

LOUDWATER COMBINED SCHOOL

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 a school's work and protecting them from extremism is one aspect of that.

Ethos

At Loudwater School we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote 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 children's 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 (2022g)
- Revised Prevent Duty Guidance (2021)
- Working Together to Safeguard Children (2018)

Non-statutory Guidance

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

Related Policies

- E-Safety Policy
- Behaviour for Learning and Positive Relationships Policy
- Safeguarding Policy
- Equality Policy
- Lettings' Policy
- Personal, Social And Health Education (PSHE) Policy
- Spiritual, Moral, Social, Cultural (SMSC) Policy
- Staff Code of Conduct
- Teaching and Learning Policy
- Disruptive Visitors Policy
- Whistle-blowing Policy
- Protocols for Working with Outside Agencies

Definitions

Extremism is defined in the 2021 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 is a process which somebody goes through in order to become involved in extremist activities or terrorism, from a starting point of having no particular strong opinions or being a moderate person through to holding some extremist views, and it can be a process that happens online or in meeting people, and their conversations and their opinions are gradually changed over time.

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 regarding preventing radicalisation.

The Governing Body has a nominated person who will liaise with the head teacher and other staff about issues to do with protecting children from radicalisation. This governor is Paul Randall.

Role of the Head teacher

It is the role of the head teacher 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
- 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 respectful of others.

Through our broad and balanced curriculum we provide opportunities:

To develop mutual respect and tolerance of a range of faiths and beliefs present in modern Britain and our community

- In RE children study the range of different religious groups represented in our community and more widely.
- Pupils develop a sense of belonging to their locality area through a local history study.

- We engage regularly with Show Racism the Red Card to provide a range of workshops for our older children

To understand the importance of the rule of law

- In foundation stage the pupils learn about “People who help us” including the police.
- Visits to school by our local PSO help children to recognise that the police play a key role in our community.
- Rules within school support the children in recognising that there needs to be a framework of agreed principles that need to be upheld for everyone’s safety and well-being.

To promote pupils’ spiritual, moral, social and cultural development

- In their art work pupils study the work of a range of artists and art forms.
- Assemblies and “Question of the Week” encourage children to reflect and develop their capacity to make the right choices.
- During assemblies and RE lessons pupils explore the festivals those belonging to different religions and cultures are celebrating; classical music is also played in assemblies and the house names are those of composers.
- Pupils explore a range of cultures through studying other localities in geography and how cultures have changed over time in historical studies.

To discuss and learn about moral, social and cultural issues and recognise the importance of individual liberty

- Pupils develop a sense of belonging and their place in the school, community and more widely through topics in RE, PSHE and Geography
- Through our values led approach we discuss a different value each month and how this can guide our thinking and behaviour towards each other.
- In RE a range of issues are discussed through the topic of “Ethics and Moral Issues”
- Our Curriculum includes an international dimension which encourages children to explore a range of issues around a topic which could be moral, social, cultural or environmental in nature

To learn about democracy and be active participants in the life of the school

- Children elect School Council representatives in each class. There are regular meetings during which a range of issues are discussed and feedback given to others in the class.
- Each month children vote for their class Citizen of the Month and give reasons as to why this person’s positive attitudes, behaviour and the way in which they approach school life merits them receiving the award.
- Children learn about the origins of democracy through the study of Ancient Greece.
- Children are encouraged to participate in the life of the school on a range of levels, including attending after school or lunchtime clubs and in belonging to one of the four houses where children can earn house points.

These and other learning opportunities 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.

Internet Safety

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. Our IT provider has web filtering to include a band category with regard to extremist content.

We also filter out social media, such as Facebook and searches are filtered. Emails or messages that children send linked to our school website are monitored for inappropriate content.

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

The E-Safety Policy refers to preventing radicalisation and related extremist content. Pupils, staff and governors are asked to sign the safe internet use agreement 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. Staff are updated as necessary in 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 (2022)*. Vetting 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 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 school without first obtaining permission from the head teacher.

'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 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 or isolation
- 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 (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
- play which appears to involve the role play of violent or extremist themes

Notice, Check, Share

In the recent training staff received, (Dec 23) one of the most important things to take away from the training is the notice, check, share procedure.

Notice

Here are some changes in behaviour that may indicate radicalisation in a person.

Online behaviours

- more than one online identity
- spending more time online and accessing extremist online content

Increasingly agitated or violent behaviour

- more argumentative in their viewpoints
- being abusive to others or justifying the use of violence

Changing associations

- changing friends or isolating from friends and family
- changing style of dress or appearance to accord with an extremist group

Increasingly anti-social behaviours

- unwilling to engage with people who are different
- secretive and reluctant to discuss whereabouts
- using symbols associated with terrorist organisations

Check

Checking before sharing is a way of making sure you have gathered as much relevant information as possible before passing on the concern to the police. You must be able to indicate why this risk is relevant to Prevent.

Ideally, referrals should demonstrate both:

- sufficient concern of radicalisation to terrorism
- a presence of ideology

Check with one of the following people that they agree it is a cause for concern:

- a colleague
- your Prevent lead or single point of contact
- a Designated Safeguarding Lead (DSL)

The DSL is the person appointed to take lead responsibility for safeguarding.

Share

Share is the final stage of the notice, check, share procedure. It is an intrinsic part of any frontline practitioner's job when working with people at risk of radicalisation.

Why information sharing is valuable

It is essential to share information between practitioners, organisations, and Designated Safeguarding Leads. This ensures we effectively identify, assess, and manage risk. Each person must take responsibility for sharing the information they hold with the police, and cannot assume that someone else will pass it on.

It's about making sure that people receive the right services at the right time.

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 in liaison with the head teacher will make a referral to the appropriate body.

Monitoring and Review

This policy will be monitored by the Governing Body at least annually by receiving a report from the Designated Safeguarding Lead.

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.

December 2023