the principal immediately in line with the procedures outlined in our Child Protection Policy and Safeguarding Policy.

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Appendix 1

Glossary of Terms¹

‘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.

‘Non-violent extremism’ is extremism, as defined above, which is not accompanied by violence.

‘Prevention’ in the context of the Prevent duty means reducing or eliminating the risk of individuals becoming involved in terrorism. Prevent includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.

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

The current UK definition of ‘terrorism’ is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

‘Terrorist-related offences’ are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

‘Vulnerability’ describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.

¹ Taken from Prevent Duty Guidance: England & Wales, HM Government (2015)

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Appendix 2

Warning Signs/Indicators of Concern

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors. It is vital that centre staff can recognise those vulnerabilities. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

Factors which may make pupils more vulnerable may include:

- identity crisis: the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society
- personal crisis: the pupil may be experiencing family tensions; a sense of isolation; low self- esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
- personal circumstances: migration; local community tensions and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- unmet aspirations: the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
- experiences of criminality: involvement with criminal groups, imprisonment, poor resettlement or reintegration
- special educational need: pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others

Pupils who are vulnerable to radicalisation may also be experiencing:

- substance and alcohol misuse
- peer pressure
- influence from older people or via the Internet
- bullying
- domestic violence
- race/hate crime

Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:

- being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- pupils accessing extremist material online, including through social networking sites
- possessing or accessing materials or symbols associated with an extremist cause
- using extremist narratives and a global ideology to explain personal disadvantage
- pupils voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues
- graffiti symbols, writing or artwork promoting extremist messages or images
- significant changes to appearance and/or behaviour increasingly centered on an extremist ideology, group

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or cause



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- changing their style of dress or personal appearance to accord with the group
- attempts to recruit others to the group/cause
- 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 name calling
 - inappropriate forms of address
 - refusal to co-operate
- attempts to recruit to prejudice-related organisations
- condoning or supporting violence towards others.
- 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

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Appendix 3

See separate file.

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