

Wilby Church of England (VA) Primary School
British Values & The Prevention Of Radicalisation & Extremism Policy



*Together we are inspired to learn within the family of God's love.
We encourage one another to reach our full potential within a Christian atmosphere.
John 13:34
"A new commandment I give to you, that you love one another as I have loved you."*

Vision

At Wilby CE VA Primary School we are deeply committed to inspiring our children to learn and reach their full potential. Everyone is valued as an individual and helped to develop and progress in their own unique way within a Christian atmosphere.

Background

This 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. The Counter Terrorism and Security Act was revised in June 2018 but requirements for schools remain the same.

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.

The school is committed to providing a secure environment for pupils, where pupils feel safe and are kept safe. All adults 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 Whistleblowing Policy, Staff Code of Conduct, Policy and Procedures on Safeguarding / Child Protection, Part 1 and Annex A of "Keeping Children Safe in Education 2020", the Behaviour Policy and the Online Safety Policy.

Ethos

In our school, we ensure that through our distinctive Christian vision, our values, through a broad, balanced and diverse curriculum and highly effective teaching, we promote tolerance and respect for all cultures, faiths and lifestyles. The Governing Body ensure that this ethos is reflected and implemented effectively in the 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 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 whether from internal sources (pupils, staff or governors) or external sources (school community, external agencies or individuals). Our pupils see our 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. We recognise that if we fail to challenge extremist views we are failing to protect our pupils.

In our school, we will actively challenge pupils, staff or parents 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 (2020)

- 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

- Behaviour Policy
- Collective Worship Policy
- Equality Policy
- Health & Safety Policy
- Lettings' Policy
- Online Safety
- Personal, Social And Health Education (PSHE) Policy
- Policy and Procedures on Safeguarding/Child Protection
- RE Policy
- Spiritual, Moral, Social, Cultural (SMSC) Policy
- Staff Code of Conduct
- Whistleblowing Policy

Definitions

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

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 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.

British/Fundamental Values are: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. In our school, these values are reinforced regularly.

Risk Assessment

We have assessed the level of risk of radicalisation and extremism to low. Our judgement has been made after discussion with the Prevent Officer / local Police, review of our IT systems and systems we have in place (See Appendix 1).

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 nominated person who will liaise with the Head Teacher and other staff about issues to do with protecting children from radicalisation.

Role of the Head Teacher

It is the role of the Head Teacher 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 (DSL)

It is the role of the DSL in 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 an 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 Governing Body 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.

The school is fully committed to safeguarding and promoting the welfare of all its pupils. 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 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 some key worldviews 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 school'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.

Online 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 block inappropriate content, including extremist content.

Where staff, pupils or visitors find unblocked extremist content they must report it immediately 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 must be alert to the need for vigilance when pupils are using their phones outside of school.

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 training every 3-4 years and are updated as necessary by the DSL.

Safer Recruitment

We ensure that the staff we appoint are suitable. Our recruitment procedures are rigorous and we follow the statutory guidance published in Keeping Children Safe in Education (2020). Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

The arrangements for recruiting all staff, permanent and volunteers 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 a single central record of such vetting checks is completed and maintained. We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence an 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.

Visitors

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

Use of External Speakers

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 curriculum so we need to ensure that this work is of benefit to pupils. We 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 pupils without a member of staff being present.

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

Whistleblowing

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 Whistleblowing Policy).

Although serious incidents involving radicalisation may not have occurred 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 DSL.

The NSPCC National Whistleblowing Helpline is - 0800 028 0285 – this line is available from 8:00am to 8:00pm, Monday to Friday and e-mail is help@nspcc.org.uk .

'No platform for extremists'

We are vigilant to the possibility that out-of-hours hire of their premises may be requested by people wishing to run an extremist event. We do 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 children and young people who show signs of vulnerability or radicalisation 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 Channel.

Monitoring and Review

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

The policy was written in consultation with staff in October 2016. The last review took place in April 2021 and will be reviewed again in April 2023.