



## THE PREVENTION OF RADICALISATION & EXTREMISM POLICY

**Our Vision as a Church of England school is to deliver a caring, stimulating and enjoyable experience for all our pupils, during which pupils are expected to do their best at all times and to live out our Christian values by treating others as they would like to be treated.**

**Pupils should leave our school with strong basic skills including communication, self-management and team-working skills, able to access the next stage of learning, be useful and caring citizens of our country with pride and awareness of our collective values and with special memories of their time at our school.**

**Our Mission Statement is "to learn with care, fun, faith and respect".**

### Ethos Statement

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experiences it offers to all its pupils.

The children will gain skills, knowledge, and understanding enabling them to experience success and to realise their potential in a safe and caring environment. The children will be taught those values and attitudes which will strengthen their respect for themselves and others, enabling them to take their place in society with confidence. The way people behave towards one another plays a vital role in achieving this aim.

This policy is part of our commitment to commitment to keeping children safe. Since the 'Education and Inspections Act 2006', schools/academies 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.

Academies 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/academies as part of the Counter Terrorism and Security Act (2015) which means schools/academies must work to prevent children being drawn into extremism. The Counter Terrorism and Security Act was revised in June 2018 but requirements for schools/academies remain the same.

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

Wilbarston CEVC Primary School is committed to providing a secure environment for pupils, where pupils feel safe and are kept safe. All adults at Wilbarston CEVC Primary School 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. It is the individual responsibility of every member of staff to read, understand and implement this policy, together with their responsibilities as outlined in the School Whistle Blowing Policy, the Staff Code of Conduct, the Safeguarding / Child Protection Policy, Part 1 and Annex A of "Keeping Children Safe in Education 2018", the Behaviour Policy and the Acceptable Use of the Internet Policy.

## **Ethos**

At Wilbarston CEVC Primary School, we ensure that through our distinctive Christian School vision, values, broad, balanced and diverse curriculum and teaching, we promote tolerance and respect for all cultures, faiths and lifestyles. The local Governing Board also ensures that this ethos is reflected and implemented effectively in the School's policy and practice and that there are effective risk assessments 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.

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.

There is no place for extremist views of any kind in our School, whether from internal sources, pupils, staff or governors, or external sources, School community, external agencies or individuals. Our pupils see Wilbarston CEVC Primary School as a safe place where they can explore all issues safely and where our teachers encourage and facilitate this, we have a duty to ensure this happens. As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for pupils and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

**At Wilbarston CEVC Primary School, we will actively challenge pupils, staff or parents/carers expressing opinions contrary to Fundamental/British Values, including those expressing 'extremist' views.**

## **Statutory Duties**

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

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

### **Non-statutory Guidance**

- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)

### **Related Policies**

- Acceptable Use (ICT) Policy
- Behaviour Policy
- Collective Worship
- Equality Statement
- Online-Safety Policy
- Personal, Social And Health Education (PSHE) Policy
- RE Policy
- Safeguarding/Child Protection Policy
- Spiritual, Moral, Social, Cultural (SMSC) Policy
- Staff Code of Conduct
- Learning and Teaching Policy
- Visitors Policy
- Whistle-blowing Policy

## Assessing the School Level of Risk

At Wilbarston CEVC Primary School, we have assessed the level of risk of radicalisation and extremism to be **low**. Our judgement has been made after discussion with the Prevent Officer at training, review of our IT systems and reviewing the individuals in our school.

### Definitions

**Extremism** is defined as the holding of extreme political or religious views. In the 2011 Prevent Strategy, it is “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”.

The introduction of the Prevent Duty, (statutory guidance issued under the Counter-Terrorism and Security Act) places a duty on certain bodies (“specified authorities” listed in Schedule 6 to the Act), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.

The Governing Board of Wilbarston CEVC Primary School has a **zero tolerance** approach to extremist behaviour for all School community members. We rely on our strong Christian values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences.

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

**Values of our society** which we define as the “values of our society” are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (referred to elsewhere as Fundamental or British values).

