



## Greatham Church of England Primary School Preventing Extremism and Radicalisation Policy



This policy relates to the following legislation:

- Education Act 1996
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Education Act 2011
- Counter Terrorism and Security Act 2015
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE) 2016
- Prevent Strategy (HM Gov)
- Teaching approaches that help build resilience to extremism among people (DfE)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children

We are committed to safeguarding and promoting the welfare of all children and we take account of the information contained in the DfE documents 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2016)' as the safety and protection of children is of paramount importance to everyone in this school.

We believe that all children have the right to be safe in our society. Therefore, we recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and through working with parents.

We realise that we have a duty to identify, protect and support those who might be vulnerable to being radicalised or influenced by extremist views. We understand that radicalisation 'is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo or reject and/or undermine contemporary ideas and expressions of freedom of choice'. Extremism is best defined as the holding of extreme political or religious views.

We have a duty to actively promote and embed **British values** such as 'democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs' within this school and to challenge pupils, school personnel or parents who express extremist views contrary to these values. We want to ensure pupils are prepared for life in modern Britain by the active promotion of and respect of British values.

We will refer any concerns we may have regarding individuals or groups of individuals who have or demonstrate extremist views to the relevant outside agencies as we feel that we have a duty to intervene at the earliest opportunity and to protect those concerned.

### Aims

- To safeguard and promote the welfare of all children and individuals.
- To identify, protect and support those who might be vulnerable to being radicalised or influenced by extremist views.
- To be vigilant against all forms of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to implement and improve this policy.

The Office for Security & Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy CONTEST. This strategy is based on four areas of work:

- Pursue - To stop terrorist attacks
- Prevent - To stop people becoming terrorists or supporting terrorism
- Protect - To strengthen our protection against a terrorist attack
- Prepare - To mitigate the impact of a terrorist attack

Our role, as a school, is outlined more specifically in the DCSF document 'Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism.' Primarily our work will be concerned with PREVENTION and is outlined more specifically in the DCSF document 'Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism.'

## **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body has:

- has appointed a senior member of staff to act as the Designated Safeguarding Lead;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring full compliance with all statutory responsibilities;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for making effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the Designated Safeguarding Lead and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

### **Role of the Headteacher and Senior Leadership Team**

The Headteacher and the Senior Leadership Team will endeavour to:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure school personnel are vigilant against radicalisation and extremism;
- ensure a broad and balanced curriculum is taught;
- ensure that British values are promoted and embedded in the school;
- ensure pupils are taught about staying safe;
- ensure that pupils are not influenced by the views and beliefs of others;
- refer any concerns about individuals or groups of individuals to the appropriate outside agencies;
- ensure good practice is shared throughout the school;
- be prepared for all types of school inspection;
- work closely with the link governor and Designated Safeguarding Lead;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;

- provide guidance, support and training to all staff;
- make effective use of relevant research and information to improve this policy;
- monitor the effectiveness of this policy by:

-monitoring learning and teaching through observing lessons  
 -monitoring planning and assessment  
 -speaking with pupils, school personnel, parents and governors

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

The Designated Safeguarding Lead will:

- ensure the implementation of this policy;
- ensure everyone connected with the school is aware of this policy;
- work closely with the nominated governor;
- be trained in child protection policy procedures;
- renew training every two years in order to;

-understand the assessment process  
 -understand the procedures of a child protection case conference and child protection review conference  
 -understand the specific needs of children in need  
 -understand the specific needs of children with special educational needs and those of young carers  
 -have in place a secure and accurate record system of all concerns and referrals

