



Pulse and Water College

138 Eynsham Drive, Abbey Wood
London
SE2 9 PT

Preventing Extremism and Radicalisation Policy

Date	Review Date	Pastoral Lead	Proprietor
24/11/2022	24/11/2023	Osita O'Like	Dr Temi Ladenika

Introduction

Pulse and Water College is committed to providing a secure environment for pupils where young people feel safe and are kept safe. All staff recognise that safeguarding is everyone's responsibility irrespective of their role.

From 1 July 2015 all schools are subject to a duty under the Counter-Terrorism and Security Act 2015 to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It is essential therefore that staff are able to identify young people who may be vulnerable to radicalisation and know what to do when they are identified.

Schools can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The Prevent duty is not intended to stop pupils debating controversial issues; on the contrary, we aim to:

- provide a safe space in which pupils and staff can understand the risks associated with terrorism
- allow pupils to develop the knowledge and skills to be able to challenge extremist arguments
- allow pupils to explore controversial issues safely
- encourage and facilitate discussion
- This policy has been developed in accordance with the principles established by the Young people Acts 1989 and 2004 and related guidance. This includes:
 - DfE guidance: Keeping Young people Safe in Education 2022
 - Working Together to Safeguard Young people 2018 (December 2020 update)
 - Revised Prevent Duty Guidance (updated April 2019)
 - The PREVENT strategy 2011
 - Teaching approaches that help build resilience to extremism among young people (2011)

School Ethos and Practice

At Pulse and Water College we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for young people and so should be addressed as a safeguarding concern. We also recognise that if we fail to challenge extremist views, we are failing to protect our pupils. There is no place for

extremist views of any kind in our school, whether from internal or external sources. We are aware that young people can be exposed to extremist influences or prejudiced views from an early age and from a variety of sources, including the internet.

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. At times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. This behaviour (whether displayed by pupils or staff) will always be challenged, and where appropriate dealt with in line with our Behaviour Policy for pupils and the Code of Conduct for staff.

'5-1-1' Vulnerability Risk Assessment

In line with Prevent Guidance (DfE 2019) we will assess the risk of young people being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

PWC has adopted major aspects of the Channel Vulnerability framework (see appendix 1). This means that students at PWC will be assessed to determine their susceptibility to radicalisation, and if they are assessed as possessing 5 Engagement factors, 1 Intent to harm factor and 1 Capability factor on the Channel framework they will immediately be the subject of a referral to a Channel Police Practitioner. Students identified as being at moderate risk will be subject to increased safeguarding measures, while students at low negligible risk will be subject to routine safeguarding measures. Details of the purpose of the Channel Vulnerability framework and the factors they use to assess risk are described below.

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs. It should not be assumed that the characteristics set out below necessarily indicate that a person is either committed to terrorism or may become a terrorist. The assessment framework involves three dimensions: engagement, intent and capability, which are considered separately.

Engagement with a group, cause or ideology

Engagement factors are sometimes referred to as “psychological hooks”. They include needs, susceptibilities, motivations and contextual influences and together map the individual pathway into terrorism. They can include:

- Feelings of grievance and injustice
- Feeling under threat
- A need for identity, meaning and belonging
- A desire for status
- A desire for excitement and adventure
- A need to dominate and control others

- Susceptibility to indoctrination
- A desire for political or moral change
- Opportunistic involvement
- Family or friends' involvement in extremism
- Being at a transitional time of life
- Being influenced or controlled by a group
- Relevant mental health issues

Intent to cause harm

Not all those who become engaged by a group, cause or ideology go on to develop an intention to cause harm, so this dimension is considered separately. Intent factors describe the mind-set that is associated with a readiness to use violence and address what the individual would do and to what end. They can include:

- Over-identification with a group or ideology
- 'Them and Us' thinking
- Dehumanisation of the enemy
- Attitudes that justify offending
- Harmful means to an end
- Harmful objectives

Capability to cause harm

Not all those who have a wish to cause harm on behalf of a group, cause or ideology are capable of doing so, and plots to cause widespread damage take a high level of personal capability, resources and networking to be successful. What the individual is capable of is therefore a key consideration when assessing risk of harm to the public. Factors can include:

- Individual knowledge, skills and competencies
- Access to networks, funding or equipment
- Criminal Capability

In order to pose a threat a person must have engagement, intent, and capability; therefore, PWC's risk assessment process means any pupil identified as having all three factors will immediately be referred. PWC will have clear concise information when making a referral so the Channel specialists can accurately assess the pupil's level of vulnerability.

Risk Assessment Process

- All pupils will be risk assessed when added to the school roll by either the KS3 or KS4 co-ordinator
- Pupils will be reassessed termly thereafter unless:
 - they are identified as high risk, in which case a referral will be made or
 - medium risk in which case they will be assessed more frequently or
 - a cause for concern comes to light
- Risk assessments will be stored in pupil safeguarding files which are 'ragged'

- (red/amber/green) depending on the level of concern
- The Proprietor will undertake checks a minimum of three times a year to ensure that the correct procedures are being followed.

Raising a Referral

Where a pupil has been identified as being at high risk the following procedure will be followed:

1. The Proprietor and the Head of School will be informed
2. The Head of School will contact the Woolwich Police Safer Neighbourhoods team on 020 8721 2735 or WoolwichRiverside.snt@met.police.uk to confirm the process for the referral. In non-urgent cases the Head of School will contact community police officer assigned to PWC for advice.
3. The referral will be completed as per the instructions from the Woolwich police Safer Neighbourhoods team
4. The Head of School will inform other bodies/parties as required
5. If no response or update has been received from the police after 48 hours the referral will be followed up to ensure that all relevant information has been received and understood.

