

## **Berkswell C of E Primary School Preventing Radicalisation Policy**

This Preventing Radicalisation Policy is part of our commitment to keeping our pupils and school community safe. Since the Education and Inspections Act 2006, schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth in extremist viewpoints.

Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act 2015 which means that they must work to prevent children being drawn into extremism.

Safeguarding children from risks of harm is an important part of a school's work and protecting them from extremism in one aspect of that.

### **Ethos**

At Berkswell C of E Primary School we ensure through our vision, values, relationships and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The Governors also ensure that this ethos is reflected and implemented effectively through school policy and practice and that there is an effective suite of safeguarding policies in place to safeguard and promote pupils' welfare.

### **Statutory Duties**

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 2015
- Prevent Duty Guidance 2015
- Working Together to Safeguard Children 2015

### **Non-Statutory Guidance**

Promoting fundamental British values as part of SMSC: DfE Departmental advice for maintained schools 2014

### **Related Policies**

- E-Safety Policy
- Responsible Use Agreement
- Behaviour Policy
- Safeguarding Policy
- Equal Opportunities Policy
- Code of Conduct
- Social Media Policy
- Whistle Blowing Policy

### **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.

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

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

## **Roles and Responsibilities**

### **Role of Governors:**

It is the role of Governors to ensure that the school meets their statutory duties with regard to preventing radicalisation

The school has a nominate Safeguarding Governor who liaises with the Headteacher and other staff about issues to do with protecting pupils from radicalisation.

### **Role of the Headteacher**

It is the role of the Headteacher to:

- Ensure that the school and its staff respond to preventing radicalisation on a day to day basis.
- Ensure that the school's curriculum addresses issues involved in radicalisation.
- Ensure that staff conduct is consistent with preventing radicalisation.

### **Role of the Safeguarding Lead**

It is the role of the Designated Safeguarding Leader to:

- Ensure staff understand the issues of radicalisation, that they are able to recognise the signs vulnerability or radicalisation and know how to refer their concerns.
- 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 or the Police where necessary.

### **Role of the Staff**

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

## **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 society. We encourage pupils to be inquisitive and open to new experiences and to be tolerant of others. Our values support the development of the whole child as a reflective learning within a safe learning environment.

## **Internet Safety**

The internet provides children and young people with access to a wide range of content, some of which may be harmful, extremists use the internet, including social media, to share their messages. The filtering systems use by our school (and SMBC) block inappropriate content, including extremist content.

Where staff, pupils or visitors find unblocked content they must report it immediately to a senior member of staff.

The E-Safety policy refers to preventing radicalisation and related extremist content. Pupils and staff know how to report internet content that is inappropriate or of concern.

## **Staff Training**

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 may form part of the annual safeguarding training.

## **Safer Recruitment**

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in Keeping Children Safe in Education. DBS checks are carried out in accordance to up to date guidance on persons having regular unsupervised access to children.

## **Visitors**

Visitors to the school are made aware of our safeguarding and child protection policies and are given information about what to do if they are concerned about any aspects of child welfare.

We undertake due diligence to ensure that visiting providers e.g. for worship or to lead enrichment activities are appropriate. They will be supervised at all times by a member of staff.

### **Signs of Vulnerability**

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

- Underachievement
- Being in possession of extremist literature
- Poverty
- Social exclusion
- Traumatic events
- Global or national event
- Religious conversion
- Changes in behaviour
- Extremist influences
- Conflict with family over lifestyle
- Confused identity
- Victim or witness to race or hate crimes
- Rejection by peers, family, social groups or faith
- Isolation from peers
- Becoming withdrawn in class
- Disengagement from work
- Aggression towards peers
- Rebelling against school rules
- Attendance – change in pattern

### **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
- Evidence of possessing extremist or illegal literature
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviour and peer relationships
- Secretive behaviour
- Online searches or sharing extremist messages or social profiles
- Intolerance of different, including faith, culture, gender, race or sexuality
- Graffiti, art work or writing that displays extremist themes
- Attempts to impose extremist view or practices on others
- Verbalising anti-western or anti-British views
- Advocating violence towards others

Also consider families at risk:

- Not buying into the school ethos
- Questioning policies
- Keeping apart from other parents

### **Referral process**

Staff and visitors to the school must refer all concerns about pupils who show signs of vulnerability or radicalisation to the Designated Safeguarding Leader using the usual methods for reporting other safeguarding concerns (CPOMS). When there are significant concerns about a pupil, a referral will be made to the appropriate body.

### **Monitoring and Review**

This policy will be monitored and reviewed biannually. The next review will be summer 2023.