At Wilbarston CEVC Primary School Values of our society are reinforced regularly and in the following ways:

#### Democracy

**Pupils are actively encouraged to have a voice and share their views and opinions regularly.** Our House Captain and School Council elections are examples. Every September we have an election week when the candidates for these roles perform speeches to the rest of their class. A secret ballot ensues and the results are announced in a special assembly. The School Council representatives (2 per class) meet regularly then take the ideas from the meeting back to their classes for discussion.

Every pupil also contributes their ideas to the composition of their own class rules every year. This sets ground rules for classroom conduct and establishes the standards of behaviour pupils can expect from each other over the year ahead. All pupils also complete questionnaires, which provide them with the opportunity to share their views and suggest ways in which the School could be improved further. Pupils are also encouraged to give their views about a variety of topics through pupil voice interviews conducted by staff and governors.

#### The Rule of Law

The importance of law is consistently reinforced throughout the School day, as well as when dealing with behaviour and through School collective worship. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are

broken. Our School Golden Rules which are referred to regularly and consistently upheld, are a practical example of this.

### **Individual Liberty**

Pupils are actively encouraged to make decisions and choices, knowing that they are in a safe and supportive environment. As a School, we educate and provide boundaries for young children to take risks and make choices safely. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our Online Safety and PSHE lessons. Whether it be through choice of learning challenge, how they record their learning, participation in one of our extra-curricular clubs and opportunities, pupils are given the freedom to make choices and make decisions.

### **Mutual Respect**

Mutual respect is at the heart of our values. Pupils learn that their behaviours have an effect on their own rights and those of others. All members of the School community are expected to / will treat each other with respect. It is one of the Christian values in our values programme.

### **Tolerance of Those of Different Faiths and Beliefs**

Wilbarston CEVC Primary School is situated in an area, which is not culturally diverse; therefore, we place a great emphasis on promoting diversity with the children. RE and PSHE reinforce this. Each year the pupils explore a world faith alongside their learning about Christianity. By the time they leave us all pupils have learnt about the beliefs and practices of people of the following world faiths; Judaism, Sikhism, Hinduism, Buddhism, Islam and Christianity. Members of different faith groups are encouraged to share their knowledge to enhance learning within the School and visits to places of worship are integrated into the curriculum.

### **Roles and Responsibilities**

#### **Role of the Local Governing Board (LGB)**

It is the role of the LGB to ensure that the School meets its statutory duties with regard to preventing radicalisation.

The LGB has a nominated person who will liaise 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 staff have appropriate training related to preventing radicalisation and extremism;
- Ensure that the School and its staff respond to preventing radicalisation and extremism on a day-to-day basis;
- Ensure that the School's curriculum addresses the issues involved in radicalisation and extremism;
- Ensure that staff conduct is consistent with preventing radicalisation and extremism.

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

It is the role of the Designated Safeguarding Lead Person to:

- Access Prevent training and disseminate learning to staff;

- Ensure that staff understand the issues of radicalisation and extremism, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. (All staff should receive training and regular updates (this can be from internal or external trainer or through online training));
- Receive safeguarding concerns about pupils 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 and extremism;
- Support staff who may have to refer concerns;
- Liaise with partners, including the local authority and the police;
- Report to the LGB on these matters.

## **Role of staff**

It is the role of staff to understand the issues of radicalisation and extremism, be able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

Wilbarston CEVC Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. As a School, we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the principles of our values of society, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

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 the 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;
- Other schools/academies, local authority services, and police reports of issues affecting pupils in other schools/academies 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.

## **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 and critical thinkers who are open to new experiences and are tolerant of others. Our curriculum promotes respect and diversity. Pupils are encouraged to express themselves through discussions, debates and consultations. The RE, PSHE, Citizenship, Online-Safety and SMSC provision is embedded across the curriculum, and underpins the ethos of our School. Pupils learn about all major faiths and visit places of worship wherever possible. They are also taught about how to stay safe when using the internet in all areas of the curriculum.

Whilst our curriculum will enable pupils to become well-rounded individuals, we recognise the importance of resilience in preventing pupils being drawn into extremist ways of thinking. 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 all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches pupils may experience elsewhere may make it harder for them to challenge or question these radical influences.

