



The Keys Academy Trust

Prevent Policy

Date: June 2015

Review: Summer 2017

Scope of policy

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

We have a duty to prepare our children for life in modern Britain and to keep them safe. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Evidence shows that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

LINKS TO OTHER POLICIES:

The policy statement links to the following policies:

- Child Protection and Safeguarding
- E Safety
- Whistleblowing
- Equal Opportunities
- Anti-bullying
- Behaviour
- PSHE
- British Values Statement
- Staff Code of Conduct

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 (2015)

- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2015)

NON-STATUTORY GUIDANCE

- Promoting fundamental British values as part of Social Moral Spiritual and Cultural (SMSC) education in schools: Departmental advice for maintained schools (DfE 2014)

AIMS

The main aims of this policy statement are to ensure that staff and governors are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues 'will not happen here' and ensure that we work alongside other professional bodies and agencies to ensure that our children are safe from harm.

OBJECTIVES

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise.
- All parents and children will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

DEFINITIONS

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

Extremism is defined in the 2011 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 or none. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

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SIGNS OF VULNERABILITY

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a 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 school; (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.);
- 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
- 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.

PROCEDURES FOR REFERRALS

Although serious incidents involving radicalisation have not occurred at Earley St Peter's 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 'could not happen here' and to refer any concerns to the designated Child Protection Officer.

Referrals are made using the Alert Forms in the headteacher's office, which require a detailed factual account of the incident or cause for concern.

ROLE OF THE 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 children to be inquisitive learners who are open to new experiences and are tolerant of others. Our values support the development of the whole child as a reflective learner within a safe respectful learning environment.

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. Our Personal Social Health Education (PSHE) and SMSC provision is embedded across the curriculum and underpins the ethos of the school. Children are regularly taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet. 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, including extremist content. Children and staff know how to report any inappropriate sites that they may come across.

STAFF TRAINING

Through INSET opportunities in school, we ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on. This information also forms part of our annual safeguarding training.

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 (2015). Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

VISITORS

All visitors are made aware of what to do if they are concerned about any aspect of safeguarding or child welfare.

We undertake due diligence to ensure that visiting speakers are appropriate and are agreed with the Head teacher before their visit.

POLICY MONITORING AND REVIEW

This policy will be monitored and reviewed by the Safeguarding Governor annually.

This policy was written in Summer 2015 and will be reviewed in light of experience, changes to policy, procedures and legislation. It will be formally reviewed annually.