-take the lead in dealing with child protection issues and in deciding what steps should be taken;  
 -raise awareness of the need to protect pupils who might be vulnerable to radicalisation and involvement in terrorism;  
 -raise awareness that female genital mutilation (FGM) affects girls particularly from north African countries and it is illegal to allow girls to undergo this practice either in this country or abroad;  
 -ensure that all concerns regarding FGM and vulnerability to radicalisation are reported;  
 -keep a confidential Child Protection Register of all those pupils known to be at risk and only if it is confirmed by social services that the child is at risk;  
 -ensure all confidential child protection information is stored securely in central place;  
 -inform parents that information is kept on their children;  
 -ensure that no information will be disclosed to a parent if this would put a child at risk of significant harm;  
 -be trained in working with all agencies;  
 -familiarise school personnel with the policy and procedures;  
 -investigate and deal with all cases of suspected or actual problems associated with child protection;  
 -ensure parents are aware that referrals about suspected abuse or neglect may be made;  
 -make child protection referrals;  
 -record all child protection referrals;  
 -co-ordinate action within the school;  
 -liaise and seek advice from the Local Authority Designated Officer (LADO) when the need arises;  
 -liaise with social care and other agencies;  
 -record the transfer of all child protection files of any pupil leaving to join another school.  
 -provide support for any child at risk;  
 -not promise confidentiality to any child but always act in the interests of a child;  
 -act as a source of advice within the school;  
 -help create a culture within the school of listening to children;  
 -keep up to date with all new guidance on safeguarding children;  
 -keep all school personnel up to date with any changes to procedures;

- organise appropriate training for school personnel and governors;
- ensure all incidents are recorded, reported and kept confidential;
- keep all paperwork up to date;
- report back to the appropriate school personnel when necessary;

### **Role of the Nominated Governor**

The Nominated Governor will:

- work closely with the Headteacher and the Designated Safeguarding Lead;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body.

### **Role of School Personnel**

School personnel will:

- comply with all aspects of this policy;
- be aware of all other linked policies;
- be vigilant against radicalisation and extremism;
- ensure a broad and balanced curriculum is taught;
- be aware of the DfE guidance 'Teaching approaches that help build resilience to extremism among young people';
- ensure British values are promoted and embedded in the school;
- ensure pupils are taught about staying safe;
- endeavour to ensure that pupils are not influenced by the views and beliefs of others;
- refer any concerns about individuals or groups of individuals to the Designated Safeguarding Lead or to the appropriate outside agencies;
- be asked to report any of the following. Pupils:
  - having extremist political or religious views;
  - disclosing that they have been exposed to:

- extremist views and materials
- online extremist material
- extremist social networking sites

- being approached by known extremists in the local community;
- voicing extremist views and opinions;
- voicing anti-British values;
- voicing anti-Western views;
- in possession of extremist materials;
- changing their style of dress or appearance;
- behaving differently in school and at home;
- attempting to impose extremist views on others;
- committing prejudice-related attacks against others.
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work hard to maintain a positive ethos;
- work hard to maintain a safe and respected school environment;
- show respect for all members of the school community;
- develop positive working relationships with pupils, school personnel, parents and governors;
- promote good behaviour;

- work in partnership with parents and carers keeping them up to date with their child's progress and behaviour at school;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

### **Role of Pupils**

Pupils will promote a positive image of the school and themselves by:

- being aware of and complying with this policy;
- being encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listening carefully to all instructions given by the teacher;
- asking for further help if they do not understand;
- treating others, their work and equipment with respect;
- supporting the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaising with the school council;
- taking part in questionnaires and surveys.

### **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:

-parents and open evenings

-parent-teacher consultations

-class assemblies

-school concerts

-fundraising and social events

-ensure regular and punctual attendance;

-notify school on the first day of pupil absence;

-support the school Code of Conduct and guidance necessary to ensure smooth running of the school;

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the school website
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as newsletters

### **Procedures for Referrals**

Although serious incidents involving radicalisation have not occurred at this 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 'could not happen here' and to refer any concerns through the appropriate channels (currently via the Child Protection/ Safeguarding Leads). This policy is strictly adhered to should issues arise.

**Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the Headteacher and the nominated governor.

Policy updated and agreed: November 2016