

1. Introduction

West Sussex Alternative Provision College (WSAPC) is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults at WSAPC 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.

This policy is one element within WSAPC's overall arrangements to safeguard and promote the welfare of all children in line with our statutory duties set out at s.175 of the Education Act 2002.

Our policy also draws upon the guidance contained within the DfE Guidance 'Keeping Children Safe in Education, 2018' and 'The Prevent Duty – departmental advice for schools and childcare providers (July 2015)'. The Prevent Duty is consistent with schools' existing duties, such as the requirement to abide by the Equality Act 2010, promote 'fundamental British values', secure a balanced presentation of political issues and promote community cohesion.

2. WSAPC ethos

At WSAPC, we ensure that through our vision, values, relationships and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The Governing Body (GB) also ensure that this ethos is reflected and implemented effectively through WSAPC policy and practice and that there is an effective suite of safeguarding policies in place to safeguard and promote pupils' welfare.

We have a duty to prepare our pupils for life in modern Britain and to keep them safe. Everyone attending WSAPC has the right to learn and work in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

3. Statutory Duties and related policies

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act 2015
- Keeping Children Safe in Education 2018
- Prevent Duty Guidance 2015
- Working Together to Safeguard Children 2018

Non-statutory Guidance

- Promoting fundamental British values as part of SMSC in schools: DfE departmental advice for maintained schools, 2014

This policy should be read in conjunction with other WSAPC Safeguarding / Child Protection policies.



4. Definitions

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; and/or 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.

British values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

5. Roles and Responsibilities

Role of the Governing Body (GB)

It is the role of the GB to ensure that the college meets its statutory duties with regard to preventing radicalisation. Each WSAPC Centre has a nominated GB member who will liaise with the Extended Senior Leadership Team and other staff about issues to do with protecting pupils from radicalisation.

Role of the Head Teacher

It is the role of the Head Teacher to:

- ensure that WSAPC and its staff respond to preventing radicalisation on a day-to-day basis;
- ensure that the WSAPC curriculum addresses the issues involved in radicalisation;
- ensure that staff conduct is consistent with preventing radicalisation and, in conjunction with the Designated Members of Staff for Child Protection in each centre:
- ensure that staff understand the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns;
- work with staff and partners to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This should be based on an understanding, shared with partners such as the Police and the Local Safeguarding Children's Board, of the potential risk in the local area;
- receive safeguarding concerns about pupils who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation;
- make referrals to appropriate agencies with regard to concerns about radicalisation;
- liaise with partners, including the local authority and the police;
- report to the GB on these matters.

Role of staff

It is the role of staff to understand the issues of radicalisation, so that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.



6. Staff Training

At a minimum, the Head Teacher, Deputy Head Teachers and Assistant Head Teachers will undertake Prevent awareness training and be able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

Staff will be given training to help them understand the issues of radicalisation, so that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information should also form part of the annual safeguarding training that all staff participate in. Staff are encouraged to use the resources available at <http://www.educateagainsthate.com/teachers> provided by the DfE in building their knowledge and their students' resilience.

7. Curriculum

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others. We recognise that education is a powerful weapon against radicalisation; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way. Therefore, 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 marginalised.

Our values support the development of the whole child as a reflective learner within a safe respectful learning environment.

8. Online Safety

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used by WSAPC block inappropriate content, including extremist content. Where staff, pupils or visitors find unblocked extremist content they must report it to a senior member of staff. We are aware that children and young people have access to unfiltered internet when using their mobile phones; staff are alert to the need for vigilance when pupils are using their phones. Pupils and staff know how to report internet content that is inappropriate or of concern.

9. Safer Recruitment

We ensure that the staff we appoint to WSAPC are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of '*Keeping Children Safe in Education 2018*'. Vetting and barring checks are undertaken on relevant people, including the GB and volunteers.

10. Visitors

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 for our pupils. 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 curriculum so we need to ensure that this work is of benefit to pupils. WSAPC 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 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 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 schools to ensure that they are effective.

