



THE PREVENTION OF RADICALISATION & EXTREMISM POLICY

Approved at FGB – 24.9.18

FINAL VERSION- September 2018

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2019**

The Prevention of Radicalisation and Extremism Policy

Background

This policy is part of our 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 academy's work and protecting them from extremism is one aspect of that.

Barby CE Primary School is committed to providing a secure environment for pupils, where pupils feel safe and are kept safe. All adults at Barby CE 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 academy 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 Barby CE Primary School, we ensure that through our distinctive Christian academy 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 academy'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 academy, whether from internal sources, pupils, staff or governors, or external sources, school community,

external agencies or individuals. Our pupils see Barby CE 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 Barby CE 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
- RE Policy
- Safeguarding/Child Protection Policy
- Spiritual, Moral, Social, Cultural (SMSC) Policy
- Staff Code of Conduct
- Whistle-blowing Policy
- Anti-bullying policy

Assessing the Academy Level of Risk

At Barby CE 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 / local Police.

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 Barby CE Primary School has a **zero tolerance** approach to extremist behaviour for all academy 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.

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

At Barby CE Primary School British/Fundamental Values are reinforced regularly and in the following ways:

Democracy

Pupils are actively encouraged to have a voice and share their views and opinions regularly. The principle of democracy is consistently being reinforced in school, with democratic processes being used for important decisions within the school community, for instance, elections being held for School Council positions. The principle of democracy is also explored in the curriculum as well as assemblies.

- All children are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school on matters that directly involve pupils. Children also have the opportunity to have their voices heard through Pupil Questionnaires and Pupil Surveys. In addition to this the governors hold exit interviews each year for our year 6 leavers.

- The principle of democracy is explored in the curriculum as well as during assemblies and special days. This year our Oaks class took part in the Remembrance Day service.
- Our Behaviour Policy involves pupils making good choices. Our rules are worded as questions to encourage reflection on behaviour. We ask our children to think: Is it kind? Is it sensible? Is it your best?

The Rule of Law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced in our school.

Pupils are taught the rules and expectations of the school which are highlighted in class rules and reminders around school. Pupils are taught the value and the reasons behind laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

- School rules and expectations are clear, fair and regularly promoted
- Pupils are always helped to distinguish right from wrong, in the classroom, during assemblies and on the playground. Pupils are encouraged to make “good “choices”
- Pupils are encouraged to respect the law and school enjoys visits from authorities such as the Police to help reinforce this message
- Pupils work to complete health and safety checks and to ensure that safety rules are being followed.
- Our Year 5/6 children monitor the road safety outside our school on a regular basis noting cars speeding or parking unsafely
- Visitors are invited into school such as the police, fire service, magistrate.
- Year 5/6 participate in Bikeability every other year to ensure that they know how to ride safely and legally

Individual Liberty

At Barby CE Primary School, pupils are actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment.

Staff at school educate and provide boundaries for pupils to make informed choices, through a safe environment and an empowering education.

Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely.

Our school has a robust anti-bullying culture:

- Within school, pupils are actively encouraged, and given the freedom to make appropriate choices, knowing that they are in a safe and supportive environment. eg: by signing up for extra-curricular clubs.
- Pupils are supported to develop their self-knowledge, self-esteem and self-confidence.
- Pupils are encouraged to take responsibility for their behaviour and all our staff reinforce the importance of making the right choices.
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-safety teaching and PSHE lessons.
- Vulnerable pupils are protected and stereotypes challenged. A strong anti-bullying culture is embedded in the school and any form of bullying is challenged and addressed.
- Pupils have key roles and responsibilities in school e.g. Year 5 & Year 6 Monitors.
- All Reception children (Acorns) have a buddy from Oaks class.
- All pupils participate in weekly shared reading with a child from a different year group.

Mutual Respect

This is achieved through equipping pupils with the ability to understand their place in a culturally diverse society and by giving the opportunities to experience such diversity within the school community. The Religious Studies curriculum provides a broad and balanced education on a range of faiths, religions and cultures.

- Respect is one of the core values of our school. The pupils know and understand that it is expected that respect is shown to everyone, adults and children.
- Pupils are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life.
- Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour.
- Links and visits are promoted with local faith communities and places of worship. This has included staff within school sharing their faith.

- Through the PSHE and RE curriculums pupils are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations.
- Assemblies and discussions involving prejudices and prejudiced-based bullying have been followed and supported by learning in RE and PSHE.
- We attend Candlemas every February at Holy Cross Church, Daventry along with other local schools
- Through our academy chain – PDET the Year 6 each year visit Peterborough Cathedral for a reflection / moving on day.
- We offer a curriculum in which all major religions are studied and respected and global dimensions work is embedded in many of our Curriculum topics. These curriculum topics offer children the chance to reflect on our core values and British values.

Tolerance of Those of Different Faiths and Beliefs

Barby CE 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 academy 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 academy and its staff respond to preventing radicalisation and extremism on a day-to-day basis;
- Ensure that the academy'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 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.

Barby CE Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. As an academy, 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 British/Fundamental Values, 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 academy staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of the academy, 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 academy. 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.

These values support the development of the whole pupil as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the academy’s core values alongside the British/Fundamental Values 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: Year A- Respect, Friendship, Forgiveness, Courage, Compassion, Generosity Year B- Thankfulness, Trust, Perseverance, Justice, Service, Truthfulness. We believe that these complement the key British Values;
- Pupils are helped to understand the importance of democracy and freedom of speech, through the PSHE lessons, assemblies and through the elected School Council members;
- Pupils are taught how to keep themselves safe, in school and when using the internet;
- Pupils participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background;
- 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 academy blocks 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 pupils and young people have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance when pupils are using their phones or talk about unmonitored use of the internet. Staff and pupils are made aware of the "Pupil Internet Policy".

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 and in weekly staff meetings.

Safer Recruitment

We ensure that the staff we appoint to the academy 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 academy are made aware of our Safeguarding/Child Protection Policy and procedures on arrival at the academy and are given information about what to do if they are concerned about any aspect of child welfare.

Use of External Speakers

At Barby CE 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 academy'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 academy curriculum so we need to ensure that this work is of benefit to pupils. Our academy 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 academy 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 academy 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 academy without first obtaining permission from the Headteacher.

This information is also found in our Visitor Policy.

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 academy 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 academy so as to unduly influence our academy'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 Barby CE 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 Designated Safeguarding Lead – Mrs Jody Toone, Headteacher.

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.

'No platform for extremists'

The academy is vigilant to the possibility that out-of-hours hire of the academy premises may be requested by people wishing to run an extremist event. The academy 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 academy;
- 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 academy 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 academy (**SPOC**) who will make a referral to the appropriate body. The SPOC for this academy is Mrs Jody Toone.

Monitoring and Review

This policy will be monitored by the LGB at least annually by receiving a report from the Designated Safeguarding Lead and 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)

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