Our school curriculum is well balanced and includes personal and social development which aims to create resilient and capable young people who are caring and who show critical thinking skills. We will look at bias in text, discuss differing points of view in matters of current affairs e.g. when there is a general election. We will develop critical thinking skills in debate sessions, we will provide a space for pupils to express their own views and to value the views of others. In our R.E. lessons we make links to other faiths to stress the similarities between faiths and show our respect for and value of the differences.

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

### **Approaches**

- Pupils are encouraged to adopt and live out our Christian Values of honesty, respect, compassion, perseverance, love, forgiveness, courage, peace, responsibility and charity. We believe that these complement the key British Values;
- Pupils are helped to understand the importance of democracy and freedom of speech, through collective worship and through the elected School Council members;
- Pupils are taught how to keep themselves safe, in the School and when using the internet;
- Pupil's wellbeing, confidence and resilience are promoted through our planned curriculum and extra-curricular learning opportunities;
- Pupils are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others.

### **Internet Safety**

The internet provides pupils 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 weekly through the Light Speed Monitoring System and the Online-Safety Lead scrutinises these reports and alerts senior staff where there are concerns. The Online Safety teacher keeps an up to date log of incidents, actions taken and outcomes. She also informs the headteacher (DSL) of any incident or concern. Measures are taken to prevent further access when new sites that are unblocked are found.

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

We are aware that pupils have access to unfiltered internet when using mobile phones. For this reason they are kept in the office if in school and both parents and children know they are not permitted. Staff do not use mobile phones in the presence of pupils at any time.

The Acceptable Use of ICT Policy (AUP) refers to preventing radicalisation and related extremist content. Pupils and staff are asked to sign the AUP annually to confirm they have understood what is acceptable. Pupils and staff know how to report internet content that is inappropriate or of concern.

### **Staff Training**

Staff are given 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. All staff complete the Channel online training and are updated as necessary by the DSL.

### **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 (2018)*. Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

### **Visitors**

Visitors to the School are made aware of our Safeguarding/Child Protection Policy and procedures on arrival at the School and are given information about what to do if they are concerned about any aspect of child welfare.

### **Use of External Speakers**

At Wilbarston CEVC Primary School we encourage the use of external agencies or speakers to enrich the experiences of our pupils. Visitors who are invited to speak to pupils will be informed about this policy and relevant vetting checks will be undertaken. 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 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. Our School 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 the School to ensure that they are effective.

Speakers will be supervised at all times and will not be allowed to speak to children without a member of staff being present.

Staff must not invite speakers into the School without first obtaining permission from the Headteacher.

### **Whistle Blowing**

Where there are concerns of extremism or radicalisation pupils and staff will be encouraged to make use of our internal systems to whistle blow or raise any issue in confidence. (Please refer to the Whistle Blowing Policy).

The arrangements for recruiting all staff, permanent and volunteers, to our School will follow safer recruitment best practice in education settings guidelines, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks. We will be alert to the possibility that persons may seek to gain positions within our School so as to unduly influence our School's character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

Although serious incidents involving radicalisation have not occurred at Wilbarston CEVC Primary School to date, it is important for us to be constantly vigilant and remain fully informed about the issues, which affect the region in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation / extremism "could not happen here" and to refer any concerns to The Single Point of Contact (SPOC) for the School Wilbarston CEVC Primary School or the Designated Safeguarding Lead Person.

The NSPCC National Whistleblowing Helpline **0800 028 0285** – this line is available from 8:00 AM to 8:00 PM, Monday to Friday and E-mail: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

### **'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 extremist 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 pupil 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 the 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 (but 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.

**Referral Process**

Staff and visitors to the School must refer all concerns about pupils and young people who show signs of vulnerability or radicalisation, which 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 liaise with the Single Point of Contact for the School (SPOC) who will make a referral to the appropriate body. The SPOC for this School is **Andrea Green, headteacher and DSLP**.

**Monitoring and Review**

This policy will be monitored by the LGB annually by receiving a report from the Designated Safeguarding Lead Person/SPOC.

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

Signed (Headteacher).....

Signed (Chair of Governors).....

Date:December 2018