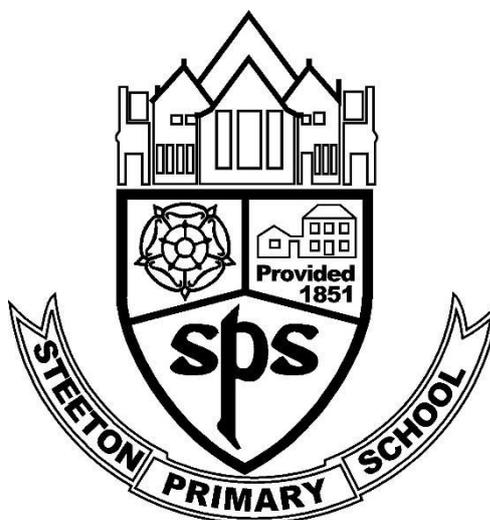


# Steeton Primary School



## Preventing Radicalisation Policy 02-040

<b>Drafted</b>	<b>Ratified by Governing Body</b>	<b>Planned date of review</b>
October 2017		October 2018

	<b>Print name</b>	<b>Signature</b>	<b>Date</b>
<b>Executive Head Teacher</b>	Mr. J. Cooper		
<b>Head of School</b>	Mr K Wheeler		
<b>On behalf of Governing Body</b>			

# Preventing Radicalisation Policy

## Background

This 'Preventing Radicalisation Policy' is part of our commitment to keeping children 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 of extremist viewpoints, including advocacy of violent extremism.

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 they must work to prevent children being drawn into extremism.

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

## Ethos

At Steeton Primary School we ensure that through our school vision, values, rules, curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe.

Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

## 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 September 2016
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2015)

## Non-statutory Guidance

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

## Related Policies

- Child Protection Policy
- Positive Behaviour Policy
- E-Safeguarding Policy
- Mobile Phone and Mobile Device Policy
- Anti-Bullying and Anti-Discrimination Policy
- Race Equality Policy
- Equal Opportunities Policy
- Staff ICT and Communications Systems Policy
- Lettings' Policy

- Personal, Social And Health Education (PSHE) Policy
- Spiritual, Moral, Social, Cultural (SMSC) Policy
- Staff Code of Conduct
- Teaching and Learning Policy
- Visitors Policy
- Whistleblowing 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. We also include in our definition of extremism 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.

## Roles and Responsibilities

### Role of the Governing Body

It is the role of the governing body to ensure that the school meets its statutory duties with regard to preventing radicalisation.

The governing body has a named safeguarding governor who will liaise with the Headteacher and other staff about issues to do with protecting children from radicalisation.

### Role of the Executive Headteacher / Head of School

It is the role of the Executive Headteacher / Head of School 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 the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation

### Role of Designated Safeguarding Lead

It is the role of the designated safeguarding lead to:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about children and young people 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 (see Child Protection Policy)
- liaise with partners, including the local authority and the police
- report to the governing body on these matters

### Role of staff

It is the role of staff to understand the issues of radicalisation, 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 Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others.

Our PSHE provision is embedded across the curriculum. It directs our assemblies and underpins the ethos of the school. Children are taught to value the opinions and beliefs of others, to make informed choices and to respect themselves and others. Children 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.

These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Children are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

## **Internet Safety**

*See also E-Safeguarding Policy and Mobile Phone and Mobile Device Policy*

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 in our school blocks inappropriate content, including extremist content.

We also filter out social media, such as Facebook. Searches and web addresses are monitored and the ICT technicians alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.

Where staff, students or visitors find unblocked inappropriate content they know that they must report it to a senior member of staff. Pupils and staff know how to report internet content that is inappropriate or of concern.

We are aware that children have access to unfiltered internet when using their mobile phones. We have clear guidelines in place for the acceptable use of mobile phones in school and pupils who bring mobile phones to school do so for safety travelling to and from school only. They are not permitted to use them within the school day.

## **Staff Training**

Staff access regular training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. Staff are updated as necessary in regular safeguarding briefings.

## **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 part 3 of *Keeping Children Safe in Education September 2016* and barring checks are undertaken on relevant people, including governors and volunteers.

## **Visitors**

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

Visitors who are invited to speak to pupils will be informed about our preventing extremism policy and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers are supervised at all times and will not be allowed to speak to children with a member of staff being present.

Staff do not invite speakers into school without first obtaining permission from the Headteacher.

## **'No platform for extremists'**

The school is vigilant to the possibility that out-of-hours hire of the school premises may be requested by people wishing to run an inappropriate event. The school does not accept bookings from individuals or organisations that are extremist in their views.

## **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:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

## **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 school
- 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 □ 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

## **Referral Process**

Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation must be passed to the Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns.

When there are significant concerns about a pupil, the Designated Safeguarding Lead will make a referral to the appropriate body.

## **Monitoring and Review**

This is not a statutory policy and will be reviewed at an appropriate time not later than two years after ratification by the governing body.