Wider Safeguarding Responsibilities

As part of wider safeguarding responsibilities school staff will be alert to:

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

We will follow any locally agreed procedure as set out by the Local Authority Safeguarding Team for safeguarding individuals vulnerable to extremism and radicalisation.

Teaching approaches

We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. To aid this, all Staff undertake PREVENT training provided by the Home Office. We also will strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches young people may experience elsewhere may make it harder for them to challenge or question these radical influences.

This will be achieved by good teaching, primarily via PSHE but also by adopting the methods outlined in the DfE guidance 'Teaching approaches that help build resilience to extremism among young people'. 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.

This approach will be embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our approach to the spiritual, moral, social and cultural development of pupils as defined in Ofsted's School Inspection Handbook.

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 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 pupils to respect one another and to respect and tolerate difference.

PWC will compile a list of deradicalization organisations and NGOs for signposting when required. The Head of School will hold Safeguarding meeting termly with relevant staff members where the situation with preventing extremism as PWC will be discussed. Well-being Officer will organise anti-radicalisation day at school.

Training

Designated Safeguarding Lead(s) will attend training at least every two years on extremism and radicalisation and its safeguarding implications.

In addition, all staff will undertake a certificated on-line PREVENT training module (<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>) annually.

Policy Monitoring and Review

- Parents and carers will be issued with a hard copy of this policy on request.
- This policy will be made available via the school website.
- The Proprietor and the Head of School will evaluate the effectiveness of this policy by monitoring the staff understanding and application of the procedures.
- This policy will be reviewed annually.

Appendix 1: PWC 5-1-1 Risk Assessment Form

Student's Name:

Date of Assessment:

No	Engagement Factor	Yes	No
1	Feelings of grievance and injustice		
2	Feeling under threat		
3	A need for identity, meaning and belonging		
4	A desire for status		
5	A desire for excitement and adventure		
6	A need to dominate and control others		
7	Susceptibility to indoctrination		
8	A desire for political or moral change		
9	Opportunistic involvement		
10	Family or friends' involvement in extremism		
11	Being at a transitional time of life		
12	Being influenced or controlled by a group		
13	Relevant mental health issues		

No	Intent Factor	Yes	No
1	Over-identification with a group or ideology		
2	Them and Us' thinking		
3	Dehumanisation of the enemy		
4	Attitudes that justify offending		
5	Harmful means to an end		
6	Harmful objectives		

No	Capability Factor	Yes	No
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1	Individual knowledge, skills and competencies		
2	Access to networks, funding or equipment		
3	Criminal Capability		

Outcome

Risk Level (see below)	Score E//C	Action	Review date

Risk Level	Criteria	Action
No risk	Engagement <=2 Intent 0 Capability 0	None Assess possibility of family involvement Assess possibility for signposting
Low risk	Engagement <=4 Intent 0 Capability 0	Review termly unless reason for concern is identified Potential for signposting to deradicalization organisations
Medium risk	Engagement >=4 Intent >=1 Capability 0 Or Engagement >=4 Intent 0 Capability >=1	Review at every Safeguarding meeting unless additional reason for concern is identified Contact community police officer assigned to PWC for advice
High risk	Engagement >=5 Intent >=1 Capability >=1	Immediate referral to Channel Police practitioner

Principal	Dr Temi Ladenika	Date	24 th November 2022
Pastoral Lead	Osita O'Like	Date	24 th November 2022
Reviewer	Janet Soniregun	Date	24 th November 2022

Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Preventing Extremism and Radicalisation Policy				<input checked="" type="checkbox"/>

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups															Conclusion										
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓			Yes	No
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓			Yes	No
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓			Yes	No

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date

Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed	Y			See date on policy
• Policy in line with current legislation	Y			Current legislation considered
• Coordinator in place	Y			Ayo Olaniyan
• Coordinator carries out role effectively	Y			Monthly monitoring
• Headteacher and coordinator work closely	Y			Meetings at least once a term
• Policy endorsed by Proprietor	Y			
• Policy regularly discussed at meetings	Y			Staff , SMT, Coordinator and Senior management meetings
• School personnel aware of this policy	Y			365 one drive
• School personnel comply with this policy	Y			
• Pupils aware of this policy	Y			Ongoing assessment sheets
• Parents aware of this policy	Y			Policy on website
• Visitors aware of this policy	Y			Policy on website
• Local community aware of this policy			N/A	
• Funding in place			N/A	
• Policy complies with the Equality Act	Y			
• Equality Impact Assessment undertaken	Y			
• Policy referred to the School Handbook	Y			
• Policy available from the school office	Y			A copy provided on request
• Policy available from the school website	Y			
• Student Voice involved with policy development	Y			
• All stakeholders take part in questionnaires and surveys			N/A	
• All associated training in place	Y			Staff training
• All outlined procedures complied with	Y			
• Linked policies in place and up to date	Y			
• Associated policies in place and up to date	Y			
A statement outlining the overall effectiveness of this policy				

Policy Approval Form

							Date when written:	11 October 2022
Policy written by:	Lidia Bhaskar / Valentina Escobar				New Policy (✓ or x)	<input type="checkbox"/>	Revised Policy (✓ or x)	<input checked="" type="checkbox"/>
Stakeholders consulted in policy production: (✓ or x)	Senior Leadership Team	Teaching Personnel	Support Personnel	Administrative Personnel	Parents	Pupils	Local Community	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	✓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Date when approved by Proprietor:			Date when presented to stakeholders:			Date when implemented:		
Published on: (✓ or x)	School Website			School Prospectus			Staff Comms	
	<input checked="" type="checkbox"/>			<input type="checkbox"/>			<input checked="" type="checkbox"/>	