We recognise, however, that we wish 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.

All visitors and speakers to the college will be supervised at all times and will not be allowed to speak to pupils without a member of staff being present. Staff must not invite speakers into WSAPC without first obtaining permission from the Head Teacher.

11. Signs of vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

Indicators of vulnerability include factors relating to:

Identity

- the student is distanced from their cultural /religious heritage and experiences;
- discomfort about their place in society;
- personal crisis – the student/pupil may be experiencing family tensions;
- a sense of isolation;
- low self-esteem;
- the student may have become dissociated from an existing friendship group and become involved with a new and different group of friends;
- the student may be searching for answers to questions about identity, faith and belonging.

Personal circumstances

- migration;
- local community tensions;



- events affecting the student'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 student may have perceptions of injustice;
- a feeling of failure;
- rejection of civic life;

Experiences of criminality

- involvement with criminal groups
- imprisonment;
- poor resettlement/reintegration on release

Special educational needs

- difficulties with social interaction
- lack of empathy with others
- limited understanding of the consequences of their actions;
- limited awareness of the motivations of others

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside college
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Making a judgement

When making a judgement, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences?
- Does the pupil access the internet for purposes of extremist activities, e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype, etc.?
- Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?



- Is the pupil known to possess or actively seek extremist literature or other media likely to incite racial or religious hatred?
- Does the pupil sympathise with or support illegal groups?
- Does the pupil support groups with links to extremist activity?
- Has the pupil encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influences on the pupil?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks, either verbally or in their written work?
- Has the pupil witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the pupil travelled for extended periods of time to international locations?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil a victim of social isolation?
- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?
- Is the pupil a foreign national, refugee or awaiting a decision on their family's immigration status?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?

Further guidance and information is available via the Educate against Hate website, and Prevent guidance. A key element of the *Prevent* strategy is the Channel Programme. It is an early multi-agency approach to safeguard individuals at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children's and youth services and offender management services), the police and the local community to:

- identify individuals at risk of being drawn into terrorism;
- assess the nature and extent of that risk; and
- develop the most appropriate support plan for the individuals concerned.

Additional information on Channel is available through an on-line learning module available here -

http://course.ncalt.com/Channel_General_Awareness/01/index.html.

12. Referral Process



Staff and visitors to WSAPC must refer all concerns about pupils who show signs of vulnerability or radicalisation to the Designated Member of Staff for Child Protection (DMS) for the centre using the usual methods for reporting other safeguarding concerns. When there are significant concerns about a pupil, the DMS in liaison with the Head Teacher and Deputy Head Teachers will make a referral to the Multi-Agency Safeguarding Hub. Any concerns may also be discussed with the school's police representative from Prevent.

Sussex Police Prevent Team:

Telephone 101 | Ext. 531355

Email: prevent@sussex.pnn.police.uk**Local Channel Panel Chairs**For West Sussex:

Beverly Knight

Better Communities, WSCC

Telephone 0330 222 4223 | Mobile 0789 458 9071

Email: beverly.knight@westsussex.gov.ukFor Crawley:

Lindsay Adams

Community Development, Crawley Borough Council

Telephone 01293 438500

Email: lindsay.adams@crawley.gov.uk

See also: guidelines in the Pan Sussex Protection and Safeguarding Procedures. These are available online at <http://sussex.procedures.org.uk>

To make a Child Protection referral in accordance with the WSAPC Child Protection Policy:

West Sussex Multi Agency Safeguarding Hub (MASH)

Email: MASH@westsussex.gcsx.gov.uk

Tel: 01403 229900 (Monday – Friday 9am-5pm)

At all other times use the Out of Hours number: 0330 222 6664.

13. Monitoring and Review

This policy will be monitored and reviewed by the GB annually.

ISSUED	March 2016
ADOPTED BY WSAPC	21 st March 2016
RATIFIED BY GB	21 st March 2016
REVIEWED	November 2018
NEXT REVIEW DATE	November 2019

